Literary Enigma *ISSN (Online): 3049-2033*
The International Journal of English Language, Literature and Culture
(Peer-Reviewed and Indexed)
Vol. 3, Issue 1 (February 2026)

22

Revisiting Traditional Methods through Digital Tools in Reading Comprehension

Dr. K. Brindha[1] and M. Subha Sri[2]

1) Assistant Professor Department of English literature, Government Arts College, Coimbatore. Brindhak3110@gmail.com
2) Research Scholar Department of English, Chikkanna Government Arts College, Tiruppur. 13subhasri@gmail.com

Page No. 170-175

Abstract: *Reading comprehension is essential for both academic success and lifelong learning. For many years traditional methods such as close reading, annotation, guided questioning, summarization, and discussion have shaped instruction. These strategies can be improved rather than replaced by the increasing use of digital tools in the classroom. Digital tools, including interactive e-books, adaptive reading platforms, multimedia-enriched texts, and collaborative annotation systems, provide fixed support for vocabulary, context, feedback, and peer interaction. These affordances improve engagement, make texts more accessible and support diverse learners. Digital reading platforms enhance comprehension, promote reading fluency, and equip students for the literacy demands of the twenty-first-century. By bridging foundational strategies with the skills required for digital literacy and active learning, the integrating of traditional methods with digital tools results in more comprehensive, inclusive, and productive learning experience,.*

Keywords: *Reading comprehension, digital reading, annotation, guided reading, digital technology, reading fluency, e-books*

Introduction

Traditional reading comprehension methods focus on using structured approaches to assist learners in understanding and responding to texts. Close reading encourages careful analysis of vocabulary, structure and meaning. Learners can record insights and questions through annotation. Guided questioning helps in understanding and foster critical thinking, while summarization encourages learners to rephrase ideas in their own words. Collaborative interpretation is made possible through discussion (Li and Yan).

These methods can be improved by digital tools. Interactive features like embedded glossaries, hyperlinks, multimedia explanations, and adaptive scaffolding that support comprehension are provided by e-books, online reading platforms, and digital annotation systems. Online reading platforms assist learners in self-monitoring their comprehension while providing contextual support (Habók, Oo, and Magyar). Educators can maintain foundational skills while utilizing the benefits of technology by combining traditional strategies with digital resources.

Traditional Methods in Reading Comprehension

It is important to comprehend the traditional methods that have influenced reading instruction before delving into digital enhancements. These approaches focus on strategies meant to develop comprehension, critical thinking, and reflection.

Literary Enigma *ISSN (Online): 3049-2033*
The International Journal of English Language, Literature and Culture
(Peer-Reviewed and Indexed)
Vol. 3, Issue 1 (February 2026)

Traditional Methods in Reading Comprehension

- Close Reading

Close reading is one of the foundational strategy. Students keep focusing on vocabulary, sentence structure, and deeper meaning while they pay close attention to passages as they read several times. Frequent interaction allows learners to notice nuances in tone, argument, and theme, promoting comprehension that goes beyond surface-level reading (Manaoat).

- Annotation & Note-Taking

Close reading is enhanced by annotation and reading. To keep track of thoughts, record questions, and reflect on meaning, learners, underline, highlight and make margin notes. As a metacognitive tool, Annotation aids readers in monitoring comprehension and resolving confusion (Manaoat).

- Guided Questioning and Summarization Skills

Summarization, guided questioning, and discussion are widely used. Teachers encourages students to make prediction, draw conclusion, provide clarification, and evaluate ideas. Discussions by peer or teacher-led allow learners to exchange interpretations and negotiate understanding as a group. Summarization encourages students to restate key ideas, strengthening their comprehension and developing synthesis skills (Fielding and Pearson).

- Discussion and Peer Interpretation and Structured Reading Cycles

Structured reading cycles and strategy instruction are frequently included in traditional instruction. Phases including previewing the text, activating prior knowledge, and reading for meaning, discussing ideas, and summarizing information are all integrated into Concept-Oriented Reading Instruction (CORI) (Wikipedia). Learner outcomes are much improved by explicit instruction in strategies like summarizing, questioning, predicting, and monitoring comprehension according to meta-analytic study (Ulker; YS et al.).

In conclusion, traditional reading comprehension methods fosters fundamental comprehension skills, critical thinking, and metacognitive awareness through active engagement, reflection, and strategic reading.

Digital Reinvention of Close Reading

Close reading involves repeated, detailed analysis of a text in order to understand structure, meaning, and nuance. Through search features, hyperlinks, and navigation bars, digital texts allow readers to quickly revisit content, reducing cognitive load during repeated reading (Bruggink et al.). Embedded vocabulary supports, such as clickable definitions and translations, assist learners in maintaining comprehension without interruption (Day, et al.).

Multimedia aids provide content for more in-depth interpretation such as author videos, timelines, and background explanations, can also be included in digital content. Research on interactive e-books preserve the analytical depth of close reading while enhancing vocabulary knowledge and comprehension (Day, et al.). Thus, digital close reading, reinforces traditional strategies while adding adaptable tools that support learners' understanding.

Annotation Reimagined Through Digital Tools

Learners can highlight, comment, and track questions or reflections with annotation. By colour coding, tagging, multimedia notes, and linking to external resources, digital annotation extends on existing techniques (Sujana, et al.).

Students can view their peers' notes, respond to them, and negotiate meaning collectively through collaborative annotation. By encouraging discussion and reflection

Literary Enigma *ISSN (Online): 3049-2033*
The International Journal of English Language, Literature and Culture
(Peer-Reviewed and Indexed)
Vol. 3, Issue 1 (February 2026)

beyond individual learning, shared annotation in digital environments enhances comprehension (Respati, et al.).

Multimedia annotation, including audio, video, and images, adds depth to learners' explanations and supports different learning styles. These tools increase the scope and collaborative potential of traditional annotation.

Digital Tools Supporting Questioning, Guided Reading, and Adaptive Instruction

Questioning strategies help learners to clarify meaning, make predictions, and evaluate ideas. Digital platforms by creating interactive comprehension questions and provide immediate feedback, supporting self-monitoring and critical thinking (Day, et al.).

Digital systems that modify text difficulty according to student performance are beneficial for guided reading. Multimodal digital texts better suits a different learner profiles than static printed texts (Oliveira, et al.). Analytics tools allow teachers to track engagement, reading speed, and comprehension patterns, facilitating timely support.

Digital tools also facilitate learner-centered questioning through collaborative platforms, allowing students to post questions, respond to peers, and participate in meaningful discussions asynchronously. This approach strengthens comprehension while maintaining the pedagogical value of guided questioning.

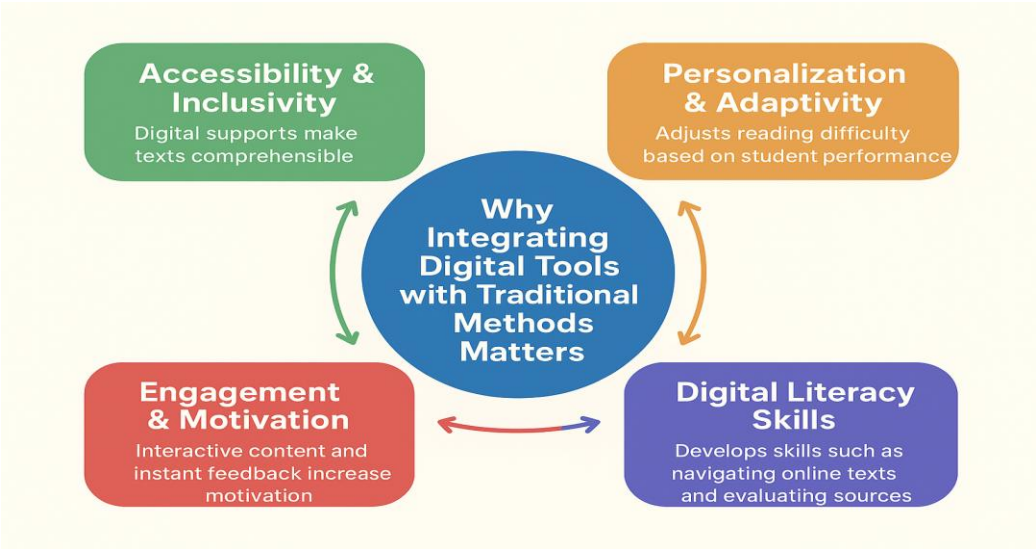
Summarization, Reflection, and Collaborative Discussion in Digital Spaces

Learners can better integrate important concepts by summarizing. Learners can visualize narrative structures and systematically arrange information using digital graphic organizers, story maps, and collaborative documents (Oakley).

Digital environments support collaborative summarization, allowing learners to negotiate meaning collectively. Students are encouraged to consider their peers' interpretations, ask questions, and expand their ideas through discussion forums, comment threads, and shared annotation layers. Self-regulated reading behaviours and comprehension are enhanced by structured digital interactions (Yang).

Digital tools maintain the cognitive and reflective functions of traditional summarization and discussion while enhancing accessibility, collaboration, and multimodal engagement.

Why Integrating Digital Tools with Traditional Methods Matters



Literary Enigma *ISSN (Online): 3049-2033*
The International Journal of English Language, Literature and Culture
(Peer-Reviewed and Indexed)
Vol. 3, Issue 1 (February 2026)

Integrating digital tools with traditional reading strategies is essential for supporting diverse learners and improve reading comprehension. While traditional methods build foundational comprehension skills, digital tools expand these practices, making instruction more interactive, adaptive, and learner-centered (Habók, et al.).

Digital tools improve accessibility for learners with different skill levels. Embedded glossaries, clickable translations, and multimedia explanations reduce barriers caused by difficult vocabulary or complex concepts, allowing students to concentrate on meaning (Day, et al.). Interactive e-books helps struggling readers without interrupting reading by allowing students to click on a word to hear its pronunciation or view its definition.

Adaptive reading platforms enhance guided reading activities by automatically modifying text difficulty. These technologies allow teachers to monitor reading pace, engagement, and comprehension analytics, enabling timely intervention and personalized support (Oliveira, et al.). Students can revisit challenging passages, complete scaffold exercises, and get immediate feedback.

Digital tools promote engagement and motivation. Reading became an active learning process through features like multimedia content, interactive quizzes, and collaborative annotation. Higher-order thinking abilities are developed and self-regulation is enhanced through peer discussions on digital platforms and answering comprehension (Yang).

Additionally, integrating digital tools fosters the development of critical digital literacy skills. In order to prepare for academic and professional contexts, students learn to how to read online texts, evaluate sources, synthesize knowledge, and manage digital resources. (Li and Yan).

Thoughtful integration ensures that digital tools enhance rather than replace critical reflection, discussion, and strategy use. Organizing digital affordances with pedagogical goals maximizes benefits, such as using annotation software to reinforce reflective thinking or adaptive platforms to support guided reading.

By combining traditional methods with digital supports, educators preserve careful analysis, metacognitive reflection, structured questioning, and collaborative discussion while providing adaptive, interactive, and multimodal learning opportunities (Habók, Oo, and Magyar; Day, et al.; Oliveira, et al.; Yang).

Conclusion

Digital tools enhance and broden traditional reading comprehension strategies, which are still fundamental. Interactive e-books, adaptive platforms, digital annotation, embedded vocabulary supports, and collaborative spaces enhance comprehension, engagement, and learning flexibility. Studies show that combining traditional methods with digital supports enhances comprehension outcomes, fosters motivation, and accommodates diverse learners (Li and Yan; Habók, Oo, and Magyar; Oakley).

A blended approach preserves critical thinking, metacognition, and reflection while providing students with the tools and skills needed for digital literacy. Thoughtful integration of digital tools ensures that learners are prepared to navigate both print and digital reading challenges successfully, making learning more inclusive, adaptive, and effective for the twenty-first century.

WORKS CITED

Bruggink, Marian, et al. Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts. Springer, 2025. https://link.springer.com/book/10.1007/978-3-031-75121-9?utm_source=chatgpt.com

"Concept-Oriented Reading Instruction (CORI)." Wikipedia. https://en.wikipedia.org/wiki/Concept-Oriented_Reading_Instruction?utm_source=chatgpt.com

Day, Stephanie L., Jin K. Hwang, Tracy Arner, Danielle McNamara, and Carol Connor. "Choose Your Own Adventure: Interactive E-Books to Improve Word Knowledge and Comprehension Skills." arXiv, 2024. https://arxiv.org/abs/2403.02496?utm_source=chatgpt.com

Fielding, Linda G., and P. David Pearson. "Synthesis of Research / Reading Comprehension: What Works." ASCD, 1994. https://www.ascd.org/el/articles/synthesis-of-research---reading-comprehension-what-works?utm_source=chatgpt.com

Habók, Anita, Tun Zaw Oo, and Andrea Magyar. "The Effect of Reading Strategy Use on Online Reading Comprehension." Heliyon, vol. 10, no. 2, 2024, e24281. https://www.researchgate.net/publication/377468579_The_effect_of_reading_strategy_use_on_online_reading_comprehension?utm_source=chatgpt.com

Li, Yifan, and Lingling Yan. "Which Reading Comprehension Is Better? A Meta-Analysis of the Effect of Paper Versus Digital Reading in Recent 20 Years." Telematics and Informatics Reports, 2024, 100142. https://www.sciencedirect.com/science/article/pii/S2772503024000288?utm_source=chatgpt.com

Manaoat, Herlynne Grace D. "Text Annotation as a Reading and Metacognitive Strategy: A Systematic Review of Literature." International Journal of Research and Innovation in Social Science, 2024. https://rsisinternational.org/journals/ijriss/articles/text-annotation-as-a-reading-and-metacognitive-strategy-a-systematic-review-of-literature/?utm_source=chatgpt.com

Oakley, Grace. "A Scoping Review of Research on the Use of Digital Technologies for Teaching Reading Fluency." Education Sciences, vol. 14, no. 6, 2024, 633. https://www.mdpi.com/2227-7102/14/6/633?utm_source=chatgpt.com

Oliveira, Adriana M., Júlio L. F. Santos, and Sara A. Capellini. "Reading Comprehension Performance of Elementary and Senior High School Students." Frontiers in Education, vol. 8, 2023, 1086040. https://www.frontiersin.org/articles/10.3389/feduc.2023.1086040/full?utm_source=chatgpt.com

Respati, Thea Karuni, Bayu Hendro Wicaksono, and Estu Widodo. "The Use of Digital English Textbooks: A Study on Comprehension and Language Production Abilities Among Young Learners." Journal of Languages and Language Teaching, vol. 12, no. 2, 2024. DOI:10.33394/jollt.v12i2.10689

Sujana, Ghina Zakiyyah, Sigit Vebrianto Susilo, and Dudu Suhandi Saputra. "Effectiveness of Interactive E-Book Teaching Materials Development to Improve Students' Reading Comprehension Skills." Eduhumaniora: Jurnal Pendidikan Dasar, vol. 17, no. 2, 2025, pp. 211–226. https://ejournal.upi.edu/index.php/eduhumaniora/article/download/75267/pdf?utm_source=chatgpt.com

Ulker, Unal. "Reading Comprehension Strategies." International Journal of Social Sciences and Educational Studies, 2017. https://www.researchgate.net/publication/323545970_Reading_Comprehension_Strategies?utm_source=chatgpt.com

Yang, Dandan. "Self-regulation and Comprehension in Shared Reading: The Moderating Effects of Verbal Interactions and E-Book Discussion Prompts." Child Development, 2024. https://academic.oup.com/chidev/article/95/6/1934/8255329?utm_source=chatgpt.com
YS, et al. "The Relationship Between Reading Strategy and Reading Comprehension: A Meta-Analysis." PMC, 2021.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8371629/?utm_source=chatgpt.com