

EFL Students' Perceptions of Bringing a Digital Aspect into the Reading Classroom

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Abstract: *The current research examines the perceptions of undergraduate English-as-a-Foreign-Language (EFL) students about the use of WhatsApp for academic reading in classrooms in the context of a Pakistani university. The study focuses on how a paperless classroom not only offers educational advantages but also helps in mitigating environmental impact. The study uses semi-structured interviews (n = 20), short observations, and reflective journals of the classroom of EFL undergraduate students enrolled in a Pakistani reading course. The study is based on a social-constructivist theoretical framework put forward by Lev Vygotsky, and the Connected Reading framework established by Kristen Hawley Turner and Troy Hicks (2019). The results show that WhatsApp was perceived by the learners to support peer-collaboration, scaffolded reading and reflection, improving the engagement with texts and improving access to digital reading materials. Meanwhile, there were difficulties connected with digital distraction, fluctuating internet connectivity, and print preferences among a certain part of the learners. These findings are connected in the discussion with the zone of proximal development (ZPD) and scaffolding as proposed by Vygotsky and the encountering, evaluating, and engaging with texts in digital environment dimensions introduced by Turner and Hicks. The paper concludes with offering implications on EFL reading pedagogy in Pakistan, recommendations on how to design WhatsApp-based reading activities and suggestions on how to promote the culture of eco-friendly reading at higher educational institutions through paperless classes.*

Keywords: WhatsApp, academic reading, paperless environment, greenhouse-effect, Pakistani EFL, Vygotsky, Connected Reading

1. Introduction

In recent years, the proliferation of mobile messaging platforms has created new environments for teaching, learning, and reading in higher education. Namely, WhatsApp, which has received major significance with educators and students, who use it as a means of acquiring and distributing resources, and developing informal group peer instructions (Cronje, & Van Zyl, 2022). WhatsApp can be used to replace paper-based practices, hence promoting the cause of environmental sustainability by reducing the use of paper and preventing the greenhouse-gas emissions generated during printing, distributing, and disposing of paper (Rosel & Naguit, 2024).

Pakistan has a limited budget and a lopsided infrastructure in higher education institutions, coupled with an increasing ecological awareness (Shaheen, Khakwani, & Tabassum, 2024). Therefore, the utilization of the mobile applications offers two-fold benefits; first in terms of the further development of pedagogy and secondly, achieving sustainability in the long run. However, empirical studies on the pedagogical nature of adapting WhatsApp as an educational tool into English-as-a-Foreign-Language (EFL) classrooms are limited in number. The following research questions are therefore obtained: What are the perceptions of students about this technological shift? What affordances and challenges are associated with its utilization? What theoretical and pedagogic implications can be expected?

In this paper, the idea of research is to examine the perceptions of the EFL students during the process of doing reading activities using WhatsApp in a Pakistani university, hoping to identify the impact of this activity on creating a paperless culture, while reducing the amount of waste produced by the use of paper. The present study is positioned by the Social Constructivism Theory by Vygotsky (1978) and the Connected Reading model by Turner and Hicks (2019) that together enlighten the research on digital, collaborative, and sustainable reading pedagogy. The study investigates the following research questions:

1. How do EFL undergraduates experience the use of WhatsApp in an academic reading classroom in terms of engagement, collaboration, and scaffolding?
2. What role does the adoption of paperless reading play in the Pakistani EFL context through the use of WhatsApp?

Data were gathered through semi-structured interviews, classroom observations, and reflective journals from twenty Pakistani EFL undergraduates. This triangulation of sources enabled a nuanced understanding of mobile-mediated reading pedagogy, highlighting teacher and environmental-sensitive instructional practices in higher education.

2. Literature Review

Social Constructivism Theory (Vygotsky)

The social constructivism theory by Vygotsky notes that social interaction, language and cultural intermediaries are the main mechanisms of cognitive development (McLeod, 2025). The higher mental operation is first inter-psychologically obtained, usurping the interaction with more informed interlocutors and then is internalized intra-psychologically and hence incorporated into the cognitive set-up of the individual (Vygotsky, 1978). The difference between autonomous performance on the one hand and performance that depends on the help of a more skilled peer or instructor on the other provides the Zone of Proximal Development (ZPD). As a result, classroom-based instructional activities must slightly out-position the learner in terms of skills and competencies, where the interaction between peers, communicative, and mediating tools like language and digital would assist in the building of knowledge (Storm, 2024).

Yang & Wilson (2006) state that this framework applied to teaching English as a second language reading speculates that reading tasks ought to involve social mediators such as discussing with peers, modeling by the teacher, and shared reading tools, which will gradually shift the role to learners. In one example of a mobile-mediated reading environment, the application of WhatsApp can be used as spaces where mediated talks, scaffolded interactions, and societal knowledge building can occur, and thus Vygotskian ideas of constructive mediation of learning are realized (Laru, 2012).

Connected Reading Framework (Turner & Hicks)

Digital space has increased reading to a multimodal, interactive, and networked space by making printed material available in linear and non-linear forms. Much attention is paid to the Connected Reading framework that was presented by Turner & Hicks (2019) as one of the possible ways to visualise the phenomenon. Turner & Hicks (2019) contribute that this model outlines three mutually reinforcing processes, namely encounters, evaluation, and engagement.

Hypothetically, Pedagogical approaches towards Connected Reading, which the authors of this study use, should avoid the strict dichotomy of print and digital; students should be trained to think both visually and critically about all types of texts (Ross et al., 2017).

When used on the mobile platform, WhatsApp can aid all three processes: (i) it can be used to share digital reading materials (encountering); (ii) the peers can discuss and evaluate the utility and the quality of texts (evaluation); and (iii) the peers can make notes and build the meaning together (engagement). This would agree with a social constructivist view at a predetermined level in regard to the mediational practices in the digital reading spaces (Reynolds, 2016).

Research on WhatsApp in EFL Reading and Paperless Practices

Different vocabulary-supporting applications and platforms that facilitate teacher-learner interactions, like the WhatsApp mobile application, are also introduced to help learners in the English-as-a-Foreign-Language (EFL) settings to collaborate with their peers and to read together with other applications and tools with the purpose of supporting the reading process (Isma et al., 2025). However, even though the empirical study of the identical sphere is still infantile, the early research studies indicate that WhatsApp-mediated activities can contribute to learner autonomy and the increased incidence of engagement in multimodal reading behaviours (Soomro et al., 2024). Moreover, the shift to online reading materials and channels of communication can reduce the use of printed hand-outs, which in turn will stimulate the implementation of a paperless pedagogy meeting the criteria of environmentally friendly practices (Enakrire et al., 2024).

However, a range of problems has been determined, such as unequal access to digital resources, vulnerability to distraction posed by mobile apps, a consistent desire among a few learners to stick to printed materials, and a limited willingness of teachers to use them (Nikolopoulou et al., 2023). In the Pakistani educational environment of higher education, there is very little research on WhatsApp-based academic reading. With technology adoption rates growing swiftly in Pakistan and the emerging popularity of digital pedagogy, the research that will examine the attitudes of students to WhatsApp reading in a paperless classroom is a time-consuming and pertinent pedagogical and environmental study.

Theoretical Integration

The combination of the Social Constructivist theory of Vygotsky and the Connected Reading Framework by Turner and Hicks would serve as a solid conceptual framework in the current study. Vygotsky is of the idea that learning occurs through scaffolding and social interaction, where connected Reading predicts that digital reading practices will change through encounters, assessment and textual engagement. In the given research, WhatsApp serves as the mediating device in a reading classroom, providing students with support from peers according to the principles of constructivism, as well as allowing teachers to have an encounter with students, assessment, and interaction. The study, therefore, investigates how learners perceive WhatsApp mediated reading tasks to come up with empirical evidence which can be placed between both schools of thought.

3. Methodology

Research Design

The current study used a qualitative approach to examine the experiences and perceptions of the English-as-a-Foreign-Language (EFL) learners concerning the use of WhatsApp in teaching reading skills. This approach to the study was supported by the fact that it enables the investigation of the meaning and interpretations of participants in detail in both socially and technologically mediated learning settings (Creswell and Poth, 2018).

The study was based on the theoretical foundations of the Social Constructivist Theory by Vygotsky, according to which the process of learning is a social phenomenon that occurs within the Zone of Proximal Development (ZPD). Further, the Connected Reading Framework by Turner and Hicks has been integrated to describe digital reading as a progression of activities consisting of the exposure, evaluation, and interaction with texts. These theoretical frameworks influence the formulation of the data-collection tools and the resultant analysis processes for the current study.

Setting and Participants

The current study was conducted in a public sector higher educational institution in Sindh Province, Pakistan. The sample size consisted of twenty undergraduate students (11 females and 9 males) who were taking the mandatory course of Functional English in the spring semester of 2025. The learners were all English as a foreign language students, and their first languages were either Urdu or Sindhi, and they were within the age range of 18 to 23 years. To guarantee that the participants were involved in reading online activities via WhatsApp, it was decided to involve them in the process of purposive sampling (Patton, 2015), meaning that the members were required to be experienced WhatsApp users, indicating that they consistently respond to online activities and spent no less than a year of their life using WhatsApp as either a social or an academic resource.

Ethical consent was obtained through the Research Ethics Committee of the University. The participants were informed about the intentions of the study completely and assured of their confidentiality and digital informed consent. The anonymity was maintained by giving pseudonyms.

Data Collection Instruments

i) Semi Structured Interviews

To encourage the students to share their perceptions, experiences, and opinions about the use of WhatsApp for their academic reading, semi-structured interviews were conducted. The interview guide was a set of ten open-ended questions that structured the participants' responses while allowing them to expound upon their information, and was later developed using pertinent theoretical foundations and previous studies (e.g., Andújar, 2016; Amin and Sundari, 2020).

Sample questions included:

- What is the effect of reading on WhatsApp on your motivation to work on academic materials?
- How do you use WhatsApp to communicate or work with peers in case of reading activities?
- What are some of the problems that you experience when reading by WhatsApp versus reading traditional paper-based texts?

Interviews were carried out in English language all taking between 25 and 30 minutes duration, taped with the consent of the participants, transcribed verbatim and later analyzed.

ii) Classroom Observations

The current study used systematic non-participant observation because the researcher examined WhatsApp-mediated reading sessions that were part of the classroom teaching that lasted more than six weeks. The observation guidelines were carefully developed which captured: (a) mode of interaction among learners; (b) use of WhatsApp features, i.e. voice recordings, PDF sharing, emojis, and colleague comments; (c) scaffolding procedures and collaboration; (d) evidence of paper-free and environmental-friendly conduct, i.e. no use of printed hand-outs. The field notes were made throughout the online and face-to-face aspects of the blended sessions. These observations were later used to triangulate the contextual information to be used in the further interview analyses.

iii) Reflective Journals

Students were encouraged to maintain short reflective journals on their weekly WhatsApp-based reading experiences. Prompts asked them to describe challenges, achievements, and environmental reflections (e.g., how digital reading reduced paper use). These journals served as introspective evidence of engagement and self-regulated learning (Moon, 2016).

Data Collection Procedure

The data were collected within eight weeks. During the initial two weeks, the participants were involved in guided reading on WhatsApp, wherein they received reading passages, discussed comprehension questions and prepared notes on vocabulary. Weeks three to six witnessed the use of clear observation and journaling. The semi-structured interviews were conducted in the last two weeks.

The researcher also represented himself as a facilitator and an observer, as the reflexive position demanded in constructivist research inquiry (Berger, 2015). The entire history of digital communications on WhatsApp was saved and exported to the analysis.

Data Analysis

The thematic analysis was conducted according to a six-stage model by Braun and Clarke (2021), and (1) familiarization with the data, (2) generation of initial codes, (3) searching of the themes, (4) review of the themes, (5) definition and naming of the themes, and (6) production of the report. Coding was done using NVivo 14 software. Inductively, the data yielded codes, which were explained deductively using the perspectives of Social Constructivism and Connected Reading. The researcher kept analytical notes that interconnected the quotes of the participants with the theoretical concepts that are scaffolding, collaboration, digital engagement, and environmental consciousness.

The use of the three sources of data (interviews, observations, journals) in triangulation improved credibility, whereas peer debriefing and member checking stood in favor of dependability and conformability (Lincoln and Guba, 1985). Transferability was ensured by a detailed account of the classroom setting and demographics of the respondents.

Trustworthiness and Reflexivity

The researcher also admitted the possibility of bias being a facilitator and an analyst. A reflexive journal was used to record decisions and interpretations during the study, making it transparent. Analytical rigor was also enhanced when the two TESOL experts peer reviewed

the coding. The entire procedure was governed by ethical principles of respect, beneficence and justice (Creswell & Creswell, 2023). Respondents were allowed to drop out at any point without academic sanction.

4. Findings and Discussion

Data analysis showed that these are interrelated themes that describe what the learners think about WhatsApp as a place to read their academic materials, and to be environmentally friendly. The following themes, Emotional Engagement, Collaborative Learning and Scaffolding, Cognitive Development and Comprehension, Motivation and Autonomy, Digital Literacy and Connected Reading, Challenges and Limitations, Environmental Consciousness, and Pedagogical Implications, show how WhatsApp supported a socially mediated, connected, and eco-friendly reading condition. The themes are discussed below, each of which is intertwined with theoretical and empirical knowledge.

4.1 Emotional Engagement and Comfort.

Respondents expressed that *“reading activities through WhatsApp were seen as easy and comfortable as compared to the formal and traditional classroom setting.”* One of them described it *“as something similar to talking to my friends, not studying”*. This familiarity is in line with the focus of Vygotsky (1978) on social and cultural mediation of learning. WhatsApp can seem to reduce the affective barriers, which is supported by the Affective Filter Hypothesis created by Krashen (1982) and by Darmi and Albion (2014) who report the observation of a lower level of anxiety in EFL students which occurs under mobile reading conditions.

Moreover, the emotional comfort, as revealed by the participants, relates to the encounter level of the Connected Reading Framework by Turner and Hicks (2019), according to which the preliminary exposure to texts occurs through the easily accessible and familiar digital environments. In line with this, WhatsApp not only plays the role of a channel of literacy among the users, but it also plays the role of a tool that provides emotional connectivity to learning and the digital world in general among learners.

The results are in line with previous studies (Burston, 2015; Ali et al., 2021), which show that there is a positive relationship between psychological safety, technological competence, and the level of engagement of the learner with scholarly literature.

4.2 Collaborative Learning and Scaffolding.

The current study has considered how WhatsApp may be used as an instrument of administering vocabulary information in small, repetitious units. Respondents indicated that *“Increased encoding and recollection of the repeated lexical items in sequential messages came easy”*. One interviewee indicated clearly that *“There was greater retention when a word repeated more than once within the flow of messages”*. These findings agree with the Input Hypothesis proposed by Krashen (1985) postulating that comprehensible input with a slight above the current competence level ($i + 1$) to the learner is the most effective one in acquisition. WhatsApp is designed to tackle the concept of micro-learning, which is defined by short and brief messages and repetitions of information, which seems to lower cognition load and extra judgment, thereby boosting the comprehension of information according to the Sweller Cognitive Load Theory (1988). Furthermore, the connected reading affordances allowed learners to compare the teacher-provided explanations with the peer input and other sources (Turner and Hicks, 2019). This communication process resembles the idea of mediated

cognition that was introduced by Lantolf (2000) and where language learning is born out of social mediation interacting with personal cognitive development.

The empirical data presented by Andujar (2016) and Al-Shehri (2011) also confirm that reading materials through WhatsApp can increase vocabulary memory and reading comprehension. Taken together, these conclusions imply that the repetitive delivery of low-weight content through WhatsApp and the fact that it is used to mediate discourse is a promising learning model in terms of vocabulary learning and reading proficiency development.

4.3 Motivation and Learner Autonomy.

The participants stated that *“they felt more motivated and self-directed. Daily reminders and notifications in groups stimulated regular attendance.”* One student stated that *“they did not miss any task as WhatsApp reminded them.”* This action aligns with the Self-Determination Theory proposed by Deci and Ryan (1985), in which autonomy, competence, and relatedness form the basis of intrinsic motivation. In WhatsApp, the learners had control of the speed and time of reading, immediate feedback (competence), and social interaction (relatedness).

The results also correspond with the *“engagement”* stage of Connected Reading, where digital affordances maintain the motivation due to the possibility of engaging through dialogic and multimodal interaction. The learners did more than just read since they commented, reacted, and shared activities that ended passive reading into interactive learning. Empirical similarities are possible in those works where Wang and Vásquez (2012) and Kukulska-Hulme et al. (2011) emphasized that mobile-mediated micro learning boosts learner perseverance and habit.

Interestingly, some participants mentioned *“that WhatsApp disseminated the barrier between academic and personal environment, and turned reading to be part of daily life.”* This phenomenon highlights how contextualized is mobile learning, as identified by Sharples (2019) wherein formal/informal setting meets to facilitate an authentic learning process.

4.4 Digital Literacy and Connected Reading.

Students responded that *“they acquired new digital literacy skills as they read academic texts through WhatsApp. They were taught the use of hyperlinks, annotations, and vocabulary cross-referencing using the online dictionaries.”*

Such behaviours correspond directly to the Connected Reading Framework’s three pillars:

- **Encountering** texts (accessing shared PDFs or links),
- **Evaluating** them (assessing credibility or complexity), and
- **Engaging** (discussing or remixing information within the group).

These findings confirm Turner and Hicks’s (2019) assertion that connected readers are not passive consumers but active participants in meaning-making networks. In this context, WhatsApp functioned as a literacy ecology where reading, writing, and social interaction intertwined. Additionally, classroom observations revealed that WhatsApp encouraged multimodal literacy combining text, audio, emoji, and visuals. This multimodality aligns with Kress (2010), who argues that digital reading demands navigation across semiotic modes rather than mere decoding of print. Such experiences also enhanced learners’ critical digital literacy, a necessary competence in evaluating online information credibility, an essential goal of contemporary EFL pedagogy (Hafner, Chik, & Jones, 2021).

4.5 Challenges and Limitations.

Despite overall positive attitudes, participants identified multiple constraints. The most frequently cited included:

- **Technical issues** (slow internet, device storage limits),
- **Distractions** (non-academic notifications),
- **Physical strain** (eye fatigue from screen reading).

These problems are a manifestation of the duality of mobile learning: mobile but subject to extraneous cognitive load (Sweller, 1988). There was a lot of multitasking in learners and this shortened their sustained attention. As one participant responded, “*I attempted to read, and was distracted by messages of other parties*”. Besides, another respondent talked about “*the nostalgia towards printed languages and said that paper makes me more focused.*” Another participant shared “*sometimes the internet connectivity creates nuisance and hurdles in the smooth process*”. These preferences show that a complete shift towards a paperless system will have to be culturally accommodated and developed to be more digitally ergonomic. These issues resonate with discoveries that were made by Stockwell (2010) and Burston (2015), who found that the drawbacks and inconveniences of devices and distractions are a recurring problem in Mobile-Assisted Language Learning (MALL).

4.6 Environmental Consciousness and Paperless Learning.

The reflective accounts of the learners about environmental responsibility led to the emergence of a new body of knowledge. The majority of the respondents pointed out that “*in using WhatsApp, they did not have to print on anything: Once we needed to print everything we read; it all is now on the phone and hence reduced waste of papers*”. This awareness shows the increased eco-pedagogical awareness of Higher Education in line with UN Sustainable Development Goal 13 (Climate Action) and SDG4 (Quality Education). The use of WhatsApp in the classroom to share content helped to minimize the amount of paper wastage and the amount of energy used in printing the documents. In theory, the concept of cultural mediation proposed by Vygotsky can be transferred to the technological and ecological mediation artifacts like WhatsApp that not only mediate the processes of learning but other types of behaviors related to the environment (Ritzhaupt & Martinez, 2022).

In addition, the idea of the experience of reading digital texts as a part of Connected Reading framework highlights the importance of environmental sustainability with the help of integrated digital literacy. As learners engage with digital learning materials instead of print texts, they undergo cognitive and ecological transformations. The present observations align with those of Adedoyin et al. (2023), who argued that the chances to integrate digital learning in developing nations are not only democratic but also help to achieve the goals of green education.

4.7 Pedagogical Implications.

The study’s findings hold important pedagogical implications for EFL instructors seeking to integrate digital reading in eco-friendly ways, which are discussed below:

1. **Design Structured Digital Reading Cycles:** Teachers should organize WhatsApp reading sequences aligned with Turner and Hicks’s (2019) stages of encountering, evaluating, and engaging to scaffold comprehension progressively.
2. **Embed Collaborative Scaffolds:** Group-based discussion, peer questioning, and reciprocal teaching on WhatsApp can maximize the ZPD (Vygotsky, 1978).
3. **Develop Digital Literacy:** Explicit instruction on evaluating online sources can enhance learners’ critical reading.

4. **Promote Environmental Reflection:** Incorporating eco-literacy discussions in reading tasks can link language learning with sustainability awareness.
5. **Balance Digital and Physical Modes:** To address fatigue and distraction, instructors may alternate between digital reading and limited print excerpts until learners adjust fully.

5. Summary of the Study

The paper discusses the perceptions and attitudes of EFL learners towards using WhatsApp as a means of academic reading in a higher learning institution in Pakistan concerning the prospects of paperless learning and the effects of consuming paper on the environment. Relying on the outcomes of the digital social interaction, scaffolding, and multimodal interaction, grounded on the Social Constructivist Theory by Vygotsky (1978) and the Connected Reading Framework developed by Turner and Hicks (2019), the research has investigated how the digital social interaction, scaffolding, and multimodal engagement affected reading comprehension, the motivation of learners, and the ecological consciousness.

The process of working with the obtained data about 20 undergraduate students, which was performed in the format of semi-structured interviews, classroom observations, and reflective journals, revealed that the image of WhatsApp as a pedagogical space is multi-faceted but stable. Students felt it as a convenient medium of communication and simultaneously as an interactive, multimodal, and socially enriched environment that aided in comprehending, collaborating and becoming autonomous.

6. Theoretical Insights

The results are aligned with the view of Social Constructivism and establish the fact that the process of learning is socially mediated. The mediating device-a virtual artifact was WhatsApp; however, it helped learners in ZPD (Zone of Proximal Development) (Vygotsky, 1978) as far as peer and teacher scaffold was concerned. Dialogue, collaboration and the reciprocal feedback process turned out to be the main features of meaning-making in learners. The findings are consistent with the earlier literature that indicated that the emphasis should be put on mobile-mediated collaborative learning (Gon & Rawekar, 2017; Yunus et al., 2013).

The framework of Connected Reading (Turner and Hicks, 2019) was also useful in appreciating how students were able to exploit the encountering, evaluating, and engaging digital readings. The affordances of WhatsApp, such as the ability to share PDFs, receive instant feedback, and interact in a multimodal manner, enabled the learners to access digital academic content, assess their suitability, and cooperate in terms of creating meaning in the dynamic online setting. The previously detached reading has been digitally tied to become networked reading, and the shift is related to the broader transformation of digital literacy research (Leu et al., 2019; Hafner et al., 2021).

The combination of the two theoretical lenses results in the fact that there is a postulated eco-social constructivist reading model: a conceptual framework, based on which social learning, associated digital engagement, and ecological awareness are all restorative aspects of literacy in the 21st century.

7. Limitations of the Study

Although this study can be regarded as meaningful, there were several limitations: **Sample Size and Context:** The sample used in the study (20 undergraduate students in one Pakistani university) was not large enough to be generalized. **Technological Limitations:** The disparity between the internet connection and the quality of devices would have had an impact on the experience of the learners.

Limited Period: The eight weeks of observation provided rich but limited information; more extensive longitudinal research could provide a more in-depth insight into behavioural change. Future researchers should employ more participants, use mixed-method approaches, and study cross-institutional conditions, as this will enhance these findings.

8. Future Research Directions

The research presupposes numerous possibilities to proceed with the research: **Comparative Studies:** Future studies could give WhatsApp other digital reading engines (e.g., Google Classroom, Telegram, and Microsoft Teams) to compare the divergences in affordances. **Quantitative Measurement:** Pre- and post-tests of environmental awareness and reading comprehension would have the capacity to carry out quantitatively the effects of qualitative outcomes. **Teacher-Centered Investigations:** An exploration on perceptions of the teachers on implementation of paperless reading strategies would provide a free perspective of the same. **Eco-Digital Literacy Frameworks:** proposed sustainability and digital pedagogy strategy may lead to the next stage of its generalization into a theoretical model known as the so-called ecology-social model.

9. Conclusion

This paper arrives at a conclusion that WhatsApp is not only a medium of communication but also a socially vibrant, pedagogically achievable and environmentally sustainable learning tool. Furthermore, the results of research objective number two, "To explore the learners' perceptions on the use of WhatsApp on the Reading Skills of EFL Learners in Pakistan", do depict that WhatsApp provides a socially mediated, multimodal, and ecologically conscious reading experience. The theory provided by Vygotsky can be used to explain how peer interaction and mediated communication facilitate full understanding and self-confidence, whereas Connected Reading framework provided by Turner and Hicks helps to optimize the effect of digital affordances on active interaction and environmental gain. The inter-relation of social learning, connectivity through digital means and sustainability constitute a triadic model of eco-social constructivism promoting the idea that the future of EFL reading pedagogy is at the crossroads of social co-construction, connected technology and environmentally-sensitive responsibility.

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Conflict of Interest Statement

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