

Original Article

A Study on Digital Literature and Changing Reading Habits

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ABSTRACT

The rapid evolution of digital technology has fundamentally transformed the production, dissemination, and consumption of literary content. Digital literature – encompassing e-books, online narratives, hypertext fiction, audiobooks, and interactive storytelling – has redefined traditional reading practices and reshaped readers' cognitive, social, and cultural engagement with texts. This study examines the impact of digital literature on changing reading habits across diverse demographic groups, focusing on reading frequency, comprehension styles, attention spans, and reader preferences. The research integrates qualitative and quantitative methodologies, including surveys, usage pattern analysis, and comparative literature evaluation, to identify key behavioral shifts influenced by digital platforms. Findings reveal a significant transition from deep linear reading toward fragmented, multimodal, and screen-based reading practices. While digital literature enhances accessibility, personalization, and global dissemination, it also introduces challenges related to distraction, reduced retention, and superficial engagement. This paper contributes to digital humanities and educational technology research by providing a structured analysis of how digital literature reshapes reading behavior, learning outcomes, and literary culture. The results aim to inform educators, publishers, and policymakers in designing sustainable digital reading ecosystems that balance technological innovation with cognitive depth and literary appreciation.

KEYWORDS

Digital Literature, Reading Habits, E-books, Digital Humanities, Screen Reading, Literary Studies.

1. INTRODUCTION

1.1. Background of the Study

Reading has always been accepted as a cornerstone of the process, which helps intellectual development, cultural preservation and distribution of knowledge between generations. Between the ages, printed texts were the major channel of engaging in literature and the nature of reading that had developed was a linear flow, consistent concentration, and complete immersion of thought. These traditional reading conditions played a role in promoting reflective reading on texts, as they helped the reader to think critically, be imaginative and have a long-term grasp of the text. Print and lack of external electronic distractions also facilitated focused and reflective reading experiences. However, the world of literary consumption has changed greatly over the last few decades because of the intensive growth of the digital technologies. Digital media has offered new ways of reading that challenge traditional paradigms with the ease of perusing non-linearly, integrating multimedia, and active participation. Digital literature is a wide variety of forms, comprising of electronic books, online journals, hypertext fiction, social media based literary work, as well as audio based formats like audiobooks and podcasts. Availability and accessibility of smart phones, tablets and e-readers have increased the pace of this transition to digital reading and has enabled literary content to be more available and portable, and accessible as never before. The young generations have been one of the biggest beneficiaries of this technological shift where they are progressively depending on digital devices to read their studies, work, or recreation. As much as digital literature carries with it many positive characteristics, including improved access, affordability and multimodal behaviors, it also poses important concerns regarding the alteration in how people read, how they pay attention as well as their understanding concepts. The move to digital platforms as opposed to print is not a transformation of medium, but a reconfiguration of the cognitive or cultural practices that are involved in reading. This dynamic context is paramount to analyzing how digital literature influences, and is influencing, the current reading patterns and to evaluating the potential of these impacts on education, literacy and intellectual growth in general.

1.2. Importance of a Study on Digital Literature



Fig 1 - Importance of a Study on Digital Literature

1.2.1. *Understanding Changing Reading Practices*

A digital literature study is critical to comprehending the changing ways of reading in reaction to the change in technology. With the growing interest and use of digital means of accessing texts, classic modes of linear and continuous reading are being substituted by nonlinear navigation, skimming, and multimodal interaction. The analysis of these changes assists to determine how the readers process information in a digital setting and how such practices affect the understanding, attention, and critical thinking.

1.2.2. *Implications for Education and Learning*

Literature in the digital form is becoming increasingly popular in learning institutions, with e-books, internet content and interactive literature becoming common. A research on digital literature gives educators the opportunity to evaluate the effects of digital literature on learning results and to create an effective learning strategy that will be suited to technological ease and profound understanding. The results of these studies can be used as an indicator of the need to introduce digital literacy skills (critical evaluation, attention management, and strategic reading) into academic curricula.

1.2.3. *Preservation of Literary and Cultural Values*

Moving the literature to the digital platforms, it is necessary to consider the changes of the literary forms, narrative patterns, and cultural expressions. A dedicated analysis of digital literature will imply that the depth of literature, aestheticism as well as cultural meaning will remain intact, preventing the need to conform to novel media formats. Another aspect it sheds light on is how e-media opens up possibilities of the less represented, and alternative literary forms.

1.2.4. *Cognitive and Behavioral Insights*

Studies of digital literature offer a good contribution to the understanding of cognitive and behavioral implications of digital reading. Knowing how digital environments can affect memory, concentration, and engagement will inform both readers and designers on some of the healthier and more effective ways of reading. The knowledge is essential in the discussion of issues regarding the distraction, cognitive overload, and decreased capacity of deep reading.

1.2.5. *Guidance for Future Technological Development*

Last, the research on digital literature guides the publisher, developers, and the policymakers to develop increasingly reader-centered digital platforms. Design of interfaces to enable meaningful engagement, which is opposed to pure consumption, can also be informed by evidence-based research. On the whole, a digital literature study is crucial in order to succeed in guidance across the frontier of technology, literacy, and human cognition in the digital century.

1.3. **Digital Literature and Reading Changing**

The development of digital literature has significantly impacted modern reading practices and changed how people read and comprehend and experience the textual content. With digital reading, progress is at times in a nonlinear way, unlike in traditional print reading which requires linear readings, focused concentration and critical understanding. Hyperlinks, inbuilt multimedia and interactive capabilities have enabled the readers to navigate swiftly among related literature, have access to additional content and participate in multimodal type of learning. Though such features make reading more user-friendly and convenient, they lead to more fragmented reading experiences with growing viability of sustained attention and involvement. Secondly, digital reading behaviour can also be described as having more and shorter spurts of reading. Smartphones, tablets

and e-readers enable the consumer to read in small segments during the day, making reading an inherent part of daily life: commuting, waiting or multitasking. This changes the pattern of long reading to short and task-related communication, which has an influence on the process of cognition, as it tends to prioritize quick information scanning over the in-depth comprehension of information. Consequently, the adaptive strategies that the readers have developed include key-word search, summerization and selective attention that reflect efficiency at the cost of critical reflection and story comprehension. Besides, the digital literature has widened the range of content types offered to the readers such as e-books, online journals, blogs, social media literature and audiobooks. This diversity will be able to fulfill the various preferences and learning styles, promoting the individual reading experiences. But, it, too, adds cognitive and behavioral problems, including the greater tendency to distraction, digital fatigue and dependence on multi-tasking. These difficulties notwithstanding, digital literature has made access to information democratic, contributing to the creation of a culture of being in constant contact with textual information. On balance, the digital literature phenomenon can be regarded as a paradigm shift in reading behaviors, in which convenience, interactivity, and multimodality are mixed with the necessity of insightful understanding and critical discursiveness. The study of these evolving habits is the key to future educators, policymakers, and content developers to develop the intervention that would facilitate positive digital literacy without deteriorating the gains of cognitive advantages that the concept of sustained reading imparts.

2. LITERATURE SURVEY

2.1. Conceptual Framework of Digital Literature

Earlier criticism theorizes digital literature as a kind of textual work that is inherently based on computational possibilities, and not just digitized print. Theorists including George P. Landow introduce the digital literature literature in terms of the hypertext theory where nonlinearity, reader agency, and unstable narrative sequences are the key traits. Hyperlinks allow the user to take more than one reading line that supports the associative thought and active sense-making processes. In line with this perspective, N. Katherine Hayles predicts the materiality of digital texts on the basis that meaning constitutes an interaction between content, medium, interface, and code. In this view, the digital literature is not only what it articulates, but how one feels with a screen, software and through the interaction of the users, thus overthrowing conventional beliefs about the authorship, textual consistency, and interpretation.

2.2. Digital Reading vs. Print Reading

There exist a significant collection of empirical studies, which compare cognitive performance of digital and print reading and show that there are systematic differences in understanding and involvement. Research by Mangen, and others, has indicated that print reading is commonly involved in better narrative comprehension, spatial orientation of texts and also long-term memory partially because of the tactile feedback and less visual load. Contrary, digital reading rooms can be linked to the increased reading speed and the enhanced ability to find a certain information, and therefore, they are beneficial in connections with scanning, searching, and reference-related activities. Screen-based reading can however encourage the superficiality of meaning in that the readers will more likely to skim over as opposed to sustained and linear reading especially when reading long or complicated texts.

2.3. Cognitive and Behavioral Impacts

Neuroscientific and cognitive studies show that digital reading conditions can affect attention, memory and cognitive load to a great extent. Extraneous cognitive load and the need to process

deep-reading information can be divided by the presence of hyperlinks, multimedia things, and outside notifications, which disrupt deep reading. Nicholas Carr supports this opinion, saying that extensive use of digital media could restructure the neural circuits in favor of fast information processing, rather than the active and immersion reading. Digitally, readers are more prone to multi tasking as they switch between applications and tasks, which is further degrading to focus and understanding. Such cognitive and behavioral changes lead to the question of what the sustainability of digital reading would mean to critical thinking and long-term intellectual endeavor.

2.4. Educational Perspectives

As long as education is concerned, both digital literature and reading technologies have their opportunities and challenges. Educational books and online reading systems make it more accessible, portable, and cost effective to use, especially in situations of resource constraint. They also promote other capabilities like search capabilities, annotations and multimedia integration that can be used in enriching the learning processes. Nonetheless, students also often complain of a lack of concentration and greater distraction as well as eye fatigue at screens. New adaptive learning systems and customized reading applications demonstrate a potential solution to some of these issues as they customize content, reading speed, and feedback to each learner, which may help to eliminate some of these difficulties and create more successful engagement with digital texts.

2.5. Research Gaps

Although extensive studies have been done on the topic of digital reading, there are gaps present in current literature. The majority of the studies are based on short-term experimental design and therefore give insufficient information regarding the effect of extended exposure to digital reading setting on long-term reading behavior, cognitive growth, and the reading and appreciation of literature. Moreover, the studies are mostly based on the Western setting, and cross-cultural differences in creating reading habits and digital literacy remain unexamined. It also lacks integrative methods that involve the application of cognitive, behavioral and education approach. To fill in these gaps, the current research writing will follow a longitudinal and cross-cultural approach in presenting a more in-depth view of the dynamics of digital literature and reading practices which are changing over time.

3. METHODOLOGY

3.1. Research Design

It has been determined that the current study will take a mixed-method research design to obtain a thorough and detailed picture of the digital reading practices and how they can be applied. The combination of both quantitative and qualitative versions can help the study to play to the advantages of each of them at the same time as reducing the weaknesses of each. The quantitative element will involve structured questionnaires which will be used to collect quantitative data on reading habits, frequency of digital and print reading, level of understanding and perceived cognitive and behavioral impacts among the respondents. In this way, the patterns, trends, and correlation between a wider population could be identified, which will increase the externalizability and statistical validity of the obtained results. To complete the data of the survey, the qualitative part constitutes semi-structured interviews which give additional knowledge on subjective experiences, attitudes, and perceptions of participants concerning digital literary and reading conditions. It is through such interviews that participants can describe their reading preferences, challenges and adaptive strategies in their words and this provides rich contextual data that can not be captured using only numerical data. Furthermore, some sort of content analysis (qualitative) is used to analyze

digital and print texts that are chosen analyzing the structural characteristics of those texts including hyperlinks, multimedia features, layout, and the design of navigation. The given analysis assists in putting the response readers have into perspective, as it connects the cognitive and behavioral result to a certain textual and technological feature. The level at which quantitative and qualitative data is integrated is convergent parallel design where the two strands are gathered and analyzed simultaneously and the analysis is then compared and synthesized in the interpretation phase. This triangulation helps develop the credibility and reliability of the results as it enables the results of one method to justify or elaborate the results obtained in another method. All in all, all the mixed-method research design in question makes the study of the digital reading phenomena holistic, covering both measurable trends and lived experiences and, thus, offering a solid methodological implication on the accomplishment of the research objectives of the study.

3.2. Data Collection Methods

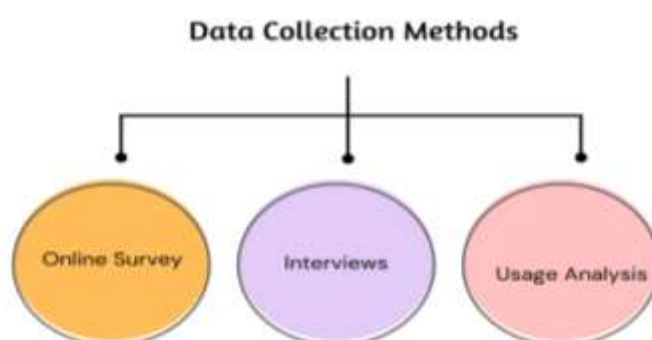


Fig 2 - Data Collection Methods

3.2.1. Online Survey

A survey was carried out online using a sample size of 300 respondents to define the quantitative information about the reading preferences and reading habits. The questionnaire incorporated guided questions that were based on the frequency of digital and print reading, type of reading preferred, use of reading, and self-reported reading levels of comprehension and concentration. The platform of the Internet guaranteed an effective collection of the data, the selection of diverse participants and simplicity of the response, and standardized questions allowed measuring and analyzing tendencies and patterns in the whole sample in a more consistent manner.

3.2.2. Interviews

Qualitative data were gathered in semi-structured interviews with librarians and educators to gain an insight into how the groups of professionals look at the digital reading practices. This approach has permitted facilitated but loose discussions, which were semi-structured to give the participants the opportunity to expound on their experiences, observations, and difficulties about the use of digital literature in learning and libraries. Responses We interviewed people who offered contextual details, pedagogic implications, shifts in reading behavior, and institutional reactions to the ongoing explosion of digital texts.

3.2.3. Usage Analysis

The analysis of usage was limited to the analysis of reading behavior of the participants, such as the time they dedicate to reading activities, format of reading (digital versus print version), and their quality of reading. Information to be used in this analysis came in the form of survey data and self-reported reading records. This approach allowed determining the behavioral pattern and

assisted in the comparison of various types of reading providing empirical data on the impact of digital environment on the length of reading, the regularity of reading, and the level of engagement.

3.3. Sampling Technique

The researcher used stratified random sampling to make sure that the sample used was representative of the target population. The stratification was conducted using three major variables such as age, education level and reading proficiency because these variables have been noted to have strong implications on reading habits, type of reading preferences and cognitive involvement on reading of a given text. The categorization of population based on these factors into specific strata reduced the level of sampling bias and made the results of the study closer to those of other demographic and academic settings. In every stratum, random sampling processes were done to make sure that each subject was given equal chances of being included. They were divided into age groups to support the study in understanding how generational differences influenced the exposure to and familiarity with digital reading environment including adolescents, young adults, and old adults. The stratifying among education levels involved participation of secondary, undergraduate and postgraduate education level and education, which guaranteed the representation of diverse academic requirements and reading levels. The reading proficiency was identified using self-reported data and academic background, which allowed including both the proficient and developing readers. This method of stratification based on multiple layers guaranteed the equality of the participation process and the lack of excessive representation of any group. External validity/generalizability of the research results was also reinforced by the use of stratified random sampling. Through a comprehensive consideration of demographic and cognitive diversity, the research was in a position to draw more credible comparisons within the subgroups as well as detect patterns that would have been obscure in the simple random sample. Moreover, the method has helped to analyze the difference in digital and print reading behaviors among the various groups of the population more accurately. The stratified random sampling approach in general offered an effective and rigorous study design allowing to select and sample the participants that were pertinent to the objectives of the study and helped obtain a full-fledged and holistic body of information about reading among the young generation today.

3.4. Data Analysis Techniques

The data of this study were examined through a trade of descriptive and inferential statistical methods to give a clear and systematic explanation on behaviors of reading and levels of engagement. The demographic statistics about the participants (frequency, percentage, means, and standard deviations) were summarized in terms of demographic data: frequencies, reading formats, preferences, and the amount of time participants spent reading the materials and the frequency of engagement. These steps provided a general image of the common tendencies and trends in online and offline reading. Correlation analysis was used to investigate how different variables were connected including reading format, comprehension, and distraction. This method allowed marking out the power and tendency of associations, thus, assisting the comparative analysis of various reading conditions. In order to further measure the degree of reader engagement, the study proposed a Reading Engagement Index (REI), which is a composite measure in the sense that it attempts to represent the many-dimensional aspect of reading engagement. The REI was determined by multiplying the time reading by comprehension score and then dividing the product of the same by the distraction frequency. Conceptually, the more the engagement is the longer the reading time and enhanced understanding are depicted, whilst frequent interruptions diminish the general engagement. Therefore, participants who had read longer and who had better comprehension with

reduced interruptions had high values of REI. On the contrary, the score of lower REI suggested fragmented reading with a lack of concentration and a lot of distractions. The implementation of the REI allowed making the comparison of the engagement levels among the participants and reading forms standard. The analysis transcended the independent measurements of behavioral (time spent), cognitive (comprehension), and attentional (distraction frequency) dimensions into one index by imparting a more comprehensive account of reading engagement. The statistical comparison of REI scores was done with varying demographic groups and reading formats to determine substantial differences. In general, the data analysis methods provided methodological rigor, meaning interpretation of a complicated set of reading activity and strong empirical support of the research purpose of a study.

3.5. Ethical Considerations

The focus on ethical matters was assigned the highest priority during the research process to make sure that the right, dignity, and well-being of all participants were not violated. Informed consent was obtained to all the participants before collecting any data. The study was namely explained to the subjects clearly about what the research was, what the subjects were meant to do, the nature of the data being recorded, and the future application of the findings. They also got to realize that the participation was voluntary and that they could discontinue with the study at any point without any adverse effects. It is this open communication that allowed the participants to make an autonomous and informed decision as to whether they would participate or not. The anonymity was also observed to ensure that the participants identity was not revealed. No personal and identifiable information, including names, institutional affiliations, and contact information, was used in the data representation and analysis. Coding was done with numbers in respondents of the survey, and anonymity of interviews was done by not including or distorting any information that would possibly identify participants or their institutions. In this manner, the chances of personal identification were low and it compelled the participants to be honest and open when responding to questions especially when addressing issues or concerns connected to the digital reading practices. The data confidentiality was strictly observed as well. All the data collected were kept in secured digital files under passwords, which could only be accessed by the researcher. The recordings and transcripts of interviews were coded and saved only in an academic use. No data were provided to third parties, and no findings were reported individually to avoid being able to trace individual responses to some particular participants. On completion of the study, data management was done in line with institutional ethical guidelines of data retention and disposal. All in all, these were some of the ethical considerations that ensured responsible conduct in the research, the establishment of a culture of trust between researchers and the study subjects, as well as maintaining the current standards of academic integrity and ethical scholarship.

4. RESULTS AND DISCUSSION

4.1. Reading Format Preferences

Table 1: Reading Format Preferences

Format	Percentage (%)
E-books	42
Print Books	38
Audiobooks	12
Online Blogs	8

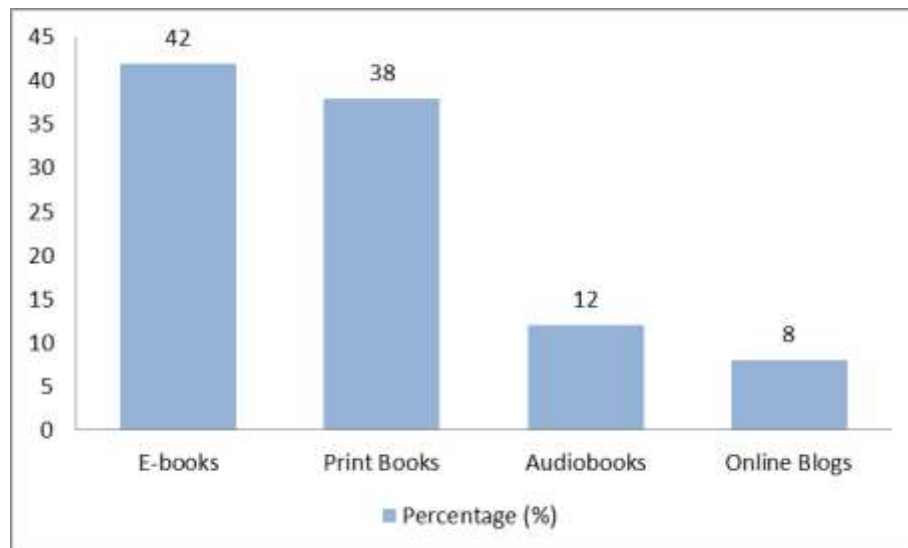


Fig 3 - Graph Representing Reading Format Preferences

4.1.1. E-books (42%)

The most preferred among the respondents was e-books with 42 percent confirming that they use it regularly. The latter may be explained by the convenience, portability, and accessibility of the digital gadgets like smartphones, tablets, and e-readers. The additions such as customizable font size, included dictionaries, and convenient storage of various texts also make it very easy to use and user-friendly when it comes to academic and professional reading. The trend of consuming written materials through e-books is a resurgence of the movement to a digital form of material usage.

4.1.2. Print Books (38%)

Another type is print books, highly appreciable by 38 percent of the respondents. Most of the participants related the printed text to being more focused and having less eye burnout and a higher level of entering the text. Audiovisual sense of touching items and navigability of pages will help to maintain attention and understanding. This remaining popularity highlights the sustainability of the relevance of the print media regardless of the growth of the digital ones.

4.1.3. Audiobooks (12%)

One out of twelve percent of the respondents preferred the use of Audiobooks especially those who have limited time or those who are involved in a multi-tasking activity when reading. This has been presented in its form where it can be used in commuting, exercising or at home due to its flexibility and ease of use. Although audiobooks allow listening to more literature, some of the participants expressed the disadvantage of retention and its active involvement versus literature reading using a visual display.

4.1.4. Online Blogs (8%)

The internet blogs registered 8 percent of the reading habits indicating their incorporation as sources of information that are informal, fast and topic specific. Interviewees acknowledged that they relied on blogs to post mostly current, personal interests, and work updates instead of doing prolonged and detailed reading. The reason why blogs are less favored is that they are treated as reading resources and not as sources of long-term literary involvement.

4.2. Behavioral Changes Observed

The research results indicate a significant shift in the behavior of reading behaviors, especially regarding the adoption of more digital format. They indicated that the general frequency of reading has increased above the habits of past times and it is largely because of the unlimited access of digital texts via smartphones, tablets and computers. The presence of e-books, articles, and internet materials has reduced the barriers into reading, allowing the participants to read more and more frequently during the day. The frequency of reading however is complemented by a drastic shortening of the time spent on individual reading sessions. Participants are more likely to process texts in short bursts rather than in one continuous active interaction with the book at a time as they did previously. The use of shorter reading sessions was closely correlated with the occurrence of the skimming and key-based reading strategies and particularly within the digital context. Most of the participants indicated that they could scan headings, subheadings, and highlighted keywords to have the information related within a short time compared to reading line by line. The search functions, scrolling interfaces, and hyperlinks promote further non-linear navigation, making selective reading patterns. Even though these strategies can ensure efficiency and access to information, the result is usually that we achieve efficiency and information retrieval at the expense of deep understanding and reflective thinking. Also, the participants recognised common interrupting notifications, messages, and multitasking, which undercut sustained attention and resulted in disordered reading experiences. Digital reading behavioral adjustment has consequently led to an outcome of more goal-driven, time conscious attitude, where speed and relevancy are highly considered than immersion. These changes are not considered to be contrary to the requirements of the modern information consumption, however, they are rather concerning in terms of the future of the deep reading skills and critical analysis, as well as, cognitive ability to concentrate the mind. On the whole, the noted changes in the behavior emphasize critical alteration of the relationships between readers and texts in the digital environment between providing more access and changing the evaluation patterns.

4.3. Discussion

The findings of the study prove the evident paradigm shift in modern reading habits into the modes of engagement that are convenient and digitally mediated. The growing popularity of e-books, Web-based texts, and other e-based materials is a reflection of the inclination of readers to be able to get things faster, with ease, and anywhere. Economic and physical barriers to reading in digital literature have vastly decreased as digital texts are now accessible to the user through a multitude of devices almost instantaneously and a large collection of texts. This access democratization is especially useful in education and in a resources-constrained school setting where digital resources can be used to overcome gaps in the availability and allocation. This has brought about increased frequency and daily practice of reading since they are done at brief periods during the day as opposed to large and committed sets. The discoveries of this change, however, also show that it has not only changed the place and frequency of reading, but also cognitively affected how people approach texts. Reading that is seek-hourly motivated can tend to value efficiency, speed and task-related information searching. Skimming, scanning, and searching by keywords are practices that are normalized, particularly in online form of interaction where non-linear reading is encouraged through hyperlinks and other multimedia components. Although these tactics would be useful in dealing with information overload, it can wipe out deep understanding, critical thinking, and long focus; all of which have long been regarded as the prerogative of literary and academic reading. The research highlights the importance of new literacy skills that are beyond the simple decoding and understanding. Critical navigation, evaluative judgment, control over attention, and flexibly adopting the surface read or deep read strategies depending on context and purpose are now

all aspects of digital literacy. Study teachers and institutions have the responsibility to truly develop such competencies by incorporating digital reading pedagogy which puts a greater emphasis on reflective engagement which is complemented with the technological proficiency. After all, although the digital literature presents new and unparalleled possibilities of access and engagement, it can only truly achieve its potentials when the readers are also provided with the mental and critical means of approaching the digital texts in a deep and thoughtful manner.

5. CONCLUSION

The current research paper gives in-depth analysis of the changing face of reading in relation to digital literature which has seen major alterations in the habit of reading, mental involvement reading and behavioral patterns in reading. The results show that digital literature has essentially transformed the way the readers engage texts, promoting multitasking, nonlinear reading, and multimodality reading. Hyperlinks, search and multimedia are becoming more and more popular as readers find themselves getting used to access information fast and efficiently leading to more frequent yet shorter reading sessions. Although the practices make it more accessible and convenient, they redefine attention patterns and the depth of reading, customarily directing people towards superficial processing instead of ongoing, linear reading. The paper therefore validates the idea that digital reading is not actually a technological change but an act of cognitive change and cultural change in the process of reading.

These findings have implications especially to the teachers, publishers and policymakers. The teachers should not rely on the traditional methods of teaching literacy on paper, but they should engage in teaching digital literacy through curriculum. This involves educating the students on how to combat distractions, analyzing digital texts critically and deliberately transitioning between a skimming and deep reading approach based on educational or personal intentions. On the same note, publishers and digital content designers qualify to be responsible in the creation of reader-centric digital interfaces that help in maintaining comprehension and lingering interest. The characteristics of the minimum distract mode, easy navigation, and adjustable reading configuration can allow reducing cognitive overload and encouraging more impregnation with digital reading material. The stakeholders would be able to add value to digital literature by matching the technological design to the human cognitive needs.

The limitations in relation to the study in spite of its contributions indicate a direction of future research. The subjectivity of the self-reported data can be a problem, and cross-sectional design could not allow the determination of long-term changes in reading behavior and cognition. Future studies should then utilize longitudinal designs in looking at the effects of conditions of constant exposure to digital reading on cognitive development, attention span, and ability to read deeply with time. Moreover, there are exciting prospects of personalized reading experience owing to the emerging technologies like artificial intelligence. The system, powered by AI, may adjust content delivery, reading speed and complexity to the specifications of the individual readers, which may offer the necessary efficiency and the necessary understanding. A discussion about these trends will understandably play a crucial role in explaining the future of reading in an ever digital world.

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