ABSTRACT

The integration of digital technology in education, particularly in the learning of English as a Foreign Language (EFL), has become increasingly significant. This research investigates the impact of digital English textbooks on learner autonomy and digital literacy among secondary school students. The study aims to explore students' perceptions of using digital English textbooks and the challenges they face in achieving autonomous learning. Utilizing a qualitative approach, data were collected through questionnaires and interviews to assess students' digital literacy and their ability to use digital tools independently. The researcher classifies and analyzes it to identify patterns, approach of organizing, coding, and summarizing data into themes. The findings reveal that while digital textbooks enhance learners' autonomy and access to resources, there are notable challenges related to motivation and digital skills. The study underscores the necessity of integrating digital literacy into the curriculum to support self-directed learning and improve students' language skills. This research contributes to the ongoing discourse on the role of digital tools in education and offers practical implications for educators to foster digital literacy and learner autonomy in the classroom.