

INTEGRATING EREADINGWORKSHEETS.COM FOR STRATEGIC READING IN EFL: TEACHERS' PERCEPTIONS, CHALLENGES, AND MEDIATION

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ABSTRACT

Digital reading platforms have transformed the landscape of language instruction, particularly within the English as a Foreign Language (EFL) context, where traditional methods often fall short in meeting diverse learner needs. Grounded in sociocognitive and constructivist perspectives on digital literacy, this study explores how EreadingWorksheets.com enhances strategic reading comprehension and scaffolds metacognitive engagement in an Indonesian EFL program. Specifically, the research aims to investigate teachers' perceptions of the platform's effectiveness and the challenges and benefits experienced during its integration in the English Garden Course. Employing a qualitative case study design, data were collected through semi-structured interviews, classroom observations, and document analysis involving twelve adolescent learners and their instructors. Thematic analysis revealed that teachers perceived the platform as effective for differentiated instruction and student motivation, while also observing improvements in learners' strategy use. However, challenges related to cultural mismatches in content, limited digital access, and curriculum misalignment were also reported. These findings suggest that while EreadingWorksheets.com offers significant pedagogical affordances, its effectiveness depends on teacher mediation and contextual adaptation. The study underscores the critical role of educators in optimizing digital tools and provides practical insights for the design of technology-enhanced reading instruction that promotes cognitive depth and literacy equity in EFL classrooms.

Keywords: Digital platform, Reading comprehension, Teachers' perception

INTRODUCTION

Digital platforms have reshaped reading instruction in English as a Foreign Language (EFL) settings by enabling

scaffolded, leveled, and adaptive practice for heterogeneous classes. Open-access repositories such as EreadingWorksheets.com, which provides



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leveled passages, embedded comprehension tasks, and immediate feedback, are increasingly used to assign, differentiate, and monitor reading practice (Ramli & Borhan, 2024). Empirical work links digital scaffolds to greater motivation, opportunities for distributed practice, and fluency gains (Asgarov & Badalova, 2024; Santos et al., 2024).

However, platform availability does not automatically produce strategic reading. In our context many learners display superficial “click-through” behaviour or difficulty making inferences when texts mismatch their cultural schemata. This study therefore asks two focused questions: (1) Which digital affordances actually support the internalization of reading strategies (planning, monitoring, evaluating)? and (2) How does teacher mediation convert those affordances into deeper metacognitive control?

We frame the inquiry with three complementary theoretical lenses. First, New Literacies and affordance theory emphasize how multimodal features (hyperlinks, adaptive sequencing, instant feedback) enable certain cognitive operations while constraining others (Lankshear & Knobel, 2006; Hutchby, 2001). Identifying affordances that promote strategic behaviour reframes evaluation from “does the tool work?” to “under what cognitive conditions does it support strategic reading?” Second, self-regulated learning and metacognition conceptualize strategic reading as a cycle of planning, monitoring, and evaluation (Flavell, 1979; Zimmerman, 2002); digital tasks function as potential scaffolds only if they invite and make visible metacognitive operations. Third, teacher cognition, including pedagogical decision-making and TPACK, is the critical mechanism that realizes (or nullifies) platform affordances in practice

(Mishra & Koehler, 2006; Borg, 2015). Teachers who pre-teach schemata, scaffold inference, or curate culturally appropriate texts transform technical features into instructional leverage.

Locating the study in Indonesia, a multilingual, exam-oriented system with large classes and uneven technology access, provides a rigorous boundary case for testing these theoretical claims (Widodo, 2018; Lamb, 2017). Although related research has examined digital reading tools in other EFL contexts (e.g., China, Iran, Turkey), little is known about how Indonesian teachers integrate platforms like EreadingWorksheets.com to scaffold strategy use and mediate learner enactment.

This qualitative study documents teacher perceptions, classroom enactments, and worksheet artifacts to (a) test which platform affordances scaffold metacognitive processes in L2 reading, and (b) examine teacher mediation as the pathway from affordance to strategic uptake. The findings aim to refine theoretical models of digital literacy, self-regulated reading, and teacher cognition in resource-variable EFL contexts.

METHOD

This study employed a qualitative case study design to explore how EFL students develop and apply reading strategies when using EreadingWorksheets.com within the English Garden Course. A case study approach was selected to allow an in-depth investigation of the contextual, cognitive, and behavioral aspects of learners' experiences with the platform. The research aimed to generate rich, descriptive data through close engagement with participants in their natural learning environment. This design enabled the researcher to examine individual differences, reflective practices, and nuanced strategic behaviors that are



often missed by quantitative methods.

This study draws on data from three English teachers at the English Garden Course who actively integrate *EreadingWorksheets.com* into their instruction. The participants were recruited through purposive sampling, a qualitative method that ensures the selection of individuals with relevant expertise and experience to generate rich, context-specific insights (Campbell et al., 2020). The inclusion criteria required teachers to have used *EreadingWorksheets.com* for at least one academic term, to consistently employ digital tools in their language teaching practices, and to demonstrate willingness to participate. This sampling strategy was employed to secure data that directly addresses the research objectives and reflects authentic pedagogical engagement with the platform.

Data was collected through three primary instruments: semi-structured interviews, classroom observations, and document analysis of students' digital worksheets. The interviews were designed to elicit students' metacognitive reflections, strategy awareness, and perceptions regarding their reading experiences on the platform. Classroom observations were focused on capturing students' reading behaviors, engagement levels, and interactions with digital texts during assigned tasks. Additionally, samples of students' completed worksheets were analyzed to identify patterns of strategy use, response accuracy, and evidence of inferential thinking. Triangulation of these instruments enhanced the credibility and depth of the data.

The collected data was analyzed using thematic analysis guided by Braun and Clarke's six-phase framework. Initial coding was conducted inductively,

allowing themes to emerge naturally from the data. The researcher then refined these codes into categories aligned with known reading strategies such as predicting, questioning, clarifying, summarizing, and inferring. NVivo 12 software was utilized to manage and code the qualitative data systematically. Patterns across interviews, observations, and documents were compared to ensure consistency and to reveal how students internalized and adapted strategies in a digital reading context. Member checking and peer debriefing were employed to strengthen the trustworthiness of the findings.

In conducting the research, the author followed several stages, as the figure below:

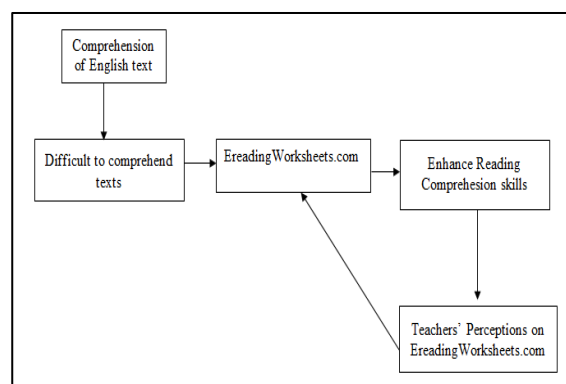


Figure 1. Research Stages

According to Figure 1, the study starts with the broad concept of comprehension of English texts, which is identified as an essential skill for learners. However, many students face the challenge of difficulty comprehending texts, creating a barrier to effective reading. To address this issue, the study incorporates *EreadingWorksheets.com* as a digital learning tool designed to provide structured reading activities and targeted comprehension practice. The use of this platform is intended to enhance students'

reading comprehension skills through interactive and leveled exercises. In addition, the study examines teachers' perceptions of EreadingWorksheets.com, offering a pedagogical perspective on its implementation and effectiveness in improving reading comprehension outcomes. This sequence outlines the logical progression from identifying a learning challenge, introducing an intervention, measuring its impact, and exploring stakeholder viewpoints.

FINDINGS AND DISCUSSION

This section addresses the study's two objectives: (1) how teachers integrate and perceive the use of *EreadingWorksheets.com* in fostering reading comprehension, and (2) the benefits and challenges they encounter when doing so.

EreadingWorksheets.com Enhances Students' Reading Comprehension

The participants generally perceived EreadingWorksheets.com as an effective supplemental tool that enriched their instructional repertoire. The platform's leveled passages, comprehension-focused questions, and immediate feedback system were considered helpful in addressing the heterogeneous proficiency levels of EFL students. They particularly appreciated its ability to support differentiated instruction in ways that printed materials could not easily achieve. The following quote reflects their perception:

We use EreadingWorksheets.com as reading practice to help students explore the lesson more deeply. It also helps them read accurately, understand the text, and answer the questions correctly" (Int. MR.).

This statement illustrates how teachers valued the platform not only for enhancing comprehension and accuracy but also for providing structured practice that aligns with their broader instructional goals. These findings corroborate Duckor and Holmberg's (2024) and Percell's (2017) argument that quick, clear feedback enables teachers to focus on guiding learning rather than grading, and they are in line with Asgarov and Badalova (2024) as well as Yin and Mohamad (2023), who highlight how digital tools can ease teacher workload while sustaining instructional effectiveness. In the Indonesian EFL context, such advantages are particularly valuable because teachers often face large, mixed-ability classes where individualized feedback and differentiated instruction are challenging to achieve through traditional materials alone.

Another worth finding from this study is that the participants reported that students demonstrated increased motivation and engagement when working on digital worksheets compared to traditional paper-based tasks. They observed that students were more willing to revisit texts, reread questions, and self-correct their responses, which reflected an emergent sense of metacognitive awareness. The document analysis supports this finding by showing that EreadingWorksheets.com (see Figure 2) provides a wide variety of interactive materials, such as inference tasks, main idea identification, story structure, and prediction worksheets, that encourage students to engage actively with texts and monitor their own comprehension processes.



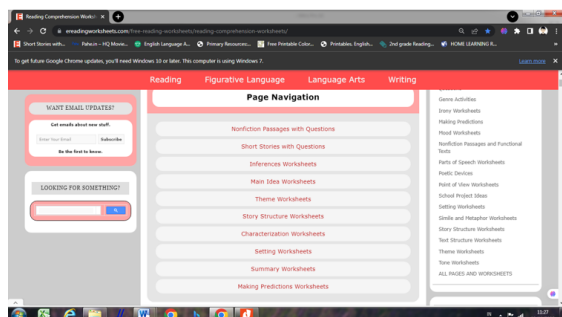


Figure 2. EreadingWorksheets.com.

In addition to the document analysis, classroom observations further reinforced these findings by showing that students displayed greater enthusiasm during digital reading sessions. They were actively involved in collaborative discussions, engaged in peer correction, and demonstrated a willingness to revisit tasks through repeated practice. These behaviors indicated not only heightened motivation but also the emergence of metacognitive strategies, as students monitored their own understanding and adjusted their responses accordingly. Such patterns were less frequently observed in traditional paper-based activities, underscoring the distinctive affordances of digital worksheets in fostering both active participation and reflective learning in EFL classrooms.

These observations resonate with previous studies that emphasize the pedagogical value of digital tools in enhancing learner engagement and self-regulation. For instance, Asgarov and Badalova (2024) as well as Yin and Mohamad (2023) found that digital platforms not only reduce teachers' workload but also sustain meaningful student interaction, while Duckor and Holmberg (2024) highlight the importance of feedback in cultivating reflective learning. Taken together, the evidence

suggests that digital worksheets provide a dual benefit: they foster motivation and metacognitive awareness among learners while simultaneously supporting teachers in creating more efficient and student-centered instructional practices.

The digital nature of EreadingWorksheets.com also contributed to improved classroom efficiency and time management. Teachers noted that the ease of assigning tasks and monitoring progress enabled them to allocate more instructional time to feedback and individualized support. In contrast, traditional worksheets required extensive preparation and manual assessment, which often delayed feedback delivery. Nawawi et al. (2018) and Flores et al. (2012) warned that without guidance, students may rush through tasks without deep thinking. Gürlen (2012) also stressed that structured instruction is important to keep learning meaningful.

From a strategic-reading standpoint, teachers identified a clear shift in students' approach to comprehension tasks. All participants reported that students increasingly used strategies such as scanning for keywords and summarizing main ideas when interacting with digital texts; they attributed this behavioral change to the platform's consistent structure and the repetitive engagement with similar task types. One participant stated,

We noticed our students began to use strategies like scanning keywords and summarizing the main ideas when reading digital texts. The repeated practice and clear structure of the worksheets really helped them build these habits over time (Int. DN)



Notably, these findings align with previous research that emphasizes the central role of teachers in making digital tools pedagogically effective. Kazempour and Ritonga (2024) and Hendrarso and Habib (2022) argue that teacher guidance is essential to realize the full benefits of digital platforms, while Nurdiana et al. (2023) show that teachers facilitate the transfer of strategies practiced online to other reading contexts. Together, the evidence suggests that the emergence of scanning and summarizing strategies resulted from an interaction between the platform's affordances (structured, repetitive practice) and active teacher facilitation that scaffolded students' strategic reading.

However, while teachers valued the platform's functionality, some expressed concerns about the superficial engagement of certain students. They observed that not all learners used the platform to its fullest strategic potential; some merely clicked through answers without reflection. This observation highlights the need for guided strategy instruction alongside the use of digital tools. Teachers' reports of low technical overhead and quick onboarding mirror adoption research: perceived usefulness and ease of use positively predict classroom uptake of digital tools (Lin & Yu, 2023). Streamlined discovery/assignment workflows are especially advantageous in mixed-ability cohorts (Luspa, 2018).

In summary, teachers viewed EreadingWorksheets.com as a valuable pedagogical tool that complemented their efforts in fostering reading comprehension. The platform's scaffolding potential, coupled with its user-friendly interface, allowed for greater instructional flexibility. Nonetheless, they emphasized the importance of teacher mediation in ensuring that digital reading becomes a reflective, rather than mechanical, practice. Repeated,

leveled exposure to varied genres supports incremental lexical growth and fluency through spaced encounters and meaningful recycling (Betts et al., 2017). Genre-diverse reading also builds strategic flexibility and discourse awareness, key precursors to higher-order comprehension in EFL (Wudneh & Woemego, 2024; Budiwati, 2021).

Challenges and Benefits of Integrating EreadingWorksheets.com

One of the primary benefits reported by the participants was the platform's accessibility and ease of integration into existing lesson plans. EreadingWorksheets.com was perceived as a time-efficient resource that required minimal technical training. Teachers could quickly locate appropriate passages, assign them to learners, and receive instant performance reports, features that are especially beneficial in large or mixed-level classrooms. Khan et al. (2023) highlight that not all students have equal access to devices and the internet. Sedivy and Benton (2016) warn that this gap can limit learning outside the classroom.

In terms of student outcomes, teachers noted improvements in vocabulary acquisition, reading fluency, and familiarity with various text genres. The wide array of topics and question types allowed students to explore different reading strategies organically, while repeated exposure gradually built their confidence in approaching texts, particularly among students who had previously struggled with comprehension tasks. The document analysis supports these perceptions by showing how the platform generates detailed performance reports, including the number of correct and incorrect answers, average accuracy, and time spent on each task. For instance, the results page from one



passage (“Black Friday”) displayed a 30% accuracy rate with 11 minutes of engagement, highlighting how the system not only provides instant feedback to students but also enables teachers to identify specific difficulties and monitor progress over time. This data-driven feedback loop strengthens the link between practice, reflection, and targeted instruction, thereby reinforcing teachers’ observations of improved strategic reading, confidence, and learning outcomes (see Figure 3).

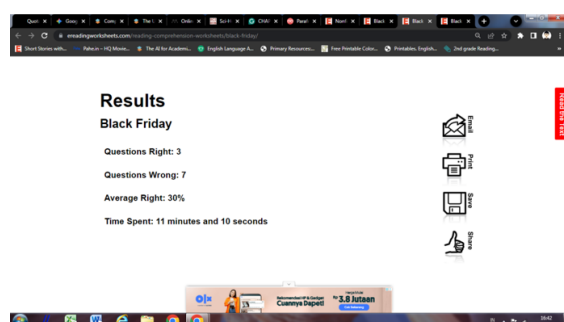


Figure 3. Student’s Score Appearance

Classroom observations further supported these findings by revealing that students engaged enthusiastically with the digital worksheets, often showing persistence even when the tasks were challenging. Learners were observed experimenting with different strategies to tackle diverse question types and actively collaborating with peers to discuss possible answers. This dynamic engagement underscored how the platform’s variety of genres and tasks not only sustained students’ interest but also encouraged them to embrace challenge as part of the learning process. These patterns echo Stein and Smith’s (2016) and Blanchard’s (2013) assertion that variety and challenge are critical to maintaining students’ motivation, while also aligning with Ullah and Anwar’s

(2020) findings that combining different task types with collaborative activities can significantly enhance learning engagement.

Despite these advantages, several challenges emerged during implementation. The most frequently cited issue was the lack of contextual adaptation in the reading materials. Many passages, originally designed for native English speakers, contained cultural references or idiomatic expressions that were unfamiliar to EFL learners. Teachers often had to provide pre-teaching or clarification to bridge these gaps. Cultural schemata strongly mediate comprehension: texts anchored in unfamiliar sociocultural contexts can depress inference and recall in L2 readers (Beatriz et al., 2024). Pre-teaching background knowledge and idiomatic language is therefore essential to offset cultural load in materials designed for L1 audiences (Hinkel, 2017).

Technical limitations also posed occasional setbacks. Not all students had consistent access to reliable internet or compatible devices at home, which sometimes limited their ability to complete assignments independently. While this did not significantly affect in-class use, it constrained the full potential of the platform’s asynchronous learning features. Goold (2016) shows that clear guidance and feedback have a strong effect on learning outcomes. Sapra (2024) and Irzawati and Atmanegara (2017) add that careful integration of technology can make reading tasks richer and more meaningful for students.

Another challenge was maintaining students’ sustained engagement. Teachers explained that the repetitive nature of the tasks could lead to boredom or mechanical answering over time. To counter this,



instructors reported designing supplementary activities, such as group discussions or strategy-sharing sessions, to deepen cognitive engagement and support reflective reading. Motivational research indicates that variety, optimal challenge, and autonomy are crucial to prevent habituation to repetitive formats (Abuhamdeh & Csikszentmihalyi, 2012). Rotating task designs and embedding collaborative reflection can energize engagement and deepen strategy talk (Pinninti, 2024).

Finally, teachers emphasized the need for pedagogical alignment between digital tools and broader curriculum goals. Although EreadingWorksheets.com provided valuable comprehension practice, it did not always align seamlessly with national syllabi or formative assessment rubrics. Consequently, teachers had to selectively curate materials to ensure alignment with instructional outcomes. High-quality technology integration requires alignment among content, pedagogy, and technology, captured in TPACK and related frameworks (Warr & Mishra, 2022). CALL normalization also depends on contextual fit with local syllabi and assessment rubrics, necessitating selective curation and adaptation (Villegas-Ch et al., 2024).

In conclusion, while EreadingWorksheets.com offered notable pedagogical advantages in terms of accessibility, differentiation, and engagement, its integration required thoughtful adaptation. Teachers played a crucial role in contextualizing the platform's content, guiding strategic engagement, and embedding the tool within a broader instructional framework that prioritized critical literacy.

CONCLUSION

This study examined how EreadingWorksheets.com was integrated into an Indonesian English Garden Course and how teachers perceived its pedagogical value. Triangulated evidence from interviews, classroom observation, and document analysis indicates that the platform meaningfully supported differentiated instruction, provided rapid, actionable feedback that reallocated teacher time toward pedagogical guidance, and fostered greater student motivation and engagement. Observable improvements included enhanced vocabulary breadth, reading fluency, genre familiarity, and the emergent use of strategic reading behaviours, most notably scanning for keywords, summarising main ideas, and self-monitoring. Crucially, these positive outcomes were not automatic properties of the tool but rather the product of an interaction between the platform's affordances (structured, repetitive, and varied tasks plus analytics) and active teacher mediation (pre-teaching, scaffolding inference, and selective curation).

Theoretically and practically, the findings extend work on new literacies, self-regulated learning, and teacher cognition by demonstrating how specific digital affordances scaffold phases of strategic reading (planning, monitoring, evaluation) only when enacted within informed pedagogical practice. The study shows that platform analytics operate as a formative assessment resource, enabling targeted feedback and iterative instruction, while the variety and challenge of tasks sustain engagement and collaborative problem-solving. At the same time, the results illuminate important boundary conditions: cultural mismatches in source texts can depress inferencing, unreliable



access to devices constrains asynchronous learning, and repetitive formats risk mechanical responding unless complemented with reflective, teacher-led activities. These insights refine theory by identifying the mediating role of teacher TPACK and contextual fit as decisive determinants of whether digital tools translate into deeper metacognitive control and transfer of strategy use.

For practice and future research, several implications follow. Pedagogically, teacher professional development should prioritise explicit strategy instruction, curriculum alignment, and the use of platform analytics to design targeted remediation; instructors should combine digital tasks with collaborative and reflective activities to prevent superficial engagement. For policy and designers, investment in reliable access and the localisation of materials (culturally adapted passages, adaptive item sequencing, and prompts that discourage click-through) will maximize impact. Methodologically, the study's qualitative case design (three teachers and their classes) provides rich, context-sensitive insight but limits generalisability: future research should adopt larger, mixed-methods or experimental designs, longitudinal tracking of retention and transfer, and direct measures of student learning gains across diverse Indonesian settings. In sum, EreadingWorksheets.com demonstrates clear pedagogical promise for fostering strategic reading, but its effectiveness depends on purposeful teacher mediation and contextual adaptation; scaling its benefits will require coordinated work across classroom practice, platform design, and policy infrastructure.

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