

Students' Perceptions and User Experiences of ReCon: A Localised Malaysian Digital ESL Reading Platform

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ABSTRACT

This study examined the practicality of Reading in Context (ReCon), a localised Malaysian digital ESL reading comprehension platform. Drawing on data from a Google Forms survey administered to 57 undergraduate students at a Malaysian public university, this study examines learners' perceptions and experiences of the difficulty, engagement, interface usability, navigation, and contextual relevance of using the digital ESL platform. The results from this study indicated that the students enjoyed completing the quizzes as they are primarily created by embedding Malaysian sociocultural and historical context, which they are familiar with, hence helping them to understand the context well. This research offers valuable insights into ESL students' reading comprehension preferences and the role of digital platforms in shaping contemporary educational practices, offering empirical data in promoting reading comprehension in Malaysian educational contexts. It is hoped that this paper initiates more research in the area of ESL digital reading comprehension for future global benefit.

Keywords: (ESL, digital literacy, Schema Theory)

INTRODUCTION

In second language learning, students' reading comprehension strongly depends on their background knowledge and the linguistic components of a text. Grounded in Schema Theory, the activation of content schemata, the mental representations of specific cultural background knowledge, is crucial for effective comprehension (Carrell & Eisterhold, 1983). In the context of Malaysian ESL settings, integrating foreign or culturally distant reading materials requires students to use their cognitive capacity excessively to fully comprehend unfamiliar reading contexts. To address this, incorporating localised Malaysian discourses into ESL reading materials can reduce students' cognitive load. Activating students' cultural schemata is essential to support their language acquisition and critical thinking skills. In a study developing a reading module that is tailored to the needs of underprivileged Malaysian ESL secondary students, Hussain and Mohamad (2024) revealed that tailored and localised reading contexts significantly enhance Malaysian students' reading comprehension and engagement.

Accordingly, the development of technology has progressively adjusted traditional reading to digital reading platforms. Traditional printed text reading is frequently recognised as a passive decoding process, where the traditional reading method primarily stresses language knowledge learning, disregards communicative functions, and inadequately trains students in reading techniques (Zhang, 2025). In conventional ESL reading comprehension practices, students are often asked to read quietly, and answers are later discussed accordingly without validating their understanding of the text beforehand. As digital learning evolves, the integration of interactive assessment in ESL settings is highly encouraged. In a study exploring university students' perceptions of digital reading materials in Indonesia, Manalu (2019) revealed that despite experiencing eye irritation due to screen brightness, students demonstrated a strong preference for digital reading texts as they were motivating

and interesting. Thus, it is imperative to integrate interactive assessment in ESL learning environments to support language acquisition across all stages.

Taylor (1953) first conceptualised the cloze procedure as an objective measure of readability and global comprehension. Oller (1973) further developed this cloze test concept as integrative assessments in education. The dynamic of cloze test assessment requires students to critically integrate pragmatic, syntactic, and semantic elements to make sense of or complete the missing idea of a text. With regard to English vocabulary learning, Reading in Context (ReCon), a localised Malaysian digital ESL cloze-passage platform is designed to enhance undergraduate students' reading comprehension and critical thinking. This initiative embedded the Malaysian sociocultural and historical context to support students' language acquisition. Although the advantages of locally and culturally relevant materials in language learning have been well-documented (Hadianto et al., 2022; Hussain & Mohamad, 2024), research examining the impacts of localised digital content remains insufficient. To address this gap, the present study attempts to examine learners' perceptions and experiences of the difficulty, engagement, interface usability, navigation, and contextual relevance of using the digital ESL platform.

LITERATURE REVIEW

Schema Theory in L2 Reading Comprehension

According to Barlett (1932), the term "schema" was first introduced in the field of psychology to describe how past experiences shape our point of view. The concept was further applied to second language reading initiated by Carrell and Eisterhold (1983). They described reading comprehension as an interactive psycholinguistic process between textual input and the reader's background knowledge, refuting conventional reading that distinguishes reading as passive, word-by-word decoding. Carrell and Eisterhold (1983) categorised schema theory into three domains: linguistic, content, and formal schema. First, linguistic schema refers to readers' linguistic foundation, including vocabulary, grammar, phonology, and sentence structures. This schema is essential for decoding textual cues during the reading process. Second, content schema refers to readers' background knowledge on familiar topics such as historical and cultural context, assisting readers to relate, interpret, and comprehend the text easily. As for formal schema, it signifies the knowledge of structures, organisations, and genres, guiding readers to understand the flow and sequence of a reading text or passage.

Past studies have shown immense impacts of schema theory in second language acquisition. In a study examining the use of schema theory in enhancing English reading comprehension in senior high school students, Hu (2024) suggested that this concept benefits students' language skills as well as fostering their critical thinking ability. Additionally, the researcher also found that every time students are able to connect new input with their existing schemas, they find analysing and interpreting complex texts simpler. Consistent with this, a study by Ah and Hyun (2020) on investigating the effects of schema activation and reading strategy use on L2 learners, they revealed that students understand the assigned reading passages better when they are familiar with the topic. Consequently, activating students' schema has shown positive impacts on students' language acquisition.

Localised Discourses and Cultural Context in ESL Pedagogy

Foreign language learning is essential not only for developing communication skills but also for shaping cultural identities and enhancing social interactions. Central to this process is the deep interconnection between language and culture (Kramsch, 1998). Integrating cultural elements into language education enhances understanding and reduces potential misunderstandings (Baker, 2015). In the context of English language learning, highlighting local context is crucial to cater to students' interests and needs. Having background knowledge gives students an advantage in decoding meaning. Such knowledge helps them fill the gap between semantic input and syntactic deficiencies. In a study by Hadianto et al. (2022), the participants expressed feeling enriched by the local cultural discourse used in learning English as it provides a sense of familiarity. As a result, using materials that are designed with culturally localised discourses enhances the participants' reading competencies. Literacy

development is not a linear process, and it encapsulates more than just the cognitive processes, as a learner's sociocultural environment is intertwined (Golddenberg et al., 2006).

Cloze-Passage Assessments as Cognitive Measurement Tools

Cloze tests have been used to measure higher-order processing abilities (Gellert & Elbro, 2013). Furthermore, this approach yields better outcomes when cultural schemata are activated through culturally familiar cloze tests (Sasaki, 2000). In a recent study done by Qian (2025) to develop and validate a self-assessment cloze test method for L2 learners in the U.S., it was found that a combination of a contextualised cloze test and a self-assessment method improve efficiency. Once content schemata is activated, learners are able to make semantic and syntactic predictions when completing text gaps. Beyond their supposedly limited ability to measure comprehension, cloze assessments are indeed capable of increasing decoding abilities beyond the sentence level (Gellert & Elbro, 2013). As a versatile tool, cloze tests assess a broad range of cognitive abilities (Busse et al., 2025).

METHODOLOGY

This study adopted a mixed-methods design, incorporating close-ended and open-ended survey items (Creswell & Creswell, 2018) collected through an online survey. Merging both quantitative and qualitative data in the study established strong empirical findings on the usefulness of the ReCon digital platform and its embedded Malaysian sociocultural and historical context. The participants in this study were 57 first-year diploma students from a public university in Sarawak, Malaysia. The selection was based on convenience sampling, as this type of sampling is frequently used in education and social sciences where researchers have ready access to existing target populations (Golzar et al., 2022). As for the instruments, this study primarily employed cloze-passage quizzes and an online survey. A detailed overview of the quiz content and platform is provided at the end of the methodology section. A 5-point Likert scale was used in the survey to measure the platform's difficulty, user engagement, interface usability, navigation, and contextual relevance. As for the qualitative element, students were mainly asked about the challenges they experienced while using ReCon, along with their suggestions for future improvements. Distributed using Google Forms, the 12-item survey consisted of nine Likert-scale items and three open-ended questions.

The data collection procedure was carried out in two phases. The first phase was the completion of quizzes via the ReCon digital platform. Participants were initially required to complete all 10 sets of ReCon quizzes during an ESL lesson. However, participants were asked to complete only five sets of the quizzes due to time constraints. The second phase was the administration of a Google Forms survey. The survey was given immediately upon students' completion of the quizzes. Data gathered from the survey were then analysed through quantitative descriptive analysis and thematic analysis respectively. Quantitative data include demographic details, quiz completion time, and participants' perceptions towards the ReCon platform. Participants' perceptions were tabulated as percentage distributions and summarised using mean scores (M) and standard deviation (SD) values, whereas Cronbach's alpha (α) was calculated to evaluate the internal consistency of the survey items. As for qualitative data, responses from the open-ended questions were filtered to remove trivial responses such as 'none', 'nothing', and 'nil' from the dataset to ensure data validity (Saldana, 2021).

ReCon is a designated ESL digital platform emphasising local Malaysian content in an effort to promote and strengthen students' ESL knowledge acquisition. It acts as a digital learning tool featuring 10 different topics totalling 100 question items. The platform was developed as a web-based platform and a downloadable offline version to improve accessibility for users at their convenience. Figure 1 presents the interface of ReCon Exercise 1, contextualised within a local Malaysian setting. ReCon utilises an interactive fill-in-the-blank design to assess language accuracy and reading comprehension. Each quiz has 10 missing words, with every blank providing multiple-choice answer options. Upon completing each set of quizzes, the platform provides immediate diagnostic feedback, as shown in Figure 2, which specifies reasons why selected answers are correct or incorrect.

Tertiary Cloze Practice (B1 Level)

Intermediate Framework • 100 Questions in the Malaysian Context

Ex 1

Ex 2

Ex 3

Ex 4

Ex 5

Ex 6

Ex 7

Ex 8

Ex 9

Ex 10

Borneo Peat Swamps & Carbon Storage

Exercise 1: Science & Environment

Choose the best word for each of the 10 blanks to finish the story.

The tropical peat swamp forests of Sarawak play an role in global climate control. Unlike regular dry forests, these wet areas stop leaves and wood from breaking down completely, thereby a lot of carbon under the ground. However, rapid farming development has started to threaten these beautiful habitats. When people drain these swamps, the trapped carbon mixes with air, making the organic matter decay faster and dangerous gases into the sky. To this serious problem, local universities are working together to find better ways to manage the land. Their goal is to balance business needs with nature protection, making sure Malaysia keeps its international environmental . Scientists think that protecting these forests is much cheaper than building expensive machines to clean the air. Also, these swamps are home to rare animals that cannot live anywhere else, meaning that if we lose them, it will be . New rules are needed immediately to enforce strict protection laws. Without fast action, the damage to these areas will become too big to . Financial help from international groups could give local governments the money or they need to stop cutting down trees. In the end, protecting Sarawak's forests is not just a small local issue but a global . True sustainable development means we must stop destroying nature for quick cash .

Check My Answers

Reset

Figure 1 The content of ReCon platform (Exercise 1)

Score & Simple Explanations (B1 Level)

Great effort! You scored 5 out of 10!

Blank 1: ✓ Correct

important: Necessary or significant; the context shows these forests help the world.

Blank 2: ✗ Incorrect (Answer is: storing)

storing: Keeping things safely; the passage says carbon is kept 'under the ground'.

Blank 3: ✓ Correct

sending: Moving something to a place; gases are being sent up into the sky.

Blank 4: ✓ Correct

solve: To find an answer to a problem or crisis.

Blank 5: ✗ Incorrect (Answer is: promises)

promises: Agreements or commitments made to international groups.

Blank 6: ✓ Correct

permanent: Lasting forever; once a rare animal species dies out, it is gone forever.

Blank 7: ✗ Incorrect (Answer is: fix)

fix: To repair or mend something that is damaged.

Blank 8: ✗ Incorrect (Answer is: rewards)

rewards: Positive things (like financial help) given to encourage good behavior.

Blank 9: ✗ Incorrect (Answer is: duty)

duty: Something that you must do because it is right or lawful.

Blank 10: ✓ Correct

profits: Money that is earned in business after paying costs.

Figure 2 Feedback interface (Exercise 1)

FINDINGS AND DISCUSSION

Demographic Details and Quiz Completion Time

Table 1 illustrates the gender distribution and the duration taken to complete the digital quizzes.

Table 1 Demographic information and completion time (N=57)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	17	29.8%
	Female	40	70.2%
Time spent completing ReCon quizzes	0 to 15 minutes	12	21.1%
	15 to 30 minutes	35	61.4%
	31 to 45 minutes	7	12.3%
	More than 45 minutes	2	3.5%
	Incomplete	1	1.8%

There were 57 participants involved in the study, with a majority of female participants (70.2%) compared to male participants (29.8%). As for the time duration, it is observed that 61.4% of participants completed five sets of ReCon quizzes within 15 to 30 minutes. Also, 12 (21.1%), 7 (12.3%), and 2 (3.5%) participants completed five sets of the digital quizzes within 0 to 15, 31 to 45, and more than 45 minutes, respectively. It is also noted that 1 respondent failed to complete the tasks given.

Students' Perceptions of ReCon Digital Platform

The first research question examined learners' perceptions of the platform's difficulty, engagement, interface usability, navigation, and contextual relevance. The internal consistency of the 5-point Likert scale on students' perceptions of the digital platform was evaluated using Cronbach's alpha (α) before analysing the descriptive statistics. The internal reliability for the survey items demonstrated a value of $\alpha = 0.779$, suggesting the items are highly acceptable. Table 2 below shows the percentages, mean scores (M), and standard deviation (SD) across the platform's criteria.

Table 2 Students' perceptions of ReCon (N=57)

Criteria	1(%)	2(%)	3(%)	4(%)	5(%)	Mean score (M)	Standard deviation (SD)
Difficulty level (1=very easy, 5=very difficult)	5.3	21.1	54.4	17.5	1.8	2.89	0.82
User engagement (1=Not Engaging, 5=Highly Engaging)	0.0	0.0	22.8	50.9	26.3	4.04	0.73
Platform interface (1=Very Poor, 5=Excellent)	0.0	0.0	15.8	54.4	29.8	4.14	0.72
Navigation ease (1=Very Difficult, 5=Very Easy)	0.0	1.8	15.8	45.6	36.8	4.18	0.76
Contextual relevance (1=Strongly Disagree, 5=Strongly Agree)	0.0	0.0	14.0	49.1	36.8	4.23	0.76

Based on Table 2, 54.4% of respondents rated the cloze-passage quizzes as neutral (M=2.89, SD=0.82). This indicates that the difficulty level of ReCon quiz items is balanced, challenging enough to instigate language learning without causing cognitive load. This aligns with Cognitive Load Theory (Sweller, 1988) where balanced cognitive load is desirable to prevent one's mental exhaustion. The localised Malaysian context in the quizzes helps maintain an appropriate difficulty level for the participants, as they were able to employ their content schema (Carrell and Eisterhold, 1983) when completing the quizzes. Additionally, the highest distribution of mean score recorded was contextual relevance (M=4.23, SD=0.76). This suggests that participants highly value the platform's localised context to support their reading comprehension. Correlating with a study developing a reading module that is tailored to the needs of underprivileged Malaysian ESL secondary students, Hussain and Mohamad (2024) revealed that tailored and localised reading contexts significantly enhance Malaysian students' reading comprehension and engagement. The second-highest mean score was navigation ease criteria (M=4.18, SD=0.76), followed by the platform interface (M=4.14, SD=0.72). These values indicate that participants are

highly satisfied with the platform's layout and features. These findings are aligned with the Technology Acceptance Model (TAM) by Davis (1989), emphasising the willingness of individuals to accept innovative technology. The findings are also parallel to a study by Baharuddin and Hashim (2020) on examining the relevance of digital reading in Malaysian second language settings. Their results revealed that reading comprehension has been made easy and fun with the advancement of technology in reading tools and materials.

Overall Experiences

The second research question aimed to identify students' overall experiences using the ReCon digital platform. Table 3 below shows a summary of the qualitative survey items.

Table 3 Summary of open-ended survey items and sample responses

Theme (T) & sub-themes	n (%)	Sample responses
T1: Navigation and cognitive challenges		
Lexical synonyms	17 (29.8%)	<i>"Choosing the right word for the given context can sometimes be confusing."</i>
Technical glitches	4 (7%)	<i>"Exercise 6 to 10, the answer box is misplaced and out of place"</i>
No perceived difficulty/straightforward	16 (28.1%)	<i>"None of it is very challenging... it is easy."</i>
T2: Platform improvement suggestions		
Visuals and graphics	12 (21.1%)	<i>"Add visual elements to make it more attractive... adding some pictures."</i>
Content expansion	10 (17.5%)	<i>"Create more quiz on other topics... help students learn more English."</i>
Overall satisfaction	29 (50.9%)	<i>"Everything was sufficient... functionality needs no further suggestions."</i>
T3: Platform preferences		
Task convenience	37 (64.9%)	<i>"Easier to click and type than write... saves time for students and lecturers."</i>
Environmentally friendly	11 (19.3%)	<i>"Save paper... we would waste less paper and save the environment."</i>
Quiz feedback	10 (17.5%)	<i>"Help me identify my mistakes immediately, making it easier to improve."</i>
Medium preferences	4 (7%)	<i>"Paper quiz help me concentrate better, reduce screen time, and allow me to write."</i>

Based on Table 3, three primary themes emerged from the open-ended survey items. The first theme emphasises the platform's navigation and cognitive challenges. It is observed that 29.8% (n=17) of the participants remarked that the answers given in the quiz were confusing, as they found the options had somewhat similar meanings. In addition, 28.1% (n=16) of the participants reported no significant challenges when answering the cloze-passage quizzes. Lastly, a small number of participants (n=4) mentioned they experienced technical errors within a few quizzes where the answer options were scattered throughout the text. This demonstrated the emergence of technical glitches such as formatting and alignment issues in the digital platform and resolving this matter is crucial to offer uninterrupted and smooth user interaction.

The second theme highlights the suggestions for improvement of the digital platform. A proportion of 21.1% (n=12) of participants requested visual elements such as images to be included in the quizzes to make the platform more appealing for users. Moreover, 17.5% (n=10) of the participants suggested that more quiz items should be added with a broader variety of localised Malaysian context. Regardless of the suggestions for

improvements, a remarkable percentage of 50.9% (n=29) participants were satisfied with the ReCon digital platform in general.

The final theme that emerges from the data centralises on the platform preferences. It is perceived that more than half of the participants (64.9%) found the digital platform highly convenient in terms of time-saving and functionality. Moreover, 19.3% (n=11) of the participants were satisfied with the environmentally friendly aspect of the digital platform, highlighting the importance of integrating paperless mediums in educational settings. Additionally, 17.5% (n=10) of the participants expressed high satisfaction with the feedback provided upon completing each set of quizzes. Finally, a small proportion of 7% (n=4) of the participants remarked that they prefer the conventional paper quizzes, initiating better concentration and limiting their screen time.

While this study offers valuable feedback on the ReCon platform, it is also subject to several limitations. The first limitation is the incomplete execution of the digital reading platform. The participants mostly completed only 5 out of 10 ReCon quiz sets due to time constraints. This may have minimised or reduced the participants' full engagement due to the partial experience with the platform. Second, as this study solely emphasises students' perceptions and experiences, it does not directly measure students' reading performance or test scores. To address this, future research should include a pre-test and post-test evaluation to measure the platform's direct effect on the development of students' reading skills.

In conclusion, it is evident that a digital platform like ReCon can serve as an effective learning tool in enhancing ESL students' literacy skills. The overall findings indicate that the incorporation of digital learning tools embedded in localised context fosters students' engagement and interests in language learning. Additionally, this research offers valuable insights into ESL students' reading comprehension preferences and the role of digital platforms in shaping contemporary educational practices. Such a study may offer empirical data in promoting reading comprehension in the Malaysian educational context. It is hoped that this paper initiates more research in the area of ESL digital reading comprehension for future global benefit.

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