


*International Journal of Learning, Teaching and Educational Research*  
Vol. 22, No. 7, pp. 497-516, July 2023  
<https://doi.org/10.26803/ijlter.22.7.26>  
Received May 27, 2023; Revised Jul 18, 2023; Accepted Jul 22, 2023

## Enhancing Reading-Comprehension Abilities and Attitudes of EFL Students through utilising Content-Creation Tools in Classroom Presentations

Pattama Panyasai\*   
Loei Rajabhat University  
Loei, Thailand

**Abstract.** Utilisation of content-creating tools in an environment that enhances students' reading comprehension also promotes the integration of language skills and technology for educational purposes. This study aimed to enhance the reading comprehension skills of Business English students in Thailand by incorporating content-creation tools to support their English-language learning. Additionally, it sought to investigate the students' attitudes towards developing their reading comprehension through the utilisation of such tools. This study employed a quantitative research design; and it involved 27 third-year students in a Business-English program. Various instruments, including English reading proficiency and comprehension tests for each unit, as well as content-creation tools, assessment forms for students' presentations and questionnaires to gauge students' attitudes were utilised. Quantitative data were analysed by using the mean percentage, and the paired t-test. The results demonstrated a statistically significant improvement in students' reading-comprehension abilities after using content-creation tools for their presentations, with a significance level of two-tails less than 0.05. This finding highlights the significant effectiveness of developing students' reading comprehension skills through presentations by using content-creation tools for reading comprehension, which met the pre-determined criterion of 70%. Moreover, the students displayed a high level of positive attitudes towards learning English and utilising content-creation tools to develop their reading comprehension skills through presentations. These results suggest that the integration of language skills and technology through content-creation tools creates a stimulating learning environment, fostering positive outcomes in reading comprehension.

**Keywords:** reading comprehension; content creation tool; business English; presentation

---

\* Corresponding author: *Pattama Panyasai*, [pattama.pan@lru.ac.th](mailto:pattama.pan@lru.ac.th)

## 1. Introduction

More than a decade ago 21<sup>st</sup> century skills trends emerged in Thailand's educational system. Essential skills, such as information and technological work skills are still necessary to develop students' learning skills; and the use of innovation to support their education and to better prepare them for future careers (Lavi et al., 2021). In addition to the current situation, the social, economic, and cultural aspects of the world have been affected by globalisation, including the emergence of an era in which people can easily and quickly access information. Furthermore, the impact of globalisation on social issues has also made information more easily accessible in social, economic, and cultural areas. Students require good reading skills to navigate and understand the large amount of information available due to this accessibility (Singh et al., 2021).

In English-language teaching, 21<sup>st</sup> century skills are relevant skills. In which English teachers should have a well-planned class, in order to provide courses focusing on practical learning and promoting students' language abilities (Ahmadi & Reza, 2018; Newton et al., 2018). In addition, the instructors may need to accept more responsibilities as mentors and to design more constructive activities that use technology for enhancing the students' learning, in order to solve problems and to produce creative works (Boettcher & Conrad, 2021). The students require more practices to perform their work or projects appropriately. Furthermore, the students may be able to create content in which they are interested; and they can then present it in more more creative ways. Thus, the students' projects may not only be shown in the classroom; but they could be launched through the social-media sites. Performing the students' content to others with similar interests, then it would be beneficial for the students to have a new environment of interactions and discussions. Moreover, it could be an opportunity for the students to improve their skills accidentally; since it allows the students to accept their abilities and to learn to improve their work quality willingly.

Digital-Content Creation (DCC) tools offer a wide variety of features to help the content creator to plan and manage activities, based on their interests and preferences. It should be used in the classroom appropriately under teachers' instructions. According to Puggioni, et. al. (2020), technology has been shown to be an effective tool in education; because, for students and teachers, it allows for the simplicity of teaching methods and the improvement of performance by introducing affordable ways to distribute digital content. With the increase of technology, students are more comfortable to use digital tools to support their communicative competence and to learn to present themselves in difference ways. Following Skrbiš & Laughland-Booÿ (2019), they point out that people begin to find ways to express themselves differently, resulting in emerging new careers, such as Youtubers, online sellers, etc. People rely on online channels to drive their activities, thereby generating a massive income without entering the workplace, or having a store to display their products. Thus, content that students would learn in the classroom should be met with the learner's needs and practical application. Panyasai and Paladkong (2019) state that it is relevant to enable learners to concern regarding the importance of English because they can apply their language skills learned to apply in their future career. Therefore, English instructors should focus on the contents. that are in accordance with the

students' needs; and they should attempt to use integrated teaching methods to provide an effective learning environment in the course alongside the needs of the learners through the activities, teaching materials, or other facilities.

Drawing on to Business English Reading teaching, this course focuses on studying the structural patterns of business writing by using essential reading skills, such as setting the reading objectives, questioning to motivate to read, capturing business issues, which are consistent with business context, and enhancing students' critical thinking skills. The students would learn to present their knowledge and to practise their communication skills through their assignments (e.g., answering questions, discussions, and presentations). In learning and the innovation skills of learning in the 21<sup>st</sup> century, communication skills are considered to be an essential skill for learning in the 21<sup>st</sup> century, particularly speaking skills, in which students would be judged most in real-life situations (Parveen, 2016; Brammametia, 2019). In addition, the students should not learn only how to use language, but also to learn how to apply technology in their information presentation. Integrating technology in the classroom could also facilitate the students in learning skills, such as searching for information, and they could also learn how to select appropriate information by themselves (Cucckle et al., 2000). The students, therefore, have received better opportunities to practice their learning skills and perform a variety of interesting tasks in many related areas of their learning contents (National Research Council, 2012).

While the use of technology in teaching and learning is still increasing its interest, creating content to present students' tasks through online and offline, has become widespread (Alenezi, 2020; Jayakumar et al., 2022). There are many interesting programs that could support learners to produce their learning content and share through presentations, for example <https://quizizz.com/>, <https://socrative.com/>, <https://www.canva.com/>, and other websites that students can access free of charge some websites to use and promote the use of knowledge-based content that they could share online, either in poster form, infographic, or by creating social-media memes. In addition, using the content-creation tools, it could provide some advantages in learning languages, for example, by encouraging learners to use English creatively and to select different ways in practising English (Chong, 2018).

The emphasis on 21<sup>st</sup>-century skills in the Thai educational system is expanding, in response to the changing demands of education and the impact of globalisation. English language competency has been highlighted as a significant area of priority in the nation's educational development goals, according to Thailand's Office of the Education Council (OEC). To increase students' competitiveness in the international employment market, the OEC has underlined the necessity to improve English language proficiency (OEC, 2021). The Thai government has put in place several measures to improve English language teaching and learning, in order to meet these objectives. For instance, the English as a Medium of Instruction (EMI) method has been implemented in a few topics by the Ministry of Education to improve English language instruction in schools (Ministry of Education, 2021). These initiatives seek to give students the English language proficiency they need to interact with others to access the global information, and operate in a global workforce.

English language teaching is no exception, with a focus on practical learning and the incorporation of technology to enhance students' language abilities. To effectively teach Business English Reading, it is essential to foster essential reading skills, critical thinking, and communication skills through assignments and presentations (Erdoğan, 2019). Integrating technology in the classroom facilitates language learning, information searching, and the selection of appropriate content. By utilising content-creation tools, students can produce and share their learning content effectively. This approach aligns with the demands of the 21st century and could empower students to take an active role in the learning process. The integration of technology in language classrooms requires attention from teachers, in order to meet students' needs and to enhance their motivation and engagement. This research aims to explore how the integration of technology, specifically through creative content presentation tools, could enhance reading-comprehension skills and improve students' presentation abilities in Business English. Specifically, investigating whether the Content-Creation Tools in presentations could enhance the EFL students' reading comprehension abilities; and the attitudes of BE students towards presentations by using content-creative tools in developing their reading comprehension. The findings of this study could contribute to the field of English language instruction, could inform teachers' professional development, and could provide insights for further research in integrating technology in language learning.

## **2. The Literature Review**

### **2.1 Reading Comprehension Skills**

Reading skills include the interplay between the learning skills and cognitive processes of a reader, as well as the linguistic characteristics of a text. The reader is required to co-ordinate textual information with existing knowledge, in order to generate a concept of the text's meaning (Smith et al., 2021). Recent studies have mentioned two components: word recognition and linguistic comprehension, which explains a relative percentage of the various aspects in reading comprehension (Hjetland, et al., 2020; Spiro et al., 2017; Hogan et al., 2014; Gough & Juel, 2013). In the initial stages of learning to read, the word recognition is a principal constraint on reading comprehension, but later, when learners become more confident in word recognition, linguistic comprehension also becomes a more crucial aspect in reading comprehension (Oakhill, 2019).

The nature of reading comprehension is defined as an effective process of reading instructions (Duke & Pearson, 2009). Reading comprehension and instruction can be balanced; and it ought to involve explicit instructions in particular comprehensive strategies with an approximate time and chance for actual practising (e.g., reading, writing, and discussion of learning content) (Bogaerds-Hazenberg et al., 2021; Pearson, 2014; Carlisle et al., 2011). Regarding reading strategies, the reading process generally includes three reading processes, which are pre-reading, while-reading, and post-reading (Nazurty et al., 2019; Banditvilai, 2020). Firstly, getting started with pre-reading strategies, this process includes preparing a reading plan, eliciting the topic from the beginning of the paragraph, predicting from the main titles and visualising information, activating prior knowledge, deciding where to focus, and determining reading speed. Secondly, while reading, strategies, in this process focus on making connections between paragraphs, taking notes on the important points, re-

reading, high-lighting the main points, using a dictionary to learn vocabularies, utilising figures, using textual clues, re-analysing when misunderstanding information is encountered, and building links between previous knowledge and new issues. Thirdly, post-reading strategies, as the final process: this process has been pursued a reader to make summarising the text, checking the reading goals, checking previous predictions, evaluating the main ideas of the text critically, taking notes for future reference, and expressing the main ideas of the text. Marzuki et al. (2018) suggested two other ways to assist students to improve their reading skills: by using the cognitive reading strategies: the first way is to allow the students to select a topic of reading which is related to their interests. This way seems to support efficient and pleasant learning for the students, and importantly, the students can better understand the topic by connecting what they have recently learnt with their previous knowledge; the second way is relevant to the instructional procedures of cognitive reading strategies, which are resourcing, repetition, deduction, skimming and scanning, and so on.

In brief, reading strategies are the essential factors in developing reading comprehension skills and they also have an impact on the ability of students' reading comprehension. To develop the students' reading comprehension, the students should pay attention to the ways of reading, and to choose them appropriately, in order to apply them to their reading practices (Manh & Le, 2021). Further, for the classroom instruction, the students should not be merely the receivers of information, but also active makers of meaning. Reading processes with different strategies can be used in the classroom to promote the students' active learning and to assist them to understand meaning from the text (Lotfi & Siahpoosh, 2020).

## **2.2 Content Creation Tools**

Content-creation tools can be defined as aids, which support users to render them able to plan their work by using computer programs or websites to generate their content in different ways (Amesi et al., 2022). The content-creation tools provide easy-to-use functions for their users. On the other hand, users can reduce the designing procedure to produce their content creation faster (Correa & Jeong, 2011; Liapis et al., 2013; Huotari et al., 2015). Due to the increase in the digitalisation of teaching in recent years, the implication of digital content creation tools in the classroom has been introduced, in order to enhance the results of the teaching-learning process. This approach allows for the inclusion of knowledge and the advancement of students' competencies (Antón-Sancho et al., 2021; Thyagarajan & Nayak, 2007).

In the English language classroom, utilising different approaches to English learning and content creation can provide great opportunities for teachers and students to engage in a wider range of effective language-learning functions. Also Wayegh et al. (2018) describe that in language classrooms, the challenge for teachers is to use materials that assist language learning and the material used can increase the issue of material design. For the content-creation tools, there are many programs and websites that provide practical functions to utilise in the creation of contents; and most of them are free. While their purposes are intended to help the users to develop their contents for the social media channels, Youtube channels, and so on, the content-creation tools also assist the students with their

tasks, such as designing quick graphic and searching for up-to-date topics to write about. The content-creation tools can be distinguished for different categories (Collins, 2022): video-content creation tools, content- research tools, scheduling as well as planning tools, designing and visual-content-creation tools, and quizzes, and survey tools. In addition, to selecting the content-creation tools in the classroom, teachers should provide opportunities for students to select the tools with which they are familiar and can use effectively without complicated functions (Säljö, 2010; Ordu, 2021). As mentioned above, the utilisation of content-creation tools in students' language assignments and the subsequent improvement in content quality in the language classroom should enable students to engage in various specific actions. These actions include the selection of appropriate content-creation tools, the integration of these tools into language assignments, and the facilitation of a deeper understanding of technology, etc.

Microsoft PowerPoint is commonly used to create engaging presentations and to support students' assignments (Darmayanti & Lisa, 2019). Online sites like Canva.com offer user-friendly functions for tasks, such as creating mind-maps, infographics, and presentation slides. Other recommended sites for classroom presentations include those of Prezi, Powtoon, and Visme. Technology, including platforms like TikTok, YouTube, Facebook, and TV broadcasting, provide opportunities for enhancing English communication competence (Ustun, 2019; Oktaviani & Mandasari, 2020; Pham & Li, 2022). According to Xiuwen & Razali (2021) and Fansury et al. (2020), Digital tools, like content-creation tools, have been investigated for improving reading-comprehension skills. Studies have shown positive results, such as improved inferential question answering and increased motivation (Bautista, 2020). However, the use of content-creation tools for enhancing reading comprehension in EFL contexts remains limited. Most studies utilise these tools as supportive resources for teachers in developing teaching materials (Priyanti, 2019; Klimova & Zamborova, 2020; Copoiesis et al., 2020; Azmuddin et al., 2020).

As given above, selecting appropriate tools also helps students gain more insight into using technology to develop their language assignments and produce better-performance content, so that they will become inspired in creating compelling content in language classrooms. This current study aimed to examine the extent of the use of content-creation tools that can enhance students' language assignments and facilitate the development of better-performing content in the language classroom. By selecting the appropriate tools, moreover, students were able to gain a deeper understanding of how technology can be utilised effectively in their language-earning process.

### **2.3 Presentation skills**

Conducting presentations in front of audiences in different contexts is relevant to concern many factors, for example speaking fluently with confidence, dealing with the audiences' questions, dealing with anxiety, and so on. Al Harun et al. (2016) argue that if the language used in the presentation is a foreign language, it can be more challenging for a non-native speaker to have the effective presentation in English.

In English language learning, conducting a presentation in the classrooms seems to be a favourable way to encourage students to practise their presentation skills

together with learning all language-system areas (vocabulary, grammar, and phonology) (Agustina, 2019). Panyasai (2022) also says that presentation skills become more essential in the English class, particularly in English for specific purposes. Within the courses of English for specific purposes, students are required to enhance their presentation skills with a variety of learning contents (i.e., tourism, hospitality, marketing, public relations). In addition, promoting presentation tasks in the English-language class is necessary to increase the students' awareness in using other semiotic resources (i.e., non-verbal, and visual) to support their speech in delivering presentations. Oktaviani and Mandasari (2020) clarify that university students need some technological tools including computer programs or websites to develop their presentations productively.

Mulyadi et al. (2021) found limited research on how technology-enhanced learning impacts ESP trainees' speaking abilities. Their study utilised various tools, including the TOEFL listening components, online presentations, role-play activities, and online group discussions. The integration of technology improved students' role-playing speech. Meanwhile, Jung (2021) emphasised the importance of motivating language learners. Interactive technology-enhanced activities, such as collaborative project creation, can enhance motivation and engagement. These studies highlight the need for more research in this area and showcase the potential of technology to motivate and improve language learning outcomes.

There is currently a lack of research evidence in exploring the impact of speaking activities on enhancing reading comprehension. However, it can be deduced that participating in speaking activities, particularly focusing on presentation skills, holds significant importance in the field of education. Enhancing students' proficiency in delivering oral presentations through knowledge, preparation, technical expertise, and extensive practice becomes increasingly vital for their educational advancement (Rao, 2019). Additionally, acquiring presentation skills offers benefits, such as fostering self-directed learning and developing life-long learning capabilities. These skills, in turn, provide students with practical experiences that help them in their educational endeavours and future professional development.

### **3. Methodology**

#### **3.1 Design of the study**

The research approach chosen is an important decision in the research-design process; since it determines how relevant information for a study will be gathered. The goal of qualitative research could be multi-method, with an interpretive, naturalistic approach to the subject (Williams, 2019). A quantitative research design was used to investigate this study. The study was designed as quasi-experimental research, with one-group pretest-posttest-only design. An independent variable of this study was the teaching procedures used to develop the students' reading-comprehension skills through presentation by using content creation tools. The dependent variables were the students' achievement in reading comprehension and their attitudes towards teaching procedures.

### 3.2 Participants in the study

This current study was conducted at a government university located in Thailand by deliberately selecting 27 third-year students who were in a Business English program and enrolled in the Business English Reading. Perspectives from these participants provided insights into their attitudes when using content-creation tools to enhance their presentation in a Business-English course.

### 3.3 The Research instruments

The instruments used in this study include an English-reading proficiency test, a reading comprehension test in each unit, content-creation tools (websites or computer programs, such as, Microsoft PowerPoint, Canva.com, Prezi, Powtoon, etc.), English students' presentation assessment form, and the students' attitude questionnaires.

Firstly, six lesson plans were designed to be consistent with six different contents in each unit. Here, the reading comprehension procedures, including pre-reading, while-reading, and post-reading, were included in the lesson plans involving the lists of content-creation tools that BE students could select and use to support their presentations. The content-creation tools could be computer software or free service charged from different websites that the BE students were able to use effectively without complicated functions.

Secondly, English-reading proficiency test (30 questions), reading-comprehension tests in each unit (60 questions, 10 questions for each unit), and English students' presentation-assessment form were employed to investigate the BE students' reading comprehension competence. In each English, students' presentation an assessment form was generated as the rubric scale, and they were checked for assessment contents by three experts in the field of ELT. For the English-reading proficiency test and reading comprehension test in each unit there were created a test based on the reading comprehension evaluation framework by Bloom (1956), which were divided by the level of reading comprehension into six levels, but in the current study were focused on only the four levels of reading comprehension, which were: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. The instruments were piloted to examine their reliability and validity before conducting the pre-test, treatment, and post-test.

Both the English-reading proficiency test and the reading-comprehension test in each unit were checked for the index of Item-Objective Congruence (IOC) by the three ELT experts, as well. The difficulty level was tested (with the p value between 0.20 - 0.80) and the discrimination power (with an r value of 0.20 and above). The internal consistency of reliability was tested through Kuder-Richardson Reliability Coefficient. The result shows that the English-reading proficiency test had a highly reliable coefficient of 0.978. Likewise, the reading-comprehension test in each unit also shows high reliability with a coefficient of 0.991.

Thirdly, the students' attitude questionnaire towards developing their reading comprehension by using content-creation tools were employed to determine the BE students' attitudes after using the tools. The questionnaire was in English, with the Thai version including 15 statements. In order to assess the students' attitudes, a Likert scale was utilised in the questionnaire. The Likert scale is a



commonly used rating scale that allows participants to express their agreement or disagreement with a series of statements. In this case, the Likert scale ranged from "totally disagree" to "totally agree" and consisted of five response options (1 = totally disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree). Regarding the questionnaire's content and language accuracy, the author sought the expertise of three experts in the field of English-Language Teaching (ELT) to review and provide feedback on the questionnaire. In order to check the content and accuracy of the language used in the questionnaire, the researcher asked for the three experts who were in the field of ELT, to read through the questionnaire to check the congruence between the provided statements and the research objectives by using the Index of Item Objective (IOC) and give some comments or feedbacks to the questionnaire items. This step ensures that the content of the questionnaire aligns with the research objectives and that the language used is appropriate, clear, and accurately reflects the constructs being assessed. Expert feedback helps to enhance the validity and the reliability of the questionnaire and to strengthen the overall quality of the study.

### **3.4 Data collection and analysis**

This current study comprised the four phases of collecting the data. Phase one involved the analysis of the course documents in using a documentary analysis to gather the details regarding the course's teaching components, such as the course description and teaching plan. Phase two comprised the English-reading proficiency test (pre-test), as it was given to the BE students to examine their reading comprehension before beginning all the units. Phase three was conducted to collect the data on BE students' reading comprehension competence after they had finished their presentations. Six reading comprehension tests were assigned to 27 BE students. These tests were based on the lesson contents; thus, the BE students had to do the tests involving ten questions for each unit. During this phase, the students' presentations, which comprised the assignments requested in six lesson plans from six chapters: Chapter 1 Ways of Reading, Way to Read, Chapter 2 Business News, Chapter 3 Company Performance, Chapter 4 Rules and Regulations, Chapter 5 Instruction Manual, and Chapter 6 Social Networking. All the chapters are included in the following tasks to present a mind-mapping, graphic organiser of the news, graphs and charts, poster, product instructions and manuals, video presentation, and all tasks were also evaluated by using English students' presentation assessment form, which included the last procedure of data collation was to assign the students' attitude questionnaires to the BE students to investigate their attitudes on developing their reading comprehension through the presentations by using content-creation tools.

As the quantitative method, this research employed Microsoft Excel software, which involved the statistical analysis formula developed by Prachanban (2009) to analyse the research data. A paired t-test was used to examine the significant difference between the pre-test and the post-test. The tests were administered to the students to see whether there was any significant difference between their pre-test and post-test results, based on the four levels of reading comprehension. According to Mekham (2022), the paired t-test  $H_0$  (Null Hypothesis) is accepted if the significant two-tailed result is more than 0.05 ( $\text{sig} > 0.05$ ). If the significant

two-tailed result is less than 0.05, it means that the  $H_a$  (Alternate Hypothesis) is accepted, and  $H_o$  is rejected. The BE students' assignment scores included the reading comprehension tests in each unit and the presentation of the assessment; the data from these instruments were also analysed by using Microsoft Excel software, and the calculated value of the percentage of the score was not less than 70. Descriptive statistics involving the percentage, mean, and the standard deviation were also used to analyse the data from the questionnaires.

#### 4. The Results

##### 4.1 The influence of the content-creation tools on the BE students reading-comprehension skills

After collecting the data, the following table and figures showed the results of the Business-English students' reading comprehension competence before and after exposing them to the content-creation tools. A paired t-test was used to examine the significant difference between the pre-test and the post-test, as mentioned earlier.

**Table 1: Paired Samples Statistics of BE Students' Reading Comprehension Skills**

		N	Mean	Std. Deviation	Std. Error Mean	Correlation	Sig.
Pair 1	Pre-test &	27	12.41	3.129	0.602	0.564	0.002
	Post test		23.00	3.138	0.604		

The table above presented the mean score of the pre-test as 12.41, while N there were 27. Meanwhile, the standard deviation for the pretest was 3.129. The mean standard error for the pretest was 0.602. On the other hand, the mean score of the post-test was 23.00, with the standard deviation of 3.138. The mean standard error for post-test was 0.604.

Table 1 shows the statistical results of the BE Students reading comprehension skills before and after using the content-creation tools. As shown in the table, the mean scores of the students during the post-test increased by almost half of the mean score during the pre-test, with a mean difference of 10.59 (23.00-12.41) in favour of the post-test scores. Using paired sample correlations, this shows that the correlation value (0.564) between the pre-test and post-test to be highly significant with a 0.002 level of significance, which is smaller than the critical value of  $\alpha = 0.05$ .

To determine whether the mean difference between pre-test and the post-test scores obtained by the BE students showed any significant difference, paired t-test was used, and the results are shown in Table 2.

**Table 2: Paired Sample Test on BE students' reading comprehension**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference Lower Upper				
Pair 1 Pre-test and Post-test	10.59	2.925	0.563	9.028	12.157	18.814	26	0.000

Table 2 showed the result of analysis when using a Paired t-test. The mean difference between the pretest and the post-test was 10.59, with a standard deviation of 2.925, and a mean standard error of 0.563. The resultant t test was 18.814, with the degrees of freedom value (df) 25 and a significance of 0.000.

The English-reading proficiency test was conducted by a researcher before and after the implementation by using content-creation tools to support the BE students' presentations. The result showed a significant difference between the students' pre-test and their post-test, after developing the students' reading comprehension skills through presentations by using content-creation tools; since the  $t_{\text{value}} = 18.814$ , has a significant value of 0.000, which is lower than the critical value  $\alpha = 0.05$ . It can be concluded that the BE students' reading comprehension skills were enhanced after using the content-creation tools in their presentations.

**Table 3: Reading the comprehension test score in each unit**

No.	Unit						Total score (60)	Percentage
	1	2	3	4	5	6		
1	7	8	9	6	8	5	43	72
2	8	6	8	6	6	8	42	70
3	6	8	8	8	9	5	44	73
4	10	9	6	8	6	6	45	75
5	8	9	9	7	6	5	44	73
6	6	10	8	8	8	4	44	73
7	6	8	6	7	10	8	45	75
8	7	6	6	8	9	9	45	75
9	5	7	7	9	8	8	44	73
10	7	8	6	8	7	8	44	73
11	8	9	9	8	8	7	49	82
12	6	7	9	6	9	10	47	78
13	6	8	8	5	8	9	44	73
14	10	6	8	6	9	6	45	75
15	8	7	9	10	9	7	50	83
16	7	8	8	6	7	8	44	73
17	10	6	6	9	9	9	49	82
18	9	5	8	7	8	6	43	72
19	8	6	9	8	7	7	45	75
20	9	7	8	6	6	9	45	75
21	7	8	9	10	9	8	51	85

22	9	7	10	6	9	9	50	83
23	8	10	9	7	8	6	48	80
24	10	9	8	6	6	10	49	82
25	9	10	6	8	8	9	50	83
26	7	8	8	6	6	7	42	70
27	6	7	9	8	7	6	43	72
Mean value							45.70	76.11

Table 3 shows the results of the study on the total score of the task assessment after completing all the units. Using content-presentation tools to enhance the reading-comprehension skills in each chapter, it was discovered that 27 students had a mean value score of 45.70 out of 60 as a total score, representing 76.11% of the overall score, indicating that all the students had a passing score of 70%, which was consistent with the research hypothesis.

#### 4.2. Attitudes of BE students towards presentations when using content-creation tools in developing their reading comprehension scores

**Table 4: Mean score of the students' attitudes towards developing their reading comprehension through the presentations by using the content-creation tools**

Statements	$\bar{X}$	S.D.	Level of Agreement
1) In order to improve my reading comprehension, I find that the content-creation tools (Websites that provide useful functions for developing students' tasks, for example Canva.com, Prezi.com, etc.) are crucial.	4.593	0.681	Strongly agree
2) I can improve my reading comprehension with the additional assistance of the content creation tools.	3.889	1.286	Agree
3) I am willing to apply the content creation tools for enhancing my reading comprehension.	4.741	0.516	Strongly agree
4) I can select the appropriate content creation tools to enhance my reading comprehension skills.	4.333	0.903	Agree
5) I can select the content creation tools based on my knowledge, experience, and interests to complete my assignments.	4.519	0.739	Strongly agree
6) I have a positive attitude on using the content creation tools individually, in pairs, and in groups.	4.111	1.133	Agree
7) I think that the use of content creation tools can improve the environment for English language learning both inside and outside of the classroom.	4.370	0.909	Agree
8) Using content creation tools can enhance my creative idea.	4.704	0.710	Strongly agree
9) I am more confident in my ability to use the content creation tools and improve my reading comprehension.	4.667	0.720	Strongly agree

10) Using technology, I can adapt to English learning very well.	4.630	0.554	Strongly agree
11) I think that integrating the content creation tools with teaching and learning can make my English learning more difficult.	4.667	0.667	Strongly disagree
12) I am usually nervous when using the content creation tools to perform my assignments.	4.481	0.787	Disagree
13) I think that the content creation tools are not suitable for educational purposes.	4.519	0.833	Strongly disagree
14) I think that using the content creation tools is boring and incomprehensible.	4.593	0.782	Strongly disagree
15) I am not interested in enhancing my reading comprehension using content presentation tools.	4.481	0.787	Disagree
<b>Total</b>	<b>4.486</b>	<b>0.854</b>	<b>Agree</b>

From the table above, it can be seen that students' attitudes towards developing reading comprehension skills through the use of content creation tools were at a high level, with an average score of 4.486% (S.D. = 0.854), and that students were willing to apply the content creation tools for enhancing my reading comprehension, with an average score of 4.741 (S.D. = 0.516). The statements regarding the use of content presentation tools in teaching and learning, in which the content creation tools with teaching and learning can make their English learning more difficult, had the lowest level of student attitudes towards the topic, with an average score of 4.667% (SD = 0.667).

## 5. Discussion

This study focused on the influence of content-creation tools in enhancing the reading-comprehension skills of Business-English students and their attitudes towards using these tools.

The purposes of this study were to develop the reading-comprehension skills of BE students by using content-creation tools to support their English-language learning, and to investigate the students' attitudes towards developing their reading comprehension by using content-creation tools. The quantitative data showed that the students developed their reading-comprehension skills after using content-creation tools for their presentations, with a significance level of two-tailed results of less than 0.05. Furthermore, the assessment of student presentations and reading comprehension met the predetermined criterion of 70%. These results also resembled the research findings of Pinandito et al. (2020). Students generally accept the use of technologies to help them learn and comprehend English-reading comprehension. It can also be said that these technologies facilitate the creation of tasks from scratch and the reconstruction of the tasks. Furthermore, students can raise their awareness of how to acquire reading comprehension in various circumstances, in order to prepare accurate information based on what they have learnt, in order to deliver their presentations effectively and confidently through these digital tools. This idea was in line with the idea of Ahmadi & Reza (2018), who mentioned that many positive outcomes can occur for students when such technology is used

effectively. Students can take advantage of the technological tools because they answer the common educational challenges and suggest strategies for implementing knowledge. In addition, technology's role is crucial in allowing students to learn a language at their own pace, thereby aiding in self-understanding, maintaining interaction with the teacher, and generating high motivation in students to acquire linguistic competence effectively (Lei & Medwell, 2021). According to Prachansan (2018), Shroff et al. (2011) and Craig (2013), who also demonstrated that integrating technologies into the development of student assignments can afford them numerous opportunities to comprehend, critique, and assess the accuracy and appropriateness of information. Using language for authentic purposes is a more effective way to encourage content evaluation and language-skill development among language students. Students develop their social responsibility and accountability regarding language use on the basis of the content creation.

Furthermore, regarding the students' attitudes, the students showed positive attitudes towards content-creation tools in developing their reading comprehension through these presentations. The results showed that the students were willing to use content-creation tools to enhance their reading comprehension. They were also more confident in using these content-creation tools and improving their reading comprehension. This result was consistent with that of Ebadi & Ashrafabadi's (2022) study, which showed that students enjoyed using technology and preferred it to traditional reading-comprehension methods. Furthermore, these technologies increased students' interest in reading comprehension tasks and enhanced their willingness to use such technologies as supporting tools in EFL classes. In addition, the students' attitude showed that the content-creation tools provided benefits for enhancing students' creative ideas. This result was also found in the studies of Sarangapani et al. (2019) and McLoughlin & Lee (2010), who reported that students should use technological tools to improve their command of the language; because these tools play a vital role in encouraging students' imaginative growth; while also giving them access to various engaging and entertaining learning opportunities.

In contrast, the students' attitudes were lowest towards claims that content-creation tools used in the classroom could make language-acquisition tasks, like learning English, more difficult. This result was comparable with the studies of Chen (2016), Yedla (2013) and Chartrand (2012), who mentioned that there are several ways to encourage students to listen and create their own materials to share on the Internet by utilising social net-working websites. Due to costs and technical limitations, it was formerly challenging to incorporate this type of activity into lessons; however, these barriers are gradually disappearing, and it is now possible to use these online tools in the easier way to improve students' English proficiency. According to the study of Farooq & Javid (2012), technology in English-language learning (e.g., English as Foreign Language (EFL) in classrooms) has the potential to encourage student engagement, motivation, and activity by allowing for the creation of unique, engaging tasks. A motivational, interactive, and conducive learning environment for English language teachers and students can be achieved through the judicious use of technology, the availability and access to online study material, in addition to the integration of technology with the study material.

## 6. Conclusion and recommendations

The purposes of this study were to develop the reading-comprehension skills of Business-English students by using content-creation tools to support their English-language learning, and to study the students' attitudes towards developing their reading comprehension by using content-creation tools.

The findings revealed that students' reading-comprehension skills were developed. The results demonstrated a statistically significant improvement in students' reading and comprehension abilities after using content-creation tools for their presentations, with a significance level of two-tailed results less than 0.05. Furthermore, the assessment of students' presentations and reading comprehension met the predetermined criterion of 70%. While students' attitudes towards developing reading comprehension skills by using content-creation tools were at a high level, with an average score of 4.486% (S.D. = 0.854).

Moreover, the students also perceived various advantages in using content-creation tools, including creative thinking, critical analysis, collaboration, problem-solving, and digital literacy. However, some students faced challenges due to limited experience with certain tools, thereby highlighting the need for additional training and support. Moreover, the results provide better understanding for the students for using digital-supportive tools in the classrooms to enhance teachers to pay attention on teaching their students to use tools to develop their students' tasks effectively. These skills could be practical and usable in the students' future careers.

It is crucial to note that this study specifically examined reading-comprehension skills and did not assess writing, listening, or speaking abilities, which should be considered in any future research. The research methodology utilised a single group, which might limit the generalisability of the results; and more sophisticated statistical analyses might well have been employed.

Finally, it is recommended to extend this approach to other English, as a Foreign Language (EFL) and English for Specific Purposes (ESP) courses, as well as, employing different digital tools to investigate the students' reading comprehension in different contexts covering different language skills, and considering teachers' perspectives. Additionally, future studies could explore the connections between classes, students' language proficiency levels, age, gender, and other emerging research topics in English-reading skills.

## 7. References

- Agustina, L. (2019). Stimulating students to speak up through presentation in business English class. *Journal of Applied Studies in Language*, 3(1), 21-28.  
<http://dx.doi.org/10.31940/jasl.v3i1.1148>
- Ahmadi, R., M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125.  
<http://doi.org/10.29252/ijree.3.2.115>
- Al Harun, M. O. F., Islam, K. A., & Rahman, M. A. (2016). Challenges in oral presentation in English for the freshers at tertiary level. *Green University Review of Social Sciences*, 3(1), 137-157.

- Alenezi, A. (2020). The Role of e-Learning Materials in Enhancing Teaching and Learning Behaviors. *International Journal of Information and Education Technology*, 10(1), 48–56. <https://doi.org/10.18178/ijiet.2020.10.1.1338>
- Alsowayegh, N., Baradesi, H., & Garba, I. (2018). Creating an effective e-learning content: implications for a language learning program. In *12TH International Technology, Education and Development Conference (INTED)* (pp. 8603-8611). <http://doi.org/10.21125/inted.2018.2086>
- Amesi, J., Amaewhule, W. A., & Akoku, A. U. (2022). Digital Skills Required By Business Education Lecturers For Teaching Accounting Education Courses In Tertiary Institutions In Rivers State. *Nigerian Journal of Business Education (NIGJBED)*, 9(2), 38-52.
- Antón-Sancho, Á., Vergara, D., Lamas-Álvarez, V. E., & Fernández-Arias, P. (2021). Digital content creation tools: American university teachers' perception. *Applied Sciences*, 11(24), 11649. <https://doi.org/10.3390/app112411649>
- Azmuddin, R. A., Mohd Nor, N. F., & Hamat, A. (2020). Facilitating online reading comprehension in enhanced learning environment using digital annotation tools. *IAFOR Journal of Education*, 8(2), 7–27. <https://doi.org/10.22492/ije.8.2.01>
- Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50. <http://doi.org/10.18178/ijssh.2020.V10.1012>
- Boettcher, J. V., & Conrad, R. M. (2021). *The online teaching survival guide: Simple and practical pedagogical tips*. 5(1), 294–297. <http://doi.org/10.29333/ajqr/10981>
- Bogaerds-Hazenberg, S. T. M., Evers-Vermeul, J., & Bergh, H. (2020). A meta-analysis on the effects of text structure instruction on reading comprehension in the upper elementary grades. *Reading Research Quarterly*, 56(3), 435–462. <https://doi.org/10.1002/rrq.311>
- Capodici, A., Cornoldi, C., Doerr, E., Bertolo, L., & Carretti, B. (2020). The use of new technologies for improving reading comprehension. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00751>
- Carlisle, F. J., Kelcey, B., Berebitsky, D., & Phelps, C. G. (2011). Embracing the complexity of instruction: A study of the effects of teachers' instruction on students' reading comprehension. *Scientific Studies of Reading*, 15(5), 409-439. <http://doi.org/10.1080/10888438.2010.497521>
- Chartrand, R. (2012). Social networking for language learners: creating meaningful output with web 2.0 tools. *Knowledge Management & E-Learning*, 4(1), 97–101. <https://doi.org/10.34105/j.kmel.2012.04.009>
- Chen, J. C. (2016). The crossroads of English language learners, task-based instruction, and 3D multi-user virtual learning in Second Life. *Computers & Education*, 102, 152-171. <https://doi.org/10.1016/j.compedu.2016.08.004>
- Chong, S. C. (2018). *Ten trends and innovations in English language teaching for 2018*. <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>
- Collins, A. (July 13, 2022). *Best Content Creation Tools*. <https://www.shopify.com/blog/free-content-marketing-creation-tools>
- Correa, T., & Jeong, S. H. (2011). Race and online content creation: Why minorities are actively participating in the Web. *Information, communication & society*, 14(5), 638-659. <https://doi.org/10.1080/1369118X.2010.514355>
- Craig, V. D. (2013). Content creators and language learners: Exploring Web 2.0 and wikis. *Journal of Educators Online*, 10(2), 1-21. 10.9743/JEO.2013.2.5
- Cuckle, P., Clarke, S., & Jenkins, I. (2000). Students' information and communications technology skills and their use during teacher training. *Journal of Information Technology for Teacher Education*, 9(1), 9-22. <https://doi.org/10.1080/14759390000200072>



- Darmayanti, M. M. L., & Lisa, A. (2019, July). Reflection of disruptive learning And HOTS to English education: A study in Indonesian school. In *Unnes-Teflin National Seminar*, (pp. 60-66).
- Duke, N. K., & Pearson, P. D. (2009). Effective practices for developing reading comprehension. *Journal of education*, 189(1-2), 107-122.  
<http://doi.org/10.1598/0872071774.10>
- Ebadi, S., & Ashrafabadi, F. (2022). An exploration into the impact of augmented reality on EFL learners' Reading comprehension. *Education and Information Technologies*, 27(7), 9745-9765. <http://doi.org/10.1007/s10639-022-11021-8>
- Erdoğan, V. (2019). Integrating 4C skills of 21st century into 4 language skills in EFL classes. *International Journal of Education and Research*, 7(11), 113-124.  
<https://doi.org/10.29228/ijla.25816>
- Fansury, A. H., Januarty, R., Rahman, A. W., & Syawal. (2020). Digital content for millennial generations: teaching the English foreign language learner on covid-19 pandemic. *Journal of Southwest Jiaotong University*, 55(3). Internet Archive.  
<https://doi.org/10.35741/issn.0258-2724.55.3.40>
- Farooq, M. U., & Javid, C. Z. (2012). Attitude of students towards E-learning: A study of English language learners at Taif University English Language Centre. *NUML Journal of Critical Inquiry*, 10(2), 17-28.
- Gough, P. B., & Juel, C. (2013). The first stages of word recognition. In *Learning to read*, pp. 47-56. Routledge.
- Hjetland, H. N., Brinchmann, E. I., Scherer, R., Hulme, C., & Melby-Lervåg, M. (2020). Preschool pathways to reading comprehension: A systematic meta-analytic review. *Educational Research Review*, 30, 100323.  
<https://doi.org/10.1016/j.edurev.2020.100323>
- Hogan, T. P., Adlof, S. M., & Alonzo, C. N. (2014). On the importance of listening comprehension. *International journal of speech-language pathology*, 16(3), 199-207.  
<http://doi.org/10.3109/17549507.2014.904441>
- Huotari, L., Ulkuniemi, P., Saraniemi, S., & Mäläskä, M. (2015). Analysis of content creation in social media by B2B companies. *Journal of Business & Industrial Marketing*, 30(6), 761-770. <https://doi.org/10.1108/jbim-05-2013-0118>
- Jayakumar, P., Suman Rajest, S., & Aravind, B. R. (2022). An Empirical Study on the Effectiveness of Online Teaching and Learning Outcomes with Regard to LSRW Skills in COVID-19 Pandemic. *Studies in Computational Intelligence*, 483-499.  
[https://doi.org/10.1007/978-3-030-93921-2\\_27](https://doi.org/10.1007/978-3-030-93921-2_27)
- Jung, C. D. (2021). Perceptions of Collaborative Video Projects in the Language Classroom: A Qualitative Case Study. *International Journal of Instruction*, 14(4), 301-320. <https://doi.org/10.29333/iji.2021.14418a>
- Klimova, B., & Zamborova, K. (2020). Use of mobile applications in developing reading comprehension in second language acquisition – A Review Study. *Education Sciences*, 10(12), 391. <https://doi.org/10.3390/educsci10120391>
- Lavi, R., Tal, M., & Dori, Y. J. (2021). Perceptions of STEM alumni and students on developing 21st century skills through methods of teaching and learning. *Studies in Educational Evaluation*, 70, 101002.  
<https://doi.org/10.1016/j.stueduc.2021.101002>
- Lei, M., & Medwell, J. (2021). Impact of the COVID-19 pandemic on student teachers: How the shift to online collaborative learning affects student teachers' learning and future teaching in a Chinese context. *Asia Pacific Education Review*, 22, 169-179. <http://doi.org/10.1007/s12564-021-09686-w>
- Liapis, A., Yannakakis, G., & Togelius, J. (2013). Designer modeling for personalized game content creation tools. In *Proceedings of the AAAI Conference on Artificial Intelligence and Interactive Digital Entertainment*, 9(2) (pp.11-16).  
<https://doi.org/10.1609/aiide.v9i2.12587>

- Lotfi Sin, S., & Siahpoosh, H. (2020). Looking at the Impact of the Flipped Classroom Model on Reading Comprehension of Iranian EFL Learners. *Arabic Language, Literature & Culture*, 5(2), 14. <https://doi.org/10.11648/j.allc.20200502.12>
- Manh Do, H., & Le Thu Phan, H. (2021). Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduates. *Arab World English Journal*, 12(1), 90-112. <https://doi.org/10.24093/awej/vol12no1.7>
- Marzuki, A. G., Alim, N., & Wekke, I. S. (2018). Improving the reading comprehension through cognitive reading strategies in language class of coastal area in Indonesia. *IOP Conference Series: Earth and Environmental Science*, 156, 012050. <https://doi.org/10.1088/1755-1315/156/1/012050>
- McLoughlin, E. C., & Lee, M. J. W. (2010). Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, 26(1). <http://doi.org/10.14742/ajet.1100>
- Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of Technology Enhanced Task-Based Language Teaching on Learners' Listening Comprehension and Speaking Performance. *International Journal of Instruction*, 14(3), 717-736.
- National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13398>.
- Nazurty, R., Priyanto, N., Anggia Pratiwi, S., & Mukminin, A. (2019). Learning strategies in reading: The case of Indonesian language education student teachers. *Universal Journal of Educational Research*, 7(11), 2536-2543. <http://doi.org/10.13189/ujer.2019.071133>
- Newton, J. M., Ferris, D. R., Goh, C. C., Grabe, W., Stoller, F. L., & Vandergrift, L. (2018). *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking*. New York: Routledge. <https://doi.org/10.4324/9781315626949>
- Oakhill, J., Cain, K., & Elbro, C. (2019). Reading comprehension and reading comprehension difficulties. *Reading development and difficulties: Bridging the gap between research and practice*, 83-115. [https://doi.org/10.1007/978-3-030-26550-2\\_5](https://doi.org/10.1007/978-3-030-26550-2_5)
- Office of the Education Council. (2021). *Policies and strategies for educational development*. Bangkok: Office of the Education Council.
- Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *Teknosastik*, 18(1), 33-41. <https://doi.org/10.33365/ts.v18i1.526>
- Ordu, U. B. (2021). *The Role of Teaching and Learning Aids / Methods in a Changing World*. Sofia: Bulgarian Comparative Education Society
- Panyasai, P. (2022). Students' perception towards business English presentation: focusing on needs analysis and preferences. In *Proceedings of the 15th National and the 2nd International Conference on Humanities and Social Sciences, Agility in Humanities and Social Sciences in a VUCA world*, 1012-1025.
- Panyasai, P., & Paladkong, A. (2019). Using films to promote motivation in studying English of Loei Rajabhat university students: a case study in the course of English for communication and study skills 0001103. In *the Proceedings of the 5th National Conference on Research and Innovation for Sustainable Community Development*, 1061-1071.
- Parveen, B. W. (2016). Use of technology in improving speaking skills. *Journal of English language and literature (JOELL)*, 3(2). 121 - 124.

- Pearson, P. D. (2014). The roots of reading comprehension instruction. *In Handbook of research on reading comprehension*. pp. 27-55. Routledge.  
<https://doi.org/10.4324/9781315759609-11>
- Pinandito, A., Wulandari, C. P., Prasetya, D. D., Hirashima, T., Hayashi, Y., & Az-Zahra, H. M. (2020, November). Students' acceptance towards kit-build concept map authoring tool in supporting learning of English reading comprehension. *In Proceedings of the 5th International Conference on Sustainable Information Engineering and Technology*, (PP.158-164). <https://doi.org/10.1145/3427423.3427464>
- Phitsanulok: Rattanasuwan Printing House. Prachansan, N. (2018). *Effect of graphic organizer on English reading comprehension of grade 11 students of Bancharacharungsarit school* [Master's thesis, Rajabhat Rajanagarindra University]. [http://thesis.rru.ac.th/files/pdf/712\\_2019\\_03\\_21\\_141143.pdf](http://thesis.rru.ac.th/files/pdf/712_2019_03_21_141143.pdf)
- Prachanban, P. (2009). *Research Methodology in social science*.
- Priyanti, N. W. I., Santosa, M. H., & Dewi, K. S. (2019). Effect of quizz towards the eleventh-grade English students' reading comprehension in mobile learning context. *Language and Education Journal Undiksha*, 2(2).  
<https://doi.org/10.23887/leju.v2i2.20323>
- Puggioni, M. P., Frontoni, E., Paolanti, M., Pierdicca, R., Malinverni, E. S., & Sasso, M. (2020, September). A content creation tool for AR/VR applications in education: The scholar framework. *In International conference on augmented reality, virtual reality and computer graphics*. (pp. 205-219). Springer, Cham.  
[https://doi.org/10.1007/978-3-030-58468-9\\_16](https://doi.org/10.1007/978-3-030-58468-9_16)
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Säljö, R. (2010). Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. *Journal of computer assisted learning*, 26(1), 53-64. <https://doi.org/10.1111/j.1365-2729.2009.00341.x>
- Sarangapani, V., Kharrufa, A., Leat, D., & Wright, P. (2019). Fostering deep learning in cross-cultural education through use of content-creation tools. *In Proceedings of the 10th Indian Conference on Human-Computer Interaction*. 7, (pp.1-11).  
<https://doi.org/10.1145/3364183.3364184>
- Shroff, R. H., Deneen, C. C., & Ng, E. M. (2011). Analysis of the technology acceptance model in examining students' behavioural intention to use an e-portfolio system. *Australasian Journal of Educational Technology*, 27(4).  
<https://doi.org/10.14742/ajet.940>
- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, 50(2), 140-171. <https://doi.org/10.1177/00472395211047865>
- Skrbiš, Z., & Laughland-Booÿ, J. (2019). Technology, change, and uncertainty: Maintaining career confidence in the early 21st century. *New Technology, Work and Employment*, 34(3), 191-207.
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214-240.  
<https://doi.org/10.1080/02702711.2021.1888348>
- Spiro, R. J., Bruce, B. C., & Brewer, W. F. (Eds.). (2017). *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence and education*. Vol. 11. Routledge.
- Thyagarajan, K. K., & Nayak, R. (2007). Adaptive content creation for personalized e-learning using web services. *Journal of Applied Sciences Research*, 3(9), 828-836.
- Yedla, S. (2013). MALL (mobile assisted language learning): A paradise for English language learners. *Journal of English Language & Translation Studies*, 1(2), 91-99.

- Ustun, A. B. (2019). Students' experiences in learning and using Prezi in higher education. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(3), 928–946.  
<https://doi.org/10.14686/buefad.552138>
- Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *TEKNOSASTIK*, 18(1), 33. <https://doi.org/10.33365/ts.v18i1.526>
- Pham, Q. N., & Li, M. (2022). Digital multimodal composing using visme: EFL students' perspectives. *The Asia-Pacific Education Researcher*.  
<https://doi.org/10.1007/s40299-022-00687-w>
- Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilisation of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439–1451.  
<https://doi.org/10.13189/ujer.2021.090710>