

Enhancing Critical Reading Skills Through Digital Tools: A Study on Business English Students

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Abstract

Critical thinking is a fundamental skill in Critical Reading instruction, particularly for EFL learners in Business English contexts. With the increasing need for analytical reading strategies, traditional methods must be re-evaluated to incorporate technology-enhanced learning. This study investigates the effectiveness of using digital tools—including digital annotation platforms (Hypothesis), gamified quizzing (Quizizz) and AI-assisted reading applications (ChatGPT)—to improve students' ability to analyze arguments, evaluate reasoning, and engage with complex texts. Using a mixed-methods approach, the research collects data from first-year Business English students at Foreign Trade University through pre-tests and post-tests, surveys, and interviews. The study examines how students interact with digital tools and whether these technologies support deeper comprehension, critical engagement, and argument analysis. Findings suggest that digital tools facilitate a more structured and interactive approach to critical reading, helping students better identify logical fallacies, evaluate evidence, and engage in discussions. However, challenges such as over-reliance on AI-generated summaries and varying levels of digital literacy are also noted. This research provides insights into the role of digital technology in higher education pedagogy, offering practical recommendations for Business English educators on integrating digital tools into Critical Reading instruction to foster independent, analytical thinking skills.

Keywords: critical reading, digital tools, technology in education, business English

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Introduction

Critical reading forms the foundation of Business English (BE) education, empowering students to adeptly engage with complex texts such as policy reports, marketing proposals, and academic articles. These materials demand not only comprehension but also the ability to critically evaluate arguments, detect biases, and scrutinize underlying assumptions (Wallace & Wray, 2016). In today's dynamic global business environment, the sheer volume and complexity of information necessitate a sophisticated approach to text engagement. Business professionals are continually tasked with interpreting market research, assessing financial statements, understanding legal documents, and responding to intricate communications. The ability to discern credible sources from unreliable ones, to identify the core message amidst extraneous details, and to challenge underlying premises is paramount for informed decision-making and strategic planning (Paul & Elder, 2008).

At Foreign Trade University (FTU), first-year BE students frequently encounter difficulties in these critical reading areas. Observations indicate a limited familiarity with logical reasoning, challenges in deciphering implicit meanings within specialized business texts, and a noticeable hesitation to question the perceived authority of published materials. These pedagogical challenges, combined with the increasing availability and sophistication of educational technology, inspired this action research. The study investigates the potential of integrating specific digital tools—namely Hypothes.is (a collaborative annotation platform), Quizizz (a gamified quizzing tool), and ChatGPT (an AI-assisted reading application)—to enhance the critical reading skills of BE students.

This study primarily aimed to quantify the improvement in first-year Business English students' critical reading skills—specifically their ability to identify argument components, logical fallacies, and evaluate evidence—following a 12-week intervention using digital tools like Hypothes.is, Quizizz, and ChatGPT. Beyond measuring skill enhancement, the research also sought to analyze student perceptions regarding the utility, engagement, and overall benefits of these tools in fostering their critical reading development. Finally, the study intended to identify practical implementation challenges when integrating digital tools into the Business English curriculum and, crucially, to propose pedagogical recommendations derived from these findings.

By exploring the purposeful integration of technology in fostering critical reading within a BE context, this research aims to contribute significantly to the evolving field of digital pedagogy. It seeks to provide valuable insights for educators on how to leverage digital tools to cultivate independent, analytical thinking skills, thereby better preparing students for the intellectual demands of both academic pursuits and future professional careers in business.

Literature Review

Critical Reading in Business English Education

Critical reading is an active, reflective process where readers interrogate texts, evaluate argument validity, and contextualize content within broader frameworks (Alderson, 2000; Wallace & Wray, 2016). It extends beyond mere comprehension, requiring readers to analyze, interpret, and synthesize information, as well as to identify biases, assumptions, and logical flaws (Kurland, 2000). For Business English students, this skill is not merely an academic exercise; it is vital for practical tasks such as analyzing financial reports, dissecting

market research, evaluating investment proposals, or crafting persuasive business communications. The nuances of language in business texts, often laden with specific terminology, implicit assumptions, and persuasive intent, demand a high level of critical engagement.

In the context of BE, critical reading enhances not only academic performance but also crucial professional competencies. Students equipped with strong critical reading skills are better positioned to make informed decisions in dynamic business environments, assess risks, understand complex contractual agreements, and effectively communicate their own well-reasoned positions (Facione, 2011). As Alderson (2000) elaborates, assessing reading involves understanding how readers construct meaning, and critical reading takes this a step further by evaluating the *validity* and *implications* of that meaning. Wallace and Wray (2016) reinforce this, emphasizing that postgraduate students, which BE students often aspire to be, must be able to critically engage with academic and professional literature to formulate robust arguments and contribute meaningfully to their fields. The capacity to engage with texts in a questioning, analytical manner is foundational for both academic success and professional acumen in the business world (Barnet & Bedau, 2008).

Digital Tools and Learner Engagement

The landscape of education has been significantly reshaped by the advent of digital tools, which offer new avenues for boosting student engagement and improving learning outcomes (Liu & Chen, 2021). These modern platforms often integrate interactive elements, multimedia, and personalized feedback mechanisms that traditional teaching methods struggle to replicate. Gamification, a key digital application, powerfully fosters motivation by incorporating game-like features such as points, leaderboards, and immediate feedback (Kapp, 2012), tapping into intrinsic desires for achievement and mastery to make learning more enjoyable. Beyond engagement, well-designed digital tools also promote **cognitive, emotional, and social** development by enabling deeper information processing, reducing anxiety through clear progress indicators, and facilitating peer-to-peer learning (Owen & Licorish, 2020; Vygotsky, 1978).

Specifically, digital annotation platforms like Hypothes.is have become prominent in academic settings for cultivating critical reading. By allowing students to directly annotate, highlight, and comment on digital texts, these tools transform passive reading into an active, collaborative process (Kalir & Garcia, 2021). This “visible thinking” promotes metacognition, compelling students to engage more deeply with content and articulate their questions or disagreements. The collaborative nature of Hypothes.is further fosters peer interaction, creating a shared intellectual space where students can view, respond to, and discuss annotations. This collective engagement, as highlighted by Novak (2022), enhances academic literacy by exposing students to diverse interpretations and refining their analytical abilities, particularly crucial for Business English (BE) students dissecting complex business reports and evaluating evidence.

Similarly, gamified quizzing tools such as Quizizz effectively engage students through competitive formats, customizable quizzes, and instant feedback. Research shows Quizizz significantly increases student motivation and knowledge retention (Ismail et al., 2020), with its competitive elements transforming routine reviews into stimulating activities. However, for developing higher-order analytical reasoning essential for critical reading, the effectiveness of Quizizz depends on robust instructional scaffolding (Alfikri, 2023). Without

careful guidance, students might prioritize rote memorization over deeper understanding of logical reasoning. Therefore, educators must design quizzes that challenge critical thinking and supplement automated feedback with personalized discussions.

Finally, Artificial Intelligence (AI) tools, exemplified by ChatGPT, represent a significant shift, offering potential to enhance learning through on-demand analysis and content generation. These tools can rapidly summarize complex texts, identify key themes, and even generate critical inquiry questions (Floridi, 2023). For BE students, ChatGPT can streamline initial analysis by providing summaries or clarifying complex terms, allowing them to focus on deeper critical engagement. Nevertheless, a crucial warning from Floridi (2023) highlights the risk of over-reliance on AI-generated outputs, which could hinder independent reasoning if students uncritically accept information. Thus, in BE education, AI tools must be integrated carefully, with clear guidelines emphasizing their role as a supplement for verification and ideation, rather than a replacement for genuine intellectual effort. The aim is to foster AI literacy alongside critical literacy, teaching students to critically evaluate AI outputs like any other information source (Mollick & Mollick, 2023).

Methodology

Research Design

This study adopted an action research methodology, characterized by iterative cycles of planning, action, observation, and reflection (McNiff & Whitehead, 2010). This approach is particularly suited for educational settings, as it allows instructors to systematically investigate and refine their teaching practices based on real-time feedback and student outcomes. The cyclical nature of action research provides flexibility and responsiveness, enabling the researchers to adapt the intervention strategies based on emergent findings and student needs throughout the study period. This methodology aligns well with the exploratory nature of integrating new technologies into a curriculum, as it prioritizes practical problem-solving and continuous improvement within a specific educational context.

The action research cycle for this study involved:

- **Planning:** Identifying the problem (students' critical reading deficiencies), setting objectives (enhancing specific critical reading skills), and designing the intervention (integrating digital tools).
- **Action:** Implementing the 12-week intervention by integrating Hypothes.is, Quizizz, and ChatGPT into the BE critical reading curriculum.
- **Observation:** Collecting data through pre-tests, post-tests, surveys, and semi-structured interviews to monitor student progress, engagement, and perceptions.
- **Reflection:** Analyzing the collected data to understand the effectiveness of the digital tools, identify challenges, and formulate recommendations for future pedagogical practices. This reflective phase informed the discussion and practical recommendations presented in this paper.

Participants

The study involved 25 first-year Business English students at Foreign Trade University (FTU). Participants were voluntarily selected from a single cohort to ensure a relatively homogeneous group in terms of academic background and exposure to the university environment. Their ages ranged from 18–19 years, indicating a common developmental

stage. All participants had an intermediate English proficiency level (CEFR B2), which ensured they possessed a foundational language ability to engage with the BE texts and digital tools without significant linguistic barriers, allowing the study to focus specifically on critical reading skill development rather than basic language acquisition. The homogeneity of the group helped minimize confounding variables, strengthening the internal validity of the study's findings regarding the impact of the digital tools.

Procedure

The 12-week intervention systematically integrated three digital tools into the existing Business English critical reading curriculum. Hypothes.is was used for weekly collaborative annotations of BE texts, requiring students to identify assumptions, evidence, and logical fallacies, with clear guidelines to ensure analytical quality. This fostered discussion and engagement with diverse perspectives. Quizizz, a gamified platform, facilitated both pre-class reviews and in-class activities focusing on argument components, utilizing leaderboards and instant feedback to boost motivation and reinforce learning. ChatGPT was employed in out-of-class group work primarily for verifying student analyses and summarizing complex arguments, with strict ethical guidelines emphasizing its role as an aid for critical thinking rather than a content generator.

The intervention unfolded in three distinct phases. Weeks 1-4 provided a foundational introduction to critical reading concepts and hands-on training for all three digital tools. Weeks 5-8 marked an intensive application phase, where students actively applied these tools to a variety of BE-specific reading tasks, focusing on consistent practice. Finally, Weeks 9-12 involved reflection, summative assessment of critical reading skills, and comprehensive feedback collection, allowing researchers to refine future pedagogical strategies based on the students' learning journey.

Instruments

To gather comprehensive data on the impact of the intervention, a mixed-methods approach was employed, utilizing both quantitative and qualitative instruments:

Pre- and Post-tests

These standardized tests were designed to quantitatively assess students' critical reading skills before and after the intervention. Both tests were parallel in difficulty and structure, focusing on three key areas:

- **Recognizing argument components:** Identifying claims, evidence, warrants, backings, qualifiers, and rebuttals (Toulmin, 1958).
- **Identifying logical fallacies:** Recognizing common errors in reasoning such as *ad hominem*, appeal to authority, false dilemma, hasty generalization, etc. (Hurley, 2017).
- **Evaluating evidence:** Assessing the credibility, relevance, and sufficiency of supporting information. Each test comprised **10 multiple-choice and short-answer questions**, with a maximum score of 10.

Surveys

A 20-item Likert-scale survey was administered post-intervention to measure student perceptions regarding the effectiveness, usability, engagement levels, and perceived challenges associated with each digital tool. The survey allowed for a broad quantitative assessment of student attitudes.

Semi-structured Interviews

Conducted with a purposive sample of 10 students (selected to represent a range of pre-test scores and levels of engagement), these interviews aimed to gain deeper qualitative insights into their individual experiences, preferences, perceived benefits, and challenges encountered while using the digital tools. The semi-structured format allowed for exploration of emergent themes and detailed personal reflections.

Data Analysis

Quantitative data from pre- and post-tests were analyzed using paired t-tests to identify statistically significant improvements in critical reading skills. Survey responses were summarized with descriptive statistics to gauge student perceptions of tool effectiveness and engagement. Interview data underwent thematic analysis, where recurring patterns were coded to provide rich qualitative insights. This triangulation of data sources significantly enhanced the study's validity and the robustness of its conclusions.

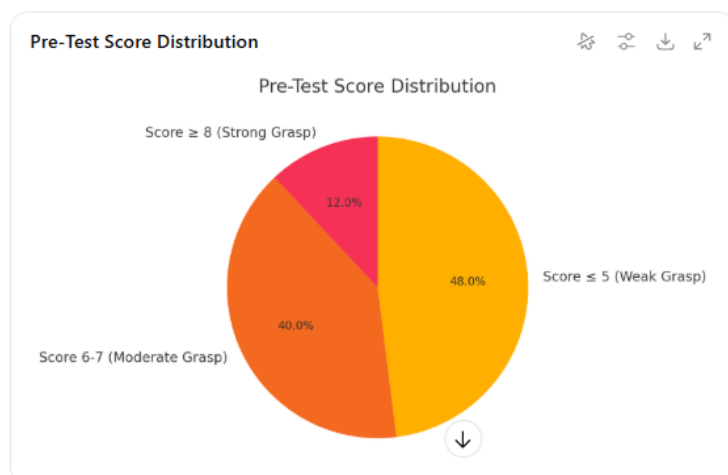
Results

Pre- and Post-test Findings

The pre-test results revealed significant baseline gaps in the critical reading skills of the first-year BE students. A substantial proportion of the cohort struggled with fundamental aspects of argument analysis:

Figure 1

Pre-test Score Distribution



This pie chart illustrates the distribution of student scores on the pre-test, revealing significant initial weaknesses in critical reading. Nearly half of the students, 48%, scored 5 or below,

indicating a weak grasp of fundamental critical reading concepts. A further 40% scored in the 6-7 range, while only a small minority, 12%, achieved scores of 8 or above. This baseline assessment underscored the urgent need for pedagogical intervention.

In contrast, the post-test results demonstrated substantial improvement across the cohort after the 12-week intervention, suggesting a positive impact of integrating digital tools into the curriculum:

Figure 2
Post-test Score Distribution

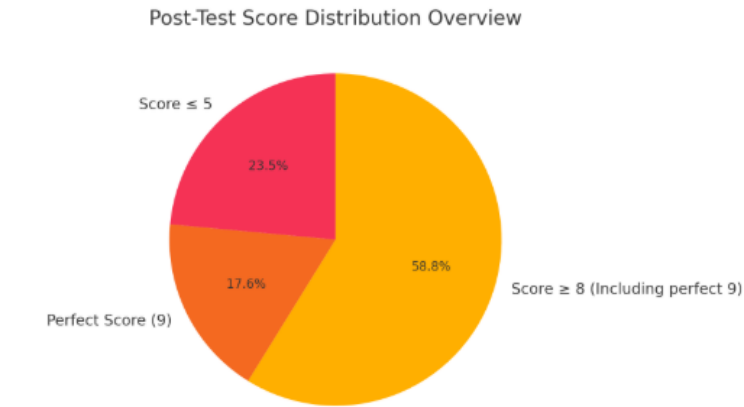


Figure 2 showcases the substantial improvement in student critical reading scores on the post-test, following the 12-week intervention. The percentage of students scoring 5 or below drastically reduced to 16% from 48% in the pre-test. Conversely, the proportion of students achieving strong scores (8 or above) more than tripled, reaching 40%. The group scoring 6-7 also saw a slight increase to 44%. These figures demonstrate a clear and positive shift in student proficiency, indicating the effectiveness of the digital tool integration.

Skill-specific gains were also evident and statistically significant:

Table 1
Skill-Specific Gains After Pre-test and Post-test

Critical Reading Skill	Pre-test Average Score (out of 10)	Post-test Average Score (out of 10)	Absolute Score Change	Percentage Improvement	Statistical Significance (p-value)
Recognizing Argument Components	5	6.2	+1.2	+24%	p < 0.01
Identifying Logical Fallacies	4.5	5.45	+0.95	+21%	p < 0.01
Evaluating Evidence	5.2	6.14	+0.94	+18%	p < 0.05

The table details the specific gains in three core critical reading competencies, alongside their average scores before and after the intervention. Students demonstrated a remarkable 24%

improvement in “Recognizing Argument Components”, with the average score increasing from 5.0 to 6.2 ($p < 0.01$). This indicates a significantly enhanced ability to dissect textual arguments. “Identifying Logical Fallacies” saw a 21% improvement, with average scores rising from 4.5 to 5.45 ($p < 0.01$), showcasing increased proficiency in detecting reasoning flaws. Lastly, “Evaluating Evidence” improved by 18%, moving from an average of 5.2 to 6.14 ($p < 0.05$), signifying better assessment of information credibility. These consistent and statistically significant gains across all targeted skills strongly underscore the measurable positive impact of the digital tools on students' critical reading competencies.

Survey and Interview Insights

Post-intervention surveys provided quantitative insights into student perceptions, revealing high engagement with the digital tools. Hypothes.is was lauded by 88% of students for fostering “deep reading” through required annotations, highlighting its effectiveness in promoting active text engagement. Quizizz proved highly motivating for 92% of students due to its gamified format and instant feedback, underscoring its power in boosting enthusiasm. While ChatGPT was valued by 76% for out-of-class analysis, a significant concern about over-reliance was also noted, indicating awareness of its limitations.

Qualitative data from semi-structured interviews further illuminated these insights. For Hypothes.is, students consistently praised its collaborative nature, valuing the ability to see and respond to peers' annotations, reinforcing peer-driven learning (Novak, 2022). However, “annotation overload” emerged as a challenge, with excessive comments sometimes distracting from core reading tasks, suggesting a need for clearer guidelines on annotation quality and quantity.

Quizizz's competitive elements were widely engaging, with students appreciating leaderboards for motivation (Kapp, 2012). Despite valuable instant feedback, some desired more personalized explanations beyond automated scores, echoing the need for stronger instructional scaffolding (Alfikri, 2023).

Regarding ChatGPT, students found its verification utility helpful for checking their analyses and generating summaries. Yet, a common concern was its tendency to provide overly generic responses, limiting critical depth and requiring continued independent thought (Floridi, 2023). These insights collectively highlight the tools' benefits while pointing to areas for pedagogical refinement.

General Challenges

Beyond specific tool feedback, students also highlighted some general implementation challenges. Internet connectivity issues frequently disrupted real-time activities, particularly for Quizizz, leading to noticeable frustration. This underscores a practical infrastructure limitation in some educational settings. Another significant observation was that some students engaged minimally with Hypothes.is annotations unless these activities were formally assessed or directly tied to graded tasks, suggesting that explicit accountability mechanisms are crucial for maximizing participation in collaborative annotation and ensuring consistent engagement across the cohort.

Discussion

Effectiveness of Digital Tools

The integration of Hypothes.is, Quizizz, and ChatGPT into the Business English critical reading curriculum demonstrated a significant and measurable enhancement of students' critical reading skills. These findings align strongly with existing literature on the benefits of digital tools in education (Liu & Chen, 2021; Owen & Licorish, 2020).

Hypothes.is proved instrumental in fostering collaborative analysis and promoting deeper engagement with texts. By requiring students to actively annotate and interact with peer comments, the platform encouraged them to question assumptions, identify underlying arguments, and engage in a visible, iterative process of textual analysis. This collaborative annotation process directly supported the development of skills in recognizing argument components and evaluating evidence, as students were prompted to justify their interpretations and critically assess the arguments presented in business texts. The observation that students appreciated the “deep reading” encouraged by Hypothes.is corroborates Kalir and Garcia's (2021) emphasis on annotation as a tool for visible thinking and peer interaction. The communal space created by Hypothes.is helped students move beyond passive reading to actively constructing meaning and engaging in intellectual dialogue.

Quizizz's gamified format was highly effective in boosting student motivation and reinforcing knowledge of critical reading concepts. By breaking down complex critical reading skills, such as identifying logical fallacies, into manageable, interactive quizzes, Quizizz facilitated repeated practice and immediate feedback. This gamified approach, as highlighted by Ismail et al. (2020), capitalized on competitive elements to sustain engagement, making the often-challenging task of identifying logical flaws more enjoyable and less intimidating. The instant validation or correction provided by Quizizz reinforced correct understanding and allowed students to quickly identify areas where they needed further practice.

ChatGPT, when used judiciously, supported students' independent analysis and offered a valuable resource for clarifying complex concepts or verifying their own initial assessments. Its ability to summarize arguments or help pinpoint logical fallacies provided a rapid means of cross-referencing and gaining alternative perspectives. This utility aligns with Floridi's (2023) view of AI as a tool that can support critical thinking by augmenting human cognitive processes. However, as discussed below, its effectiveness was heavily contingent on how it was integrated and supervised, reflecting Floridi's concerns about potential over-reliance. When framed as a tool for “verification” rather than “generation,” ChatGPT acted as a useful sounding board for students' developing analytical skills.

Balancing Technology and Pedagogy

While the digital tools offered clear benefits, their optimal effectiveness was undeniably linked to deliberate pedagogical integration. The study revealed that merely introducing the tools was insufficient; their impact was amplified when coupled with structured guidance and instructional scaffolding.

The potential for over-reliance on ChatGPT emerged as a critical pedagogical concern. Students, while appreciating its utility, sometimes acknowledged that it could tempt them to

bypass genuine independent critical thinking. This corroborates Floridi's (2023) warnings about AI's potential to hinder independent reasoning if not managed carefully. To counteract this, educators must design tasks that require students to *critically evaluate* AI output, rather than simply accepting it. For instance, tasks could involve comparing AI-generated summaries with their own analyses, identifying potential biases in AI responses, or using AI to generate counter-arguments that students must then refute themselves. This shifts the focus from AI *doing* the thinking to AI *assisting* the thinking.

Similarly, Hypothes.is required structured guidelines to prevent superficial annotations or "annotation overload," as noted by students. Without clear objectives for annotation (e.g., "Identify three unstated assumptions," "Challenge one piece of evidence," "Connect this point to a real-world business scenario"), students might default to highlighting or making trivial comments. The finding suggests that active annotation must be explicitly taught as a critical thinking strategy, not just a technical skill. Integrating Hypothes.is with subsequent in-class discussions where students defend their annotations or challenge others' interpretations can further maximize its efficacy by encouraging deeper engagement and accountability. These findings underscore the critical need for educators to act as facilitators, guiding students on *how* to use these powerful tools to enhance, rather than diminish, their critical engagement with texts. Effective scaffolding strategies, clear task objectives, and well-facilitated peer discussions are paramount to maximizing the efficacy of these digital interventions.

Challenges and Limitations

Despite the observed improvements, the study encountered several practical challenges and inherent limitations that warrant consideration for future research and implementation:

- **Technical Challenges:** Foremost among the practical issues were internet connectivity problems, which frequently disrupted real-time activities, particularly for Quizizz. In educational contexts where stable internet access cannot be guaranteed, this can severely impede the seamless integration and effectiveness of real-time digital tools. This highlights the importance of robust technological infrastructure as a prerequisite for successful digital pedagogy.
- **Limited Sample Size and Context Specificity:** The study involved a relatively small sample size (25 students) from a single university. While this is characteristic of action research, it limits the generalizability of the findings to broader populations or diverse educational contexts. Cultural and institutional factors could influence the adoption and effectiveness of digital tools.
- **Short-term Intervention:** The 12-week intervention provides insights into short-term gains. The long-term retention of enhanced critical reading skills and the sustained impact of digital tool use over a longer period remain unknown.
- **Self-Reported Data:** Student perceptions from surveys and interviews, while valuable, are self-reported and may be subject to social desirability bias.

Practical Recommendations

Based on this study's findings and the identified challenges, several practical recommendations emerge for Business English educators aiming to effectively integrate digital tools into critical reading instruction.

First, clear guidelines and ethical frameworks for tool use are paramount. For platforms like Hypothes.is, educators should explicitly define annotation criteria, encouraging analytical comments that delve into rhetorical strategies, evidence critique, and intertextual connections, rather than mere summaries. Similarly, when using ChatGPT, strict ethical guidelines are crucial. It should be emphasized as a tool for verification and brainstorming, not a substitute for independent thought or original content. Tasks should be designed to require students to critically evaluate AI outputs and justify their own reasoning, fostering a discerning approach to AI-generated content.

Beyond guidance, incorporating formal assessments for digital activities is vital to enhance student accountability and ensure consistent participation. For instance, annotations on platforms like Hypothes.is could be subject to spot checks, graded selections, or integrated into broader participation metrics. To maximize the benefits of collaborative tools, combining them with structured peer discussions is highly effective. After annotating texts, students should engage in facilitated in-class or online discussions, defending their interpretations and collectively analyzing challenging passages, thereby reinforcing critical analysis skills.

Furthermore, it's essential to supplement automated feedback with targeted instructor comments. While gamified quizzes like Quizizz offer instant feedback, more complex critical thinking tasks benefit immensely from personalized instructor insights. This additional scaffolding helps guide students beyond superficial understanding to address individual learning needs effectively.

Finally, ensuring reliable technical infrastructure is a foundational requirement. Before implementing digital tools that rely on real-time interaction, such as Quizizz, educators must confirm stable and sufficient internet connectivity within the learning environment to prevent disruptions and student frustration. Pilot testing technology beforehand can proactively identify and mitigate potential issues. Concurrently, promoting digital literacy is key. Integrating mini-lessons on navigating digital platforms, critically evaluating online information, and understanding the capabilities and limitations of AI tools will equip students to be more autonomous and effective technology users in their learning journey.

Conclusion

This action research study strongly demonstrates that the thoughtful and structured integration of digital tools—specifically Hypothes.is, Quizizz, and ChatGPT—can significantly enhance critical reading skills among first-year Business English students at Foreign Trade University. The quantitative findings from pre- and post-tests provide compelling evidence of notable improvements in students' abilities to recognize argument components, identify logical fallacies, and evaluate evidence. Qualitatively, survey and interview data indicate high levels of student engagement and perceived utility of these tools, fostering a more dynamic and interactive learning environment.

However, the study also highlighted crucial challenges that underscore the necessity of careful pedagogical design. Issues such as intermittent technical problems (internet connectivity), the risk of over-reliance on AI-generated content leading to superficial analysis, and varying levels of student accountability (especially when digital tasks are not formally assessed) all point to the need for educators to act as astute facilitators, not just implementers, of technology. The success of digital tool integration hinges on balancing

technological capabilities with robust instructional strategies that actively promote independent, analytical thinking.

Future research should explore the long-term retention of these enhanced critical reading skills beyond the immediate intervention period. Investigating the applicability and effectiveness of these digital tools across diverse cultural and educational contexts, including different language proficiency levels and academic disciplines, would also be valuable. Furthermore, exploring the utility of other innovative digital platforms, such as Padlet for collaborative brainstorming or Kahoot for interactive reviews, could further enrich critical reading instruction. Ultimately, by strategically leveraging digital technology and integrating it with sound pedagogical principles, educators can create dynamic, effective learning environments that truly prepare Business English students for both academic rigor and professional success in an increasingly information-rich world.

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