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**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO
DE MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

TEMA:

Use of Nearpod to enhance reading comprehension activities in A1 students.

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ABSTRACT

This proposal focuses on the effectiveness of using a learning platform website to enhance the reading comprehension skills through activities of sixth-grade school students at Unidad Educativa Santo Domingo de Guzman Private school in Ambato, Ecuador. Nearpod was the learning platform for developing English language with reading comprehension activities, developed with the students during ten sessions. A mixed method was used to collect the data. The qualitative information was collected through questionnaires and surveys, while the quantitative data were obtained by reading pre-test and post-tests done by students. In addition, according to CEFR, since the diagnostic test was taken at the beginning, the students were labeled at A1 level. Findings from the survey demonstrated that students considered technology as the best tool to enhance their skills. Then, a pre-test was applied to grade the performance of the students before using the proposal tool. The implementation was carried out in four sessions per week. As a result, the post-test was applied to assess the scores after the implementation of the proposal. The findings showed that participants improved their reading comprehension activities. The teacher addressed how to strengthen the students' reading activities by examination to ensure that Nearpod worked during the teaching process accurately. In conclusion, it was significant that learners enhanced their engagement and motivation in reading.

Keywords: Nearpod, reading comprehension, language activities



RESUMEN

Esta propuesta se centra en la efectividad del uso de una plataforma web de aprendizaje para mejorar las habilidades de comprensión lectora a través de actividades de estudiantes de sexto grado en la institución particular Santo Domingo de Guzmán en Ambato, Ecuador. Nearpod fue la plataforma de aprendizaje para el desarrollo del idioma inglés con actividades de comprensión lectora, desarrolladas con los estudiantes durante diez sesiones. Para la recolección de los datos se utilizó un método mixto. La información cualitativa se recolectó a través de cuestionarios y encuestas, mientras que los datos cuantitativos se obtuvieron mediante pre-test y post-test de lectura realizados por los estudiantes. Además, según el MCER, dado que la prueba diagnóstica se realizó al principio, los estudiantes fueron etiquetados en el nivel A1. Los resultados de la encuesta demostraron que los estudiantes consideraban la tecnología como la mejor herramienta para mejorar sus habilidades. Luego, se aplicó un pretest para calificar el desempeño de los estudiantes antes de utilizar la herramienta de propuesta. La implementación se llevó a cabo en cuatro sesiones por semana. Como resultado, se aplicó el post-test para evaluar los puntajes después de la implementación de la propuesta. Los resultados mostraron que los participantes mejoraron sus actividades de comprensión lectora. El profesor habló sobre cómo fortalecer las actividades de lectura de los estudiantes mediante exámenes para asegurar que Nearpod funcionara durante el proceso de enseñanza con precisión. En conclusión, que los alumnos mejoraran su compromiso y motivación en la lectura fue muy valioso por el mejor desarrollo de sus habilidades cognitivas.

Palabras claves: Nearpod, comprensión lectora, actividades del lenguaje.



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INTRODUCTION

Research Background and Contextualization

The English Language is essential in different aspects of life, especially in the education of learners. There are changes in the Ecuadorian system for improving the learning process and performance of the students, however, many of them show difficulties in the comprehension of the language. Traditional methods have been changed and technology has been included in education as an effective tool that makes learning meaningful, interactive, and innovative. Educational platforms encourage engagement of students and motivate them to a better comprehension of the language.

Studies about the use of Nearpod have mainly been managed to develop reading skills in different levels of education. Regarding Mastura, et al. (2023), Dewi W, Santosa and Dewi K (2023), Pupah and Sholihah (2022), Salvador and Conza (2022), and Mirzaev (2022), those who have focused their attention on examining the effectiveness of Nearpod in enhancing reading comprehension skills. The mentioned research studies have applied different methodological plans such as experimental works, classroom investigations, and case studies. Furthermore, pre-tests, post-tests, observations, questionnaires, and surveys were used to collect data. (Dávila, 2021).

These studies have been conducted worldwide, including Ecuador. The obtained results have shown that the use of Nearpod is successful in the development of reading skills due to the scores of the post-tests of the students who participated in reading comprehension activities being higher than the pre-tests done before. To put in another way, the performance of the learners showed a good improvement in the understanding of written texts after the application of Nearpod (Mirzaev, 2022).

In addition, this strategy was carried out in an educational unit named Santo Domingo de Guzman, this is a big private institution located in the north-east of Ambato, located in the Tungurahua Province of Ecuador.



To explain better the context of this research, this educational institution has 1550 students matriculated. There are 910 girls and 640 boys; by this, the institution has 80 teachers and 20 English teachers. Furthermore, this private institution is far from the city's noise, so it is a very quiet place and the students are kind, polite, and collaborative. Moreover, the school has one kitchen, twelve bathrooms, a soccer field, a soccer basketball field, a running track, and 50 classrooms. These classrooms have technological resources and aids. Also, it has basic services such as electricity, water and internet. Some students live far from the school, so they have to get up earlier and catch their buses. (See annex 13)

However, this big school has implemented since the pandemic COVID-19 the use of educational platforms to continue with the student's formation and assessment, so that learners also have the Internet connection at home in order to do homework and receive classes. On the other hand, students do not like to read the texts from the books or platforms and get bored easily. As a consequence, they do not engage at all. There are also students who do not retain information and have difficulties to work with comprehension activities about what they already read before. For this reason, students did not have a good development in their English learning development.

In addition, learning English requires the acquisition of vocabulary, developing comprehension and reading is one of the most important. Nevertheless, long readings about non-trend topics, non-effective strategies, and difficult technological tools may affect the evolution of the learners to obtain this skill. In this context, students from Unidad Educativa Santo Domingo de Guzmán have had these problems for several years. Moreover, this research proposes to address this problem by using Nearpod to enhance the reading comprehension skills of the students of Unidad Educativa Santo Domingo de Guzmán.

Statement of the Problem

How does the use of Nearpod enhance reading comprehension activities of A1 students?



Justification of the research

English is an important language that can be taught in easy and fun ways. Teachers are the main directors of this acquisition and play a crucial role in the classroom. The learners did not have the appropriate strategies or resources in their classes; therefore, they demonstrate lack of knowledge to understand what they are reading in English. Sometimes, teachers do not have an idea how to introduce long stories and make learners comprehend the whole text in a dynamic and innovative process. The use of ICTs such as learning management systems, platforms, and digital tools helps instructors to establish real-time interaction with students to support their participation and engagement in the lesson (Torres-Madroño et al., 2020).

Regarding the context of this research, this proposed study is important because it addresses a notable hole in the English language of Unidad Educativa Santo Domingo de Guzmán students. This hole means limited vocabulary, lack of language structures, difficulty with reasoning, boredom, engagement, and interest in written texts. Therefore, the study aims to enhance the reading comprehension of English language at Unidad Educativa Santo Domingo de Guzmán by providing opportunities and strategies for students to improve their comprehension skills by using Nearpod.

Students can comprehend easily what they read when they use resources they really like, and the topics are relevant for them. Reading is not only pronouncing word by word, it is interpreting the text and constructing knowledge making the experience enjoyable and successful with the support of the teachers. Moreover, students can imagine and make inferences about what they are studying and use their comprehension in real-life situations. Also, this study may provide insights into effective activities and language teaching strategies that can be applied in other institutions that face this kind of context and have low reading skills.

Nevertheless, Ecuador is a pluricultural and multilingual country where students can read, comprehend, and feel interest and excitement about the different readings of cultures and regions that the mentioned country and the world offers.



Therefore, English is a universal language that allows students to read texts from different countries and cultures and connect people with the same interest, passions and likes with others who like to develop the same skill. Also, most of the information on the internet is in English, so learners have access to it and need to construct knowledge to comprehend what they are looking at.

Description of the relationship between the proposal and the research lines

Title: Use of Nearpod to enhance reading comprehension activities in A1 students

General research line: Teaching-learning strategies

Specific research line: Application of a technological platform to enhance reading comprehension activities.

The object of the research

Nearpod activities in the development of reading comprehension skills in A1 students.

General objective

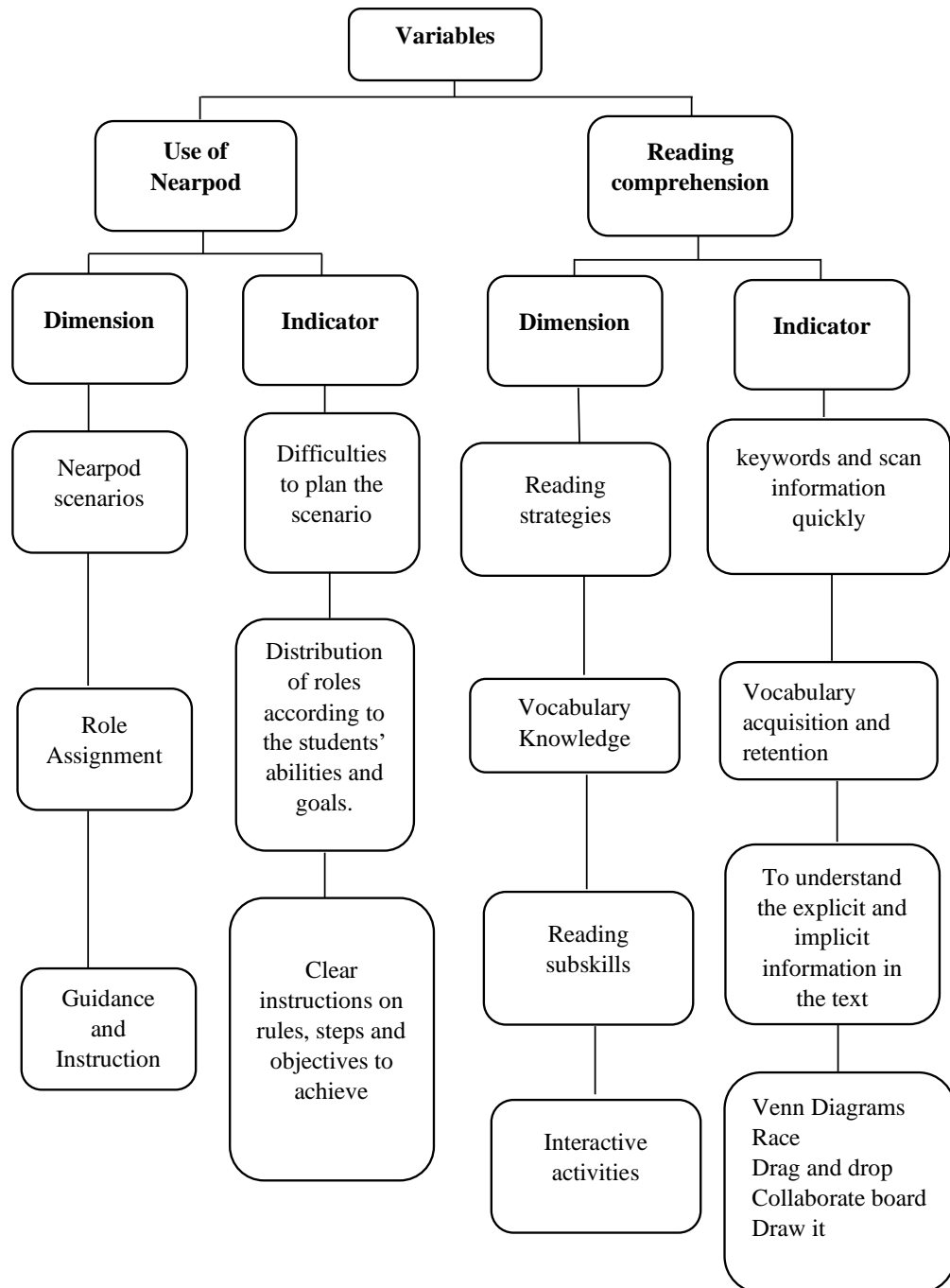
- To enhance reading comprehension skills using Nearpod activities in A1 students.

Description of the variables

- Independent variable: Use of Nearpod
- Dependent variable: Reading comprehension activities

Table 1

Variables



Note. Elaborated by Tiban Edison & Yzquierdo Jessenia (2024)



Specific objectives

- To identify what reading comprehension strategies are developed in A1 students.
- To design and implement comprehension activities in order to improve the reading skills of the students.
- To evaluate the effectiveness of Nearpod activities in improving reading comprehension skills of the students.

Description of the research

The present research adopts a mixed-methods research approach, incorporating both quantitative and qualitative data collection methodologies. Data was gathered through assessments administered before and after the intervention, classroom observations, and interviews with students.

Scientific Methods:

The research employs inductive, deductive, synthesis, analysis, and historical scientific methods.

Deductive Method:

It is utilized for formulating the problem statement, hypothesis, and drawing conclusions.

Inductive Method:

It is applied for defining objectives and selecting appropriate instruments for the proposal research.

Synthetic Method:

The Synthetic Method guides the introduction, presentation of results, and drawing conclusions.

Analytic Method:

It is employed to define the research topic, provide justification, establish the theoretical framework, and create tools for gathering data.



Historical Method:

This method is employed to understand the background and historical context of the research problem.

Data Collection:

Empirical Method: This method will help the study move forward as it will allow us to get information on how A1 students of sixth grade are using Nearpod to enhance their reading comprehension. Pre- and post-test findings are crucial to this study since they will enable comparison of the two sets of data to see if Nearpod has helped to enhance reading comprehension abilities.

Description of beneficiaries

This research will be developed with 20 students. The participants are from 9 to 10 years old. They are in A1 level according to CEFR, and they are students from sixth grade of Santo Domingo de Guzman Educational Unit. The participants do not have a natural ability to process and retain information through reading activities. It could happen because they are not accustomed to read or they find this skill difficult. In order to start the project, permission from school and parents were given to collect data and apply the proposal. (See appendix 5 and 6)

Description of the research context

The study will be conducted in a private catholic institution Unidad Educativa Santo Domingo de Guzmán. It is located in an urban area of Ambato city. There are about 1550 students and most of them come from families that have a good economic status. It has helped the institution grow and have a good infrastructure for the teaching-learning process. On the other hand, it must be taken into account that good classroom infrastructure must be combined with interactive methodologies where students enhance English skills in a more entertaining way.

Importance of the proposal

Professional Perspective: This present research has a great importance because it holds significance- as it addresses the ne-cessity to improve the te-aching methods in the acquisition of a target language. Teachers can learn more about how to use



technological platforms by researching how Nearpod can enhance reading comprehension activities among students at A1 level. Also, this will help them get better at their jobs by showing them new and good ways to teach. Finally, teachers can help all students learn better and get better results in their learning process.

Methodological Perspective: This investigation exhibits significant methodological improvements by employing empirical research to interrogate Nearpod's efficacy. The study deepens our understanding of the impact of Nearpod on reading comprehension activities employing methodological approaches like experimental design, data analysis, and comparison with conventional teaching methods. This methodological rigor increases the validity and reliability of the findings as well as it generates a wealth of information on language learning and the integration of technology for subsequent studies.

Social Perspective: From the social perspective, this research will help to determine how Nearpod could support fairness and accessibility in language learning, especially for A1 students who might have different learning requirements or backgrounds. On the other hand, the study tackles the digital gap and promotes fair access to high-quality education, which in turn promotes social inclusion and advancement.



CHAPTER 1: THEORETICAL FRAMEWORK

The variables to be investigated and the connections that may occur between them are affected by the framework, as observed in this chapter. The constructivism theory was developed by John Dewey (Gutek & Gutek, 1995); however, Jean Piaget and Jerome Bruner are cited as the philosophers who made changes in the cognitive constructivism theory (Bruner, 1964; Piaget, 1970). Connectivism is added to Constructivism due to the immersion of technology as an important part of the learning process in the construction of knowledge and the promotion of group collaboration and discussion. Learning is developed in different ways in which students build their own ideas and participate interactively giving points of view and ideas among their peers and teachers, this is defined as Constructivism theory.

Alam (2023), in his article entitled George Siemens' Connectivism theory, mentioned, that nodes, which can be learning resources like teachers or digital tools, are needed for the process of learning. Social interaction is included to make connections, receive other points of view, and build an understanding of the actual ones. Nowadays in the digital era, this approach refers to the connections that help students to combine new ideas and succeed in collaborative learning to improve skills and comprehension.

In the same way, Corbett and Spinello (2020), manifested that Learning occurs through the social process of understanding production, and sharing, which is why people and information are connected. It also focuses on participation, relation, and conciliation to build learning in an organized and instructional method. Furthermore, independent learners can develop autonomy due to their choice of their connection without the support of an educational process to gain independence and then share it with their partners.

Similarly, Yousef, Salah and Makram (2020) express that this learning theory gives the opportunity to interchange not only information but also skills and proficiency throughout the interaction, feedback, and opinions. It supports Nearpod because students can work as a network of information who have real-time



interaction to distribute, think rationally, and have discussion boards. Finally, teachers can assess the students' processes and grade their performance.

At the same time, Bandura's Social-Cognitive Theory includes the interactivity between students and the environment where they learn. This theory emphasizes that students build learning when they shared together as a society Bandura (1989). The use of Nearpod implies its use as an online delivery of content and its assessment which enhances the communication of students with their interaction through games, polls, or review of concepts. This allows learners to work as a team increasing their connection and knowledge.

Nearpod Definition

Nearpod is a worldwide website that allows teachers to send didactic material to their students to work from their computers or smartphones wherever they are in an engaging way. Using Nearpod, the users can upload different presentations such as PowerPoint or Canva slides and change them into interactive material so that the students socialize the resources and communicate to share their ideas to solve different tasks or problems. Nearpod contributes to support classes due to its facility to share videos, songs, listening exercises, texts, and quizzes. Moreover, Nearpod can be used to develop synchronous and asynchronous classes. The classes can be taught through a dynamic presentation to keep students engaged and active, after that the teachers can assess them through a session to monitor their comprehension. (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019).

According to Měkota and Marada (2020), who cited in *Englisia: Journal of Language, Education, and Humanities* (2022), Nearpod can be used in teaching in four fundamental steps. The first one is to create a digital presentation. It can contain short surveys or polls, filling in the blank activities or multiple-choice questions. Secondly, showing the presentation in class. A way to keep students interested in the class and participate in it is by making them see a creative presentation. The third step is to provide interaction. By monitoring the students' behavior while they see the slides and take notes, the teacher can check the learners' work when they exchange their opinions. The last step, give real-time



feedback. The evolution of each lesson can be supported after the responses of the students by showing them their achievements in the given lessons. On the other hand, the activities in Nearpod can be developed by individuals, couples, or groups, it will depend on the situations they have in classes according to the topics.

In Nearpod, students increase their level of interaction and comprehension. Learners can integrate different subjects to learn the content easily. They get engaged in their activities and communicate with their peers to work on collaborative tasks. Furthermore, students can complete their activities simultaneously and have immediate feedback, this way they can demonstrate the learnt knowledge and retain the information for long-term periods.

Likewise, for Paramita (2023) Nearpod has become a prominent player in the development of education by offering a flexible platform that skillfully incorporates data-driven insights, interactive media, and real-time assessments into the educational process. In this context, throughout Nearpod the information is presented in a dynamic way on the Internet that allows students to get engaged to receive the knowledge in a different experience. Moreover, students participate actively comprehending the given tasks and they boost their critical thinking. The acquisition of knowledge is assisted by the teacher who closely monitors the student development through real-time feedback and support. While classes can be taught in a traditional method, Nearpod offers interactive activities, high engagement, and active participation.

This active collaboration influences the process of learning and increases the attitudes of students to foster their mastery of a language. Furthermore, teachers can use it to make quizzes and grade them instantly and students can find their scores. In this way, students can find this experience enjoyable due to the confidence they had to apply the gained knowledge through an interactive and creative activity.

Important Findings

Nearpod is a collaborative learning platform that helps teachers and students in the development of content and activities to enhance their subjects.



The co-founder and director of operations is Emi Abramzon who joined his friends Felipe Sommer and Guido Kovalskys to found Nearpod in 2012. At the beginning, it was released in a beta phase for only 200 educators in 50 educational units, but nowadays it is available worldwide. It can be used to work multimedia content in a synchronous way with the students in real-time, or asynchronous presentations with quizzes, and exercises to assess the student's comprehension. According to Vasquez (2012) in his interview with Abramzon, the platform has a specialty in the development of software and interactive content for computers and mobile phones to improve the teaching of students of all ages.

According to Hakami (2020), the results of his research named "Using Nearpod as a Tool to Promote Active Learning in Higher Education in a BYOD Learning Environment", revealed that after using Nearpod activities, participation and performance were improved by students. The results of the questionnaire showed that the learning activities and practices were effective while Nearpod was integrated with the selected four sections. The points of view from the students about the learning environment revealed a positive reliability and satisfaction with its usage. Moreover, students had more opportunities to work together, and their interactivity increased highly because they liked sharing answers among themselves.

Buttrey (2021), specifies in the results of her study called "Inclusion, Engagement, and Nearpod: Providing a Digital Alternative to Traditional Instruction" that students have increased their engagement and inclusivity in the classroom. When multilingual and English students accessed the presentation, they worked together in order to complete the activities in a positive way. The learners had an active participation in the variety of activities they did, and the environment was beneficial for the teachers since they could assist their students with immediate feedback from quizzes. Rivelia & Reinita (2023) explain that the implementation of Nearpod maximized the students' motivation, and the resources were practical and easy to use. The participation of the students expanded and their ability for problem-solving and critical thinking skills



improved with its use and the diversity of activities the teachers prepared for them.

Moreover, Banjarnahor & Tarigan (2023) establish that students participate in their active learning process and can understand the material that has been shown to them through Nearpod. The involvement of the students is the main goal to achieve when teachers present topics, for this reason, their participation and interaction have influenced their understanding of what has been presented. To be sure, there is training to handle the website and avoid problems when using it and students are more likely to comprehend the material in a varied way. Likewise, research in a high school in Yogyakarta, Indonesia realized by Pupah & Sholihah (2022), demonstrated that students' reading learning process was improved thanks to the materials that engaged them in the class. Their active learning was encouraged, and they enjoyed the variety of practical activities designed by their teacher. This dynamic tool guided the students to improve their reading comprehension skills according to their post-test scores which they could identify main ideas, support details, and comprehend the whole text.

In the same way, Mcmonigle (2022), mentioned in his research that students paid more attention to the classes and worked without refusal. They also had a better interaction to answer comprehension questions because Nearpod attracted them to work without common resources. Their presentations were linked to library websites and collaboration pages as surveys for their feedback and asynchronous activities as homework. Having said that, the students worked at their own pace with guided sessions and encouraged their comprehension with this valuable tool that is a different resource for expanding reading (Mastura et al 2023).

Teachers' and students' roles during the use of Nearpod

The most important resource in the classroom is the teachers, so these people must be the facilitators of the content, and they must have good preparation to fulfill the objectives to achieve. Moreover, English teachers use Nearpod in the classroom, they have the facility to observe the students' progress. During the learning process, the teacher can see the number of active students making the learning



session and students' engagement monitored (Sanmugam et al 2019). The delivery of the materials, the assessment, and support help teachers to succeed in their roles. They facilitate the comprehension of the knowledge that is taught, motivate students to participate, and give learners opportunities to progress in their critical thinking. Consequently, it offers advantages that support instruction and learning. Teachers can assess their learners through activities such as gamification from a reading text. On the other hand, students find it as a motivating tool that helps them avoid boredom and demotivation, they feel attracted to the learning media which makes them interested in their schooling.

Regarding Afriyeni et al literature review (2013) cited by Pupah and Sholihah (2022) whose article highlights the importance of teachers' actions in Nearpod activities in high school. These applications cover the learning objectives, guide learners with clear and concise directions for Nearpod use, effective explanations of the given topics to ease comprehension, the appropriate time to prepare the activities and control the excitement of the students. In addition, learners are motivated to work with Nearpod, they have great expectations and good communication with their partners to enhance their learning. Teachers and students play together major roles during Nearpod activities to achieve the proposed aims. The expectations for students were bigger so that they cooperated among them to move forward in the development of their reading skills.

On the other hand, according to Abdullah et al (2022), Nearpod not only enhances motivation but also maintains the interest of students in learning. It is important to mention that to keep students' enthusiasm, teachers use technological tools or warm-up activities to make their students feel excited about what they are teaching. Students have a better engagement because of the motivation they get and feel challenged to get good scores when using Nearpod, they have better interaction and work as a society to achieve the goals.

Furthermore, Nearpod can be used at different levels and ages of students to improve the reading-learning process. The performance of the tasks and the way the resources are organized help teachers to create activities that boost the



students' reading comprehension skills. The process of learning can be easy and fun if teachers find how to promote active learning and build a positive environment. Teachers should be the facilitators of students' content and give them unforgettable and meaningful experiences of learning. Evidently, learners should have a previous explanation of Nearpod and its use to avoid problems when they have to work with it. (Abdullah et al, 2022).

Depending on the level of the students, teachers consider the activities and the time their students spend on Nearpod. The higher-level students work by themselves and need not as much time as the lower-level students who need more time to know about the tool, its activities, and how to develop the tasks. In addition, it is important that teachers introduce the reading passages that their students are going to read to develop the designed comprehension activities that will grab their attention and show the fulfillment of at least one of them. The implementation should be carried out to influence the learning of the students and create connections that help teachers to have better control of the group and provide feedback on time.

Teacher's role

Pupah and Sholihah (2022) explain that some teachers' roles are:

Facilitator

Students need teachers to give them clear instructions to start working on the designed tasks. When the instructions are understood, then the class has already interpreted what they have to do.

In addition, delivering learners with the instructions they need is primordial. In this way, they will know how to work in Nearpod, and the teacher will support and facilitate them to work together to get better outcomes. This can be a good opportunity to enhance the reading comprehension of the students conducting Nearpod. Moreover, sometimes it is a good idea to challenge the students, by playing against the pupils. In this manner, to deliver learners the appropriate instructions, the students can initiate successfully Nearpod (Pupah and Sholilah, 2022).



Checking that students have the correct access to the website; their learning will be engaged in an active environment. Nearpod provides engaging activities for students to improve their skills in different uses. Also, it can be favorable for teachers to vary activities and be part of them to increase students' motivation and learning, working together with students will boost their experiences.

Audience

The teacher sees the development of the students while using Nearpod and gives feedback at the end by selecting the student's work and adding "Give Feedback" option in the platform. Moreover, when students are working the teachers can advise them to avoid mistakes and get a good score. Another act students like is when the teacher supervises each one of them to see their progress, in this way, they do not feel scared and correct the errors their teacher finds. The teacher can also show an example on the board in front of the class for the whole group to correct a common mistake.

Another important feature is the process by which students control their behavior and understanding. As an example of this. The students of elementary courses are the most excited to work with technology, but when using Nearpod for certain activities they know the performances they should have, and the teacher observes how they work together as an audience and check the procedures they develop to give them feedback and guidance. The teacher talks to the students when they have finished working and do not correct the specific questions, instead, the teacher asks questions about the main idea of the reading passage and checks general understanding to support their ideas and have deep critical thinking. Students are presumed to be competent comprehenders if they read a text, respond to reading questions, or recount facts (Schmidtke & Moro, 2021).

Tips:

The students should feel motivated and happy to work, so ask your students to guess the topic to study or choose the reading passage. It is an excellent opportunity to encourage introverted learners to talk and share the



subjects they are interested in reading about. It is important to work with interesting topics, for example, students love working on Nearpod activities about superheroes or movie characters. This may include thinking about the last movie they watched, who went with them, what happened that day, and interacting with their peers. In other words, students are not only talking about memories, but they also have progress in communication, empathy, and respect. The visual media they find on the Nearpod website helps them to have a better understanding of what they have to read, they feel engaged even though they work with different topics they already do not know about.

When working with children, you can use Nearpod as a game. Children love to play and have fun, and this is what they can use to learn and enjoy at the same time. Moreover, they can maximize their intellectual skills such as problem-solving, reasoning, and memory. Along these lines, students have a good mood and concentrate on the tasks enhancing their ability to face challenges. Additionally, educators can support the development of an engaging atmosphere where younger students take pleasure in their work.

Moreover, the assessments that teachers give to their students should be individualized. To maintain student engagement and motivation, each student should correct their own mistakes to prevent them from recurring in future assignments. To help students improve their performance and get high grades, it is crucial to take advantage of their enthusiasm for Nearpod. Use a full reading book and transform it into a Nearpod presentation and activities. Finally, inspiring students with a positive classroom environment, appropriate feedback, and good treatment helps to make learning meaningful and dynamic.

Benefits of Nearpod

According to Erawati (2023), Nearpod can be used in the classroom to:

- Show interactive presentations and quizzes
- Provide live collaboration and real-time feedback
- Enhance learning experience
- Expand variety in interactive activities



- Use customization for individual preferences

According to Buttrey (2021), the results of her research named “Inclusion, engagement, and Nearpod: Providing a digital alternative to traditional instruction”, in the trial of her study mentioned that after using Nearpod, the students developed a bigger engagement in the class and participate actively. Their answers in the interview showed that they really liked it because they found it easier for them to learn and work on reading activities. Moreover, they were actively involved in the class and enjoyed so much Nearpod because they learnt through games. Therefore, learners can enhance their comprehension skills and apply them in their daily life situations, for instance, predict future events, recognize main ideas, summarize information, and infer.

In addition, Nearpod allows teachers to have good observation of their students while working, and learners can reinforce their knowledge with the appropriate feedback. In general, these findings stated the good development of the students’ skills, and the active interaction through different resources make their experiences fun and enjoyable.

Main characteristics of Nearpod

The main function of Nearpod, as a tool, is to deliver information in different ways. It also increases students’ participation and motivation and enhances social and intellectual skills. The interaction of students is higher when they see the different activities as a big challenge. Nearpod provides environments that allow all students to succeed and to feel included in the mainstream classroom (Buttrey, 2021). Using Nearpod, students are very extroverted to give their answers, share their points of view, find possible solutions, feel themselves included in the scene, and show their understanding of the topics with ease.

The practice of Nearpod is supposed to encourage the growth of reading, logical, and social skills, as learners take part in their learning with active participation and involvement. In addition, one of the advantages of Nearpod is that it can be used as a game to build an encouraging environment where students feel motivated and less introverted to express their ideas and fail in the tries. On



the other hand, students also support their peers when they have any trouble in the development of a task when using educational software or websites. Bergen (2002) observed in one case study that when new technology was implemented in the classroom, students including those with disabilities became more cooperative with others in their class. Moreover, Nearpod can be used as an assessment tool for evaluating students' progress and comprehension of an area of study.

Reading Definition

Gilakjani and Sabouri (2016), stated that reading is the act of deriving meaning from written materials. It requires the coherence of several relevant information sources. In reading, meaning-making is a process that takes into account the reader's prior knowledge, the text's content, and the reading situation. It is known that reading involves several simultaneous processes for the reader, such as understanding that words are made up of sounds, that the letters in the alphabet represent those sounds, and that grapheme-phoneme rules must be functional to connect the sounds to form a semantic expression.

Liu (2020), mentioned that when students are learning a target language, reading is a critical skill that serves as the foundation for other fundamental abilities like writing and listening. Furthermore, educators should integrate reading activities from interactive platforms, magazines, or readings with topics of interest. On the other hand, reading involves some complex language and cognitive processes, and the reader needs to concentrate on comprehending the text's meaning and message (Habók, A. & Magyar, A. 2019).

Reading comprehension

The process that is limited by the same factors that affect human memory and problem-solving abilities is reading comprehension (Elleman & Oslund, 2019). It appears to enclose life experiences, as well as language, motivation, and concept formation. Similarly, it seems to be constrained in the same way as reasoning, thinking, and solving problems. Furthermore, Kaushik & Lipton (2018), stated that reading comprehension is the act of creating meaning based on



a variety of intricate processes, such as word reading, word understanding, and fluency.

The process of deriving and creating meaning from written language through engagement and interaction is known as comprehension (Brevik et al., 2019). One of the most important skills that kids need to learn in order to be successful in the future is reading comprehension. It helps English language learners to develop their thinking and writing skills in addition to gain knowledge about a variety of topics. There are three comprehension components:

- a) The person who reads is the one who is understanding.
- b) The text to be encoded.
- c) An activity that includes an understanding section.

Reading comprehension is the capacity to comprehend, evaluate, and extrapolate meaning from written material. Weaver (2009), stated that reading comprehension is a process that requires the reader to organize their previous understanding of language. It means that people make connections between the writing they are decoding and their prior linguistic knowledge. In order to decode the message of a piece of writing it demands a variety of abilities, such as comprehending language, identifying sentence structures, primary ideas, and drawing conclusions. Cognitive skills are necessary for effective reading comprehension, including the ability to interpret context. As people read, their minds are participating, decoding, and understanding the information actively.

According to Sahardin et al., (2015), explain that the main objective of reading comprehension is to know the text's content. Also, the understanding that L2 learners determine how active their thinking process is going to be. On the other hand, the study of Oakhill & Cain (2017), emphasizes the importance of reading sub-skills like literal comprehension and inference. These abilities help students to obtain relevant information from newspapers, journals, and magazines. Students use these resources to interact with news items, finishing school assignments, or managing social interactions. The process of reading involves many abilities, including scanning, skimming, and prediction. Teachers and students should work together to identify these abilities and provide strategies to



improve the mentioned competencies. Moreover, educators could also provide activities that focus on these specific abilities and offer comprehension questions.

Importance of reading comprehension

Reading comprehension has a crucial role in developing L2 fluency. In addition, this is considered a fundamental skill for English language learners to develop a target language and literacy. Reading comprehension has had a big impact on the education field, especially on students' academic progress. Strong comprehension skills are necessary for L2 students to do well on placement examinations at the primary school, high school, and university levels as well as on standardized state testing. Every student must regularly practice reading comprehension skills throughout all academic levels. Learners with strong reading comprehension abilities will benefit in all areas of academic study, not just English classes.

According to Funmilayo M. (2021), he noted that children who develop comprehension skills in early life and practice them frequently and well throughout elementary and secondary school are more likely to succeed in postsecondary education and their careers. Reading is one of the most important academic tasks that students in elementary, secondary, or postsecondary school have to do. The only difference is that students must study a lot of materials and textbooks in higher educational institutions. At this level, it is required of students to comprehend what they read in order to assess, analyze, and synthesize information from many sources. Unfortunately, many candidates for these colleges lack the necessary preparation to deal with these challenges.

Important Findings

Regarding to Pupah, E., & Sholihah, U. (2022), the findings of the investigation named "Enhancing EFL students' reading learning process in COVID-19 pandemic through Nearpod", found that Nearpod helped students to enhance their love of reading thanks to the variety of interactive activities that this platform offers. The research mentioned that the teacher's feedback underscores Nearpod's support in teaching and its role in enhancing students' reading test



scores which increased in the post-test. The results from this research are significant for teachers who want to apply effective teaching methods combined with interactive platforms and technological devices in everyday classes. It might be easier to create classroom experiences that improve teaching and learning when educators are aware of the potential of these dynamic learning resources. Nonetheless, in the Ecuadorian context, this calls for a change in the teacher's position from one of the knowledge suppliers to one of the learning journey facilitators.

Similarly, Mastura, A., et al., (2023), in the research titled “Boosting the L2 Learners’ Reading Comprehension Capability by employing Nearpod Media” exposed that Reading comprehension abilities in the acquisition of a target language were significantly enhanced by using Nearpod multimedia in an effective way. Also, it was found that Nearpod media dramatically raised the engagement of foreign language learners during reading assignments inside the classroom by enabling customized and flexible learning experiences. Selena and Sanda (2017) demonstrated that students responded more actively to the fascinating, dynamic, and engaging teachings offered by the Nearpod platform rather than they did in a traditional classroom. Moreover, the research exposed that by applying this method, L2 learners could advance at their own pace and get feedback on time. This was especially helpful for learners with different proficiency levels.

Reading strategies (Scanning, Skimming)

Scanning and skimming are reading strategies that employ keywords and rapid eye movement to scan information quickly to reach different objectives. In Harmer (2001), it was mentioned that a quick way to grasp the main points of a text is to skim it. Skim is to read fast in order to get a general overview of the text. On the other hand, scanning is reading fast to find specific information. According to Nuttall (2005), he mentions that scanning is the process of rapidly seeking for specific information inside a text, such as a phone number, a television show that is airing at a given time, or other specific information. While skimming conveys to students the essential details of a piece, scanning enables



them to find a specific truth. See Table 2 about the main characteristics of reading strategies.

Table 2

Characteristics of Reading Strategies

Aspect	Skimming	Scanning
Purpose	To get an overview of the text	To locate specific information or details
Speed	Fast	Very fast
Focus	Main ideas, key points, overall structure	Targeted information, specific details
Technique	Reading quickly, skipping non-essential	Moving eyes rapidly, looking for keywords
Reading Style	Superficial	Selective
Depth of Understanding	Limited, grasping main concepts	Limited to identified information

Note. Adapted from “Skimming and Scanning Technique to improve students in teaching reading comprehension” by Aritonang, et al., (2019).

Vocabulary Knowledge

Vocabulary development is a fundamental skill when trying to increase reading comprehension in L2 learners (Taboada & Rutherford, 2011). Vocabulary training is crucial for all English Language learners who want to improve their reading comprehension skills, (Mancilla-Martinez et al., 2020). Educators who integrate language into their academic teaching provide L2 learners with exceptional help. Too many English Language students still lag behind in terms of language proficiency and vocabulary growth (Sorenson Duncan et al., 2021).

According to Machilla-Martinez et al. (2020), students who have faced difficulties in reading English words at the beginning of the year, these kinds of learners are less likely to succeed when teachers ask them to read and interpret a paragraph. Consequently, in order to support their reading comprehension, these learners will require more vocabulary and word-reading training. Instructors of L2



students must make sure their charges comprehend the terminology contained in the texts they are given.

Reading subskills

Reading involves a variety of subskills. These subskills include literal and inferential comprehension. Chacón (2021), noted that instructors must collaborate with their students to define these competencies and show them how to improve. Teachers must lead exercises that will enhance students to practice these particular abilities.

Literal comprehension is considered a low level of understanding; it includes learning behaviors that are considered essential as the starting point in the development of higher levels of comprehension. Saadatnia et al. (2017), claim that L2 learners have literal knowledge, they must take certain information out of a text. This is the ability to extract meaning from an extensive group of words that include propositions and sentences by processing and recognizing individual words. According to the study, literal reading comprehension should include all relevant facts, context, and sequence from the text.

On the other hand, inferential comprehension requires higher order thinking on the side of the reader as it demands them to recognize elements of the author's message that are not explicitly expressed in the text. Inferential inquiries ask questions whose answers must be inferred from the consequences of an interpretation made after reading the text rather than being expressly stated in the text. Stated differently, the resolution to an inferential inquiry stems from inferring the implicit meaning of the writer (Basaraba et al., 2012). See Figure 2 a short summary about the key aspects of reading subskills.

Table 3

Key aspects of Reading subskills

Literal Comprehension	Inferential Comprehension
Explicit	Implicit
Surface-level	Deep-level
Facts, Details	Inferences



Direct information	Analysis, Synthesis
What is directly stated	Interpretation, Predictions
Basic understanding	Drawing conclusions

Note. Adapted from “Examining the structure of reading comprehension” by Basaraba, et al., (2012).

Reading comprehension activities

Nearpod platform has a lot of interactive and engaging activities where students will have the opportunity to enhance their reading comprehension abilities.

Venn Diagrams

This type of activity helps students to differentiate, find similarities, or establish relationships between two different ideas or topics in a reading. It is also used to observe the data in a clear way and develop logical thinking. In addition, learners focus on determined content to develop what they are asked for. For instance, they like to find similarities and differences of personality between the main characters of the story. However, some of the students re-read the story in detail to find the answers. As a result, they show their understanding through the different details they describe in the diagram, and they also express their ideas with their partners to draw conclusions or infer information.

Race

One of the most useful activities in Nearpod is race, it can be about true or false questions or selecting the correct option. In this activity, students must choose a character to play in a race in which they have to answer correctly in a multiple-choice question to win the greatest number of possible points. The students can see the scores they are getting while they wait for the next question, so that they have immediate feedback because the correct answer is shown if they choose the incorrect one. Race is a good activity to assess comprehension after reading a passage, in this way, the learners show their understanding and the retention of the information they read before. It also gets students excited to answer the questions



and see who wins at the end of it. The questions can be organized randomly or ordered according to the sequence of the events of the story.

Drag and drop

Students can sort, organize, or label text or images consecutively or in groups using the drag-and-drop exercise. Instructors have the option of creating unique exercises to fit particular requirements in the classroom or choose from an ever-expanding library of prepared activities. For instance, students may arrange tale events, plot points in order, or match characters to descriptions. Also, they enhance their comprehension of the structure and content of the text while developing their critical thinking abilities when dragging and dropping components into the appropriate order. L2 learners' reading experiences are pleasurable and instructive with this practical approach, which improves comprehension, retention, and analytical thinking.

Collaborate Board

Nearpod has an innovative feature to enhance reading comprehension. Through Nearpod's Collaborate Board function, students may discuss important ideas, annotate sections collaboratively, and share their findings in real-time, allowing them to go deeper into the texts. Collaborate Board encourages peer cooperation and active engagement with activities like character analysis, emphasizing major ideas, and prediction-making. In addition, this interactive exercise fosters communication in a digital learning environment, setting students up for success in every class.

Draw it.

The Nearpod's "Draw It" feature is an interactive digital whiteboard for pupils that combines creative drawing exercises with formative drawing examinations. Students can visually reflect what they know with this assignment. Educators have three options for teaching standards-aligned lessons: submit a backdrop picture for students to annotate, have them make their own classroom drawings using a blank background, or utilize one of the existing lessons from the Nearpod Lesson



Library. Make vocabulary sketch notes using “Draw It”. Instead of writing down definitions, students might draw. Teachers can request students to illustrate each phrase in a drawing. It is far more interesting and provides young learners with a picture to aid with visual connection and memory of the ideas.

The data in Chapter I is based on several studies that have already been carried out and have also considered the experiences of teachers around the world. Educators like Pupah and Sholihah (2022), have stated that using Nearpod platform to help English language learners with their reading comprehension skills appears to be a promising approach that should be used in every class. Besides, when teachers use Nearpod, it may generally create an engaging and active learning environment for reading comprehension teaching. Finally, educators may design interactive learning experiences that effectively help L2 students acquire and develop critical reading comprehension abilities through the implementation of Nearpod's interactive features in target language instruction.



CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY

2.1 Research Approach:

To respond to the aim of using Nearpod to enhance reading comprehension activities in A1 students from Unidad Educativa Santo Domingo de Guzmán in Ambato. The present research adopted a mixed-methods research approach, incorporating both quantitative and qualitative data collection methodologies. A mixed-methods design can integrate and synergize multiple data sources which can assist in studying complex problems (Poth & Munce, 2020). The research problem can be understood better when both methods are applied to give a meaningful deliberation of the results.

However, the statistical data was provided through quantitative methods for the enhancement of reading comprehension, although the examination of the students' participation, points of view, and understanding of the use of Nearpod with the application of qualitative methods allowed them to know their improvement in their comprehension of reading activities.

Quantitative Method

To collect data, a survey and questionnaire were taken to gather students' points of view concerning reading comprehension activities and the use of Nearpod. Moreover, pre-and post-tests were carried out to evaluate the learners' development of their reading skills before and after using Nearpod. This technique points out the efficacy of Nearpod in the enhancement of their reading comprehension activities.

Qualitative Method

Observations and interviews were used to collect non-numerical information about the students' involvement and thoughts in connection with Nearpod. This research technique provides information about students' likes, learning preferences, and tasks in Nearpod to increase their reading

comprehension with activities such as Venn diagrams, race, drag and drop, collaborative board or draw it.

In conclusion, the mixed-method paradigm proved to be the most appropriate strategy for examining how Nearpod enhances reading comprehension activities in A1 students. Quantitative techniques, such as surveys, and pre-and post-tests offered statistical proof of Nearpod's efficiency in enhancing reading abilities. On the other hand, Qualitative techniques like interviews and observations provided information on the preferences, involvement, and experiences of students with Nearpod. This integrated method offers a thorough evaluation of Nearpod's effect on reading comprehension activities by quantifying changes and giving a better knowledge of students' perspectives and participation.

2.2 Operationalization Matrix

In the table below, you can see the variables and their operationalization:

Table 4

Conceptualization and Operationalization of Variables (Independent Variable)

Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Use of Nearpod	Worldwide website where participants receive didactic material from a variety of ways. (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019).	Nearpod scenarios Nearpod role assignment	Rank of difficulties to create the scenario. Adaptable scenarios Teachers Students	Survey -Strongly Agree -Agree -Neutral -Disagree -Strongly Disagree Standardized Test Questionnaire -Direct questions related to using Nearpod in the learning process in English classes

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Table 5

Conceptualization and Operationalization of Variables (Independent Variable)

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Reading comprehension activities	Exercises aimed at improving students' comprehension, interpretation, and analysis of written materials are called reading comprehension activities. The process that is limited by the same factors that affect human memory and problem-solving abilities is reading comprehension (Elleman & Oslund, 2019).	Reading strategies	Keywords	Survey -Strongly Agree -Agree -Neutral -Disagree -Strongly Disagree
		Vocabulary knowledge	Scan information quickly.	
			Reading subskills	Vocabulary acquisition
		Vocabulary retention.		
			Understand the explicit information in the text.	Questionnaire -Direct questions related to using Nearpod in the learning process in English classes
			Understand the implicit information in the text.	
		Interactive activities	Ven diagrams, race, drag and drop, collaborate board, draw it.	

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)



2.3 Conceptualization and Operationalization of Main Categories

This section identified and defined the main categories that establish the groundwork for exploring the effectiveness of Nearpod in enhancing reading comprehension activities among sixth-grade students at Unidad Santo Domingo de Guzman. These categories were crucial for organizing and analyzing the data collected during the research process. The main categories identified for this study include:

Nearpod: Refers to the specific educational learning platform to send didactic material for students to work from their computers or smartphones wherever they are in an engaging way.

Reading comprehension activities: Encompasses the improvement of reading strategies, Vocabulary knowledge, Reading subskills, and Interactive activities.

2.3.1 Definition and Explanation of Main Categories

Nearpod:

Worldwide website where participants receive didactic material from a variety of ways. (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019).

Reading comprehension activities:

Exercises aimed at improving students' comprehension, interpretation, and analysis of written materials are called reading comprehension activities. The process that is limited by the same factors that affect human memory and problem-solving abilities is reading comprehension (Elleman & Oslund, 2019).

2.3.2 Operationalization of Main Categories

The operationalization of the main categories involves defining specific criteria and indicators to measure and assess each category's variables. In the context of this research, the operationalization process will entail the following steps:

Nearpod:



In the context of the research focused on the effectiveness of Nearpod in enhancing the reading comprehension activities of sixth-grade students in Ambato, the study incorporated a structured approach to Nearpod implementation. The chosen theme for the Nearpod activities revolved around natural science topics, allowing students to engage in meaningful language practice while discussing their personal likes, experiences, and knowledge about the subject. This thematic focus not only aligned with the students' experiences but also allowed them to improve their reading proficiency in a context that resonates with their critical thinking. The usage of Nearpod was thoughtfully designed and meticulously implemented to cater to the learners' current language proficiency level, which ranged to A1 according to the Common European Framework of Reference for Languages (CEFR). The usage was strategically adapted to accommodate this proficiency range, ensuring that students could participate and interact in English within their abilities comfortably.

Nearpod can be used in teaching in four fundamental steps. The first one is to create a digital presentation. It can contain short surveys or polls, filling-in-the-blank activities, or multiple-choice questions. Secondly, showing the presentation in class. A way to keep students interested in the class and participate in it is by making them see a creative presentation. The third step is to provide interaction. By monitoring the students' behavior while they see the slides and take notes, the teacher can check the learners' work when they exchange their opinions. The last step, give real-time feedback. The evolution of each lesson can be supported after the responses of the students by showing them their achievements in the given lessons. On the other hand, the activities in Nearpod can be developed by individuals, couples, or groups, it will depend on the situations they have in classes according to the topics.

Reading comprehension activities:

The enhancement of reading comprehension activities among sixth-grade students of Unidad Educativa Santo Domingo de Guzmán was a central focus of the research study. The aim was to design and implement comprehension



activities using Nearpod. Comprehending is the process of interpreting and producing meaning from written language via interaction and engagement (Brevik et al., 2019).

The development of reading comprehension activities skills was facilitated through the Nearpod platform. This platform had a lot of interactive and engaging activities such as Venn diagrams, race, drag and drop, collaborate board, and draw it. This research designed and implemented interactive learning experiences that effectively helped L2 students acquire and develop critical reading comprehension abilities through the implementation of Nearpod's interactive features in a target language instruction.

2.4 Description of Participants and their Characteristics

There were 110 students in the population, but only 20 of them were participating in this study (11 girls and 9 boys), and their parents had given their approval to be involved in the investigation (see appendix 2). They were from 9 to 10 years old and are in A1 medium level according to CEFR, since the diagnostic test that was taken at the beginning 85% of them were labelled at that level. They belonged to the sixth grade at Santo Domingo de Guzman Educational Unit in Ambato city, Tungurahua province, Ecuador.

Strengths

The participants had good skills to work with technology and were interested in the development of their reading comprehension activities due to the emotion they transmitted when using Nearpod.

In addition, the group of 20 students participated frequently and had better interaction, building their own opinions and facilitating feedback.

Weaknesses

First, the students had a very beginning English level, A1, so they may face difficulties to solve the different reading activities. Since they did not like reading large passages, they might not retain information when reading topics



they are not interested in. On the other hand, they had been working with educational web pages which are difficult to manage and understand.

2.5 Population and Sample

Unidad Educativa Santo Domingo de Guzmán had a population of 105 sixth-grader learners, who studied subjects in Spanish and English, since it is a bilingual institution. For that reason, at the end of their media education level, they are supposed to comprehend reading passages, summarize information, have logical reasoning, and apply their critical thinking in real-life situations.

According to Simkus (2023), the sample chosen is based on its accessibility challenges, availability context, and resources constraints. In relation to it, the sample is 20 students of the sixth grade of this institution among eleven girls and nine boys. Convenience sampling was selected as the method of sampling; it was a non-probability technique employed in research projects where participants were selected not at random from a larger population, but rather based on their availability and closeness to the researcher.

Table 6

Sample Population Participants

Participants	Sample Population	Percentage
Boys	9	45%
Girls	11	55%
Total	20	100%

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

2.6 Research context

The study was conducted in a private catholic institution “Santo Domingo de Guzman Educative Unit”. It is located in an urban area of Ambato city. There were about 105 sixth-graders students and most of them came from families that



had a good economic status. It helped the institution grow and had a good infrastructure for the teaching-learning process. On the other hand, it must be considered that good classroom infrastructure must be combined with interactive methodologies where students enhanced English skills in a more entertaining way.

2.7 Research stages

Six phases made up the investigation: problem delimitation, theoretical revision, instrument elaboration, instrument application, data analysis, and redaction of recommendations and conclusions. In the first stage, it was necessary to learn more about the issues within the organization. Also, a diagnostic test based on British Council page, was applied which the study's purpose was determined and the appropriate methodology was selected. In the next phase, the investigators acquired data regarding prior investigations and scholars who had examined and planned multiple activities pertaining to the subject matter under consideration. The next stage involved refining the instruments before submitting them to the project's participating students. Pre-test, post-test, survey, and a questionnaire were the instruments employed. These tools were examined and approved by two professionals. During the fourth phase, the investigator used a pretest, a posttest, a survey, and a questionnaire to gather information for the study's analysis and conclusions. In order to update the learners' improvement, data was evaluated in the fifth step, providing outcomes. The results, along with the conclusions and suggestions in a final report containing the data gathered during the investigation, were given at the sixth and final stage.

Table 7

Stages of the research project

	Description	Activities	Performers
Delimitation of the problem	Definition of methodology and object.	Find information to gather data about the research.	Researchers Tutor



Literature review	Definition of the Theoretical Framework.	Explore bibliographic information related to the variables.	Researchers
Elaboration of Instruments	Establishment of criteria to obtain data for the study.	Elaboration of a pretest, a posttest, a survey, and a questionnaire.	Researchers Experts to validate the instruments.
Application of Instruments	Utilize the instruments to collect data from the participants.	Apply for the pretest, posttest, survey, and interview.	Researchers
Data analysis	Write a report using the findings to examine the students' situations.	Applying statistical analysis to the collected data in order to draw conclusions.	Researchers
Final report of data and conclusions	Gather the results of the investigation.	Using the data, create a final report and include recommendations and conclusions.	Researchers

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

2.8 Scope of the research

This research proposal made use of the mixed-method research design due to the quantitative methods providing statistical data for the study, although the quantitative methods gave experiences, attitudes, consciousness from the students towards both variables. Furthermore, the type of investigation is field research because the collection of data was put together from the students' environment. In addition, this is applied research due to its search to find the solution to the problem. Moreover, non-probability convenience sampling was employed to choose the participants caused by its ease of access.



2.9 Research purpose

This study of Use of Nearpod to enhance reading comprehension activities in A1 students sought to implement interactive and engaging activities that help to improve learners' reading skills. The main problem that some students of Unidad Educativa Santo Domingo de Guzman had is that they had limited vocabulary, lack of language structures, difficulty with reasoning, boredom, engagement and interest in written texts. Thus, the study aimed to enhance the reading comprehension activities of the English language by providing opportunities and strategies for students to improve their comprehension skills by using Nearpod.

2.10 Research proposal justification

The research was primarily field and experimental study. The field study is due to the need to gather empirical data directly from the environment where the study was carried out, including participants and tasks using Nearpod. Field research showed the interaction of the students, and the enhancement of reading activities through Nearpod. It allowed to gather factual data through pre-tests, post-tests, questionnaires, and surveys. Furthermore, the field research method also made it possible to gather both qualitative and quantitative data, which gave researchers a complete picture of the research issue and was consistent with the mixed-method approach they had selected for the study.

2.11 Research Design

The selected research design for this study was participatory research. According to Brown (2020), he recognizes the expertise of research participants and consequently seeks to engage such individuals through handing over some responsibility within the research process. In other words, the individuals have participation as a community of their own reality to promote their involvement to take advantage of the study research. The researchers were part of the investigation, but they also were the teachers who guided the study development through their participation. On the other hand, the researchers take part in the research implementation to get a better outlook of the given study.



2.12 Instruments derived from the selected methodology

The instruments that were chosen and used in accordance with the approach were:

Diagnostic test: A written test was applied to assess learners' skills in English. It consisted of 4 structured base questions and 1 opened question according to the CEFR descriptors for A1 level. These measured the strengths and weaknesses they had in the target language to address the requirements they needed to improve.

Survey: This instrument was applied at the origin of the research to know about students' likes and opinions about Nearpod activities. In addition, it was applied after the investigation to compare the obtained results. The survey used a Likert scale with response options ranging from "Strongly agree" to "Strongly disagree". The survey used 10 questions divided into 5 for the independent variable and 5 for the dependent variable.

Pre-tests and Post-tests: Evaluative reading tests were applied to calculate the reading skills of the students at the start and at the end of the investigation. Those assessments were concentrated on reading comprehension activities like questioning, making inferences, comparing characters, and predicting.

Questionnaire: This instrument was used in the final stage of research. It had specific questions to look at the students' opinions and observations toward the use of Nearpod. It permitted the comprehension of the effectiveness, likes and points of view in their development of the different reading activities.

2.13 Data processing and statistical analysis

This study's data were picked up through quantitative and qualitative ways. The survey and pre-test and post-test data were analyzed in a Word document before making the comparison of the given results. According to Kaliyadam and Kulkarni (2019), descriptive statistics can help in summarizing



data in the form of simple quantitative measures such as percentages. Statistical analysis according to APA (2020), is the process of collecting, organizing, interpreting, presenting and analyzing data to discover underlying patterns. It makes relationships between the variables show relevant reliability as the other findings to improve the field people are going to take part in.

2.14 Description of the diagnostic stage

In order to gather, arrange, and evaluate the data from the diagnostic test, pre-test, and student survey, a systematic and strict approach was followed during the diagnostic stage data processing. The development and implementation of the methodological proposal are informed by the significant insights gathered during this phase regarding the language competency, requirements, and expectations of the students.

2.15 Results of the diagnostic stage

Results were achieved with a descriptive approach using both qualitative and quantitative analysis throughout the diagnosis stage. The researchers employed a diagnostic test, and a survey as their approach. A survey learns more about your expectations and thoughts about using Nearpod to enhance reading comprehension activities in A1 students before its implementation. The researchers employed two instruments for this objective.

2.15.1 Instrument 1: Hutchinson and Waters analysis

To obtain information about the needs of the learners, the second model was applied (See appendix7). Richards and Waters (1987) identifies two types of needs: target needs and learning needs. According to Robinson (1991), target needs are related to what the learners need to do. These needs can be for specific purposes in a specified situation. Meanwhile, lacks are what the students need to fulfill in the foreign language. Wants are what students desire to get in a determined time in the target language. This framework focuses on what the



students are, what their background is, their gender, learning preferences, multiple intelligences, prior knowledge of the language and goals to achieve.

Target needs

Necessities

Since instructors are aware of what their students are interested in while learning anything new, a need analysis should be helpful for students who want to get the most out of their curriculum (Carkin, 2005; Chamot, 2007). English is mostly required for academic purposes at “Unidad Educativa Santo Domingo de Guzmán.” Reading comprehension will be promoted and enhanced with the use of interactive activities through Nearpod platform. The researchers will use materials according to the topics to be studied. In face-to-face instruction, sixth-grade students will talk in English with both their instructors and peers.

Lacks

Students from Unidad Educativa Santo Domingo de Guzman have a hole in the English language. This hole means limited vocabulary, lack of language structures, difficulty with reasoning, boredom, engagement and interest in written texts. Therefore, the study aims to enhance the reading comprehension of English language at Unidad Educativa Santo Domingo de Guzman by providing opportunities and strategies for students to improve their comprehension skills by using Nearpod.

Wants

Students can comprehend easily what they read when they use resources they really like and the topics that are relevant to them. Reading is not only pronouncing word by word, it is interpreting the text and constructing knowledge making the experience enjoyable and successful with the support of the teachers. Moreover, students can imagine and make inferences about what they are studying and use their comprehension in real-life situations.



Also, this study may provide insights into effective activities and language teaching strategies that can be applied in other institutions that face this kind of context and have low reading skills.

Learning needs

The study will be conducted in a private catholic institution Santo Domingo de Guzman Educational Unit. It is in an urban area of Ambato city. There are about 1550 students and most of them come from families that have a good economic status. It has helped the institution grow and have a good infrastructure for the teaching-learning process. On the other hand, it must be taken into account that good classroom infrastructure must be combined with interactive methodologies where students enhance English skills in a more entertaining way. For instance, students find reading skills difficult because they are not used to analyze complicated content, draw conclusions, and relate themes to larger settings if they are not given interesting assignments that promote deep reading skills.

2.15.2 Instrument 2: Survey

Once the results from the Hutchinson and Waters analysis were gotten, the researchers prepared a survey with 10 questions based on the two variables to study. This instrument was structured into five questions for the independent variable and five questions for the dependent variable. Statements from one to five were designed for Nearpod, and statements from six to ten were designed for reading comprehension activities.

Table 8

Description of the statements

	Number of questions	Type of criteria
The use of Nearpod and reading comprehension activities (5 minutes in a class)	The survey was elaborated following the two variables to study. It contained 10 statements, five for each variable.	Likert scale

Note: This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)



2.16 Validation of the research proposal

Two specialists collaborated with the researcher to design, revise, and approve the instruments in order to facilitate the intervention's implementation. Ph.D Yana Inzhivotkina Inzhivotkina was the first expert who reviewed and approved the instruments; she gave the information necessary to develop the matrix of variables and the instruments for the project. Rodrigo Guerrero, a Ph.D.(E) and the project's ESP mentor, was the second expert. The tools, which included a checklist, a pretest-posttest, a survey, and a questionnaire, were authorized and guided by both professors.

2.17 Description of the Data Processing of the Diagnostic Stage

The data processing of the diagnostic stage involved a systematic and careful procedure for collecting, organizing, and analyzing the acquired data from the diagnostic test, pre-test, and student survey. This phase was crucial for getting meaningful perceptions of the students' English language proficiency, needs, and prospects, which characterize the involvement and application of the technological proposal.

2.17.1 Data Collection and Compilation

The processing of data started with the gathering of information from the diagnostic test, pre-test, and student survey. The answers from the diagnostic test and pre-test, correct and incorrect ones, were arranged into a structured data archive. In the same way, the answers from the survey of the students were compiled for their advanced analysis.

2.17.2 Data Entry and Coding

The collected and compiled data were put through careful data entry and coding. The answers were structurally put into a digital layout, ensuring precision. Likert scale responses from the survey were coded and classified into qualitative data. The coding process helped to recognize the identification of likes, expectations and meaningful thoughts.



2.17.3 Descriptive Analysis:

Descriptive analysis was the first step to process the quantitative data. The elemental statistics measures such as percentages, frequencies, and scores were calculated to recapitulate the performance of students on the diagnostic test and pre-test. The provided analysis of the students 'English language proficiency level, weaknesses, strengths, and areas to enhance.

2.17.4 Thematic Analysis:

Thematic analysis was driven by the qualitative data from the survey responses. The coded themes were organized to identify evident problems and challenges students face and their needs to improve regarding to reading comprehension activities. Thematic analysis improved the comprehension of the determined factors with the influence of language learning in the particular educational field.

2.17.5 Comparative Analysis:

A comparative analysis was conducted to set the results of the diagnostic test and pre-test. This comparison provided perceptions into the students' improvement development in reading comprehension activities before and after the application of the proposal. It guided to measure the effect of the methodological approach on language proficiency improvement and the effectiveness of Nearpod usage.

2.17.6 Triangulation and Integration

A triangulation technique was applied to ensure the findings related to reliability and validity by joining the qualitative and quantitative data. The qualitative survey responses were triangulated with the quantitative pre-test results. The integration of this analysis led to a complete view of the learners' English needs, challenges, and expectations, giving a more understanding knowledge of the situation to study.

2.17.7 Interpretation and Conclusions

The processed data were analyzed into the frame of the research objectives and theoretical framework through a process to enhance reading comprehension



activities that were built up by the use of Nearpod. Patterns and connections were methodically identified and evaluated, showing relevant deductions related to the students' reading activities, skills, levels, and specific requirements to be gaunt. These conclusions served as a foundation for the following stages of the research, including the formulation of the technological proposal and the application of the target innovation.

In essence, the processing data of the diagnostic stage involved an organized procedure encompassing data collection, entry, coding, descriptive, thematic, and comparative analysis, triangulation, and interpretation. This tailored technique was created to develop in the unique setting of the Santo Domingo de Guzman Educational Unit, incorporating creative and didactical activities of Nearpod for a more comprehensible understanding and successful application.

2.18 Data analysis procedure and ethical considerations

First, authorization from the principal of the institution "Santo Domingo de Guzmán Educational Unit" and parents had to be obtained through two letters before this research project could begin. The documents were presented at the institution's secretary's office on February 21st, 2024. Later, the principal of the school and parents' authorization letters were received on February 26th, 2024. (See appendices 5 and 6).

During the pretest stage, a diagnostic instrument was applied on March 7th, to detect problems in reading comprehension skills. Five questions were personalized to assess sixth-grade students, focusing on different aspects of reading comprehension. They had to complete the test in 40 minutes. The objective of the test was to evaluate the ability to scan text for details, the ability to use contextual clues, the ability to recognize and associate words with images to check vocabulary and reading comprehension, and ability to find and understand specific information in the text. Also, on March 14th a survey was applied in order to learn more about learners' expectations and thoughts about using Nearpod to enhance reading comprehension activities in A1 students before its implementation.

2.19 Description and analysis of the results of the diagnostic stage

The results obtained were:

Table 9

Pre-test results

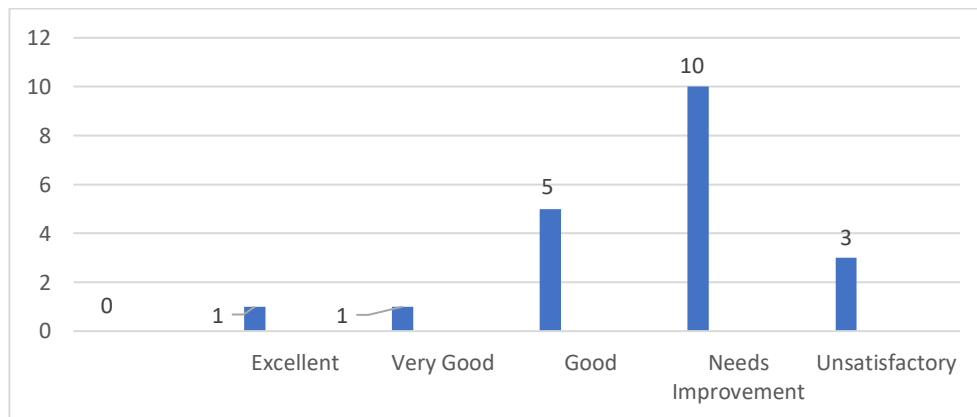
Excellent (10pts)	Very Good (9pts)	Good (7-8 pts)	Needs Improvement (5-6 pts)	Unsatisfactory (1-4pts)	Total of students
1	1	5	10	3	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 1 is displayed below this data.

Figure 1

Pre-test results



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Just two students representing the 10% of the whole group, received scores in the Excellent and Very Good level (9–10 points). This suggests that just a small number of the students have advanced reading comprehension abilities. Five students, or 25% of the total, received high grades (7-8 points). Although their reading comprehension is above average, these learners still need to improve to be classified as excellent. Nine pupils (45%) represent the largest group, which



receives five to six points for needs improvement. This implies that about 50% of the students need a great deal of improvement in their fundamental reading comprehension abilities. Moreover, three L2 students which represents 15% of the total, received an unsatisfactory score (1-4 points). This suggests that these learners require a great deal of help and intervention since they have serious difficulties with reading comprehension. The majority of students with 60% are classified as either unsatisfactory or in need of improvement, which indicates a clear need for tailored instructional techniques and interventions to improve reading comprehension abilities in all subject areas.

Chapter II presented a thorough mixed-methods procedure that combines quantitative and qualitative approaches. Also, the population, sample, and data collection techniques are all covered in detail in this chapter. To provide a baseline for assessment, the preliminary survey and pre-test results are included. These give insightful information on the reading proficiency levels of sixth-grade students before the Nearpod intervention. A pre-test was applied at the beginning of this research and the results of the quantitative methodologies found that many L2 learners are facing difficulties in reading comprehension activities, but they expressed their comfort in using technology and they are ready to use Nearpod. Also, in the diagnostic stage, the results of the qualitative approaches such as interviews and observations revealed some students' experiences and preferences for learning the target language. This chapter emphasized the necessity of using students' interests and technological capabilities to enhance reading comprehension through the use of innovative tools such as Nearpod.



CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL

Presentation

This research focused on investigating how helpful the use of Nearpod as a resource to improve reading comprehension activities could be for A1 level students in Unidad Educativa Santo Domingo de Guzmán, to enhance their reading comprehension activities. Nearpod is a worldwide website that allows students to work with engaging resources, interactive presentations to support their classes and understanding through songs, listening exercises, texts, and quizzes. These materials can be worked on different devices to be used in synchronous or asynchronous ways according to the students' needs and time. This tool (Nearpod) is adaptable, engaging, and didactical to learn new content or develop activities as well as tongues. By applying Nearpod in the English language learning process, the students can interact, participate, exchange opinions, and have feedback to enhance their skills with several activities that contribute to the development of their mastery of the language. When the use of Nearpod is incorporated into the education process, the performance of the new strategies to grow their reading comprehension activities enhances the general language instruction practice for the learners.

General Objective of The Proposal

Assess the efficacy of using Nearpod to enhance reading comprehension activities in A1 level students at Unidad Educativa Santo Domingo de Guzmán.

Proposal Specific Objectives

To evaluate the effect of using Nearpod as a resource to enhance reading comprehension activities in A1 level students, with engaging and interactive tasks.

To examine the results of using Nearpod to follow students in the mastery and exploratory groups' development in their reading comprehension activities.

To analyze the points of view and participation of students by incorporating Nearpod into their academic procedure.



Proposal Theoretical Foundation

The theory of constructivism and connectivism serve as the theoretical basis for this research proposal. According to Putri (2024), in her article “Nearpod apps: The effective teaching media in reading class”, students participate actively in the building of their learning process throughout their personal exposure and correspondence. Learners can progress in their studying, building their knowledge, and encourage active participation by using interactive and engaging materials in an online educational platform.

When using digital resources with easy access and good monitoring, students enjoy their learning because they have fun. Learning styles are different and students’ likes to require the personalization of their learning tools, since technological resources allow the adaptation of any material and make students feel comfortable. The outcomes can be achieved with engaging tools that lead to successful learning with the use of appropriate approaches in the use of technology.

Using Nearpod to develop reading comprehension activities more effectively (Khoirrohmah & Fadhilawati, 2024) according to their research, about the application in reading narrative text comprehension mastery on learners’ scope to include Nearpod while enhancing reading comprehension activities. The following stages are introduced as being vital for using Nearpod and improving reading comprehension activities:

Choose suitable topics: The topics should be engaging and interesting according to the learners’ English proficiency level and needs, as it was mentioned in their investigation. (Khoirrohmah & Fadhilawati, 2024)

Create engaging presentations: The resources to be presented in classes should include charming visuals that foster the engagement of students in order to make ready for their reading activity. (Khoirrohmah & Fadhilawati, 2024)

Active reading: While working with Nearpod, active reading plays an important role for students since they have to focus on recognizing the main ideas,



understanding specific words, and comprehending English Science passages, as it was mentioned in their investigation (Khoirrohmah & Fadhilawati, 2024).

Interaction and responses: Interaction and responses: After working with Nearpod, students have interactions, and additionally they share their points of view and comments from using Nearpod, as it was referred in their study (Khoirrohmah & Fadhilawati, 2024).

Feedback. To give feedback about the activities in Nearpod, responses should be given through surveys, multiple choice activities, open-questions, drawings or memory games, as it was mentioned in their research (Khoirrohmah & Fadhilawati, 2024).

Nearpod on the enhancement of English language acquisition, especially reading comprehension activities, is used in this research. As it was mentioned before, learners can have access in synchronous or asynchronous ways (Sanmugam, Selvarajoo, Ramayah, & Lee, 2019). Learners can access from some electronic devices such as computers, cellphones, and tablets. Furthermore, their installation and downloading are easy, so students may work from wherever they want and from any place they were. For that reason, it is easier and more convenient for them to learn and enhance their reading comprehension activities on their own timetable.

Characteristics of the Proposal

In order to assess the efficacy of using Nearpod to enhance reading comprehension activities as mentioned in their research (Khoirrohmah & Fadhilawati, 2024). The following qualities have been considered as foundation:

Focusing on enhancing a specific skill helps students to boost their motivation and learning outcomes.

Use of interactive activities, which give learners an accurate reading experience by offering a diversity of scenarios with multiple presentations.

Teachers might cooperate to confirm that Nearpod activities make students happy and accomplish their needs by using collaborative learning.



Before and after the Nearpod intervention, a systematized assessment will validate several components that affected the acquisition of reading comprehension abilities, besides the viable results.

The analysis of the data made use of a mixed method of qualitative and quantitative examination which gave a complete comprehension of the outcomes of implementing Nearpod for developing reading comprehension abilities.

Description of the type of proposal

Finding out whether the use of Nearpod is an applicable technological resource for promoting the development of reading comprehension by the procedure of English language teaching is the first aim of the proposed project. Systematized reading test results are the principal information source, both pre-tests and post-tests. To determine the way the students, proceed when coming after the instructions in Nearpod, analyzing with quantitative and qualitative techniques applied with fulfillment questionnaires.

One of the main elements of the constructivism learning theory is connectivism. Web 2.0 is used to work with communication processes that allows students to recognize the difficult abilities and lack of knowledge from students. Applying pre-and post-test assessments, they permit to illustrate the reading comprehension abilities have enhanced because of the involvement in the Nearpod activities.

The principal purpose of this investigation is a detailed explanation of the selection of the sample, the work done every week with its schedule through the assessments at the end of each week, the analysis of data, and its interpretation.

Concerning all, this proposal explores promoting the English language area in education by providing factual evidence of Nearpod as a teaching-learning resource for improving the reading comprehension abilities of the learners.

Forms of application, implementation, and evaluation

In agreement with the standards of CEFR and produced as untied material for the Key Science 3 book, the topics were chosen from the physical textbook for application. In addition, a Google Drive Folder was created to organize the



information. To analyze the information, the material was selected conscientiously among a variety of topics and activities for the progress of reading comprehension abilities. To improve these abilities, the resources were designed to enhance the reading comprehension activities, such as “race”, “Venn diagrams”, “drag and drop”, “collaborate board”, and “draw it”.

To well organize the instruction process, previous material was used in this approach by giving determinate and practical school resources.

Concerning the implementation, the utilization of Nearpod was appropriately added into the regular schedule of classes, distributing the 4 weekly hours of forty minutes for each session taking twenty minutes, one of those intervals was prepared for an analysis. For producing and practicing the foreign language, the procedure to work with Nearpod was applied in the classroom in other subjects in Spanish. Frequent English classes started again, and the reading experience changed showing the engagement and dynamism of the students producing better experiences in science classes.

Every Thursday, an evaluation was taken after working with activities similar to those done in Nearpod the previous four days each week. The reading comprehension activities worked in Nearpod showed proceeded results in each assessment. Consequently, the problems were identified and changes in the pedagogical approaches and methods were applied to enhance the different capacities of the students. The process began in May by went on for five weeks until June.

For regulating the accomplishments of the goals when using Nearpod, we provided you with an extra test in the sixth week that had similar questions to the general one, but it centered on reading. It explored the improvements of reading to locate specific information, reading to inference, reading to predict, and reading to draw conclusions. Subsequently, it gave a neutral evaluation of how the use of Nearpod provided in the evolution of the students’ reading comprehension abilities.

Budget of the Proposal

**Table 10***Budget for the implementation of the proposal*

General Budget of the Proposal			
Activity	Expenses in Human Resources		Person in charge
	Time Assigned	Salary	
Design of Nearpod activities	5 days	\$75	<i>Fernando Tibán and Jessenia Yzquierdo</i>
Planning 10 Nearpod activities sessions	5 days	\$50	<i>Fernando Tibán and Jessenia Yzquierdo</i>
Existing Nearpod activities	2 days	-0	<i>Fernando Tibán and Jessenia Yzquierdo</i>
Total		\$125	
Expenses in tools			
Tools	Implementation Activities	Cost	
Laptop	It was used to plan and create the designed activities in Nearpod.	\$395	
Printer	It was used to print the plannings and tests.	\$50	
Mobile phone	It was used to take photos, record videos and take notes while the sessions were given.	\$180	
Various resources	Markers, worksheets, pencils, board.	\$25	
Total		\$650	
Amenities			
Amenity	Description	Cost	
Transportation	Bus was used to move to the institution.	\$50	
Break	Chocolates were given to the students after each session.	\$20	
Total		\$70	

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)



Resources

This proposal indicates the running costs and resources related with adding Nearpod activities into English classes at Unidad Educativa Santo Domingo de Guzmán - Ambato. Consequently, Nearpod activities were outlined to be applied with available resources from the institution since the computer labs, projector and internet were used to record and edit the media. In order to have an easy and accessible folder with the resources, the content of the book was adapted to Nearpod reading comprehension activities to make engaging and interactive the development of each class, enhancing Nearpod activities an attractive and effective way to improve the students' learning.

Discussion of Results

During the process of the data analysis, a careful study of the performance of the students in the pre-tests and post-tests was carried out, focusing respectively on the reading sub-skills.

Table 11

Pre-test results according to different aspects of reading comprehension.

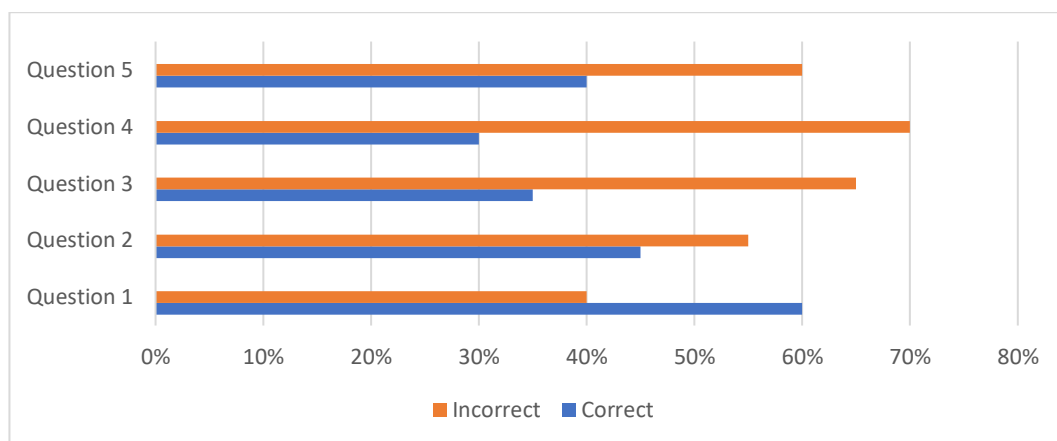
Reading comprehension questions	Correct	Incorrect	Total
Q1. Read and write the word under the pictures.	12	8	20
Q2. Read the sentence. Circle the correct answer.	9	11	20
Q3. Read and complete the sentences.	7	13	20
Q4. Read and answer the questions.	6	14	20
Q5. Read and match.	8	12	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 2 is displayed below this data.

Figure 2

Pre-test results according to different aspects of reading comprehension



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Question1: Vocabulary.

The data shows that this kind of question seemed to be the easiest for the students, 12 out of 20 learners representing the 60% answered this question correctly, which suggests that they have a fair understanding of vocabulary and fundamental reading comprehension. However, 8 out of 20 learners got incorrect answers. It could happen because they forgot the meaning of some words at the moment of filling in the blanks.

Question2: Sentences structure and context understanding.

Based on the data gathered, 9 out of 20 students answered this question properly. The table shows that a large number of L2 learners had difficulty comprehending context. This suggests that instruction on sentence construction and the impact of context on meaning needs to be enhanced in every class through interactive activities. This type of question was somewhat more challenging than the first.

Question3: Comprehension and use contextual clues.

The results indicate that 35% of the students used contextual cues to understand the text. The majority of L2 learners have problems to understand complicated



content and infer meanings from context. Moreover, it is clear that students need more practice comprehending and using grammar and vocabulary in real situations since they had the difficulty to finish the sentences.

Question4: Scan text for details and critical thinking.

The data in Table 11 demonstrates that only 30% of the students gave the right response to this question. It shows that students have been facing difficulties in critically reflecting and scanning texts for precise facts. Some comprehension strategies, such as predicting, questioning, clarifying, summarizing, and visualizing must be used by the teacher in order to solve the difficulty.

Furthermore, this shows that obtaining exact information and analyzing content is a challenge for the majority of students. The findings shown in Table 11, helped to understand how students struggle with more complex abilities like critical thinking, recognizing sentence structure, and exploiting contextual cues.

Question5: Comprehension of details and facts presented in the text.

According to the data, 12 out of 20 students representing the 40% gave wrong responses, they failed to comprehend the distinction between goalkeepers and field players in soccer. It emphasizes how crucial it is to pay close attention to detail and reading comprehension. On the other hand, most learners need to enhance their basic comprehension and the capacity to connect textual information to particular descriptions.

Survey

Since the survey was conducted at the beginning of the action research, it is critical to analyze the findings.

Table 12

1.It is difficult to use Nearpod for reading exercises.

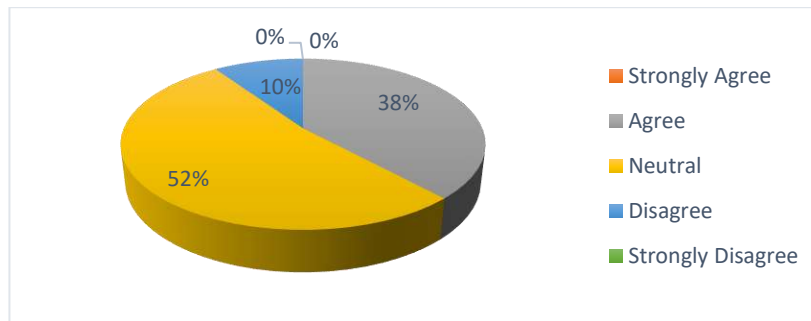
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	8	11	2	0	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 3 is displayed below this data.

Figure 3

1.It is difficult to use Nearpod for reading exercises.



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

According to the figure, although a sizable percentage of students 38% agreed that using Nearpod for reading may be challenging, the majority of students 11 of 20 which represents 52% indicated indifference regarding this issue. The 10% of students disagreed, indicating that they might not have had much experience with the platform before, and they might benefit from some initial help or training before it is fully implemented. This indicates that while some students find the site easy to use, a large percentage are confused about its utility. In conclusion, various students' perceptions of using Nearpod for reading activities indicate that there may be opportunities for improvement in terms of user experience or training.

Table 13

2.Nearpod will help you to understand what you have read because it has interactive activities.

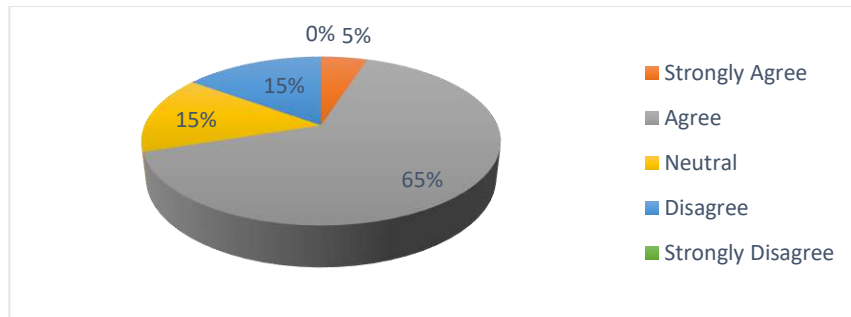
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
1	13	3	3	0	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 4 is displayed below this data.

Figure 4

2. *Nearpod will help you to understand what you have read because it has interactive activities.*



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Based on the data, it can be inferred that a majority of students (65%) agreed that Nearpod is expected to assist them in understanding their readings through its interactive features, indicating a generally good anticipation. On the other hand, 3 out of 20 students a little percentage (15%) disagreed, and the other (15%) remained neutral, suggesting some doubt or skepticism regarding the tool's effectiveness. In conclusion, there is a lot of optimism regarding Nearpod's planned adoption because of the high expectations around the tool's capacity to help with reading comprehension.

Table 14

3. *You are excited about using Nearpod in reading exercises.*

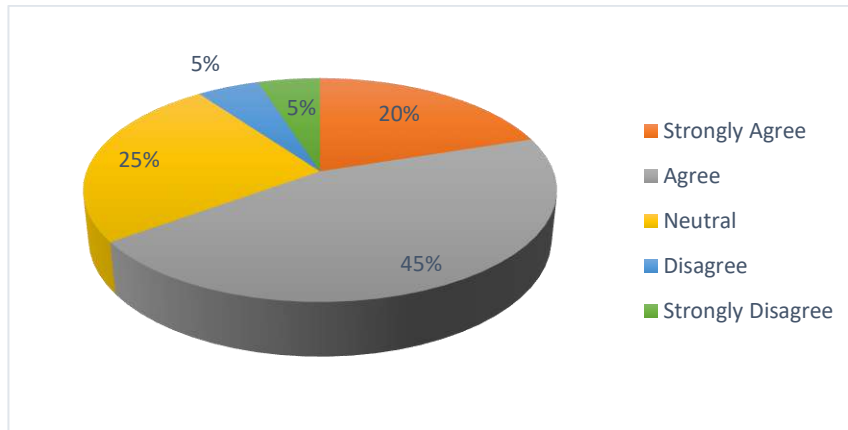
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
4	9	5	1	1	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 5 is displayed below this data.

Figure 5

3. You are excited about using Nearpod in reading exercises.



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024) Based on the data gathered, 12 out of 20 students (65%) agreed to be enthusiastic about using Nearpod overall. This shows that they expressed hope that it would improve the quality of learning. With the 25%, a significant percentage stays neutral, and 2 out of 20 students (10%) disagreed about showing excitement using Nearpod in reading activities, which may indicate that some need more encouragement or assistance to utilize the platform to the fullest. In summary, even though there is a lot of enthusiasm about adopting Nearpod, the neutrality suggests that more student engagement and benefit clarification are needed.

Table 15

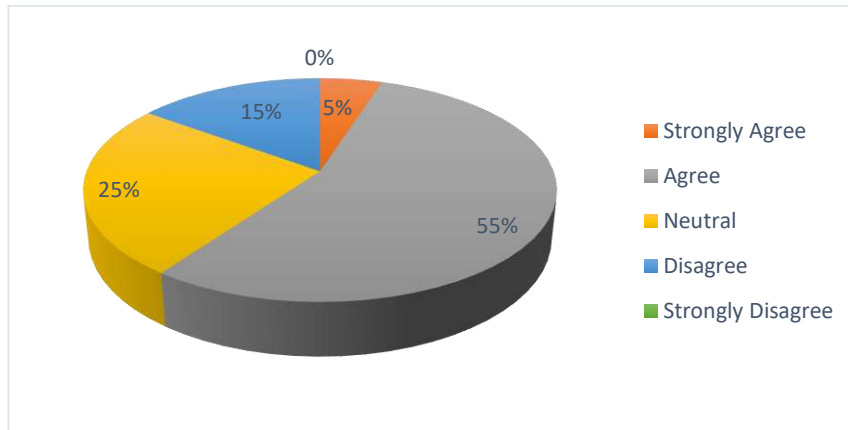
4. Nearpod will make reading activities more interesting.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
1	11	5	3	0	20

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024) Figure 6 is displayed below this data.

Figure 6

4. Nearpod will make reading activities more interesting.



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024). The figure shows that 55% of respondents agreed and 5% strongly agreed, which means that the answer is mainly favorable. But 3 out of 20 students representing the 15% disagreed, and 25% were indifferent or neutral. This implies that while some students may still choose conventional approaches, many perceive value in the platform's capacity to boost engagement. In conclusion, there is optimism that Nearpod will improve the reading experience, but it would be better to take into account the concerns of individuals who are neutral or disagree.

Table 16

5. I think using Nearpod will help me to become a better reader.

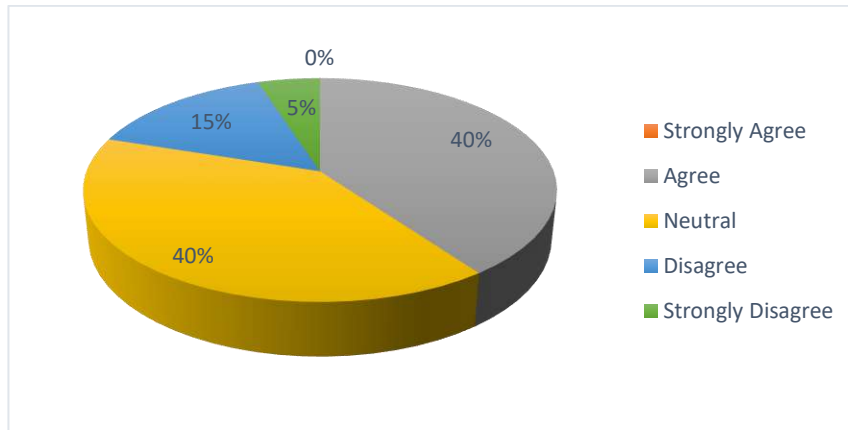
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	8	8	3	1	20

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024).

Figure 7 is displayed below this data.

Figure 7

5. I think using Nearpod will help me to become a better reader.



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024). According to the data, it can be inferred that 8 out of 20 students (40%) agreed with this statement, while 40% remained neutral. This indicates that while some students are hopeful about the tool's potential, an equal number are uncertain, and 4 out of 10 students (20%) disagreed. This indicates uncertainty about whether Nearpod will contribute to improve reading skills. In conclusion, the mixed feelings regarding improvement in reading skills highlight the necessity for clear evidence or testimonials demonstrating the effectiveness of Nearpod.

Table 17

6. You can comprehend all the information you have read.

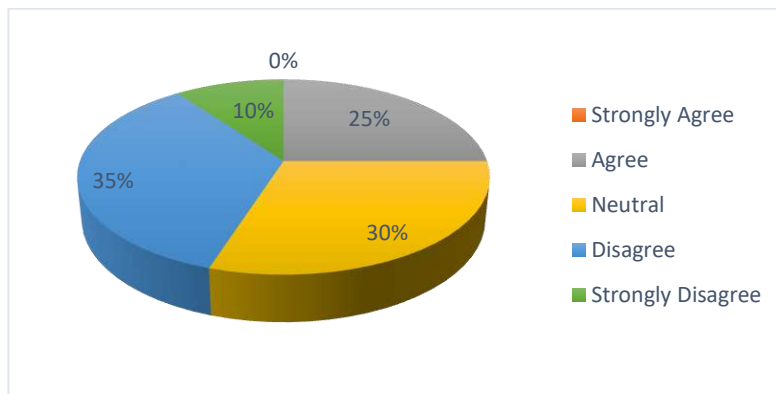
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	5	6	7	2	20

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024).

Figure 8 is displayed below this data.

Figure 8

6. You can comprehend all the information you have read.



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

According to the statistics, a lack of confidence is apparent, considering that 25% of learners agreed, and none of them strongly agreed. On the other hand, 9 out of 20 students (45%) disagreed or strongly disagreed with the statement, indicating that many of them had doubts about their ability to comprehend written texts. This leads to a crucial area for improvement because a lot of kids feel insecure about their reading abilities. In conclusion, a lot of pupils could struggle to comprehend what they read, which suggests that they might require more help or specific exercises.

Table 18

7. I use different strategies when I read.

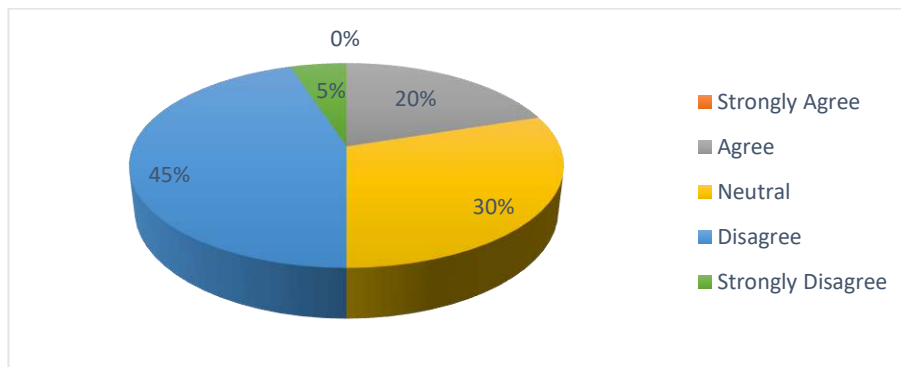
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	4	6	9	1	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 9 is displayed below this data.

Figure 9

7. *I use different strategies when I read.*



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

According to the findings, only 20% of students reported employing many reading strategies. The 30% of students who expressed no opinion at all constitute a sizable portion of the student body and may be indicative of doubt or misunderstanding regarding their reading practices. Finally, 10 out of 20 students, which means a sizable percentage (50%) disagreed and strongly disagreed with the statement. This may reflect that a large number of students lack the knowledge or actively do not use techniques to improve their reading comprehension, indicating the necessity for strategy teaching in addition to Nearpod exercises. In conclusion, teachers may improve their students' reading comprehension and engagement with texts by addressing the absence of varied strategies.

Table 19

8. *At this moment, I feel confident with my ability to read.*

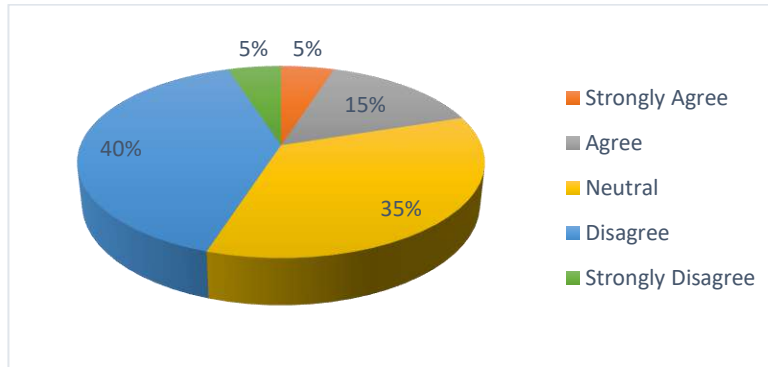
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
1	3	7	8	1	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 10 is displayed below this data.

Figure 10

8. *At this moment, I feel confident with my ability to read.*



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

According to the statistics, it can be inferred that 7 out of 20 students (35%) were indifferent or doubtful, indicating a lack of clarity regarding their skills, while 20% of students indicated poor confidence in their current reading ability.

Significant insecurity in one's reading ability is shown by the 5% of respondents who strongly disagreed, and the 45% of respondents who disagreed. In conclusion, incorporating exercises that emphasize mastery of skills and recognizing minor achievements might contribute to the development of students' reading confidence, and if they get individualized feedback and methods tailored to their specific reading levels, students' abilities and confidence may be increased.

Table 20

9. *I think that my reading skills will improve if I use Nearpod.*

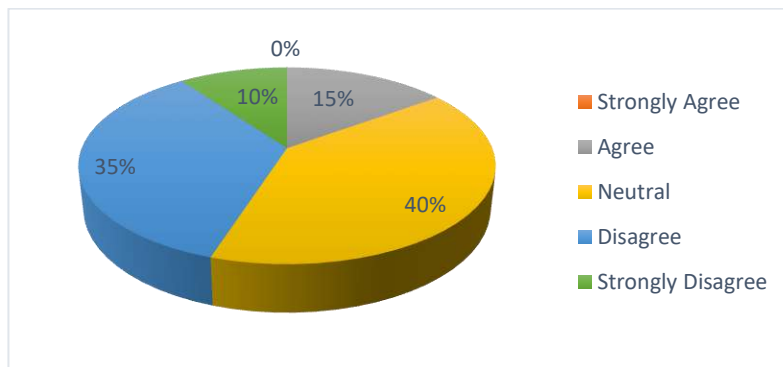
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	3	8	7	2	20

Note. This table was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

Figure 11 is displayed below this data.

Figure 11

9. *I think that my reading skills will improve if I use Nearpod.*



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

The data shows that 3 out of 20 students (15%) agreed that Nearpod could be beneficial. A significant number (40%) were uncertain about the effectiveness of Nearpod. On the other hand, the 45% of learners disagreed with this statement. They showed skepticism about the impact of Nearpod on their reading skills, suggesting a general uncertainty about the platform's effectiveness in this area. This might be connected to their current insecurities about their reading abilities or their unfamiliarity with Nearpod's features. In conclusion, teachers might need to provide students with additional details regarding Nearpod's features and functions to increase their trust in the app's efficacy.

Table 21

10. *I am happy with my current reading skills.*

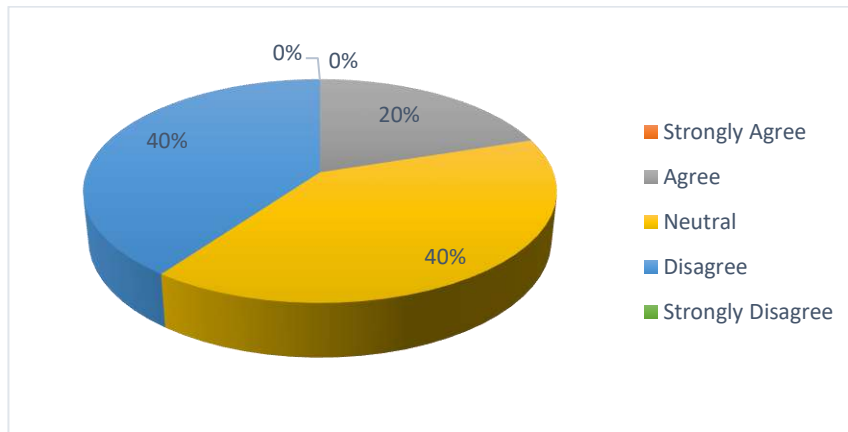
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of students
0	4	8	8	0	20

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Figure 12 is displayed below this data.

Figure 12

10. I am happy with my current reading skills.



Note. This figure was elaborated by Tibán Edisson & Yzquierdo Jessenia (2024)

It can be inferred that students are divided into those who are either indifferent (40%) and unsatisfied (40%) with their current reading ability, the other 20% of learners are satisfied with their reading skills. The necessity for focused treatments, including the use of interactive resources like Nearpod to enhance reading development, is further highlighted by this discontent. In conclusion, the responses suggest that there is potential for growth because a large number of students are either dissatisfied or indifferent about their reading abilities. If they can be convinced of the tool's efficacy, this discontent may encourage students to look for tools (like Nearpod) that might support their improvement.

Table 22

Post-test results according to different aspects of reading comprehension.

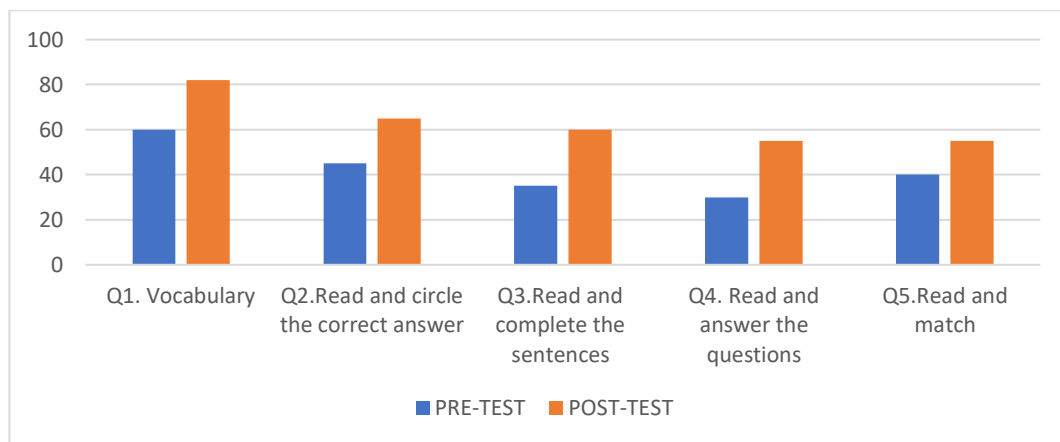
Reading comprehension questions	PRE-TEST				POST-TEST			
	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
Q1. Read and write the word under the pictures.	12	60%	8	40%	15	82%	5	18%
Q2. Read the sentence. Circle the correct answer.	9	45%	11	55%	13	65%	7	35%
Q3. Read and complete the sentences.	7	35%	13	65%	12	60%	8	40%
Q4. Read and answer the questions.	6	30%	14	70%	11	55%	9	45%
Q5. Read and match.	8	40%	12	60%	11	55%	9	45%

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Figure 13 is displayed below this data.

Figure 13

Pre-test & Post-test results according to different aspects of reading comprehension



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Analysis of Pre-Test and Post-Test Results

Pre- and post-test findings show that A1 students who used Nearpod had a significant improvement in their reading comprehension when compared to traditional approaches. A detailed review of each question and the consequences of the results is provided below.

Q1: Read and write the word under the pictures. (Vocabulary)

Analysis: It can be inferred that Nearpod probably improved some important aspects of reading like word recognition, as seen by the notable increase in correct responses from 60% to 82%. The use of interactive visual assistance was very helpful to engage students using the multimedia approach, which improved their ability to make the connections between words and visuals. This may be explained by Nearpod's capacity to constantly show material, which helps with memory recall and retention.

Q2: Read the sentence. Circle the correct answer. (Sentence structure and context understanding)



Analysis: According to the data, the improvement in students' comprehension of contextual cues and sentence structure using Nearpod is demonstrated by the rise from 45% to 65%. It is implied that the use of interactive components such as immediate feedback and engaging exercises appears to have helped students learn to identify correct responses within a contextual framework. This implies that language analysis and critical thinking may be improved by technology.

Q3: Read and complete the sentences. (Comprehension and use of contextual clues)

Analysis: It has been observed an enhancement of 25% when students employed contextual cues to finish sentences. It suggests that contextual situations were probably offered via Nearpod's interactive activities, which helped with understanding in written texts. This may also emphasize the value of practice in a variety of contexts, which Nearpod effectively provides through many kinds of material distribution options.

Q4: Read and answer the questions. (Scan text and critical thinking)

Analysis: Based on the data gathered, it is important to notice that there was an improvement from 30% to 55% because students' competence in finding information and using critical thinking increased. This 25% boost might have been attributed to Nearpod's engaging questioning techniques and guided practice, which most likely enhanced understanding of how to extract relevant information from texts. Using interactive quizzes can improve critical analytical abilities by promoting deeper cognitive engagement.

Q5: Read and match. (Comprehension of details and facts presented in the text)

Analysis: The capacity of L2 learners to understand and make connections between details and facts from the text has improved. Also, based on the data and the increase of 15% in question 5, it can be inferred that Nearpod matching tasks may have given students more context or reinforcement about the material to be covered during the unit, assisting them in connecting different elements of



knowledge. Comprehension and retention can be improved through interactive activities. In addition, this will promote active participation in class where the use of the target language is encouraged.

As a conclusion, the transition from traditional methods to Nearpod has shown a significant improvement across all comprehension activities for A1 students. The right answers got for questions 1 to 5 confirmed an increase. It demonstrates how engaging exercises and technology can be used to improve reading comprehension abilities. Finally, resources like Nearpod in the teaching-learning process can provide students access to a more productive and interesting environment, which will improve their reading abilities.

Description of the Pre and Post-test results

Table 23

Pre and Post-test results (scores, mean, median, variance, standard deviation)

STUDENTS	GENDER	ENGLISH LEVEL	AGE	PRE-TEST SCORE	POST-TEST SCORE
1	F	A1	10	9	9,5
2	F	A1	10	6,5	8,5
3	F	A1	10	9	9,5
4	F	A1	10	6	7
5	F	A1	10	10	10
6	F	A1	10	7,5	8,5
7	F	A1	9	6,5	8
8	F	A1	10	7	8,5
9	F	A1	10	6	9,5
10	F	A1	10	5,5	7
11	F	A1	10	6	8,5
12	M	A1	10	8	9,5
13	M	A1	10	5,5	8
14	M	A1	9	9	9
15	M	A1	10	7,5	8
16	M	A1	10	8	9
17	M	A1	9	8,5	8,5
18	M	A1	10	8	8,5
19	M	A1	10	9,5	10
20	M	A1	10	5	7



Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Table 24

Criteria for Pre and Pos-Tests

Criteria	Mean	Mode	Median	Range	Variance	Standard Deviation
Pre-Test	7,4	9	7,5	5	2,09	1,44568323
Post-Test	8,6	8,5	8,5	3	0,82	0,90

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

It can be inferred that the mean score increased from 7.4 to 8.6, which suggests an improvement in overall reading comprehension using a variety of reading activities provided by Nearpod. In the post-test, the mode changed from 9 in the pre-test to 8.5. This indicates that a greater cluster of students earned about 8.5 on the Post-test, but fewer students received the highest score of 9. Additionally, the median score improved from 7.5 to 8.5, supporting the notion that the intervention raised the central tendency of scores.

The range score decreased from 5 to 3, suggesting that students' Post-test results varied less. This implies that the consistency of the pupils' results increased. Variance decreased from 2.05 to 0.82, demonstrating that the results in the Post-test were less spread out around the mean, which may imply more consistent gains among students. Students' performance on the post-test was more closely focused on the mean, as seen by the standard deviation dropping from 1.45 to 0.90.

In conclusion, the substantial gains in the mean, median, and improvements in consistency demonstrate that not only did students perform better on average, but they also became more uniformly successful in reading comprehension tests. This suggests that Nearpod might be a useful instrument for improving learning results in this field.



Questionnaire: A questionnaire was applied in order to check the effectiveness of Nearpod to enhance reading comprehension activities. The questionnaire was developed using the Likert scale with a total of 10 questions.

Table 25

Post-Questionnaire

Questions	Answers	Total
1. Have you used Nearpod in your reading lessons recently?	Yes=20 No=0	20 Stu
2. How frequently did your teacher instruct reading using Nearpod?	Almost every day=1 A few times a week=19 Once a week=0 Less than once a week=0	20 Stu
3. Did you find that acquiring new reading abilities using Nearpod was beneficial?	Yes, it helped me a lot=5 Yes, it helped me a little=11 No, it didn't help me much=3 No, it didn't help me at all=1 No, I didn't like it =0	20 Stu
4. What did you like the most about using Nearpod in reading class?	The interactive activities=8 The quizzes and polls=1 The videos and pictures=3 The "Race activity" =8 "Draw it" activity=0	20 Stu
5. Do you think using Nearpod made it easier or more fun to understand what you read?	Much easier and more fun =9 A little easier and more fun=8 About the same=2 Not easier or more fun=1 I'm not sure=0	20 Stu
6. How confident do you feel about understanding what you read now compared to before using Nearpod?	Much more confident=3 A little more confident=10 About the same=6 Less confident=0 I don't know=1	20 Stu
7. Did your reading skills improve after using Nearpod?	Yes, a lot=2 Yes, a little=8 Not really=7 I'm not sure=3 Nothing =0	20 Stu
8. Which reading skill do you think you improved the most with Nearpod?	Understanding main ideas=4 Finding details in the text=8 Making predictions=2 Making connections with the text=6	20 Stu
9. How did affect your interest in reading using Nearpod?	I enjoy reading more now=12 It's about the same=1 I enjoy reading less now=0 I'm not sure=7 Nothing =0	20 Stu



10. Would you like to use Nearpod again in future reading lessons?

Yes, definitely=18
Maybe=1
Not really=0
I don't know=1

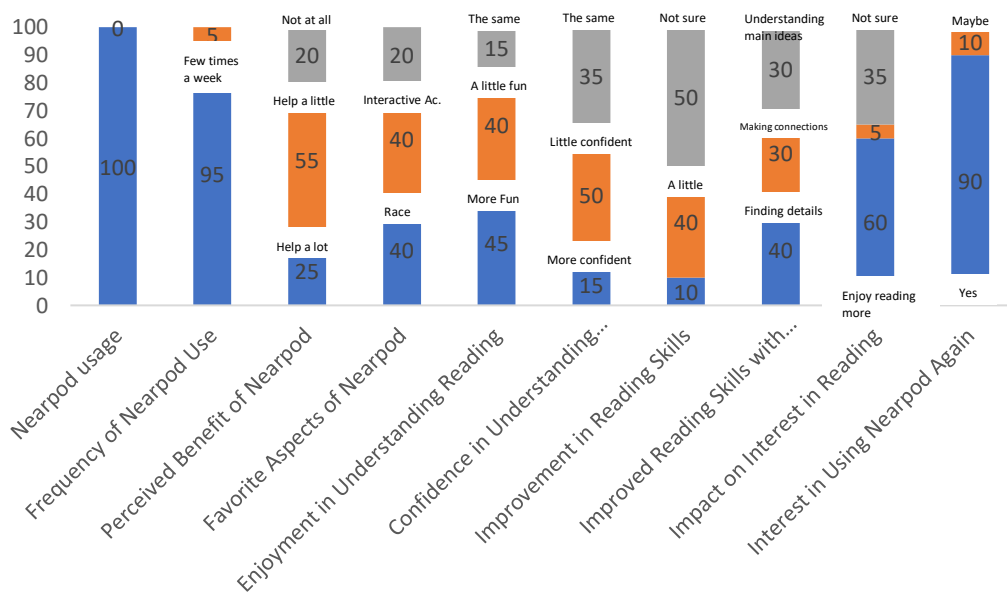
20 Stu

Note. This table was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Figure 1 is displayed below this data.

Figure 14

Percentages of questionnaire responses



Note. This figure was elaborated by Tibán Edison & Yzquierdo Jessenia (2024)

Based on the data gathered, and after applying the questionnaire during the post-test stage, it can be inferred that students used Nearpod mostly a few times a week, demonstrating the regular inclusion of the app into the curriculum. The 55% of respondents said they believed Nearpod was helpful, and 25% said it was really helpful. Interactive and competitive exercises were well accepted by the students, indicating that they were engaged with multimedia and gamified aspects. On the other hand, a sizable percentage expressed more satisfaction and confidence in their ability to comprehend and learn from reading materials. Finding details and establishing connections were noted to have improved



significantly, in line with the objectives of the lesson. Also, the findings show that, a majority of students claimed increased satisfaction in reading, presumably connected to the engaging quality of Nearpod activities. Finally, students expressed a strong interest in using Nearpod platform, it suggests approval and it could be considered a useful interactive tool for teaching a target language. In conclusion, the post-test findings show that Nearpod might be an attractive instrument for enhancing reading comprehension in A1 students. The interactive elements of the platform, particularly the racing and multimedia integration activities, seem to increase learning outcomes and encourage learners' engagement. The favorable comments about more enthusiasm in reading, improved confidence, and improved skills, clearly prove Nearpod's efficacy in this educational setting.



CONCLUSIONS

In the environment of English language learning, the usage of Nearpod, a dynamic and interactive tool, has demonstrated its effectiveness as a resource to improve reading comprehension skills. This application had success in the improvement not only in the specific English language skill but also in the development of their ability to comprehend and use the language in different environments. This engaging and active approach along the usage of Nearpod encouraged in the classroom as a place of atmosphere to use English promoting interaction, communication, and independence, which sequentially guides to a powerful achievement of goals.

The benefit that students can get into Nearpod from various electronic devices such as computers, tablets, cellphones, laboratories, smartphones, or homes, showing that this resource can be flexible and adapting for teaching and learning according to the needs of the students. Using this kind of resource, the learners feel more engaging, so they have excitement to learn and have fun while they experience a personalized space with educational advantages that will help them have a better performance.

The evolution of a determined session in every week of the academic period, concentrating on different reading sub skills, shows cautious awareness for planning and form by the educators. By this organized approach probably provided to the general achievement of objective of the participation, which allowed students to have an improvement in different areas of their English language learning.

At the end of each week, learners had favorable time to enhance the planned reading comprehension activities and the evolution of reading skills throughout the suggested material of study, owing to the weekly assessment going after the growth of the tasks. The continuing success to learn and become expert in foreign languages relies on the dedication and responsibility of the students



with this approach, which depends on their active involvement as their primary role in their own education.

English reading comprehension, communication and mastery of language abilities are remarkably enhanced by using Nearpod as a schooling resource. In this research, it is said that including Nearpod as a learning resource could notably enhance reading comprehension activities in A1 students. Nearpod motivates students and it stimulates students to build their knowledge and interact with their peers due to its accessibility and ease.



RECOMMENDATIONS

Teaching relies on building enjoyable environments that make students feel confident to express their ideas and their learning becomes meaningful. For that reason, the following recommendations are given:

It is suggested to add the use of Nearpod as a continuous activity of the English classes in the classroom to develop reading comprehension skills through the different activities given as examples in the research. Moreover, different reading comprehension sub-skills can be developed when organized lesson plans are made. Students will be helped to improve their reading skills by this applied approach.

Moreover, it is recommended to motivate students to use Nearpod in different educational environments, for instance, computing laboratories or their own electronic devices, to encourage cooperation and participation in their learning process with positive results.

On the other hand, it is important to take into consideration the issues teachers can face to develop their sessions, such as electricity cuts, bad internet connections, problems in the computing laboratories or students who cannot have access to an electronic device or computer. Planning extra activities and resources to solve any problem that can occur.

At the end of each class, it is so important to give feedback or anytime when it is needed, input is essential to achieve the goals of the sessions. Monitoring the reading comprehension activities is important to examine the progress of the students, even when they work as pairs or teams.

Finally, it is suggested to keep reading activities using the online resource during the academic year to denote a better evolution of the students.



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UNIVERSIDAD
BOLIVARIANA
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TRABAJO DE TITULACIÓN

Appendix 2:

UNIVERSIDAD BOLIVARIANA DEL ECUADOR



APPENDIX II

TITLE: Use of Nearpod to enhance reading comprehension activities in A1 students

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Edisson Fernando Tibán Núñez

TUTOR

YANA INZHIVOTKINA



TITLE OF THE THESIS: Use of Nearpod to enhance reading comprehension activities in A1 students.

AUTHOR 1: Tibán Núñez Edisson Fernando

AUTHOR 2: Yzquierdo Martinez Jessenia Paola

RESEARCH CONTEXT: Unidad Educativa Santo Domingo De Guzmán

1 Research Background and Contextualization

The English Language is essential in different aspects of life, especially in the education of learners. There are changes in the Ecuadorian system for improving the learning process and performance of the students, however, many of them show difficulties in the comprehension of the language. Traditional methods have been changed and technology has been included in education as an effective tool that makes learning meaningful, interactive and innovative. Educational platforms encourage engagement of students and motivate them to a better comprehension of the language.

Studies about the use of Nearpod have mainly been managed to develop reading skills in different levels of education. Regarding Mastura, et al. (2023), Dewi W, Santosa and Dewi K (2023), Pupah and Sholihah (2022), Salvador and Conza (2022), and Mirzaev (2022), those who have focused their attention on examining the effectiveness of Nearpod in enhancing reading comprehension skills. The research studies mentioned have applied different methodological plans such as experimental works, classroom investigations and case studies. Furthermore, pre-tests, post-tests, observations, questionnaires and surveys were used to collect data. (Dávila, 2021).

These studies have been conducted worldwide, including Ecuador. The obtained results have shown that the use of Nearpod is successful in the development of reading skills due to the scores of the post-tests of the students who participated in reading comprehension activities being higher than the pre-tests done before. To put it in another way, the performance of the learners showed a good



improvement in the understanding of written texts after the application of Nearpod (Mirzaev, 2022).

In addition, this strategy was carried out in an educational unit named Santo Domingo de Guzman, this is a big private institution located in the north-east of Ambato, located in the Tungurahua Province of Ecuador.

To explain better the context of this research, this educational institution has 1550 students matriculated. There are 910 girls and 640 boys; by this, the institution has 80 teachers and 20 English teachers. Furthermore, this private institution is far from the city's noise, so it is a very quiet place and the students are kind, polite and collaborative. Moreover, the school has one kitchen, twelve bathrooms, a soccer field, a soccer basketball field, a running track and 50 classrooms. These classrooms have technological resources and aids. Also, it has basic services such as electricity, water and internet. Some students live far from the school, so they must get up earlier and catch their buses.

However, this big school has implemented since the pandemic COVID-19 the use of educational platforms to continue with the student's formation and assessment, so that learners also have the Internet connection at home in order to do homework and receive classes. On the other hand, students do not like to read the texts from the books or platforms and get bored easily. Therefore, they do not engage at all. There are also students who do not retain information and have difficulties working with comprehension activities about what they already read before. For this reason, students did not have a good development in their English learning development.

In addition, learning English requires the acquisition of vocabulary, developing comprehension and reading is one of the most important. Nevertheless, long readings about non-trend topics, non-effective strategies, and difficult technological tools may affect the evolution of the learners to obtain this skill. In this context, students from Unidad Educativa Santo Domingo de Guzmán have had these problems for several years. Moreover, this research proposes to address



this problem by using Nearpod to enhance the reading comprehension skills of the students of Unidad Educativa Santo Domingo de Guzmán.

2 Statement of the Problem

How does the use of Nearpod enhance reading comprehension activities of A1 students?

3 Justification of the research

English is an important language that can be taught in easy and fun ways. Teachers are the main directors of this acquisition and play a crucial role in the classroom. The learners did not have the appropriate strategies or resources in their classes; therefore, they demonstrate lack of knowledge to understand what they are reading in English. Sometimes, teachers do not have an idea how to introduce long stories and make learners comprehend the whole text in a dynamic and innovative process. The use of ICTs such as learning management systems, platforms, and digital tools helps instructors to establish real-time interaction with students to support their participation and engagement in the lesson (Torres-Madroñero et al., 2020).

Regarding the context of this research, this proposed study is important because it addresses a notable hole in the English language of Unidad Educativa Santo Domingo de Guzmán students. This hole means limited vocabulary, lack of language structures, difficulty with reasoning, boredom, engagement and interest in written texts. Therefore, the study aims to enhance the reading comprehension of English language at Unidad Educativa Santo Domingo de Guzmán by providing opportunities and strategies for students to improve their comprehension skills by using Nearpod.

Students can comprehend easily what they read when they use resources they really like, and the topics are relevant for them. Reading is not only pronouncing word by word, but also interpreting the text and constructing knowledge making



the experience enjoyable and successful with the support of the teachers. Moreover, students can imagine and make inferences about what they are studying and use their comprehension in real life situations. Also, this study may provide insights into effective activities and language teaching strategies that can be applied in other institutions that face this kind of context and have low reading skills.

Nevertheless, Ecuador is a pluricultural and multilingual country where students can read, comprehend and feel interest and excitement about the different readings of cultures and regions that the mentioned country and the world offers.

Therefore, English is a universal language that allows students to read texts from different countries and cultures and connect people with the same interest, passions and likes with others who like to develop the same skill. Also, most of the information on the internet is in English, so learners have access to it and need to construct knowledge to comprehend what they are looking at.

4 Description of the relationship between the proposal and the research lines

Title: Use of Nearpod to enhance reading comprehension activities in A1 students

General research line: Teaching-learning strategies

Specific research line: Application of a technological platform to enhance reading comprehension activities.

5 The object of the research

Nearpod activities in the development of reading comprehension skills in A1 students.

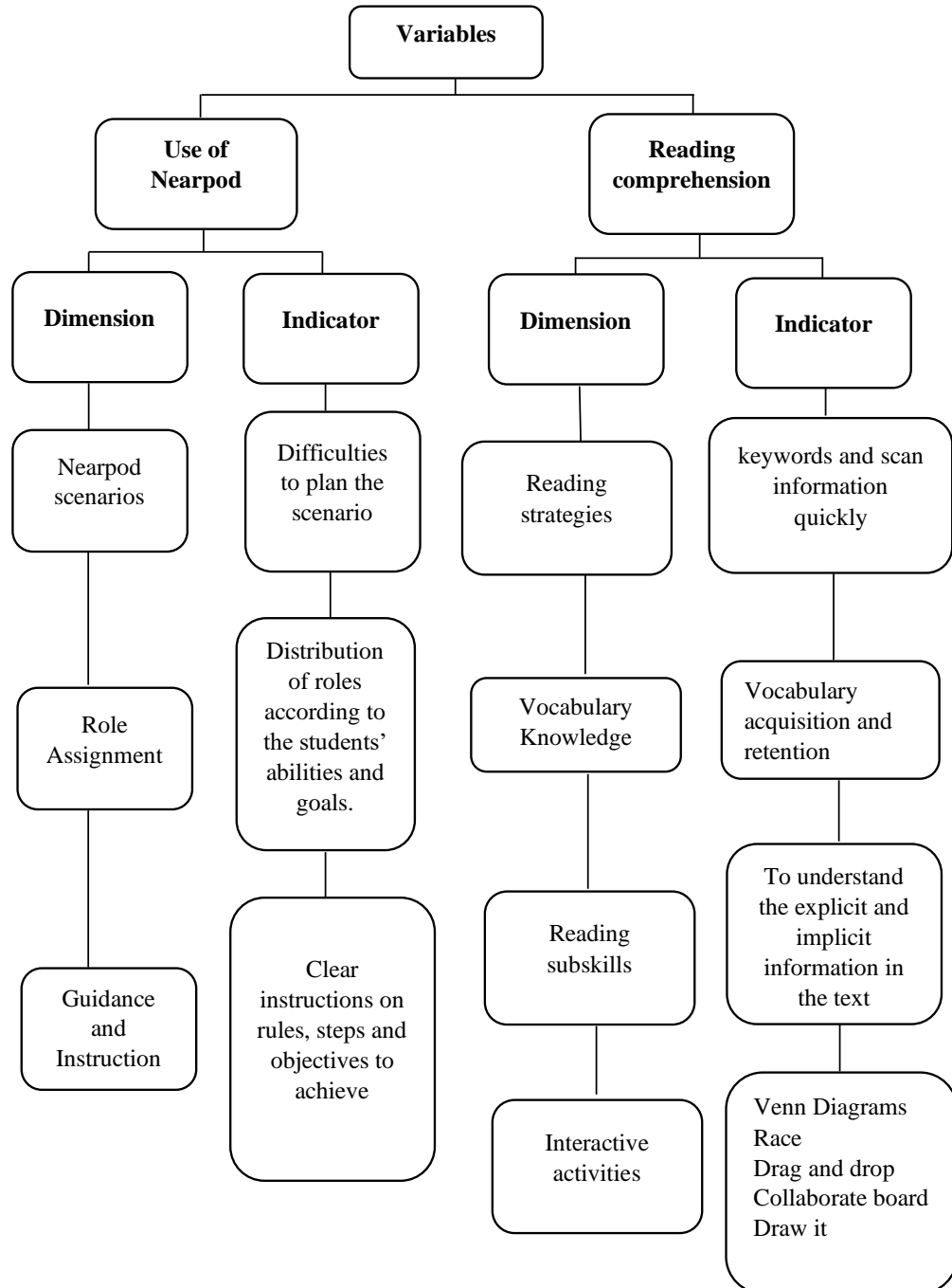
6 General objective

- To enhance reading comprehension skills using Nearpod activities in A1 students.

7 Description of the variables

- Independent variable: Use of Nearpod
- Dependent variable: Reading comprehension activities

Table 1 Variables



Note. Elaborated by Tiban Edison & Yzquierdo Jessenia (2024)

8 Specific objectives



- To identify what reading comprehension strategies are developed in A1 students.
- To design and implement comprehension activities in order to improve the reading skills of the students.
- To evaluate the effectiveness of Nearpod activities in improving reading comprehension skills of the students.

9 Description of the research

The present research adopts a mixed-methods research approach, incorporating both quantitative and qualitative data collection methodologies.

Data was gathered through assessments administered before and after the intervention, classroom observations, and interviews with students.

Scientific Methods:

The research employs inductive, deductive, synthesis, analysis, and historical scientific methods.

Deductive Method:

It is utilized for formulating the problem statement, hypothesis, and drawing conclusions.

Inductive Method:

It is applied for defining objectives and selecting appropriate instruments for the proposal research.

Synthetic Method:

The Synthetic Method guides the introduction, presentation of results, and drawing conclusions.

Analytic Method:



It is employed to define the research topic, provide justification, establish the theoretical framework, and create tools for gathering data.

Historical Method:

This method is employed to understand the background and historical context of the research problem.

Data Collection:

Empirical Method: This method will help the study move forward as it will allow us to get information on how A1 students of sixth grade are using Nearpod to enhance their reading comprehension. Pre- and post-test findings are crucial to this study since they will enable comparison of the two sets of data to see if Nearpod has helped to enhance reading comprehension abilities.

10 Description of beneficiaries

This research will be developed with 20 students. The participants are from 9 to 10 years old. They are in A1 level according to CEFR, and they are students from sixth grade of Santo Domingo de Guzman Educational Unit. The participants do not have a natural ability to process and retain information through reading activities. It could happen because they are not accustomed to read, or they find this skill difficult.

11 Description of the research context

The study will be conducted in a private catholic institution Santo Domingo de Guzman Educational Unit. It is in an urban area of Ambato city. There are about 1550 students and most of them come from families that have a good economic status. It has helped the institution grow and have a good infrastructure for the teaching-learning process. On the other hand, it must be considered that good classroom infrastructure must be combined with interactive methodologies where students enhance English skills in a more entertaining way.



12 Importance of the proposal

Professional Perspective: This present research has a great importance because it holds significance- as it addresses the ne-cessity to improve the te-aching methods in the acquisition of a target language. Teachers can learn more about how to use technological platforms by researching how Nearpod can enhance reading comprehension activities among students at A1 level. Also, this will help them get better at their jobs by showing them new and good ways to teach. Finally, teachers can help all students learn better and get better results in their learning process.

Methodological Perspective: This investigation exhibits significant methodological improvements by employing empirical research to interrogate Nearpod's efficacy. The study deepens our understanding of the impact of Nearpod on reading comprehension activities employing methodological approaches like experimental design, data analysis, and comparison with conventional teaching methods. This methodological rigor increases the validity and reliability of the findings as well as generates a wealth of information on language learning and the integration of technology for subsequent studies.

Social Perspective: From the social perspective, this research will help to determine how Nearpod could support fairness and accessibility in language learning, especially for A1 students who might have different learning requirements or backgrounds. On the other hand, the study tackles the digital gap and promotes fair access to high-quality education, which in turn promotes social inclusion and advancement.