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The effect of digital reading on Edpuzzle to improve reading comprehension for specific information in a group of fifth graders from a public elementary school in Chile

Tesis para optar al grado de Magíster en Innovación de la
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ABSTRACT

This is an action research study which aimed to identify the contribution of digital reading on Edpuzzle to support 21 fifth graders' reading comprehension skill to identify specific information in a primary municipal school in Chile. This aim was reached by assessing the progress of the students along the intervention and analysing their opinions. The interventions were a total of seven which were divided into stage one, with four sessions and stage two, with three additional sessions using the platform Edpuzzle to develop reading comprehension activities to identify specific information. The data was collected using the statistics that Edpuzzle delivers after every intervention. Moreover, a Likert scale and two focus groups were implemented to gather the participants' opinions. The results of the interventions did not show a significant progress of the receptive skill evaluated. Despite this, the students' opinions differed with this results since most of the participants had a positive perception of their performance and progress along the sessions.

Keywords: reading comprehension, specific information, Edpuzzle.



CHAPTER I: INTRODUCTION

1.1 Problem Statement

Reading is one of the language receptive skills of paramount importance at the moment of communicating and receiving information. Therefore, there are many factors to consider when teaching reading. Berardo, S. (2006) claim that “reading for learning is considered to be the type of reading done in the classroom and is goal orientated” (p.51). A reading comprehension activity may have different purposes but inside the classroom is usually oriented to a specific goal set by the country authorities. According to the Ministerio de Educación (MINEDUC, 2020), in elementary education from first to sixth grade, Chilean students should be able to comprehend different types of texts like songs, stories and articles. Moreover, they should be able to grasp the general idea of a text and identify specific pieces of information. In addition to this, the syllabus for English teaching indicates that students need to be able to use strategies like predicting, pre-reading, scanning and confirming ideas during a reading comprehension activity or task. Therefore, when finishing sixth grade, students are expected to use all of the strategies and skills stated above when finishing elementary education.

Despite what the Ministerio de Educación pursues from sixth grade students in Chile, the reality may vary a lot, especially when we consider the few hours of exposure students have in the regular system and the few opportunities to practice the different skills outside the classroom as foreign language learners. For instance, Agencia de Calidad de la Educación (2018), depicts how poor the reading comprehension skills of Chilean youngsters was in the 2017 SIMCE test applied to third high school students. Being the mean score of 22 points out of 100. These results express an appalling situation at a national level that needs to be addressed urgently. In the particular context of fifth graders in this study who belong to a public school in Chile, this situation is not so different. Their reading comprehension skills are feeble. They express how difficult it is for them to comprehend a text as well as to extract explicit and implicit information, and the lack of strategies they have. The results of the unit tests comply with these statements, as the reading section is always the one with the lowest percentage of correct answers. Apart from the exposure time, the reason for students' poor results is their attitude towards reading activities. They describe them as dull, difficult, hard to answer and too long. The perception they usually have is mainly negative, generating a high affective filter, consequently, unfavourable results.



In order to solve this problem, this action research aims to improve these fifth graders' receptive skill and strengthen it so they can gather the required information to complete an activity, task or project. In order to reach this aim, this study will focus on the use of digital reading activities on Edpuzzle platform to improve reading comprehension skills for specific information. Liu (2012) mentioned the importance of digital reading, explaining that it is expected for children to develop different strategies and develop a great capacity of reading online information and it is efficient and motivating to use in reading comprehension activities, considering as well how drawn into technology students are nowadays. Moreover, in a study carried out by Roig-Vila (2017) the results of Edpuzzle in the experimental groups of the study, showed meaningful results, when compared to the control group that learned through the use of traditional materials. Hence, the use of this strategy could have a positive impact in the reading comprehension skill of the students to identify specific information and boost other areas of significant importance such as metacognitive abilities.

1.2 General and Specific Objectives

General objective

To determine the contribution of digital reading on Edpuzzle to support fifth graders' reading comprehension skill to identify specific information.

Specific objectives

SO1: Assess fifth grade students' progress in reading comprehension to identify specific information along the intervention when using digital reading on Edpuzzle platform.

SO2: Analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information.



CHAPTER II: THEORETICAL FRAMEWORK

2.1. Reading comprehension in the EFL classroom

In the researcher's experience, reading comprehension is one of the hardest skills to acquire for EFL learners. They tend to focus on details and try to understand every word to comprehend what they are reading. Moreover, it is hard for them to use strategies and feel motivated to read in or outside the classroom.

There are several aspects to pay attention to when reading, for instance, Anderson (2014) mentions that there are three reading models: bottom up, top down and interactive models, being the third one the most representative one that readers use when they encounter a reading. He also explains how the act of reading is defined by the reader, the text, the fluency, and the strategies the reader uses. Besides, the author indicates how important strategies are in the ESL and EFL context. The most important strategies he mentions are metacognitive reading strategies. The top reading strategies that EFL learners use are to pay closer attention when the texts get harder, to re-read, guess the meaning of unknown words, underline or circle important information and get back when losing concentration.

As stated by Kusumawardana and Akhiriyah (2022) "EFL learners still lack using metacognitive awareness of reading strategies significantly because of their unknowing and inadequate understanding of what reading strategies to use, and how and when to use them appropriately". (p.1)

Regarding the context, Pinter (2017) explains that reading in a foreign language environment is harder than learning in a second language context. Despite this, learners can use the strategies and knowledge they already have from their first language, although, it will depend on the level of literacy each learner has in their L1. The strategies they can transfer are regarding spelling patterns, sounds, and letters.

Kusumawardana and Akhiriyah (2022) define reading comprehension by saying:

Reading is an ability that assists students to comprehend the context of the text they are reading. A good reader can anticipate what will be discussed in the text, connect the material in the text to prior knowledge, ask questions while reading, monitor their understanding of the text, and summarize what they have read. (p. 2).



Furthermore, Delewi (2016) complements this information, defining reading comprehension as “process in which the pupil passes the level of merely identifying letters and words to interaction between text and meaning.” (p. 73)

Considering these and other problems, several strategies have been used to teach reading comprehension skills in an EFL context. This research proposes the use of digital reading to identify specific information.

2.1.1 Reading comprehension to identify specific information.

Reading comprehension can be divided into different purposes like comprehend the general idea of a text, reading for detail, identify specific information, etc. This study will focus specifically on reading comprehension to identify specific information, generally use with the implementation of the scanning strategy.

According to Banditvilai, Choosri. (2020) Reading comprehension as scanning strategy is defined as:

Scanning is a reading skill that allows the reader to locate specific information quickly. With scanning you already know before you begin what sort of information you are searching for. The purpose of scanning is to get specific information. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. Scanning can help the students learn to read and understand faster. Therefore, it can be concluded that strategies and critical thinking are crucial to finding specific information within the text successfully. (p.46)

Similarly, there are authors who exemplify the use of the scanning technique in order to identify specific information. There are different stages and benefits that are mentioned in the following paragraphs. Dewi (2022) explained different stages that can be followed in order to implement the scanning technique, such as “(1) Understand what you are looking for, (2) Analyse the content in the text, (3) Anticipate the information that will appear, (4) Read every paragraph at once, (5) Read the entire text.” (p.73). Therefore, it is evident that scanning should be taught and follow a structure like the one presented.

Moreover, Dewi (2022) mentioned the benefits of this scanning by saying “the application of this strategy is very helpful for the development of students in learning to read in class... help pupils become more focused and efficient in their reading comprehension”. (p.73)



Aritonang et al. (2018) name the advantages of using scanning in reading comprehension activities by saying “There are some advantages of scanning. There as follow:

- a. Scanning helps the students only try to locate specific information.
- b. Scanning helps the students to follow the linearity of the passage.
- c. Scanning helps the students to use the time efficiently.

Based on the statement above, reading using scanning can help the students to get information from the book and the students can used the time efficiently.” (p. 103)

Additionally, Edvieanto et. al. (2019) numbered a series of benefits that were found after using the scanning technique to improve reading comprehension. The benefits are the following: 1. “The use of scanning technique can improve the students’ reading comprehension. 2. Scanning technique is easy to apply for students and teachers in teaching and learning activities especially in reading comprehension. 3. Teaching process using scanning technique can save in time. 4. Students are expected to easily absorb information from other subjects.5. With the scanning technique of increasing student activeness, it can be seen from the feedback of students in each answer question.” (p.163)

Accordingly, there are several benefits that this technique may provide to reach a better performance when facing a reading comprehension task.

2.1.2 Reading comprehension in the Chilean classrooms

Reading comprehension in Chile is one of the lowest skills developed by students in their first language as it is shown in classes and national exams. This issue directly affects reading comprehension in a second language since students do not have enough strategies or abilities to transfer to theL2 reading process.

In 2020 there was a study carried out in Chile that focused on the motivation and comprehension that third, fourth and fifth grade students had regarding reading in Spanish, their first language. This study by Orellana et al. (2020) involved 1070 students from public and private schools. It showed that the motivation that students had at the beginning of the school year had a great impact on the improvement of their reading comprehension skills. Also, it was proved that the self-concept that the students had of their capabilities, had a strong influence on their performance along time.

Agencia de Calidad de la Educación (2018) showed concrete data on the performance third high school students had on SIMCE, a standardize test applied



on 137 public high schools along the country. The score range was from 0 to 100, being the average score of the country of 22 in the reading section. Students were expected to reach and A1 level or a A2-B1 level of English according to the CEFR. The objectives for the A1 levels were two. First, to comprehend brief and simple texts related to themselves, their family or environment. Second, to comprehend texts and identify explicit information accompanied by visual support. The objectives to reach an A2-B1 level were the following: to recognize the main idea of a text about daily topics and to comprehend texts related to daily topics that have simple or medium-level complexity.

According to the results, 68% of the students reached an A1 level of English, while 32% of them reached an A2-B1 level. Therefore, it can be assumed that the level of English and reading comprehension of most of the Chilean population is in a beginner's level in third grade of high school, a level expected for students finishing primary school that is four years earlier.

Students are meant to reach three objectives related to reading comprehension in fifth grade OA 5, 8 y 9. According to MINEDUC (2023) these three objectives state the following. First, to show comprehension of the texts that include frequently used vocabulary to greet, ask and give information, follow instructions, express likes, preferences, quantities, and possession, etc. The second objective expects students to express preferences and react to the texts making connection to personal experiences. The third objective states that students should be able to use strategies while pre-reading, reading and post-reading, these strategies involve making predictions, organize the information, re-read, etc. Objectives 5 and 9 are of outmost importance in this year because it has continuity until students reach second year of high school.

2.2. Young learners

This study focuses of working with young learners. The participants are a group of fifth grade and their age range is from 10 to 11 years or age. These are several different definitions of young learners but this action research will focus on the definitions purposed by Nunan (2010) and Pinter (2006).

According to Nunan (2010) the age of younger learners ranges from 3- to 15-year-old learners. Even though there are some writers who divide the ages into smaller ranges, he does not agree with this since children with same chronological age do not necessarily share the same characteristics. The author divides the groups into younger and older learners, sharing the characteristics of Pinter (2006) for these two



groups.

On the other hand, Pinter (2006) explains that younger learners are at their first years of school instructions, they can understand, yet not analyze messages, they are not necessarily aware of their learning processes, they have limited literacy skills and limited knowledge of the world. Finally, these younger learners show a greater interest for activities related to imagination, fantasy and movement.

In contrast, the author defined older learners as students who are already in the school system and have a school routine. They show interest in more analytical and abstract aspects of the language. Besides, older learners are more conscious about their learning process and their reading and writing skills are developed properly. Indeed, these students are aware of others' opinions and realities, and they are more interested in issues that occur in real life.

Table 1.
Younger Learners vs Older Learners Characteristics

<i>YOUNGER LEARNERS TO OLDER LEARNERS</i>	
Learners are at preschool or in the first couple of years of schooling	These learners are well established at school and are comfortable with school routines
They have a holistic approach to learning language, which means that they understand messages but cannot yet analyze language	They show a growing interest in analytical approaches which means that they may take interest in language as an abstract system
They have lower levels of awareness about themselves as language learners as well as about the process of learning	They show a growing level or awareness about themselves as language learners and the process of learning
They have no or limited ability to read and write, even in their first language	They may have well developed skills as readers and writers in their first language and will be interested to learn how to read and write in their second language
Generally, they are more concerned about themselves than others, they have limited knowledge about the world	They have a growing awareness about others and the world around them
They enjoy fantasy, imagination, and movement	They begin to show interest in real life issues.
They may be familiar with smartphones and tablets and may have used the internet	They are likely to have access to computers and the internet, they may own a smartphone, and they may be



	regular users of social media and/or regular online game players
--	--

Note. Adapted from *Teaching Young Language Learners* by A. Pinter ,2017, n.p. Copyright 2017 by Oxford University Press.

When thinking about how young students learn or acquire a language, Kersten and Rohde (2013) share some ideas by saying “at primary school where there is a fixed curriculum, teaching concepts and methods must be selected carefully and should not be based on explicit teaching of grammar and a pronounced focus on forms (as opposed to a focus on form).” (p.118)

Considering the definitions given by the authors regarding younger and older learners, it is evident that both groups learn differently. Hence, the activities and reading passages that they should work with must be different and point to their specific capabilities, needs and interests.

2.3. Early Language Learning

Children learn a language through their immediate environment and begin to communicate with more complex interactions as they grow up and develop new skills. There are different stages and processes that need to occur within a kid’s brain to develop their language skills.

According to Idrayani (2016), language learning is divided into three different periods, being the first from birth to the first year of life of an infant where she/he still does not develop language. Then, from their first to their third year of life, children start producing isolated words or short sentences. Moreover, three to sixth year-olds are meant to be able to produce more complex communications, be aware of the phonological aspects of the language, use a wider range of vocabulary, etc.

On the other hand, Idrayani (2016) mentions some factors that affect the development of the language. First, health. Children may develop difficulties if they present health issues during the first two years of life. Second, intelligence is a factor that clearly supports a faster development of the learning process. Third, the social background of a child, since it is thought that poor families do not have the same learning opportunities that richer families, therefore, cannot pass on this knowledge. Another important factor is related to family relations and size because healthy relationships and small families are an advantage for children who can receive more attention from their parents. Finally, their personality and relationship with others.



Children who share with others and adapt to their context, speak more frequently and improve their speaking skills.

In Europe, there are policies regarding Early Language Learning. For instance, Enever (2011) explains about the policies of Early Language Learning in Europe (ELLiE). Most of these countries set the mandatory age to start language learning from the age of 5 to 7 years old. Students get weekly classes and students with special needs are likely included in the lessons as they should have the opportunity to learn. Regarding the teachers that teach foreign languages, there can be general teachers, who teach several classes plus the FL class. Also, a specialist teacher, an expert on the subject, a semi- specialist teacher and a non-qualified teacher who may know the language but not necessarily know how to teach it.

In Chile, the official language is Spanish and English is taught as a foreign language (EFL) generally from pre-kindergarten but it is mandatory in all the country since fifth grade in primary school. Pinter (2017) defines EFL by saying that English is taught as a subject in school where there is not an English environment. Furthermore, she explains that young children can understand and comprehend language more easily, copy their sound or rhythm and feel more comfortable speaking and using the language, worrying less about making mistakes and being judged.

This is true, specifically in the group of participants of the study since they have felt comfortable speaking and using English inside and outside the classroom since they were in pre-kindergarten and have continued showing confidence since.

2.4. Reading in early language learning

One of the latest skills to acquire in a second language is reading since students do not pay attention to this type of tasks or do not feel very attracted to them. It is more common to hear students using the language orally or writing words or short sentences when using social media or online games chats. Therefore, reading in early years must be crucial for every teacher in every classroom and find the more motivating and attractive activities for students to enjoy reading in another language.

Nunan (2010) explains that there are many factors to be considered when teaching younger learners how to read, like the developmental stage of the child, the language level of the learner in their first language, the differences, and similarities of the first and second language, the student's level of proficiency in the L2, possible disabilities, etc. In addition, the author mentions the importance of transference in his book and how relevant it is that the student has created structure in the first language that can later transfer to the second language to make the reading and learning process in general, easier.

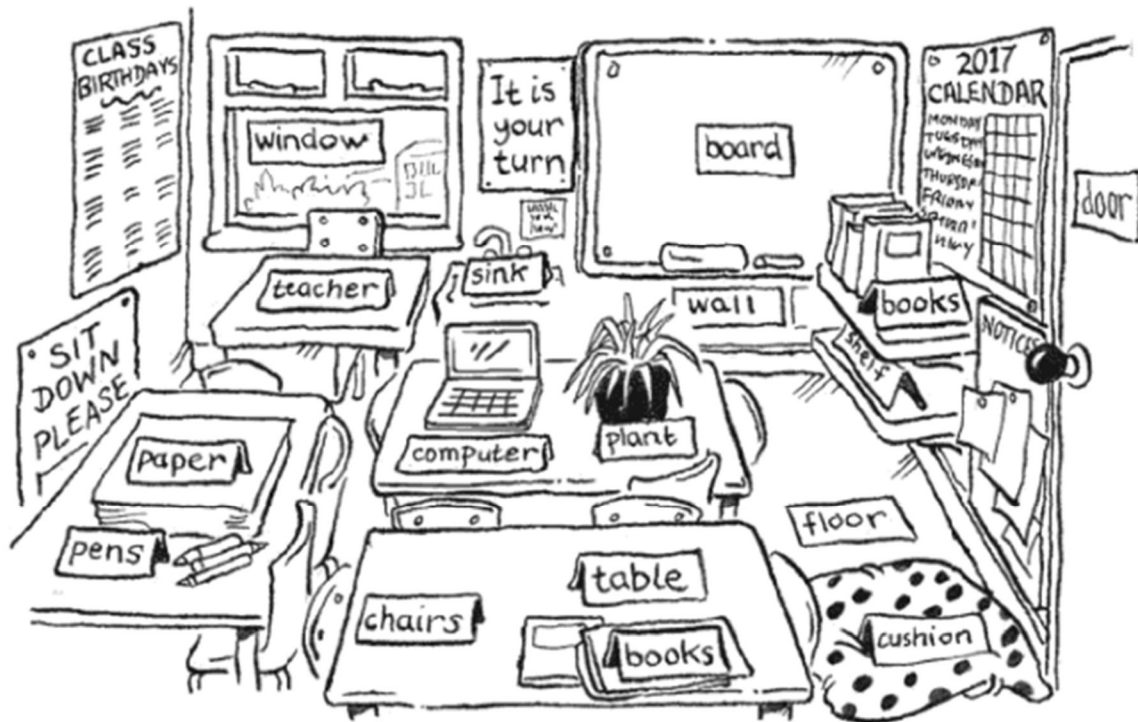


Pinter (2017) explains the advantages that phonographic languages have when reading in English because this type of writing patterns are the same in Spanish and English unlike other types of languages like Russian, Korean, etc. Moreover, the author mentions the importance of using familiar language with younger learners in the English classes to work on the students' skills gradually, adding multisensory activities as well.

Regarding older learners, Pinter (2017) mentions the relevance of using graded or simplified texts for them to try to comprehend the meaning of the texts and reach a sense of motivation and accomplishment afterwards. When they enjoy reading, it is more likeable that students will read outside the classroom and even create their own pieces of writing. Furthermore, the author mentions the favourable use of introducing written words to familiarize children and make them curious about reading and writing.

Figure 1.

The use of written words to familiarize children.



Note. Adapted from *Teaching Young Language Learners* by A. Pinter, 2017, n.p. Copyright 2017 by Oxford University Press.



Jackson et al. (2006) share their ideas about developing literacy skills at a young age by saying “Learning to read and write is an interactive, complex and multifaceted process that requires a variety of instructional strategies and approaches. The challenge is to identify effective teaching strategies that can maximize young children’s learning.” (p.214). In the study carried out by these authors, children with high levels of poverty were chosen to do this study, since their levels of literacy are significantly lower than the ones from children from higher socioeconomic backgrounds. Using “Heads Up! Reading” course for a 15-week period.

This course was chosen for the following reasons “(1) was based on evidenced-based literacy practices, (2) promoted instructional strategies that included naturalistic embedded opportunities, as well as explicit exposure to key concepts, (3) had a strong emphasis on both written language awareness and phonological awareness and (4) was based on developmentally appropriate practices.” (p.215). After completing the interventions, the results of the study were positive confirming the relationship between quality environments to the results on the students’ literacy skills.

2.5. Reading on digital media

The way people read has been changing along with the new generations. E-books appeared together with artifacts like kindle, interactive books, read-aloud stories, etc. Different ways to present and watch, listen, or read stories have appeared and it is important to try these new technologies inside the classroom.

Although there are authors such as Wolf and Potter (2018) and Carr (2020), among others, who mention how important is to read on paper and how digital resources might be negative for people, there are others who see and prove there is a world of possibilities in digital reading. For example, Ganito and Ferreira (2016) depict the importance of being able to move and carrying around a book anywhere at any time, being connected and sharing ideas and opinions with others at the same time physically or virtually. Besides, they mention that if a person has read printed books, it is very likely that he/she will read digital books.

Kelly (2016) names several advantages that support the use of digital reading. For example, its accessibility, every reader can find a book, article or other anywhere in the world by accessing the internet. Also, he mentions the customization together with the interactivity that digital reading has. Every user can choose the font, the size, the background, the sharing options, along with many other features. They have the option to change every aspect to their liking. In addition, the portability is another plus that reading on a digital platform has. They can take as many books, series, magazines, or any type of reading anywhere in one single small device.



Finally, the cost of these pieces of reading. Usually, they are cheaper, easier to find, and they may even be available for free.

Furthermore, the author Liu (2012) explains that “readers (especially younger readers) are likely to gradually develop the screen-based reading behaviour, and to increasingly use a variety of strategies (e.g., browsing and key-word spotting) to cope with the information-abundant environment.” (p.92).

Consequently, it is a good sign that students try to develop the use of strategies when reading, considering that the aim of the study is to improve reading comprehension to identify specific information, a subskill aligned with the use of scanning strategies, very much used in digital reading.

2.6. Edpuzzle

Edpuzzle is an online platform that helps teachers to make or choose videos to include in their lessons. There are video lessons created by other teachers and every user can choose and edit any video to present in their lesson. Within these videos, there is the possibility to add questions, audios, or notes. Moreover, teachers can select and assign a video to their students and check the progress and results of their performance from his/her account. (Edpuzzle, 2023)

On research carried out using Edpuzzle as a tool inside the classroom, Roig-Vila (2017) the best results were achieved by the experimental group which the participants used the platform within the class, followed by the group that used the platform at home as a flipped classroom, ending with the lowest scores, the group that did not use the platform and only answered a questionnaire about the same topic. It is expected that this study may reach similar results.

Bazurto and García (2021) conducted a study using Edpuzzle as a flipped classroom instrument to improve a group of students’ reading comprehension. According to their findings, there are several advantages that the platform offers to help teachers. For instance, it is mentioned that the features presented in the webpage aided to identify the students’ strengths and weaknesses . Moreover, teachers could see which parts of the reading comprehension task were comprehended and which parts needed more work. Therefore, the needs of the students could be addressed by the instructors and the skill could be improved.

In a research studied conducted by Fabillar (2022) using the Edpuzzle platform to improve fourth graders reading comprehension skills, he claims the following “In the process, they got the chance to raise the level of their reading ability and their reading comprehension levels. They also got the opportunity of raising their class



achievement. Also, through the Edpuzzle App, they gained venues to take pleasure in reading and appreciate its value.” (p. 4)

Edpuzzle will be used, in this study, as a tool to work on students’ reading comprehension along the interventions to analyse the contribution this platform may have on students’ results and their opinions regarding the use of the platform and how attractive it was for them.



CHAPTER III: METHOD

3.1 Type of Research

The present study is action research. A type of research that involves finding a problem, reflecting upon it, planning on solutions, and taking actions to keep reflecting and modify the actions when necessary to finally reach conclusions on the effect that the investigation had on the problem. As Burns and Richards (2012) mention, is systematic and it involves observing the results, reflecting, and modifying the plan if necessary. In this context the teacher-researcher identified serious problems in the reading comprehension skills of a group of fifth graders and plans to address it using digital reading on the Edpuzzle platform. Moreover, statistical and content analysis have been used in study to analyse the data obtained during and after the intervention as well as comparing the results to the theory that supports this study.

3.2 Research Problem

The Ministry of education expects primary school students to be able to reach several aims. MINEDUC (2023) mentions objectives like comprehend different texts, use a variety of strategies, and extract implicit and explicit information while reading.

Despite these expectations, it is not always possible to reach these aims because of several aspects, for example, the few hours of exposure to the English language that students have every week inside and outside the school. Also, the little interest the children show to reading in the first and second language, the texts are not always motivating and engaging for them, and the activities can be difficult to understand and carry out.

Usually, the group of participants in this study prefers games and technology related activities. They express how difficult it is for them to comprehend a text as well as to extract explicit and implicit information, and the lack of strategies they have. The results of the unit tests comply with these statements, as the reading section is always the one with the lowest percentage of correct answers. Apart from the exposure time, the reason for students' poor results is their negative attitude towards reading activities.

3.3 Research question and objectives

3.3.1 Research question

“How can the use of digital reading on Edpuzzle support a group of fifth graders' reading comprehension skill for specific information?”

3.3.2 General objective

To identify the contribution of digital reading on Edpuzzle to support fifth graders' reading comprehension skill for specific information.



3.3.2.1 Specific objectives

SO1: To assess fifth grade students' progress in reading comprehension for specific information along the intervention when using digital reading on Edpuzzle platform.

SO2: To analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information.

3.4 Participants

This action research was carried out within a group of 21 fifth graders from a public primary school in Chile. Their age ranges from 9 to 11 years old. These students have been receiving instruction in English since they were 4 years old in pre-kindergarten classes. They are a very enthusiastic group who feel very comfortable during the English lessons and meet all the requirements for the grade. Moreover, the students' parents are caring and involved in their learning process and have a high value for using English as a tool to have more opportunities and in everyday life activities. They signed an informed consent to support their children's participation in this AR.

Table 2

Description of participants.

Type of school	<ul style="list-style-type: none">• Public primary school
Age of the participants	<ul style="list-style-type: none">• 9-11 years old
Characteristics	<ul style="list-style-type: none">• Enthusiastic group• Involved parents• Learning English since pre-kindergarten• English lessons twice a week• Follow the national curriculum by MINEDUC• Seven SEN students

The sample selected for this study is a purposive sample, which is defined by Gliner, et. al. (2016) as a "Nonprobability sampling technique in which participants are handpicked from the accessible population so that they presumably will be representative or typical of the population" (p 149). This type of sample has been selected because they struggle to comprehend written texts like most part of the school population, but they are easily available and have good disposition to learn, engage into new activities and use technology. Moreover, there is strong bond with these students as the teacher-researcher has been their class teacher for 7 years, which facilitates the process and students may feel more involved and committed to fulfil the tasks.

3.5 Stages of the Action Research Study

The action plan of the present study consisted of a first session presenting the action research and the use of the platform. Moreover, this plan included the



implementation of two intervention stages, being the first stage of four sessions and the second stage of three more sessions to gather more data and reach more reliable results. Each session consisted of pre-teaching the vocabulary of the lesson, then do the reading tasks on Edpuzzle and finally filling an exit ticket to check the comprehension of the vocabulary and the story. After the seven interventions, the Likert scale questionnaire and the two focus groups interviews were administered. (See figure 2)

Figure 2.

Action Plan

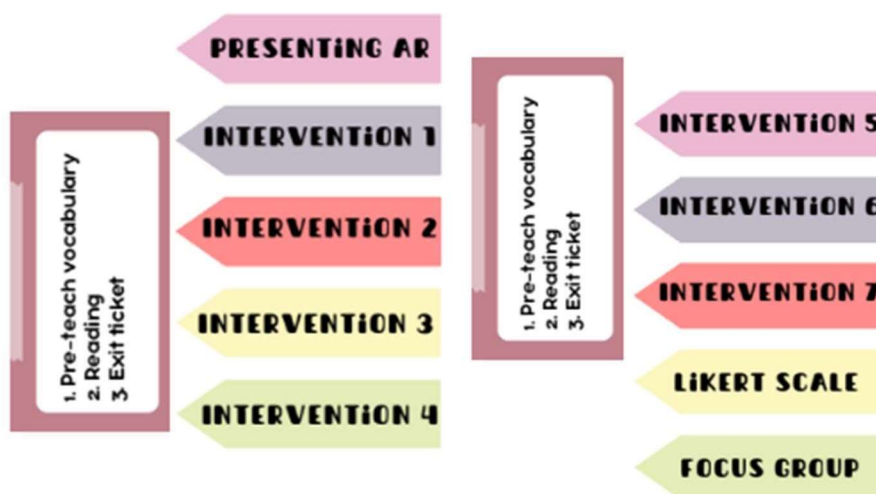


Table 3.

Action Planning

Session	Aim of the Session
Session 1 May 18 th	By the end of the session, students will be able to comprehend how the research will be carried out and how Edpuzzle platform works
Stage 1 Interventions	
Session 2 May 19 th	By the end of the session, students should be able to identify specific information about the characters' feelings on a story on Edpuzzle (See activity: https://edpuzzle.com/media/6466ce8b9d2e9c433fe0e16a)
Session 3 May 24 th	By the end of the session, students should be able to identify specific information about objects or people's features in a story on Edpuzzle (See activity: https://edpuzzle.com/media/6461a26d0a358b431561c45c)



Session 4 May 26th	By the end of the session, students should be able to identify specific information about events in a story on Edpuzzle (See activity: https://edpuzzle.com/media/6461a844c9aba6431f8e51cf)
Session 5 June 1st	By the end of the session, students should be able to identify the sequence of events in a story on Edpuzzle (See activity: https://edpuzzle.com/media/6461a8bafce20642ea1700cb)
Stage 2 Interventions	
Session 6 July 19th	By the end of the session, students should be able to identify specific information about the characters' personal information in a story on Edpuzzle (See Activity: https://edpuzzle.com/media/64c3d3e5b89cdb41ab21e4b9)
Session 7 July 21st	By the end of the session, students should be able to identify specific information about clothing in a story on Edpuzzle (See activity https://edpuzzle.com/media/65141672d23c484011bc13db)
Session 8 July 26th	By the end of the session, students should be able to identify the sequence of events in a story on Edpuzzle (See activity: https://edpuzzle.com/media/6516c673a7ede140185fa051)
Session 9 July 27th	By the end of the session, students should be able to express their opinions though a likert scale questionnaire on how much the activities helped them to improve their reading comprehension skill for specific information
Session 10 July 28th	By the end of the session, students should be able to express their opinions through a focus group interview on the use of Edpuzzle platform and their reading comprehension skills

(See appendix section 1 for an example on an Edpuzzle activity)

3.6 Data collection techniques

Three instruments have been chosen to gather information in this action research. They have the role of reaching the specific objectives purposed by the teacher-researcher. Each of them has been carefully chosen based on the group of participants selected, the time available for the implementation of the project and the feasibility to carry them out.

3.6.1 Edpuzzle statistics

To accomplish the first specific objective “to assess fifth grade students’ progress in reading comprehension for specific information along the intervention when using digital reading on Edpuzzle platform”. Edpuzzle is an online platform for educational



purposes where teachers can upload Youtube or self-created videos and include questions along the video to check the watcher's comprehension. The questions can be multiple-choice or open-ended. For this study, the questions will only be based on the identification of specific information within the stories. The data the platform provides is very specific, and it shows the general level of achievement of the whole class group, the results per question and the performance of each individual participant at any time. Therefore, following the progress of each subject should be untroublesome. Moreover, the number of questions by each activity will be the same so that the performance of the students can be easily tracked, and the results can be analysed congruously.

3.6.2 Likert Scale

The second specific objective is "to analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information". To comply with this aim, two different instruments have been chosen. The first of them is the Likert scale, a quantitative instrument that helps to gather information rapidly. As Joshi, et.al. (2015) depict, a Likert scale aims to evaluate the attitude of the subjects towards an intervention and manifest their level of agreement on the descriptors of the instrument. The Likert scale used in this study targets to collect information about the students' opinions after being exposed to the digital reading technique carried out during this research and check whether the results were positive and what perceptions the participants had. Other positives characteristics of questionnaires like a Likert scale are mentioned by Dawson (2009) saying that they "tend to be quicker to administer, to record responses and to code" (p.87). Well written and clear questions within a Likert scale are imperative to collect meaningful data, Wilkinson & Birmingham (2003) explain that "An effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondent to the researcher" (p.8). This is what this researcher tried to accomplish.

This instrument was created by the researcher and validated by experts. It included three different dimensions, namely, the use of the platform Edpuzzle, digital reading on Edpuzzle to work on reading comprehension and digital reading on Edpuzzle for reading comprehension for specific information. Each of these dimensions had three descriptors. The complete questionnaire was creating considering the focus of the study to gather information about the platform and the effect on the participants' reading comprehension.

This instrument was applied during a 30-minute session. Each participant received a printed version of the Likert scale, read it and answered it individually according to their opinion.

An example of the Likert scale used is presented in the following table.

Table 4.

Likert scale sample items by dimension.



Dimension	Sample descriptor
The use of the platform Edpuzzle	I liked the activities from Edpuzzle platform
Digital reading on Edpuzzle to work on reading comprehension	My reading comprehension skills improved after the activities on Edpuzzle
Digital reading on Edpuzzle for reading comprehension for specific information	I was able to answer questions about specific information along the sessions

Note. The complete version of the Likert Scale can be found in the Appendix section 2.

3.6.3 Focus Group

The final tool of this research is a focus group, meant to gather the students' opinions on the use of digital reading on Edpuzzle platform, their reading comprehension abilities after or during the implementations and if these abilities can be used in other contexts. This data collection tool is related to the second objective, which is "to analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information". Tomal (2010) defines a focus group by saying "A focus group generally consists of about five to ten people who are interviewed in a comfortable, nonthreatening setting. Although the interviewer might ask questions of the focus group, the participants often just share their feelings and perceptions while the interviewer records their responses" (p.51). Furthermore, Gliner et. al. (2016) explain that "Such groups may stimulate peoples' thinking and elicit ideas about a specific topic." (p. 230). Moreover Wilkinson & Birmingham (2003) depict the focus that this type of interview has, by saying "The emphasis is on understanding participants' experiences, interests, attitudes, perspectives and assumptions." (p. 90).

Based on the literature, the researcher decided to use two focus groups of four participants each because the age and maturity of the students might interfere on the smooth development of the interview, resulting on copied or biased answers. This instrument was created by the author and validated by experts. (See table 5)

The focus group interviews were carried out in the library of the school. Each four-people group was invited to the room and interviewed. Each interview took around 15 to 20 minutes.

Table 5.

Focus group sample questions by dimension

Dimension	Sample question
The use of Edpuzzle platform	Which positive and negative characteristics does Edpuzzle platform has?



The use of digital reading on Edpuzzle for reading comprehension for specific information	Are Edpuzzle’s activities favourable or unfavourable to improve your reading comprehension? Why?
The use of reading comprehension strategies for specific information in other contexts	Have you noticed that these activities helped you to improve your reading comprehension in other subjects? How?

Note. The complete version of the focus group interview can be found in the Appendix section 3.

3.7 Data Analysis Techniques.

The analysis of the results from the quantitative and qualitative instruments used in this study was done using descriptive statistics divided into average and percentages, and content analysis depending on each of the instruments.

3.7.1 Statistic Analysis

First, the results from the activities from the Edpuzzle platform were analysed as quantitative information based on the number of correct answers per student in each of the sessions, which were seven, to check the progress they presented. Each of the activities had ten questions, so the analysis of the results was easier to check. The analysis of these data was done through descriptive statistics defined by Gravetter and Wallnau (2014) when saying that this type of analysis has the purpose to collect, analyse and interpret the different data in order to reach conclusions and decide what to do with the results obtained.

Moreover, Likert scale results were analysed by processing the information obtained from each of the participants. This data collection tool is also considered to provide quantitative information as the one mentioned above. The results were translated into statistics, checked for normality and went into the process of a significance test.

3.7.2 Content Analysis

On the other hand, the qualitative information gathered in the focus group was analysed using content analysis, dividing the results into different themes and subthemes, together with the frequency of answers and quotes as examples. Wilkinson and Birmingham (2003) explain that:

To conduct a content analysis, the data (the text of an interview, speech or focus-group discussion) are coded or grouped into categories which are tested for their reliability and validity (whether or not they accurately represent what is being said, in a transcript for example). These categories or codes will include words or themes, word senses, phrases or whole sentences. Once coded, the textual data are interpreted and the results of the analysis provided (p.68).



Therefore, a series of steps were followed to later describe the results obtained in this study.

CHAPTER IV: FINDINGS

This action research was led by the general objective that searched “To identify the contribution of digital reading on Edpuzzle to support fifth graders’ reading comprehension skill for specific information.”

In order to reach the general objective, two specific objectives were purposed and analysed using different data tools and analysis techniques. In this section you will be able to see the results from the first stage of this study consisting of four sessions. The results show the performance and opinions of 13 participants who were the ones that participated during the whole process of research.

4.1 SO1: To assess fifth grade students’ progress in reading comprehension for specific information along the intervention when using digital reading on Edpuzzle platform.

The instrument used to analyse the progress of the students were the results of Edpuzzle reading activities presented in the platform. Each activity consisted of 10 multiple-choice and open-ended questions and the highest score was of 100 points.

During the action plan, the interventions sessions were divided into two stages, the present results depict the performance of the participants in stage 1 consisting of four interventions.

Table 6

Results of the participants along the interventions

Participants	INT 1	INT 2	INT 3	INT 4	Mean
P1	0	10	20	30	15
P2	40	73	75	35	55.75
P3	20	30	40	75	41.25
P4	40	37	60	30	41.75
P5	50	40	40	50	45
P6	30	28	20	30	27
P7	20	20	50	70	40
P8	20	10	10	30	17.5
P9	30	40	60	50	45
P10	40	50	40	70	50
P11	40	20	40	40	35
P12	50	47	55	30	45.5
P13	10	33	35	40	29.5



In table 6, it can be seen that participant 2 was able to reach a level above 50 points along the four interventions sessions and participant 10 reach exactly 50 points. Therefore, only two of the 13 students showed a favourable progress after the four sessions of stage 1 of the actions plan. It is noticeable that four students performed under 30 points, being participant 1 who showed the lowest score of 15 points out of 100.

Figure 3.

Progress of results along the intervention

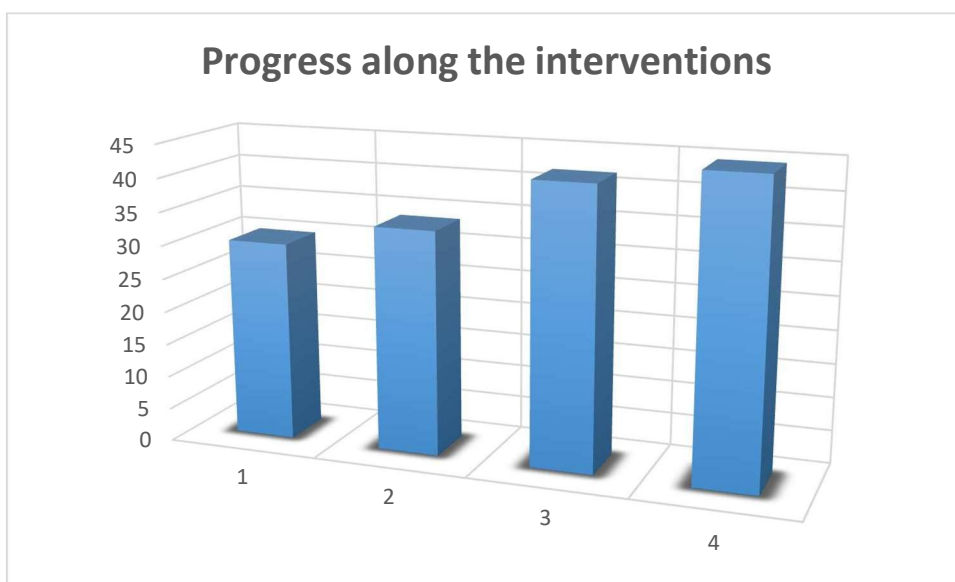


Figure 3 shows a progress along the interventions. Checking the mean scores and proving that intervention 1 has a mean of 30 points while intervention 4 has a mean score of 44.6 points being the difference between them of 14.6 points.

Table 7

Results of interventions at stage 2

Participants	INT 5	INT 6	INT 7	Mean
P1	60	70	70	66.6
P2	40	70	20	43.3
P3	50	80	60	63.3
P4	40	70	40	50
P5	30	70	60	53.3
P6	40	40	30	36.6



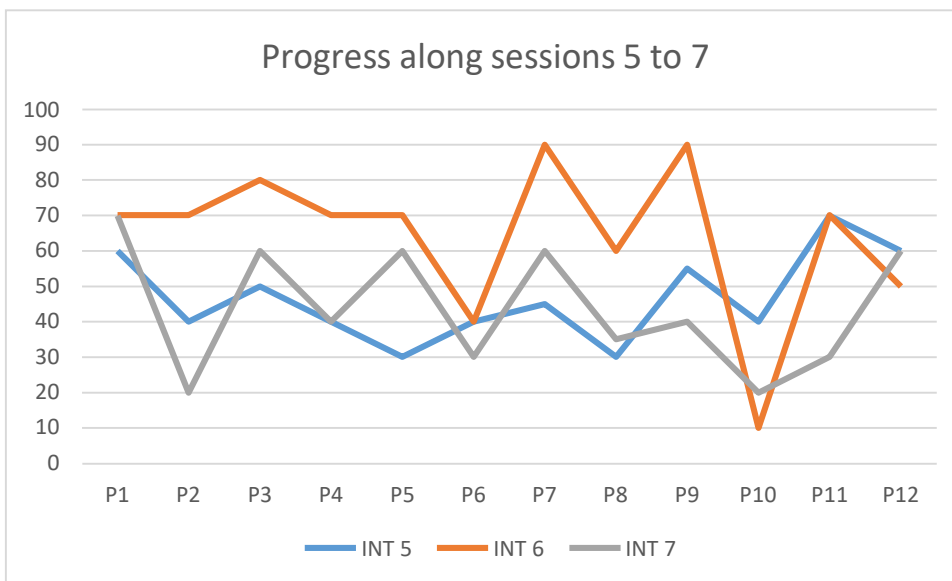
P7	45	90	60	65
P8	30	60	35	41.6
P9	55	90	40	61.6
P10	40	10	20	23.3
P11	70	70	30	56.6
P12	60	50	60	56.6

We can see that out of the 12 students who participated in all the three interventions of stage two, four out of the total of students were able to reach a score under the passing score that is 100. Opposite to the findings from the first stage were twelve out of the thirteen students got mean scores over 50.

When contrasting the results from stage one and two, we can see a great difference and a higher percentage of results over 50% of approval.

Figure 4

Progress along sessions 5 to 7



After analysing figure 4, we can see that there is not progressive improvement, even though, the students showed a better performance during intervention 6. Despite this, the final intervention is the one that shows the lowest results of the second stage.

Table 8.

Comparison of sessions 1 and 7



Participants	INT 1	SD	INT 7	SD
1	30	-11,1538462	20	-17,3076923
2	35	-6,15384615	60	22,6923077
3	30	-11,1538462	40	2,69230769
4	50	8,84615385	20	-17,3076923
5	30	-11,1538462	40	2,69230769
6	30	-11,1538462	30	-7,30769231
7	50	8,84615385	60	22,6923077
8	40	-1,15384615	35	-2,30769231
9	70	28,8461538	40	2,69230769
10	60	18,8461538	20	-17,3076923
11	40	-1,15384615	30	-7,30769231
12	30	-11,1538462	60	22,6923077
13	40	-1,15384615	30	-7,30769231
MEAN	41,1538462		37,3076923	

In table 7, it is shown the difference between the first and the final interventions, including the clear result of standard deviation from each of the participants that were present in both interventions.

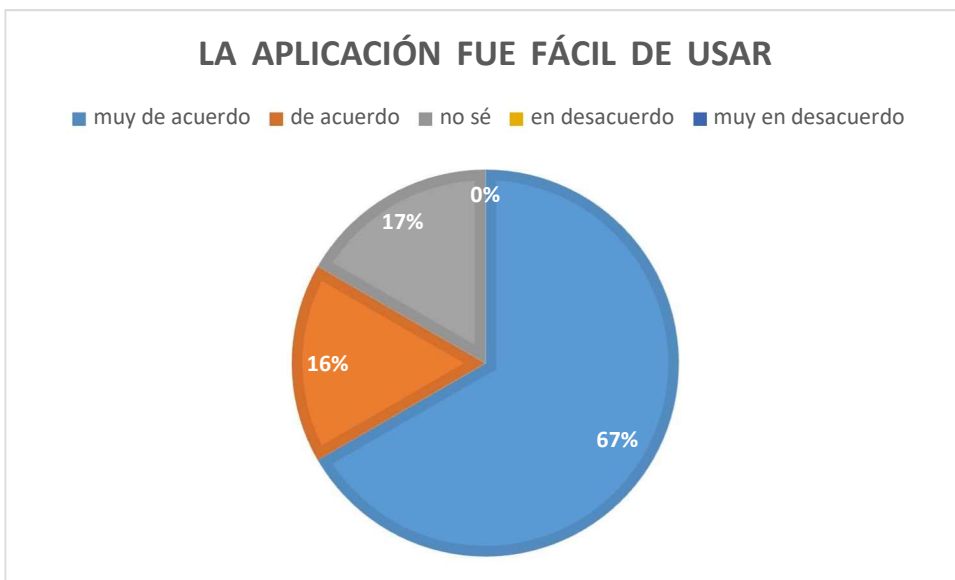
4.2 SO2: To analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information.

4.2.1 Likert scale

By the end of the intervention, the participants received a Likert scale to rate their experience using the method proposed by the study. The descriptors were the following: Muy en desacuerdo (strongly disagree), en desacuerdo (disagree), No sé (don't know), de acuerdo (agree), Muy de acuerdo (strongly agree).

Figure 5

Likert Scale. Statement 1.



It can be seen in figure 5 that in the statement “La aplicación fué fácil de usar” (the application was easy to use), 67% of the students marked the option “muy de acuerdo” (strongly agree) while another 16% chose “de acuerdo”. Finally, 17% decided for the option “no sé”(I don’t know).

Figure 6

Likert Scale. Statement 2

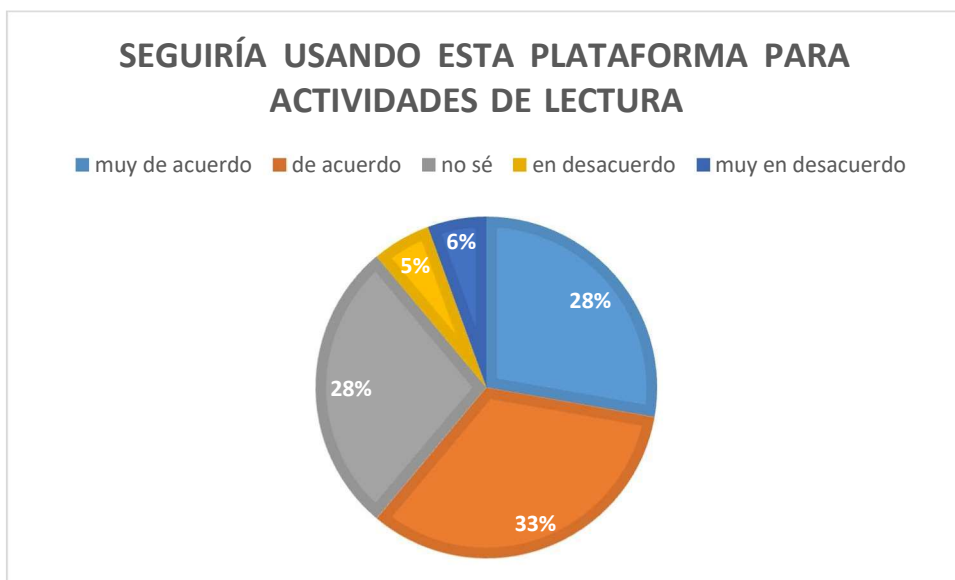




Regarding the second statement, namely “las actividades que hicimos en la plataforma fueron de mi agrado” (the activities we did in the platform were of my liking), most of the participants, corresponding to 56% of the preferences expressed that they strongly agree with the statement, 28% of them agree, 11% do not know and a 5% disagree.

Figure 7

Likert Scale. Statement 3



According to the third statement, 33% of the respondents agree to continue using the platform for reading activities, 28% of them strongly agree with the statement, another 28% do not know, 5% disagree and 6% strongly disagree.

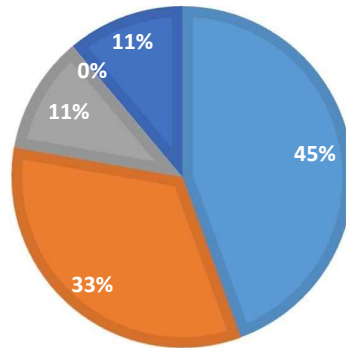
Figure 8

Likert Scale. Statement 4



SE DE QUE TRATABAN LAS HISTORIAS QUE TRABAJAMOS EN EDPUZZLE

■ muy de acuerdo ■ de acuerdo ■ no sé ■ en desacuerdo ■ muy en desacuerdo



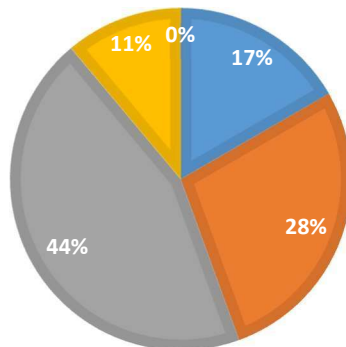
In the fourth statement, the participants had to give their opinion regarding the sentence “se de que trataban las historias que trabajamos en Edpuzzle” (I know what the Edpuzzle stories were about), 45% of them answered “muy de acuerdo” (strongly agree), 33% agreed with the statement, 11% marked they did not know and another 11% said they strongly disagreed with this.

Figure 9

Likert Scale. Statement 5

MI COMPRENSIÓN LECTORA MEJORÓ DESPUÉS DE LAS ACTIVIDADES EN EDPUZZLE

■ muy de acuerdo ■ de acuerdo ■ no sé ■ en desacuerdo ■ muy en desacuerdo



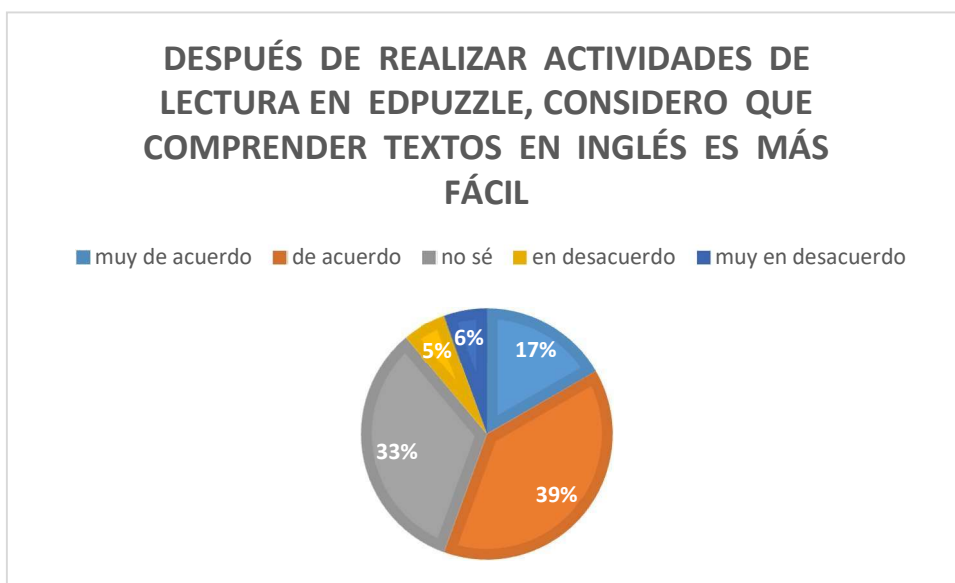
Regarding the students’ improvement in their reading comprehension skill, 44% of them say they do not know while 28% of them agree with the statement that



mentioned they improved and 17% of the participants strongly agree. On the other hand, 11% of the participants disagree with noticing improvement.

Figure 10

Likert Scale. Statement 6



In statement number 6, when students were questioned about whether they think they can understand texts in English more easily now, 39% agreed, 33% do not know, and 17% strongly agree. On the contrary, 5% disagree and 6% strongly disagree with this quote.

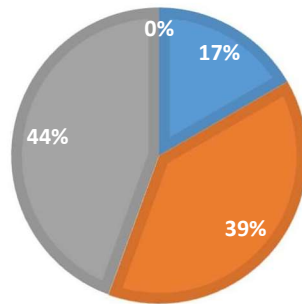
Figure 11

Likert Scale. Statement 7



LAS ACTIVIDADES DE EDPUZZLE ME AYUDARON A IDENTIFICAR INFORMACIÓN ESPECÍFICA AL LEER

■ muy de acuerdo ■ de acuerdo ■ no sé ■ en desacuerdo ■ muy en desacuerdo



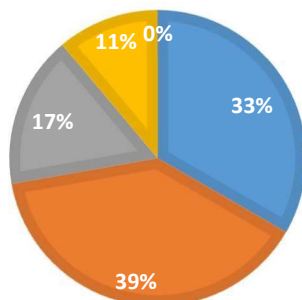
In statement 7, the participants were asked if the Edpuzzle activities helped them to identify specific information when reading, 44% chose the option “no sé” (do not know). 39% chose the option “de acuerdo” (agree) and 17% marked “muy en desacuerdo” (strongly disagree).

Figure 12

Likert Scale. Statement 8

PUDE RESPONDER LAS PREGUNTAS DE INFORMACIÓN ESPECÍFICA CORRECTAMENTE A LO LARGO DE LAS SESIONES

■ muy de acuerdo ■ de acuerdo ■ no sé ■ en desacuerdo ■ muy en desacuerdo

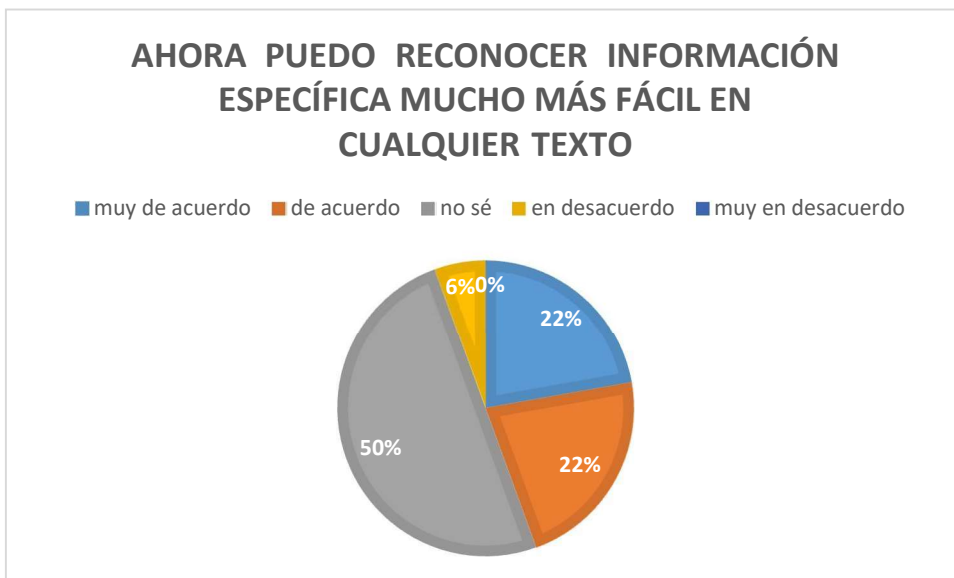


Regarding statement 8, 39% of the respondents strongly agree with being able to answer specific information correctly along the sessions, together with 33% who strongly agree. There is a 17% that does not know and 11% disagree with this.



Figure 13

Likert Scale. Statement 9



In the statement “ahora puedo reconocer información específica mucho más fácil en cualquier texto” (now I can recognize specific information more easily in any text), 50% chose the option no sé (do not know), while 22% chose the option “muy de acuerdo” (strongly agree) and another 22% picked the statement “de acuerdo” (agree). On the opposite side, 6% of the students marked the option “en desacuerdo” (disagree).

4.2.2. Focus group.

The focus group interview was carried out in two groups of four students each, consisting of the ones who were present in all or most of the interventions.

Table 9

Focus group: Dimension 1. The use of Edpuzzle

Theme	Subtheme	Frequency	Example
<i>The use of Edpuzzle</i>	Their opinion about the app	2	“Ayuda a reforzar idioma” (student 1)
		2	Es buena para



		aprender (student 6)
Platform characteristics	1	“Puedes ir viendo si te equivocaste” (student 1)
	1	No se puede cambiar la respuesta (student 2)
	2	“Se le activan los subtítulos” (student 8)
Platform continuity	1	“Me gustaría para jugar” (student 4)
	1	“Sirve para aprender más inglés” (student 9)

During the questions for the first dimension, the participants expressed a positive attitude towards the platform by mentioning that it is beneficial to learn English and reinforce the use of the language, they like it to play and learn more. When asked about the benefits and disadvantages, the students mentioned that they liked being able to see if the answer was correct or not. On the other hand, they would have liked to be able to change the answer after reading more thoroughly. Another disadvantage they named is that sometimes the subtitles in Spanish were activated automatically.

Table 10

Focus group: Dimension 2. Digital reading on Edpuzzle for reading comprehension for specific information



Theme	Subtheme	Frequency	Example
<i>Digital reading on Edpuzzle for reading comprehension for specific information</i>	Benefits in reading comprehension	2	Ayuda a reforzar idioma (student 1)
		2	Ayuda a entender más el idioma inglés (student 2)
		1	“Te ayuda a concentrar y prepararte” (student 7)
	Improvement along the interventions	3	“Fui entendiendo porque podía ayudarme en el texto” (student 2)

Regarding the second dimension of the focus group interview, the students were asked about their improvement in reading comprehension for specific information. The respondents mentioned that the reading activities helped them to develop their language skills, understand more, and they also helped them concentrate. Additionally, three students claimed that they had a feeling of improvement along the interventions because they could find the answers in the text more easily.

Table 11

Focus group: Dimension 3: Use of strategies.

Theme	Subtheme	Frequency	Example
	Benefits for other texts	1	“Ayuda a captar mejor la



<i>Use of strategies</i>		3	información” (student 2) Me ayudó un poco (student 3)
	Benefits for other subjects	2	Empecé a leer más fluido (student 1)
		1	Porque las palabras en inglés son más difíciles. (student 4)

In the final set of questions, the groups were asked about how beneficial this method regarding the use of strategies was. In terms of the benefits to understand other texts different from stories, they said the activities helped a little to catch better the information. Regarding the positive impact they could have in other subjects, two participants mentioned that their reading fluency improved in the first language and another student mentioned that reading in Spanish was easier now because words in English were more difficult to read.

(See appendix 4 for the transcript of the focus group discussions)



Chapter V: Discussion

Regarding the contribution of reading comprehension to identify specific information on Edpuzzle platform for a group of fifth graders, the results are discussed in this chapter. The discussion of the results is presented regarding some aspects related to the subskill of reading to identify specific information, students' perceptions about the implementation of this AR, the implications it had on them and the limitations that were present along the process.

5.1 SO1: To assess fifth grade students' progress in reading comprehension for specific information along the intervention when using digital reading on Edpuzzle platform.

Considering the contribution that this study had on fifth grade students reading comprehension skills to identify specific information, it can be seen from the results that students had a fluctuating performance along the period of implementation and the results do not present statistical significance. According to Pinter (2017), it is hard for EFL to learn a second language, but they can transfer abilities from their first language to support their process. It can be inferred by the results that this group of learners may not have enough competences in reading in their first language to apply to the language they are learning.

Moreover, Orellana et. al (2020) explained how the motivation students had before reading had a meaningful impact on their performance. As it was explained before, these fifth graders tend to have a negative or reluctant opinion of their capabilities which may interfere on their results.

On the opposite, Kelly (2016) names several advantages of reading on digital media. It can be assumed that the advantages of using the platform Edpuzzle for reading activities were not enough to result on improvement on the reading comprehension skill of the participants. Additionally, Roig-Vila (2017), Bazurto and García (2021) and Fabillar (2022) obtained positive and meaningful results in the studies they carried out using Edpuzzle as a tool to improve their subjects' reading comprehension. Despite their experience, it was not the case of the present study.

5.2 SO2: To analyse learners' opinions about the contribution of digital reading on Edpuzzle to their reading comprehension skill for specific information.

Regarding the fifth grader's opinion about the contribution of the method for their reading comprehension to identify specific information, most of them found the activities meaningful and had a sense of improvement. They mentioned how they noticed that they were able to understand and find specific information more easily



along the sessions when saying “Fui entendiendo porque podía ayudarme en el texto”. In the focus group interview three students had the same feeling. Also, 76% of the students responded agree or strongly agree when they were asked if they knew what the stories they read were about. Moreover, 39% agreed and 33% strongly agreed on the statement “Pude responder las preguntas de información específica correctamente a lo largo de las sesiones”. This means they thought they were able to perform better.

On the contrary, there are questions of the likert scale in which the students seemed hesitant. For instance, in the statement “Las actividades de Edpuzzle me ayudaron a identificar información específica al leer” 44% of them marked the option “no sé”, similar to the answers to the question “Ahora puedo reconocer información específica mucho más fácil en cualquier texto” being 50% of the respondents the ones who expressed they did not know. Even though, during the focus group interview two students expressed that they were able to read more fluently after the interventions.

Similarly to the participants’ positive feedback on the use of Edpuzzle activities for reading comprehension are the findings that Bazurto & García (2021) shared in their study assuring their confident sense of improvement that the participants of their study reached.

5.3 Implications

The results of this action research may be meaningful for those seeking to use an online platform such as Edpuzzle to work on learners’ reading comprehension skill. Although the results did not show improvement, it was clear that the students enjoyed the activities and had a feeling of achievement.

The lack of improvement of the learners may have occurred for several reasons. For instance, there were constant distractors in the computer room where the activities were carried out. Some students were talking, asking for help, people were entering or exiting the room, etc. Also, there were internet connection issues in some computers, this made some students anxious, and it worked as another distractor for the other participant who were around. The proximity of the student in the room was another drawback because some of them would copy some answers or would get distracted with what the nearby classmates were doing.

In addition, some students had a negative attitude before starting the activities on Edpuzzle or wanted to finish as fast as possible to be able to visit other webpages or play online games. This may have had an impact on their result since they were not concentrated or committed enough to complete the activities thoroughly.



Besides, it is relevant to mention that the difficulty of the objective in each activity was exponential. It was clear by the results that the students presented a lower level of achievement in those classes where the aims required higher order abilities.

Perhaps, the results of the study would have reached better results if the level of difficulty of each session was the same. Along with this, if the space was more private and had fewer distractors, there may have been a difference. Moreover, it could have been positive to have post-activities that were more attractive and less disturbing for students like online games related to the topic, board games, role-plays ,etc.

5.4 Limitations

The limitations of carrying out this study in other contexts may depend on the students' characteristics and age, how willing they may be to use technology and webpages to work on reading comprehension, since there are people who see the internet only as a place for socializing and not as a learning tool. Moreover, there is also to consider the access to computers and a stable internet connection. It is necessary that each participant has a computer to carry out the activities and does not lose connection to watch the videos and complete the answers. Furthermore, having a smaller sample size would be beneficial, as the monitor could pay closer attention and have more control over the participants' performance and the correct development of the activities.



CHAPTER VI: CONCLUSION

6.1 Summary of main findings

The aim of the study was to identify the contribution of digital reading on Edpuzzle to support fifth graders' reading comprehension skill for specific information. Therefore, the results regarding the contribution of this method were determined using quantitative and qualitative data that helped to answer the specific objectives of this action research.

Regarding the qualitative information gathered through the use of Edpuzzle statistics, there were not significant results that could support that the use of this platform had meaningful effects on the improvement of the fifth graders' reading comprehension skill to identify specific information. During the first four interventions, two students got an average score of over 50% of correct, though, there can be seen a progress along the intervention, answers while during the second stage, meaning sessions 5 to 7 seven students reached an average score of over 50% of correct answers. In spite of this, there is not a progressive advance along the second stage of the research and when comparing the first and the final intervention, the standard deviation results suggest no meaningful impact on the students' performance for reading comprehension for specific information.

In terms of the quantitative data collected for the finding of this action research, the students' opinions were mostly positive while most of the answers strongly agree and agree reading the use of the platform, their reading comprehension and their ability to find specific information. For example, there were positive answers when the students were asked if they would like to continue using the platform, if they thought the platform was easy to use and if they liked the activities. There were also high percentages of agreement regarding them knowing what the stories were about. Similarly, 56% of the participants agreed or strongly agreed on the sentence that stated they could understand stories in English better now and were able to answer correctly along the interventions. The fifth graders only showed themselves hesitant by answering "I don't know" in the statement that stated they can find specific information more easily now.

Regarding the students' opinions in the focus group interviews, the answers were mostly positive as well, they mentioned that they liked the platform, it was easy to use, it was good to learn English. Also, they liked being able to see if their answers were correct. On the opposite, they mentioned that something negative was not having the possibility to change an answer and that sometimes the subtitles were activated.



It can be assumed by these results that even though the participants of the action research were not able to improve their performance progressively when reading to identify specific information, their opinions, and perceptions regarding the use of these method were positive and they expressed a sense of accomplishment along the sessions.

6.2 Personal reflections

I consider this experienced to have changed me as a teacher and encourage me to continue an everlasting action research with my classes by analysing the problems that occur during the class or my students' difficulties when learning English as a foreign language, to later think on what new strategies and activities to implement with the expectation to produce better results and make as many changes as possible until a successful strategy is found and my students' performance improves. Carrying out this action research was a lot of work since it had to be done while I had to continue with all my duties as a teacher and evaluator and deal with personalcrises that affected my emotionally and physically, but I must say that I started as a teacher and finished acquiring the skills of a researcher. In spite of the difficulties that arose, I am very proud of all the work that it was done and the impact and importance this study had on me, my students, and my school.

6.3 Recommendations.

I recommend selecting topics that students like and are interested in when doing reading comprehension activities since it facilitates the students' intrinsic motivation and leads them to have a positive attitude towards the activities. Moreover, Edpuzzle is an easy to use and friendly platform that can help teachers to do less work, assess their students more easily and provide their class with new and fun activities. It is an excellent webpage to learn and reinforce new content and practice receptive skills inside or outside the classroom. Finally, I recommend my colleagues to thinkcarefully about each step of each session and consider the possible disruptions of problems that may occur.



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APPENDIX

SECTION 1 : EXAMPLES OF EDPUZZLE ACTIVITIES

1. Example of an Edpuzzle Activity before starting

The screenshot shows the Edpuzzle interface. At the top, there is a search bar for YouTube URLs and a '+ Add Content' button. Below this, the video title 'A Strange Discovery Session 2' by 'DOMINIQUE VANESSA ESPINOZA PEREZ' is displayed. The video player shows a scene with characters in a dark, wooded area. A 'Copy link' button is visible in the top right of the video player. Below the video player, it says 'Assigned to 1 class'. On the right side, there is a 'Video Events' list with the following items:

- 00:20 Open-ended
- 00:30 Multiple-choice
- 00:34 Open-ended
- 00:55 Open-ended
- 01:04 Multiple-choice
- 01:23 Multiple-choice
- 01:53 Open-ended
- 02:04 Multiple-choice

2. Example of an open-ended question as the activity is being carried out

The screenshot shows the Edpuzzle interface during a video activity. The video player on the left displays a scene with characters in a dark, wooded area. The text on the screen reads: 'Nancy and Jonathan were out for a walk in the woods near Hawkins, Indiana when they stumbled upon a strange object. Nancy had long, curly brown hair that she usually wore down, and Jonathan had shaggy brown hair that fell in his eyes. He was tall and lean, with broad shoulders and strong arms. His blue eyes were intense and focused, and he had a scar on his chin from a past fight. As they picked up the object, they felt a strange tingling sensation run through their bodies.' On the right side, there is an 'OPEN-ENDED QUESTION' box with the text: 'What is Nancy's hair colour and type?'. Below the question is a text input field with the placeholder text 'Type your answer...'. At the bottom of the question box, there are three buttons: 'Rewatch', 'Skip', and 'Submit'.



3. Example of a multiple-choice question as the activity is being carried out

The screenshot shows a video player interface. The video content is dark with white text. The text reads: "Nancy and Jonathan were out for a walk in the woods near Hawkins, Indiana when they stumbled upon a strange object. Nancy had long, curly brown hair that she usually wore down, and Jonathan had shaggy brown hair that fell in his eyes. He was tall and lean, with broad shoulder and strong arms. His blue eyes were intense and focused, and he had a scar on his chin from a past fight. As they picked up the object, they felt a strange tingling sensation run through their bodies." The video player has a "Copy link" button in the top right and a "YouTube" logo in the bottom right. Overlaid on the right side of the video player is a white box containing a multiple-choice question. The question is "What are jonathan's eye colour?". There are three radio button options: "red", "blue", and "brown". Below the options are three buttons: "Rewatch", "Skip", and "Submit".

A Strange Discovery Session 2

Copy link

Nancy and Jonathan were out for a walk in the woods near Hawkins, Indiana when they stumbled upon a strange object. Nancy had long, curly brown hair that she usually wore down, and Jonathan had shaggy brown hair that fell in his eyes. He was tall and lean, with broad shoulder and strong arms. His blue eyes were intense and focused, and he had a scar on his chin from a past fight. As they picked up the object, they felt a strange tingling sensation run through their bodies.

YouTube

MULTIPLE CHOICE QUESTION

What are jonathan's eye colour?

red






blue

brown

Rewatch Skip Submit



SECTION 2: LIKERT SCALE

Dimensión 1: The use of Edpuzzle					
DESCRIPTO R	muy de acuerdo	de acuerdo	no sé	en desacuerdo	muy en desacuerdo
					
La aplicación fue fácil de usar					
Las actividades que hicimos en la plataforma fueron de mi agrado					
Seguiría usando esta plataforma para actividades de lectura					
Dimensión 2: Digital stories on Edpuzzle for reading comprehension					
DESCRIPTO R	muy de acuerdo	de acuerdo	no sé	en desacuerdo	muy en desacuerdo



Se de que trataban las historias que trabajamos en Edpuzzle					
Mi comprensión lectora mejoró después de las actividades en Edpuzzle					
Después de realizar actividades de lectura en Edpuzzle, considero que comprender textos en inglés es más fácil					



Dimensión 3: Digital stories on Edpuzzle for Reading comprehension for specific information					
DESCRIPTO R	muy de acuerdo	de acuerdo	no sé	en desacuerdo	muy en desacuerdo
Las actividades de Edpuzzle me ayudaron a identificar información específica al leer					
Pude responder las preguntas de información específica correctamente a lo largo de las sesiones					
Ahora puedo reconocer información específica					



mucho más fácil en cualquier texto					
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SECTION 3: FOCUS GROUP

Dimensión 1: The use of Edpuzzle	1.- ¿Cuál es su opinión sobre la aplicación Edpuzzle? 2.- ¿Qué características de la plataforma fueron sus favoritas? 3.- ¿Les gustaría que siguiéramos usando esta plataforma para actividades en inglés?
Dimensión 2: Digital stories on Edpuzzle for reading comprehension for specific information	1.- ¿Consideran que este tipo de actividades son beneficiosas para mejorar su comprensión lectora? 1.- A medida que avanzaron en las clases ¿Fue más fácil identificar información específica en las historias? ¿Cómo lo notaron?
Dimensión 3: Use of strategies	3.- ¿Creen que estas actividades les ayudaron para poder identificar información específica en otro tipo de textos como noticias, artículos, etc? 2.- ¿Han notado que estas actividades les ayudaron a mejorar su comprensión lectora en otras asignaturas?



SECTION 4: FOCUS GROUP TRANSCRIPT

Group 1

Teacher and student 1, student 2, student 3, student 4, student 5.

Teacher: Okay chicos yo les voy a hacer 1,2,3,4,7 preguntas y la idea es que me den su opinión, la idea es que den su opinión sobre lo que ustedes creen y no necesariamente sobre lo que un compañero o compañera opina. Okay?

La primera es: ¿Cuál es su opinión sobre la aplicación Edpuzzle? ¿Qué opinan de la aplicación que ocupamos para leer?

Student 1: Está bien porque te ayuda a reforzar más el idioma inglés.

Teacher: ayuda a reforzar el idioma, muy bien.

Student 2: Es divertida ya que aparte de ayudarte a refrozar el idioma, te hace actividades

Student 3: Se parece a Duolingo

Teacher: ¿Se parece a Duolingo? ¿Qué opinas tú?... ¿No tienes ninguna opinión de la aplicación?

Ahora, ¿qué características positivas o negativas tiene la plataforma?

Student 1: Ninguna, ninguna negativa

Teacher: Ninguna negativa ¿No le encontraste nada malo?

Student 2: Yo una negativa, que cuando tu te equivocaste por ejemplo en las de alternativa y la quieres cambiar, no te deja cambiarlas y después te la toma como mala.

Teacher: muy bien, eso es algo negativo. ¿Encontraste algo más negativo “student 3”?

Student 3: Que no se revisa al tiro cuando es respuesta escrita.

Teacher: Ah ya, muy bien.

Student 1: Yo encontré algo positivo creo.

Teacher: ya, algo positivo.

Student 1: ah, eh, cuando uno se equivoca eeeh, le salen la respuesta buena y la mala y ahí puede aprender más.

Teacher: puedes ir viendo al tiro si te equivocaste.



Student 1: Sí y el error para poder ir mejorando.

Teacher: muy bien, excelente. ¿“student 5”?

Student 5: La negativa es de que por ejemplo si tú estas sentado con un compañero al lado y tú vas más adelantado que él, tú apretas y sale la respuesta correcta y el otro se puede copiar de la respuesta correcta.

Teacher: mmm, que bien, aunque eso no es tanto de la plataforma, sino del espacio que ocupamos. ¿Alguna otra cosa positiva o negativa?

Student 4: No

Teacher: Ahora la pregunta, quiero que sean sinceros igual. ¿Les gustaría que siguiéramos usando esta plataforma para actividades en inglés?

Student 1: sí

Student 2: Sí pero no mucho

Teacher: de repente no más

Student 2: de repente no más

Teacher: ¿Qué opinas tú “student 3”?

Student 3: Sí, para jugar.

Student 4: Eeh, no sé.

Teacher: Ya, la siguiente pregunta dice ¿Las actividades de Edpuzzle son favorables o desfavorables

Student 2: ¿Qué es farovables?

Teacher: Que les ha ayudado. Ya, pero espérenme, déjeme terminar de leer la pregunta. Las actividades de Edpuzzle son ¿favorable o desfavorables para mejorar su lectura?

Varios: Son favorables, farovables, jajaja

Teacher: Son favorables, jaja. ¿Por qué?

Student 1: porque te ayudan a repasar el idioma inglés.

Student 2: Te ayudan a entender más el idioma inglés.

Teacher: muy bien

Student 5: Con las cosas que no sabes



Teacher: las cosas que no sabes. ¿Tú crees que son favorables o desfavorables las actividades “student 3”?

Student 3: Favorables.

Teacher: muy bien. ¿y por qué crees que son favorables?

Student 4: Porque ayuda a aprender mejor el inglés.

Teacher: muy bien, ya. Ahora dice, a medida que avanzaron en las clases, ¿fue más fácil identificar información específica en las historias?

Varios: sí

Student 4: no

Student 1: Sí porque salían las respuestas ahí mismo

Student 2: Sí hartito. Porque yo al principio contestaba la mayoría de cosas al azar y después fui entendiendo más porque me di cuenta que en el texto podía ayudarme con las respuestas de alternativa.

Student 5: Era como que había que leer el texto y te salía la respuesta de la pregunta.

Teacher: Muy bien, tu sientes entonces que, con el tiempo, a medida que avanzaron ¿fue más fácil?

Student 2: Sí porque hubo una historia que me equivoque una entera y después seguía una que estaba buena entera

Student 1: Yo buscaba la palabra que me salía en la pregunta y me salía ahí mismo la respuesta

Student 4: Ah sí.

Teacher: Exacto. ¿Tú también sientes que a medida que fueron avanzando las clases te fue yendo mejor?

Student 4: Sí.

Teacher: Ya, muy bien. Ahora dice. ¿Creen que estas actividades les ayudaron a poder identificar información específica en otro tipo de textos como noticias, artículos? Sienten que con estas actividades que hicimos en inglés en esta página, en otras actividades ya sea en español o en inglés, ¿les ayudó?

Student 2: Un poco sí porque te ayuda a captar mejor la información. Ya que como había que responder las preguntas, ya no era solo de leer, ya era de pensar más allá.



Teacher: Tú dices que no mucho.

Student 3: No, no entendí la pregunta.

Teacher: Tu sientes que con las actividades que hicimos, ¿sientes que en otro tipo de lectura te ayudó?

Student 3: Un poco.

Teacher. ¿Un poco? Ya, y la última pregunta. ¿han notado que estas actividades les ayudaron a mejorar su comprensión lectura en otras asignaturas?

Student 1: Sí en lenguaje.

Teacher: ¿Sí?

Student 1: Porque empecé a leer más fluido.

Teacher: Tú “student 5” ¿sientes que generó una diferencia en otras asignaturas?

Student 5: mmm no.

Teacher: ¿No? Ya. ¿Y “student 4” tú?

Student 4: Sí

Teacher: ¿Sí? ¿Cómo notaste eso?

Student 4: Porque las palabras al leer en inglés es como más difícil.

Teacher: Entonces como era más difícil, ¿ahora se te hace más fácil leer en español?

Student 4: Sí

Teacher: Y tú ¿“student 2”?

Student 2: A mi se me hizo más fácil comprender los textos de lenguaje, ya no me equivoco mucho leyendo. Y a veces me enoja cuando los compañeros se equivocan porque van leyendo super bien y en unas palabras empiezan a decir cosas na que ver.

Teacher. Ya. ¿hay algún otro comentario que quieran hacer?

Student 2: Que la aplicación estuvo muy divertida.

Student 1: Muy entretenida.

Student 2: Y que tenemos a la mejor profe del mundo.



Teacher: Aaay linda. Ya, muchas gracias, chicos por contestar. Muchas gracias chicos y chicas, ordenemos ahora.

Group 2

Teacher and student 6, student 7, student 8.

Teacher: Ya, entonces son 7 preguntas que les voy a hacer y la idea es que contesten de la forma más honesta posible no importa si van a decir algo como no me gustó o no aprendí... lo que ustedes opinen, sinceramente. ¿Cuál es su opinión sobre la aplicación Edpuzzle? ¿Qué opinan?

Student 6: Que es buena para aprender.

Student 7: Me parece muy servible.

Teacher: ¿Muy servible?

Student 8: ¿Cuál era la pregunta?

Teacher: ¿Qué opinas sobre la aplicación Edpuzzle?

Student 8: Que enseña muy bien porque... para los niños tienen que aprender inglés.

Teacher: Muy bien. ¿qué características positivas o negativas tiene la plataforma Edpuzzle?

Student 7: Ninguna

Teacher: pero y ¿positivas? O negativas.

Student 8: La negativa es que se le activa los subtítulos, de como que después se pone en español.

Teacher: muy bien, eso es algo negativo.

Student 7: Los subtítulos si, eso es lo único, porque a veces estoy aprendiendo inglés, pero a veces no.

Teacher: Cuando estas los subtítulos ¿te limita el aprendizaje? Y ustedes ¿qué opinan? ¿qué cosas buenas o malas tenía la plataforma?

Student 9: Eehhh.. no sé.



Teacher: Y usted (student 6) cosas positivas o negativas. ¿no? Ya. Pregunta número 3 ¿Les gustaría que siguiéramos usando esta plataforma para actividades en inglés?

Student 6,7,9: ¡Sí!

Student 9: sí, sirve para aprender más inglés.

Teacher: muy bien. Las actividades de Edpuzzle son ¿favorable o desfavorables para mejorar su comprensión lectora?

Student 6: ¿Cómo es eso?

Teacher: Como si ¿son buenas o son malas para mejorar tu lectura?

Student 6: ¿Buenas?

Teacher: ¿Sí? ¿son favorables?

Student 9: Son buenas porque uno aprende a entender más, a hablar, o sea a leer, esas letr.. esas cosas, las letras en inglés.

Teacher: muy bien. ¿Qué opinas tú? ¿Son favorables o desfavorables para la lectura?

Student 8: Yo creo que solamente por el inglés podría ser un poco desfavorable pero muy bueno para aprender inglés porque igual si uno pone subtítulos va a entender todo y al final no va a limitarse, va, uno va a limitarse.

Teacher: Y ¿por qué crees tú que son favorables?

Student 6: mmmm

Teacher: ¿por qué crees que son buenas?... ¿no sabes? Y tú “student 7” ¿por qué crees que son buenas o favorables para la lectura, estas actividades?

Student 7: Te ayuda a concentrar y prepararte.

Teacher: muy bien, excelente respuesta. A medida que avanzaron en las clases, ¿fue más fácil identificar información específica en las historias?

Todos: Sí.

Student 9: mucho más fácil.

Teacher: ¿Cómo lo notaron?

Student 9: ¿Cómo?

Teacher: ¿Cómo notaste que fue más fácil?



Student 9: porque uno cada vez iba entendiendo más lo que uno leía.

Teacher: ya.

Student 6: Comprensión lectora.

Teacher: Ya. ¿Cómo notaste tú que fue más fácil? O ¿no notaste que fue más fácil?

Student 8: Emmm, si note que fue más fácil porque cada día empecé a mejorar más el inglés y lo que yo leía se entendía más.

Teacher: ¿Y tú “student 7”?

Student 7: Eeh, más o menos.

Teacher: ¿Más o menos notaste que mejoraste?

Student 7: Sí.

Teacher: Ya. Muy bien. ¿Creen que estas actividades les ayudaron a poder identificar información específica en otro tipo de textos como noticias, artículos? No solamente historias, en otros textos. ¿Fue más fácil leer por ejemplo otras actividades que hacemos en inglés?

Student 9: Yo opino que sí, pero cuesta.

Teacher: Entonces no fueron taaan... no es como que hubo un gran cambio.

Student 9: Si hubo un cambio, pero no mucho.

Teacher: ¿Qué opinas tú?

Student 8: Lo mismo.

Teacher: Hubo un cambio, pero no tan grande.

Student 6: No tan notable.

Teacher: Ya. Muy bien. Y la última pregunta. ¿Han notado que estas actividades les ayudaron a mejorar su comprensión lectura en otras asignaturas? Y si es así, ¿cómo? ¿cómo se dieron cuenta?

Student 6: ¿Cómo?

Teacher: ¿Sienten que ahora pueden leer mejor en actividades de ciencia, de lenguaje...?

Student 9: Sí

Student 7: Sí, creo.



Student 9: Yo también creo que sí.

Teacher: Y ¿cómo? ¿Qué te hace notar eso? ¿cómo lo notas?

Student 9: eeh.

Teacher: ¿Hay algo que pase? Que tu digas “aah esto ahora me sale mejor porque, por las actividades que hicimos en la plataforma”

Student 9: No, no se.

Teacher. ¿No? ¿No hay algo que les haga darse cuenta por qué leen mejor otros textos?

Student 8: Sí, que antes la comprensión lectora como de lenguaje, ciencias, emm, siempre me trababa un poco, pero ahora con la plataforma, se, como que se me hace más fácil.

Teacher: Muy bien. “Student 7” ¿quieres decir algo? Sobre si notaste si en otras asignaturas lees mejor.

Student 7: sii

Teacher: ¿Sí? Y ¿cómo te diste cuenta de eso?

Student 7: Eh, por las clases que tuvimos con Edpuzzle, me ayudó, no sé, un poco.

Teacher: ¿variaba un poquito?

Student 7: Sí.

Teacher: Bueno chicos, esas son todas las preguntas. Les agradezco mucho por responder, estuvieron muy bien todas sus respuestas, así que muchísimas gracias.