




The Effect of Utilizing Nearpod With Guided Reading Strategy on EFL Primary Pupils' Reading Comprehension Skills and Motivation

Faten A. Zahran, PhD

Horus University, New Damietta, Egypt

 <https://orcid.org/0009-0009-8615-7490>

Contact: faten_zahran_7@yahoo.com

Abstract

The current study examined the effect of using Nearpod with a guided reading strategy on primary pupils' reading comprehension skills and motivation. I designed three tools to accomplish the research, including a reading skills checklist, a reading test, and a reading motivation scale. The results confirmed that the regular technique used in teaching is not as significant as using Nearpod with a guided reading strategy. The experimental group of pupils outperformed their counterparts in the control group in the reading comprehension test and reading motivation scale. Using Nearpod with guided reading improved reading comprehension skills and motivation.

Keywords: *reading comprehension skills, reading motivation, Nearpod, guided reading*

Date Submitted: June 18, 2024 | **Date Published:** January 8, 2025

Recommended Citation

Zahran, F. A. (2025). The effect of utilizing Nearpod with guided reading strategy on EFL primary pupils' reading comprehension skills and motivation. *Journal of Educational Research and Practice*, 15, 1–12.
<https://doi.org/10.5590/JERAP.2025.15.1976>

Introduction

Improving the use of digital tools in the educational field has become a requirement. Due to rapid changes in all aspects of life, integrating technology into the teaching and learning process is crucial. Using digital tools supports the improvement of motivation, digital literacy skills, and self-directed learning. Given that, schools should constantly examine the use of technology in teaching English as a foreign language (EFL) (Zahran, 2023).

Reading comprehension plays a significant role in learning a foreign language. It paves the way for improving other language skills, such as writing, listening, speaking, pronunciation, and grammar (Aji et al., 2020). Besides, students' comprehension of online material has become necessary for coping with current changes (Zahran, 2021). Yet, choosing a suitable digital tool for improving students' comprehension is not easy. Aulia et al. (2024) and Aji et al. (2020) found that integrating technology in the teaching and learning process has a positive impact on the teaching process as it is helpful, effective, motivating, and reinforcing for the enhancement of both critical thinking skills and self-directed learning. On the other hand, several studies

(e.g., Ha & Ngo, 2021; Susanti et al., 2021; Tsarapkina et al., 2020) stated the negative impact of using digital tools in teaching–learning processes, such as (a) the absence of communication between teachers and students, (b) lack of cooperation between students, (c) the unavailability of using hard copies of the learning material, and (d) classroom inactiveness due to the lack of support and guidance. Tsarapkina et al. (2020) indicated that challenges in using technology in the teaching–learning process include time restrictions for tools like Zoom meetings, lack of digital literacy skills, and insufficient functions of some digital tools. Accordingly, relying on digital tools in teaching and neglecting the role of effective communication and interaction between students and their teachers make teaching a mere process for transmitting information.

Review of Literature

Reading is not a literal interpretation of each word. Reading is practicing the meaning-making process and relating information to one's prior knowledge (Foorman et al., 2020). To comprehend a text, readers should be able to determine the main idea, make inferences, find specific information, and draw conclusions (Zagoto, 2020). Effective comprehension aids readers in gaining information, communicating effectively, and achieving academic success. Likewise, motivation is the base for effective comprehension of the educational material. Aji et al. (2020) indicated that digital tools would be very effective in collaborative learning environments that provide students with opportunities for interaction and cooperation. Thus, teachers can create a motivating e-learning environment by considering students' needs and using a proper strategy while integrating technology into teaching.

Reading Comprehension Definition and Difficulties

Foorman et al. (2020) defined reading comprehension as the intellectual abilities the reader uses to comprehend a text. Reaching comprehension is the ultimate purpose of reading. Reading and comprehension are not separate skills (Zagoto, 2020). Reading comprehension is operationally defined as the pupils' ability to use knowledge, tools, and strategies to comprehend the text.

Learners' reading comprehension difficulties during the elementary stages negatively affect their comprehension abilities and academic performance in the later learning stages. Prihatini (2022) reported that the reasons behind comprehension difficulties include using improper reading strategies, using difficult reading texts, readers' inability to make inferences, learners' inability to comprehend the main idea, and learners' inability to read fluently. These, in turn, result in students concentrating on correct pronunciation and grammar rather than comprehension. These difficulties make learners avoid contributing to the reading activities (Steiner et al., 2022). For example, EFL learners may often spend too much time on the reading part of a final exam and ask for clarification and extra time (Zahran, 2021). Also, several studies (Abu Abeeleh et al., 2021; Eltayb, 2021; Hassan & Dweik, 2021; Zahran, 2021) stated that Arab and Egyptian EFL students' reading comprehension difficulties include inadequate vocabulary and grammar knowledge, the inadequate use of digital tools, lack of reading motivation, and anxiety. Therefore, integrating digital tools in teaching reading comprehension can facilitate reading comprehension and prepare young pupils to be independent readers.

Nearpod

Nearpod is an educational platform and application that works with several operating systems, including desktop devices and mobile phones. Nearpod enables teachers to create interactive educational presentations with images, web content, drawing boards, filling the gap, polls, and quizzes (Aulia et al., 2024; Hernandez-Mena et al., 2024). Using Nearpod, teachers can monitor active students and control the presented content on learners' phones or computers (Sanmugam et al., 2019). Mekota and Marada (2020) pointed to the stages of teaching using Nearpod that include (a) making interactive presentations or using Nearpod materials, (b)

sharing the presentation with learners, (c) involving learners during the session and encouraging participation, (d) checking attendance and performance, (e) monitoring students' activities on phones or computers, and (f) evaluating learners' performance after completing the assigned task. According to Tran et al. (2019), Nearpod is a tutorial tool with several templates for generating interactive tasks and activities. Sanmugam et al. (2019) defined Nearpod as an operative educational tool that engages students in learning. Nearpod is operationally defined as an educational tool based on an interactive presentation that enables teachers to increase pupils' motivation toward reading comprehension.

Motivation

Motivation is an inner element that forms and keeps one's concentration when implementing a mission (Aulia et al., 2024). Motivation has several factors, such as learners' need to gain their parents' and teachers' appreciation, their need to achieve good grades, their inner curiosity, and their need to learn new things (Ryan & Deci, 2000). Motivation is a crucial component of the teaching and learning process. Hence, teaching strategies and methods should be chosen based on learners' needs (Kuijk, 2018). Several definitions of motivation exist. Oxford and Shearin (1994) defined motivation as a need linked to hard work to accomplish a task. Dörnyei (2001) defined motivation as a stimulus for transforming wishes into working schemes. Creating a motivational learning environment requires understanding the motivational factors for young pupils. It also requires understanding motivation types and their impact on EFL learners. Operationally, motivation is defined as using educational software tools, such as Nearpod, with guided reading to develop pupils' reading comprehension skills.

Motivation Types and Effects on Foreign Language Classrooms

Types of motivation include intrinsic, extrinsic, integrative, and instrumental motivations. In intrinsic motivation, learners participate in the specified activity because the activity is exciting and enjoyable. Learner behavior is stimulated by internal rewards such as satisfaction, pleasure, autonomy, or experiencing a good feeling (Dörnyei, 2001). In extrinsic motivation, learners complete the activity to get an external reward such as good grades, teacher admiration, a prize, positive feedback, or avoiding punishment (Brown, 2014). In integrative motivation, learners learn a language for the sake of learning a foreign culture, whereas in instrumental motivation, learners learn a language to pass an exam or any other operative target, such as achieving career progress. Lai (2013) indicated that all types of motivation impact language learning.

Despite the variance between the types of motivation, scholars (e.g., Ryan & Deci, 2000; Lai, 2013; Brown, 2014) agree that motivation positively impacts the language learning process. Moreover, language learners hardly choose one type of motivation but rather a mixture of them. Regarding the EFL teaching process, Lai (2013) examined the effect of motivation types on students' performance and confirmed that instrumental, integrative, and intrinsic motivation positively impacted students' learning achievement and none was more significant than the other. Following the same line, Jafari (2013) added that motivation supports the language learning process. Jafari recommended creating a motivational environment for achieving effective learning and better performance. Abdullah et al. (2022) and Abu Musa and Al Momani (2022) found that Nearpod motivates students. Furthermore, Aulia et al. (2024) and Hernandez-Mena et al. (2024) stated that Nearpod impacts motivation and leads to improving students' performance and comprehension. As for the demotivation factors, Afrough et al. (2014) investigated the demotivating elements that negatively influence language learning. They found that the discouraging factors in EFL classrooms include the inadequate use of technological tools, improper teaching strategies, and the lack of opportunities for learners' participation.

Guided Reading

The guided reading strategy aims to develop participation and comprehension skills. It works with students of similar academic levels (Brunner, 2012; Hansen, 2016). Fountas and Pinnell (2006), as well as Burkins and

Croft (2017), indicated that the principles of guided reading include: (a) working with small groups of students, (b) choosing a suitable reading text level, (c) dividing students into similar academic level groups and giving the same text to each student in the group, (d) presenting the reading text and guiding students to practice silent reading independently, (e) observing students and giving assessment, (f) listening to students while reading and (g) leading discussions about the topics students have read. Guided reading strategy provides readers with support and guidance, aids teachers in recognizing students' comprehension level, aids teachers in recognizing the skills that need to be enhanced, and improves speaking and writing skills. Additionally, in guided reading, students memorize the cited information in the text, so the guided reading strategy helps students develop memorization. Harris and Hogges (2004) defined guided reading as giving students a clear purpose for comprehension. Guided reading is operationally defined as a reading strategy that aids pupils in developing comprehension skills.

Stages and Advantages of Guided Reading

The three stages of guided reading include: (a) "before reading," in which teachers put a target for the reading text and involve students in pre-reading tasks such as learning new vocabulary, participating in a discussion about the topic, and making guesses, (b) "during reading," in which students practice independent reading while their teachers observe and assess learners' comprehension, and (c) "after reading," in which teachers read again to find evidence and solve problems (Fountas & Pinell, 2001).

Guided reading strategy has several advantages, including: (a) enabling teachers to evaluate their students' improvement, (b) realizing the skills that need to be improved, (c) enabling students to be independent readers, (d) giving opportunities for students to participate in group discussion, and (e) communication and exchanging ideas and knowledge with the whole group. Placing a student in a group of the same academic reading level enables students to overcome anxiety, build self-confidence, and increase motivation. Guided reading instruction is planned to guide students to remember, discuss, establish, and recognize the relationships in the taught reading lesson and guide teachers to choose proper reading texts. Guided reading strategy enables students to develop their comprehension through inquiring, guessing, explaining, and summarizing the reading text (Brunner, 2012).

Advantages and Disadvantages of Using Nearpod in Teaching

Shehata et al. (2020) studied the impact of using Nearpod in teaching and reported that using Nearpod improves students' motivation and academic performance. Hakami (2020) investigated the efficacy of using Nearpod inside classrooms and found that Nearpod promotes active learning and enhances students' motivation. Ajmal et al. (2019) added that modifying the teaching techniques according to students' needs and the availability of creating interactive activities are among the advantages of using Nearpod. Several studies (Tran et al., 2019; Sanmugam et al., 2019; Wang & Chia, 2022; Aulia et al., 2024; Hernandez-Mena et al., 2024) have clarified the benefits of using Nearpod in teaching, such as: (a) promoting participation and involving students in the teaching-learning process, (b) checking, evaluating performance, and giving feedback (c) achieving both student-teacher and student-student interactions and (d) determining the variety of tasks and activities that can be used to promote interaction and enhance performance.

On the other hand, Hakami pointed to some disadvantages of using Nearpod in teaching, such as the difficulty of reading the online content because of the small type size and the slow speed of content loading. Tran et al. (2019) and Wang and Chia (2022) recommended sending the educational content to students in addition to limiting the lesson's video time to 15 minutes.

Research Purposes, Questions, and Hypotheses

Designed to provide proof of the current study problem, a pilot study was applied to explore pupils' reading comprehension and motivation levels. The pilot reading comprehension test consisted of three passages that assessed pupils' comprehension. The pilot motivation scale assessed pupils' motivation toward reading comprehension. The motivation scale was rated on a 3-point Likert scale and included items such as (I like sharing in reading classes with my classmates, I prefer online reading quizzes, and reading classes increase my comprehension). Results showed that the scores percentages in the pilot reading comprehension skills test (64%) and the pilot motivation scale (59%) indicate that pupils need to enhance their reading motivation and reading comprehension skills. The current study aimed to estimate the effect of Nearpod with guided reading strategy on developing EFL primary pupils' reading comprehension skills and reading motivation. The following hypotheses were tested to answer the main research question (What is the effect of using Nearpod with guided reading on EFL primary pupils' reading comprehension skills and reading motivation?):

1. There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental and the control group on the post-administration reading comprehension skills test favoring the experimental one.
2. There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group on the pre-and post-administration reading comprehension test, favoring the post-administration scores.
3. There is a statistically significant difference between the mean score of the experimental and the control group on the post-administration reading motivation scale, favoring the experimental one.
4. There is a statistically significant difference between the experimental group's mean scores on the pre-and post-administration reading motivation scale, favoring the post-administration scores.

Method

Design

I used a quasi-experimental design. The reading comprehension skills test and reading motivation scale were administered to the experimental and control groups before and after the training treatment. A *t*-test was used to analyze the pre-and post-test mean scores.

Participants

The participants were a group of fifth-grade primary pupils at a private school in Egypt whose first language is Arabic. Pupils were allocated randomly to experimental ($n = 30$) and control ($n = 30$) groups. Pupils were between 11 and 12 years old. For the sake of applying the study, I gained ethical approval from the school ethics committee.

Instruments

I designed a reading comprehension checklist, a reading comprehension test, and a reading motivation scale and sent them to five researchers working in the field, asking for their views and explanations in tables with options like appropriate/not appropriate/should be modified. The reading comprehension test consisted of five reading passages that assessed the reading comprehension sub-skills (literal, inferential, and evaluation). The motivation scale aimed to evaluate motivation towards reading. The test and scale were piloted by five academics, who suggested modifying some scale items to be suitable for measuring reading motivation, not

motivation in general, and translating the reading motivation scale items into Arabic for the primary pupil participants. The following are examples of the modified items in the scale rated on a 5-point Likert scale ranging from Strongly disagree to Strongly agree: (I like to spend a lot of time reading using Nearpod, reading increases my comprehension, I prefer Nearpod reading quizzes than the traditional printed quizzes, and I like reading class when the teacher allows me to use Nearpod on my phone). Then, Cronbach's Alpha was used to measure the internal consistency of the reading comprehension test and reading motivation scale. The alpha coefficient value for the reading comprehension test was 0.690, and the alpha coefficient value of the motivation scale was 0.687, indicating a high reliability value for both the reading test and the reading motivation scale.

The Treatment Description and Content

An educational training treatment-based Nearpod and guided reading strategy were designed to develop primary pupils' reading comprehension skills and reading motivation. The reading comprehension skills checklist and related literature were used in the training treatment.

Description, Duration, and Content

The treatment was designed considering Nearpod, guided reading strategy, the reading comprehension skills checklist, and related literature. Nearpod interactive presentations, activities, and quizzes were used to motivate pupils to enhance reading comprehension sub-skills (literal, inferential, and evaluative). The treatment began with a preliminary session to clarify the overall procedures of the treatment, such as aim, objectives, content, time, activities, teaching/learning methods, and evaluation techniques. I met the participants twice a week. All training sessions took place inside the school. Using a guided reading strategy, the participants were placed in groups of similar academic levels and engaged in group discussions about the topics they had read. The Nearpod platform was used to display educational presentations. Besides, participants were asked to bring their mobile phones to log in to the application to answer the quizzes and participate in Nearpod activities. As for the control group, pupils did not receive training based on Nearpod with a guided reading strategy. Using regular teaching, I taught the control group the same reading sub-skills twice a week at the same school. Formative and summative evaluations measured pupils' progress in reading comprehension skills and motivation. The formative included self-evaluation, group evaluation, and Nearpod quizzes. The summative aimed to measure the effect size of the treatment on improving primary pupils' reading comprehension skills and motivation by comparing the scores of the experimental and control groups on the pre-post reading test and pre-post motivation scale.

Results

The research included an experimental group (17 females and 13 males) and a control group (16 females and 14 males). All of them were EFL Egyptian primary pupils—their first language is Arabic—at a private school in Egypt. Their ages ranged from 11 to 12 years. I discuss the results according to the current research hypotheses. A *t*-test was used to examine the first hypothesis, which proposes a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental and the control group on the post-administration reading comprehension skills test favoring the experimental one, as revealed in Table 1.

Table 1. Comparing the Reading Comprehension Skills of the Control and Experimental Groups on the Post-Test.

Reading comprehension skills	Groups	Test	Mean	SD	t-value	Sig.
Literal	Experimental	Post-test	14.85	1.31	15.3	0.05
	Control	Post-test	10.11	1.69		
Inferential	Experimental	Post-test	12.40	1.43	13.7	
	Control	Post-test	9.60	1.80		
Evaluation	Experimental	Post-test	12.43	1.50	11.8	
	Control	Post-test	9.79	1.78		
Total	Experimental	Post-test	62.9	6.21	16.1	
	Control	Post-test	42.7	8.92		

The higher mean score is for the experimental group post-test. The improvement in experimental group reading comprehension skills may be interpreted as: Using Nearpod with guided reading stimulated pupils' participation in the learning process inside the classroom. Pupils' contribution to Nearpod activities using their mobile phones in classrooms motivated them to comprehend the reading text. The pupils' desire to succeed in Nearpod application tasks was the leading factor that motivated them to improve their reading comprehension skills and increase their involvement in learning. Nearpod educational presentations were beneficial for pupils. Teaching reading comprehension to young pupils depending on attractive presentations grabbed their attention and increased their engagement in learning. Throughout the sessions in which pupils were asked to bring their mobile phones, there was a sort of competition between pupils concerning passing Nearpod reading comprehension activities successfully. I noticed pupils were always eager to use their mobile phones in the reading classes. This result is in line with Hernandez-Mena et al. (2024) and Wang and Chia (2022), who confirmed the positive impact of using Nearpod inside classrooms due to the availability of interaction with both the teacher and online content. The guided reading strategy also helped develop reading comprehension skills through group discussion, exchanging knowledge, inquiring, guessing, and summarizing. Using Nearpod with a guided reading strategy positively impacted pupils' reading comprehension skills. Students in the control group did not use Nearpod with guided reading. The lack of technological tools was a demotivating factor that affected the control group's reading comprehension. Therefore, the control group's scores on reading comprehension tests were lower than their counterparts in the experimental group. This result is in line with Afrough et al. (2014), who confirmed that the lack of technological tools inside classrooms is a demotivating factor that negatively impacts language learning.

A *t*-test was used for testing the validity of the second hypothesis, which stated a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group on the pre-and post-administration of reading comprehension test favoring the post-administration scores as presented in Table 2.

Table 2. Experimental Group Performance on the-Post-Administration of the Reading Comprehension Test

Reading comprehension skills	Groups	Test	Mean	SD	t value	Sig.
Literal	Experimental	Post-test	14.85	1.36	14.8	0.05
		Pre-test	11.09	1.70		
Inferential	Experimental	Post-test	12.40	1.41	13.7	
		Pre-test	8.21	1.73		
Evaluation	Experimental	Post-test	12.43	1.52	10.6	
		Pre-test	10.34	1.71		
Total	Experimental	Post-test	62.9	6.11	15.9	
		Pre-test	44.8	8.68		

The higher mean scores are for the post-test, as revealed in Table 2. The advantages of Nearpod interactive presentations and guided reading strategy principles positively impacted pupils' comprehension. Placing a pupil in a group of the same reading comprehension level helped the experimental group pupils build their confidence and practice group discussion without anxiety. Besides, engaging pupils in group discussions led them to communicate and exchange information about what had been read. This finding is aligned with Brunner (2012), who stated that guided reading strategy improves comprehension through practicing clarifying and questioning. Moreover, both Nearpod platform presentations and mobile phone application tasks motivated pupils to compete to pass all quizzes. Consequently, pupils' comprehension and involvement in the learning process increased. This result is consistent with Aulia et al. (2024) and Shehata et al. (2020), who found that Nearpod increases pupils' academic performance, curiosity, and interest in learning.

A *t*-test was used to examine the validity of the third hypothesis, which suggests a statistically significant difference between the mean scores of the experimental and control groups on the post-administration reading motivation scale favoring the experimental one, as shown in Table 3.

Table 3. Comparing the Reading Motivation of the Experimental and Control Groups on the Post-Motivation Scale.

Reading Motivation Scale	Groups	Scale	Mean	SD	<i>t</i> value	Sig.
	Experimental	Post-scale				
	Control	Post-scale	91.7	9.78	18.1	0.05

As shown in Table 3, the experimental group post-scale mean scores are higher than the control group scores. Using Nearpod with guided reading was a motivating factor that provided pupils with attractive presentations and motivational tasks that helped create an encouraging learning environment and increased reading motivation. Building a reassuring learning atmosphere inside the classroom using Nearpod proved to be very helpful in improving primary pupils' reading motivation. This result is aligned with Kuijk (2018), who confirmed that proper tools and materials stimulate pupils' motivation. This result is in line with several studies (e.g., Sanmugam et al., 2019; Shehata et al., 2020; Aulia et al., 2024; Hernandez-Mena et al., 2024) who explored the influence of using Nearpod in teaching and proved that using Nearpod promotes pupils' enthusiasm, attention, motivation, and performance. Moreover, following guided reading strategy principles, pupils were placed in groups of the same academic level, which in turn helped them participate without fear, build self-confidence, and increase reading motivation. Nearpod with guided reading positively impacted the performance and motivation of the experimental group pupils. The control group received regular teaching. The pupils in the control group did not have the chance to use Nearpod activities or guided reading strategies. Thus, the pupils' scores were lower than their counterparts in the experimental group.

For testing the validity of the fourth hypothesis that states a statistically significant difference between the mean score of the experimental group on the pre-and post-administration reading motivation scale favoring the post-administration scores, a *t*-test was used, as presented in Table 4.

Table 4. A Comparison of the Experimental Group on The Pre-and Post-Reading Motivation Scale.

Reading Motivation Scale	Groups	Scale	Mean	SD	<i>t</i> value	Sig.
	Experimental	Pre-scale				
		Post-scale	128.4	7.20	22.8	0.05

Table 4 shows that the higher mean score is for the post-scale. This result can be interpreted as: Using Nearpod with a guided reading strategy, primary pupils could fulfill their needs to participate, express themselves, and compete. Besides, allowing pupils to use their mobile phones inside the classroom fulfilled

their curiosity and created an enjoyable learning environment that enhanced reading motivation. Using Nearpod with guided reading provided pupils with opportunities to be placed in groups of the same academic level, interact and exchange ideas, practice inquiring, lessen anxiety, increase reading comprehension skills, and enjoy learning. This result is consistent with Tran et al. (2019), Hakami (2020), Aulia et al. (2024), and Hernandez-Mena et al. (2024), who indicated the positive impact of using Nearpod on increasing pupils' motivation and interaction, active learning, and enthusiasm.

Conclusion

Using Nearpod as a teaching tool with the guided reading strategy positively impacted pupils' comprehension and motivation. Regarding the current study, Nearpod activities positively impacted pupils' reading motivation and comprehension since these activities and tasks meet young pupils' learning styles and tendencies to participate and compete. Teachers can use Nearpod educational presentations or create their own presentations. The availability of attendance and performance reports makes Nearpod an effective teaching tool that can be used inside classrooms or in blended learning. I used Nearpod educational presentations that were controlled, shared, and displayed on a classroom projector via a computer. Pupils' mobile phones were also used for quizzes and "time-to-climb" activities. Using their phones, pupils were very motivated. Mobile phones engage pupils and encourage interaction. Moreover, announcing winners after each activity increased pupils' reading motivation, competition spirit, curiosity, participation, reading comprehension skills, and positive attitudes toward reading activities. Based on the current study results, Nearpod should be used in teaching primary pupils reading comprehension since it promotes motivation, enthusiasm, competition, and interaction, reduces anxiety, and increases positive attitudes toward reading. It is also suggested that Nearpod quizzes be included in the final exam. Additionally, there is a need for more studies to explore the impact of using Nearpod on primary pupils' listening and speaking skills, self-efficacy, anxiety, risk-taking, and attitude.

References

- Abu Abeeleh, T. W., Al-Ghazo, A., & Al-Sobh, M. (2021). Reading comprehension problems encountered by EFL students at Ajloun National University. *International Journal of Language and Linguistics*, 8(1), 6–15. https://ijllnet.com/journals/Vol_8_No_1_March_2021/2.pdf
- Abdullah, M., Inayati, D., & Karyawati, N. (2022). Nearpod use as a learning platform to improve student learning motivation in an elementary school. *Journal of Education and Learning*, 16(1), 121–129. <https://doi.org/10.11591/edulearn.v16i1.20421>
- Abu Musa, M., & Al Momani, J. (2022). University students' attitudes towards using the Nearpod application in distance learning. *Journal of Education and e-Learning Research*, 9(2), 110–118. <https://doi.org/10.20448/jeelr.v9i2.4030>
- Afrough, T., Rahimi, A., & Zarafshan, M. (2014). Foreign language learning demotivation: A construct validation study. *Procedia—Social and Behavioral Sciences*, 136, 49–53. <https://doi.org/10.1016/j.sbspro.2014.05.286>
- Aulia, R., Sunra, L., & Nani, F. (2024). The influence of using Nearpod on the students' enthusiasm in classroom discussion in Class X English at SMAN 2 Pangkep. *Journal of English Education and Literature*, 3(2), 317–325. <https://doi.org/10.26858/performance.v3i2.62016>
- Aji, K., Ardin, H., & Arifin, M. A. (2020). Blended learning during pandemic coronavirus: Teachers' and students' perceptions. *Journal of Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Ajmal, M., Arshad, M., & Hussain, J. (2019). Instructional design in open distance learning: Present scenario in Pakistan. *Pakistan Journal of Distance and Online Learning*, 5(2), 139–156. <https://files.eric.ed.gov/fulltext/EJ1266717.pdf>
- Brown, H. D. (2014). *Principles of language learning and teaching* (4th ed.). Longman.
- Brunner, J. T. (2012). *Now I get it: Differentiate, engage, and read for deeper meaning*. Rowman & Littlefield Publishers.
- Burkins, J. M., & Croft, M. M. (2017). *Preventing misguided reading: New strategies for guided reading teachers*. Routledge. <https://doi.org/10.4324/9781032682136>
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Eltayb, H. A. (2021). Investigating reading comprehension problems encountered by Sudanese secondary school students: Teachers' perspective. *International Journal Online of Humanities*, 7(2), 11–25. <https://doi.org/10.24113/ijohmn.v7i2.221>
- Foorman, B., Wu, Y., Quinn, J., & Petscher, Y. (2020). How do latent decoding and language predict latent reading comprehension: Across two years in grades 5, 7, and 9? *Reading and Writing*, 33(9), 2281–2309. <https://doi.org/10.1007/s11145-020-10043-3>
- Fountas, I. C., & Pinnell, G. S. (2001). *Guided reading: Good first teaching for all children*. Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehension and fluency: Thinking, talking, and writing about reading, K-8*. Heinemann.
- Ha, G. L., & Ngo, T. C. T. (2021). Challenges in learning listening comprehension via Microsoft Teams among English majors at Van Lang University. *International Journal of TESOL & Education*, 1(3), 142–175. <https://doi.org/10.11250/ijte.01.03.009>

- Hakami, M. (2020). Using Nearpod as a tool to promote active learning in higher education in a BYOD learning environment. *Journal of Education and Learning*, 9(1), 119–126. <https://doi.org/10.5539/jel.v9n1p119>
- Hansen, K. E. (2016). Guided reading and how it affects reading comprehension in struggling, middle level and high level readers [Master's thesis, Saint Fisher College]. *Education Masters Paper 360*. Fisher Digital Publications. https://fisherpub.sjf.edu/education_ETD_masters/360/
- Harris, T. L., & Hogges, R. E. (2004). *The literacy dictionary*. International Reading Association.
- Hassan, I., & Dweik, B. (2021). Factors and challenges in English reading comprehension among young Arab EFL learners. *Academic Research International*, 12, 18–30. [http://www.savap.org.pk/journals/ARInt./Vol.12\(1\)/ARInt.2021\(12.1-02\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.12(1)/ARInt.2021(12.1-02).pdf)
- Hernandez-Mena, C., Amado-Moranchel, N., Avalos, M., Alvarez, J., & Faccinnetto-Beltrán, P. (2024). Improving student motivation in higher education through Nearpod. *IEEE Global Engineering Education Conference (EDUCON)*, Kos Island, Greece, 1–4. <https://doi.org/10.1109/EDUCON60312.2024.10578581>
- Jafari, S. (2013). Motivated learners and their success in learning a second language. *Theory and Practice in Language Studies*, 3(10), 1913–1918. <https://doi.org/10.4304/tpls.3.10.1913-1918>
- Kuijk, A. (2018, July 18). Two-factor theory of motivation by Frederick Herzberg. *Toolshero*. <https://www.toolshero.com/psychology/theories-of-motivation/two-factor-theory-herzberg/>
- Lai, H. Y. (2013). The motivation of learners of English as a foreign language. *International Education Studies*, 16(10). <https://doi.org/10.5539/ies.v6n10p90>
- Mekota, T., & Marada, M. (2020). The influence of the Nearpod application on learning social geography in a grammar school in Czechia. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-020-10214-3>
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12–28. <https://doi.org/10.1111/j.1540-4781.1994.tb02011.x>
- Prihatini, S. O. (2022). An analysis of students' difficulties in reading comprehension at SMA Negeri 4 Pematangsiantar. *Romeo: Review of Multidisciplinary Education, Culture and Pedagogy*, 1(2), 75–79. <https://doi.org/10.55047/romeo.v1i2.95>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sanmugam, M., Selvarajoo, A., Ramayah, B., & Lee, K. W. (2019). Use of Nearpod as an interactive learning method. *INTED2019 Proceedings*, 1, 8908–8915. <https://doi.org/10.21125/inted.2019.2219>
- Shehata, N., Mitry, C., Shawki, M., & El-Helaly, M. (2020). Incorporating Nearpod in undergraduate financial accounting classes in Egypt. *Accounting Education*, 29(2), 137–152. <https://doi.org/10.1080/09639284.2019.1704806>
- Steiner, L. M., Hindin, A., & Rizzuto, K. C. (2022). Developing children's literacy learning through skillful parent-child shared book readings. *Early Childhood Education Journal*, 50(4), 539–553. <https://doi.org/10.1007/s10643-021-01170-9>
- Susanti, L., Junining, E., & Hamamah, H. (2021). Investigating the implementation of Google Classroom to improve reading comprehension: Advantage and disadvantage. *Journal of Languages and Language Teaching*, 9(2), 204–211. <https://doi.org/10.33394/jollt.v9i2.3491>
- Tran, T. L. N., Ngoc, N. D., Thao, N. T. T., & Thanh, H. T. (2019). Bring your own device (BYOD): Technologies for learner engagement and collaboration [Conference paper]. 10th Annual

- International Conference on TESOL: Diversification and engagement in English language teaching. *Conference on TESOL*, 119. <https://www.vnseameo.org/TESOLConference2019/wp-content/uploads/2019/10/Thao-Thanh-Ngoc-Tran-Full-paper.pdf>
- Tsarapkina, J., Anisimova, A., Grigoriev, S., Alekhina, A., & Mironov, A. (2020). Application of Zoom and Mirapolis Virtual Room in the context of distance learning for students. *Journal of Physics: Conference Series*, 1691(1), 12–94. <https://doi.org/10.1088/1742-6596/1691/1/012094>
- Wang, J., & Chia, I. (2022). Engaging students via Nearpod in synchronous online teaching. *Management Teaching Review*, 7(3), 245–253. <https://doi.org/10.1177/2379298120974959>
- Zahran, F. (2021). The impact of merging 6TS and blogging on university students' critical reading and writing skills. *Journal of Research in Education and Psychology*, 4(2), 551–596. <https://doi.org/10.21608/mathj.2021.100598.1158>
- Zahran, F. A. (2023). The impact of ASSURE model-based program on EFL in-service preparatory teachers' teaching skills and digital literacy skills. *International Journal of Research in Education and Science (IJRES)*, 9(4), 937–950. <https://doi.org/10.46328/ijres.3279>
- Zagoto, I. (2020). Academic self-concept on reading comprehension. *Jurnal Education and Development* 8(2), 545–548. <https://journal.ipts.ac.id/index.php/ED/article/view/1825>



The *Journal of Educational Research and Practice* is a peer-reviewed journal that provides a forum for studies and dialogue about developments and change in the field of education and learning. The journal includes research and related content that

examine current relevant educational issues and processes. The aim is to provide readers with knowledge and with strategies to use that knowledge in educational or learning environments. *JERAP* focuses on education at all levels and in any setting, and includes peer-reviewed research reports, commentaries, book reviews, interviews of prominent individuals, and reports about educational practice. The journal is sponsored by The Richard W. Riley College of Education and Human Sciences at Walden University, and publication in *JERAP* is always free to authors and readers.