

The Use of a Storyboard Platform to Enhance Reading Comprehension: A Pedagogical Experience with EFL Pre-Service Teachers

Uso de la Plataforma en Línea de Guion Gráfico para la Comprensión Lectora de Estudiantes de Pregrado: Una Experiencia Pedagógica

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Abstract

This study was based on an innovation project at the university level with English as a Foreign Language pre-service teachers. This experience was implemented with several language levels in different academic periods of the programme. The project aimed to apply a technological tool such as

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StoryboardThat, in contrast to the traditional pen-on-paper test, so that students could develop a zest for reading, allowing them to use it themselves and apply it in their teaching practices. After learning how to use the platform, they worked using a fiction novel assigned. In groups, they created three to six scenes summarizing one chapter and presented it to their peers. They stated that the project helped them improve their reading skills and inspired them to read more and use other similar platforms as an alternative in their future teaching practice. This pedagogical experience demonstrates that teachers foster a more positive attitude toward reading by integrating creativity into reading comprehension; it also equips pre-service teachers with practical tools and collaborative techniques they can apply in their future EFL teaching practice.

Keywords: EFL, pre-service teachers, reading comprehension, StoryboardThat platform

Resumen

Este estudio se basa en un proyecto de innovación pedagógica realizado a nivel universitario con futuros profesores de inglés. Esta experiencia se implementó en distintos niveles y en distintos semestres del programa. El objetivo del proyecto era implementar una herramienta tecnológica como StoryboardThat, en contraste con las pruebas tradicionales de comprensión lectora escritas en lápiz y papel, de manera que los estudiantes pudieran desarrollar entusiasmo por la lectura, además de darles la oportunidad no solo de usarla ellos mismos, sino de aplicarla en sus propias prácticas docentes. Los estudiantes, previa capacitación en el uso de la plataforma, utilizaron una novela asignada para crear, en grupos, de tres a seis escenas de un capítulo en la plataforma y que resumiera el capítulo para posteriormente presentarlo a sus compañeros. Los estudiantes expresaron que el proyecto no solamente les ayudó a mejorar sus habilidades de lectura comprensiva, sino que también los motivó a leer más frecuentemente y utilizar otras plataformas similares como una opción en su futuro desempeño docente. Esta experiencia pedagógica demuestra que se fomenta una actitud más positiva hacia la lectura al integrar creatividad en la comprensión lectora, y que también proporciona a los futuros profesores herramientas prácticas y estrategias colaborativas que luego implementarán en sus futuras clases como profesores de inglés.

Palabras clave: EFL, comprensión lectora, plataforma StoryboardThat, estudiantes en práctica

Introduction

Reading comprehension as an active process of understanding and constructing meaning is by far the most important skill to embark on any career at the university level. This is especially relevant for students of English language teaching undergraduate programmes since reading skills will not only help them succeed in their professional training, but they will also have the enormous responsibility to develop reading skills in their English language learners,

Chilean school students have systematically ranked poorly in standardized national and international reading tests in their mother language (Spanish in this case): the latest OECD (Organization for Economic Co-operation and Development) ranking released in

2019 places Chilean students within the 20 lowest scores among all OECD countries, so the challenge for future teachers to develop reading skills in English seems to be twice as difficult. Educational inequalities are related to the levels of literacy that students reach at the end of their school years.

That is why the search for reading strategies for future teachers to overcome their reading comprehension weaknesses is of paramount importance. They may learn ways to help their future students to become better readers. In their study, Granado and Puig (2014) start from the assumption that students' reading motivation and, thus, practice, depend largely on teachers' reading habits, which are thought to be emulated by students. If this were so, any effort to develop pre-service teachers' reading skills and enthusiasm would be worth the effort.

Among the various factors alluded to have undermined the taste for reading, technology has been the first to blame. Teachers and professors observe that students are increasingly reluctant to engage with books or long-form texts. Digital learners, surrounded by a constant stream of technological stimuli, often find reading novels, articles, or other texts dull and uninteresting by comparison. Therefore, reading a book and using a technological platform to create comics seem to reduce the gap between these competing interests. Incorporating ICTs (Information and Communication Technologies) in higher education, particularly in pedagogical training, has modified undergraduates' profiles, making technology use part of the explicitly declared skills and abilities.

Another important factor that may prevent, especially adolescents, from the pleasure of reading, is that the main pursuit at their age is to build strong social ties with peers; thus, it is not surprising that spending time in solitary activities such as reading is often avoided and seen as a form of ostracism.

Active reading strategies allow students to work in small cooperative groups to carry out reading-related tasks which involve, as is the case of creating a graphic organizer such as a storyboard, exchanging reading strategies, collaboratively checking, and making sense of the context to visualize the scenes and put them into graphics. Visuals are by far the most powerful aspect of learning, especially among millennials. Graphic applications such as visual learning elements will enhance effectiveness in teaching and learning processes (Jandhyala, 2017). As Noordan et al. (2022) conclude in their review, the use of ICTs in EFL (English as a Foreign Language) on reading comprehension is a field that remains unexplored.

Literature Review

This innovation project has been carried out to ameliorate the lack of reading comprehension skills of English language teaching undergraduate students, and to engender

enthusiasm towards reading using the graphic organizer platform StoryboardThat. The rationale for using a digital storyboard platform for intensive reading comprehension of fiction novels is based on three criteria: (a) the cognitive advantages of graphic organizers, (b) the necessary incorporation of ICT in EFL teaching and learning, and (c) the socializing nature of Collaborative reading.

Varvel and Lindeman (2005) state that “storyboards are a means to graphically represent layout, organization, content, and linkages of information to create a conceptual idea of the information, location, meaning, and appearance” (p. 1). Therefore, using the abovementioned storyboard platform seems suitable because it not only develops what Varvel and Lindeman (2005) assure but also has the advantage of using technology essential in this 21st century. The storyboard used as a teaching and learning strategy should be considered useful to make students understand fiction texts. Moreover, it should be the basis for developing more analytical texts as learners start working with various reading skills such as skimming, summarizing, and increasing vocabulary (a must in EFL) among others.

The following sections will be structured around the rationale for using this platform, considering extant successful reading comprehension experiences for using graphic organizers, collaborative reading, technology, and active versus passive reading.

Graphic Organizers

Ausubel (1968), in his seminal work on meaningful learning, highlighted the importance of graphic organizers as a means of relating previous knowledge to new content visually and coherently to make learning meaningful. He divided advanced organizers into four types: Expository, Skimming, Graphic, and Narrative. The latter is a storytelling or story-mapping tool; in this way, it helps readers incorporate and retain new information by establishing visual arrays of the content of a narrative.

Concept mapping and other graphical tools have been vastly used and documented as effective tools in several subjects and skills. Specifically, in EFL reading comprehension, an experimental study (Öztürk, 2012) showed how, after a 12-week treatment, reading comprehension tasks using graphic organizers outperformed those that did not. This study was applied to 50 intermediate-level EFL learners, and the type of graphic organizers used were spider maps, fishbones, comparison and contrast, problem-solution, Venn diagrams, and storyboard, among others.

Although storyboards are not widely used as a reading strategy among EFL teachers, some enlightening experiences are worth mentioning. Bruce (2011) explains how storyboards in poetry and fiction can be compared with texts and films. Regarding fiction, chapter summaries, identification of story elements, and comparison of print and film interpretations

of a passage are described and shared with classmates. According to Bruce (2011), “The discussion that ensues is often a rich interchange of how they visualized the events, focusing on the surprising commonalities and variations of individual interpretations” (p. 81).

The effectiveness of a storyboard graphic organizer as a post-reading activity has also been reported and explained in a study carried out in an ESL class in a public school in North Carolina, United States (Molina-Naar, 2013). The participants, six limited-proficient students, were given a pre and post-test to compare their results before and after using storyboarding apart from the student’s portfolio and a teacher’s journal. The reading assignment was a set of short stories that students read, analysed, and discussed before being trained and prompted to draw scenes in a storyboard layout. Molina-Naar (2013) points out that the sample is limited, and the findings are inconclusive. Nonetheless, the results were positive and showed an improvement in quantitative terms (all six students raised their scores in the post-test) and the students’ motivation while working on the task. This was evident in their portfolios where they expressed their positive perception about using the storyboard. In this study, the advisability of applying this strategy for a longer period and of incorporating technology is stated as “The design of storyboards using computers might have a much more positive impact on the students as they could have the opportunity to increase their knowledge of technology and augment their motivation” (Molina-Naar, 2013, p. 164).

In a nutshell, apart from the clear benefits of using visuals to enhance reading comprehension, Bruce (2011) and Molina-Naar (2013) highlight its socializing and collaborative aspects.

Collaborative Reading

In EFL teaching, group work has always been encouraged mainly in developing speaking skills since oral production is an interactive and social activity. Additionally, task-based and project-based approaches involve group work for information searching, organizing data, and writing or producing a given outcome. Collaborative learning has been extensively researched and documented as an effective technique. Laal and Ghodsi (2011) summarized and categorized the benefits of collaborative learning into four major categories “social, psychological, academic, and assessment” (Laal & Ghodsi, 2011, p. 487). Among the academic benefits identified are critical thinking skills, students’ involvement in learning, and academic result improvement.

However, up to date, in Chilean EFL classrooms, reading is still treated as a solitary endeavour and students are reluctant to spend their time reading. Most EFL reading work has focused on reading strategies such as activating previous knowledge, skimming and scanning, and reading for main ideas, among others. However, little has been researched specifically on collaborative reading in EFL classrooms.

Evidence of international research on the area is far from conclusive; however, an increased interest in tackling reading comprehension problems has emerged and moved towards more interactive ways of developing this skill. For instance, EFL learners in 11th grade in a Chilean school perceived that having collaborative activities in their reading classes motivated them to engage in the activity; learners with low reading skills benefited from those with higher reading skills (Lizana Miranda, 2017). Similarly, an Iranian study on the application of collaborative learning in reading tasks shows positive results, “Collaborative reading resulted in consistently and significantly higher scores than private reading for all four texts” (Momtaz & Garner, 2010, p. 2). This quasi-experimental study was applied to a control (private reading) and an experimental CL (collaborative learning) group, 18 students each. The independent sample T-Test that compared the pre and post-test revealed that the experimental group outperformed the control group significantly. The strategies used spontaneously by the students in collaborative reading were “...brainstorming, summarizing, paraphrasing, meta-linguistic utterances, and interaction management utterances” (Momtaz & Garner, 2010, p. 8). The qualitative part of the study aimed at students’ perception of the (CL) task and the researchers explain their answers in these terms: “A number of interviewees commented that collaborative reading provided them with an enjoyable and relaxed learning environment, thus leading to the removal of affective filters...” (Momtaz & Garner, 2010, p. 10). In the same line, Zoghi et al. (2010) conducted a mixed-method study in an Iranian University with 42 university students. Unlike the first-mentioned study, the quantitative results obtained from a dependent-sample T-test showed no significant improvement in students’ scores on the reading pre and post-tests statistical analysis, the qualitative analysis, though, showed that 87% of students had a positive perception about this modified collaborative strategic reading (MCSR).

ICTs concerning Reading

Even though using ICTs in schools seems effective, this might just be a perception. A review of the Chilean EFL classroom use of ICTs showed that after 2016, studies have been steady, but the number of empirical research exploring this topic is still limited (Vega et al., 2023). According to Gubbels et al. (2020), using ICTs should be moderate as the availability of the ICT resource and its use have not shown a direct improvement relationship with (digital) reading comprehension, at least in the Dutch context. However, the results illustrate the advantages ICTs bring when used with moderation. There is still no consensus on whether ICTs enhance reading comprehension skills, but the literature agrees they do not harm such a skill. Maduabuchi and Emechebe (2016) state that ICTs and reading comprehension can help students in various ways. They mention the increase in the range of vocabulary building and usage as students have access to online dictionaries. They add that...” their students were

looking forward to their reading comprehension lessons showing growth in their students' learning process and promotion of meaningful learning among others" (p. 5).

In the present study, the main purpose is not only to enhance ICT skills but also, mainly, to use them as a tool to improve reading comprehension skills. 21st-century students were born with ICTs, it is part of their culture; therefore, teachers must use it for higher aims such as developing good readers, especially with students whose goal is to become teachers of English. Acuña-Torres et al. (2024) recommend training teachers to strengthen their pedagogical skills and digital abilities to enhance their teaching practice.

Active vs Passive Reading

Reading in the EFL classroom is an ability that starts being developed in elementary school in Chile, as stated in the English National Curriculum. It is most probable that teachers might resort to passive reading when working with this linguistic skill in ESL (English as a Second Language)/EFL because it brings various advantages. To start, it is something that students do in silence at school or home; thus, the teacher can use it for other tasks they might find more important. Additionally, when working or assessing the text given, teachers tend to use objective items such as true or false, multiple choice, matching, or fill-in-the-gap. These items are easy to check for the teacher; the problem is that they tend to make students read more superficially as the answers are in the text in one way or another. Tomitch (2000) argues that passive reading and assessment scarcely foster between-line reading; it does not open interaction with others, debating, or discussing the text. Moreover, the activity objectives are not challenging; needless to say, they do not motivate students. Thus, they make reading a dull activity.

In contrast, active reading will engage students, as they must interact with peers (pairs or groups). The "items" will transform into a real activity or task. The interaction that emerges while reading with someone results in active communication. Students can share opinions and argue their interpretation of the text linking this with their background, making reading a meaningful and social activity (Tomitch, 2000). Students can try to visualize what they are reading, ask questions to each other, agree, and disagree. In this way, the traditional passive reading transforms into active reading.

If going back some decades, Ausubel (1968), Davies (1995), and Grabe (1997) were already referring to this active reading and what it involves. These authors were already talking about different types of active reading with graphic organizers and the creation of diagrams, among others. Nowadays, various graphic organizers can help students improve their reading comprehension. Tomitch (2000) considers active reading tasks to foster critical thinking skills.

The Pedagogical Innovation

Context and Participants

This pedagogical innovation took place in the English Pedagogy Programme at Universidad Andrés Bello, Viña del Mar, and the participants belonged to cohort 2018. Figure 1 (below) shows their initial competencies to start university life in different skills in their mother tongue (Spanish). In written production and study habits, students met the expected standards. Nevertheless, their reading comprehension and reasoning results did not. Through the (AES) Accompaniment Programme for First-Year Students, the Education Faculty provided students with workshops to help them improve their weaknesses in their native language. This pedagogical innovation project aims at helping students enhance reading comprehension in the target language. The competences in reading comprehension, written production, and learning strategies EFL students had when entering the university are shown in Figures 1 and 2.

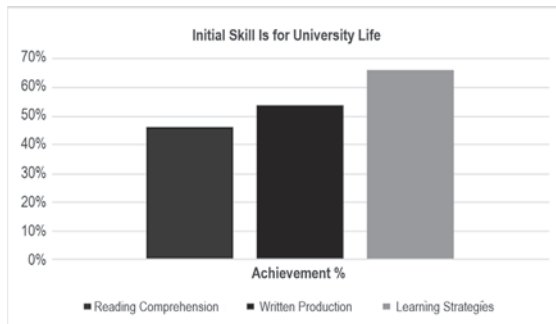


Figure 1. *Cohort 2018 Initial Skills for University Life*

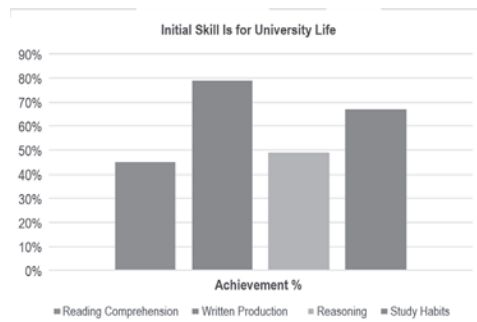


Figure 2. *Cohort 2019 Initial Skills for University Life*

Objectives

The general objective of this pedagogical intervention was to develop reading comprehension skills and vocabulary through a graphic organizer such as StoryboardThat. Besides, a specific objective aimed at exploring the students' perceptions of using StoryboardThat in their EFL classes.

Instruments

There are two instruments to collect information about this pedagogical experience: an open-ended questionnaire and a focus group. Both instruments collected data about students' perception of using the graphic organizer, for their reading comprehension and vocabulary development, and to elicit whether they would incorporate it into their teaching practice.

Pedagogical Intervention

The implementation of StoryboardThat as a graphic organizer to enhance reading comprehension was in seven stages as presented in Table 1.


Table 1. *Description of the Steps Carried Out during the Project*

Steps	Description	Students' task
1	Selection of novel	Agree on one novel
2	Assign chapters/parts of the story and a deadline for reading the text	Form groups and begin reading
3	Socialization of rubric	Agree on criteria used
4	Presentation of StoryboardThat	Familiarize yourself with the platform
5	Computer lab work	Work on the summary to select scenes
6	Presentation of storyboard	Present and discuss their chapter to the class using StoryboardThat as a visual aid
7	Feedback to students	The teacher and students participate in the feedback giving opinions about the task

The first stage consisted of choosing a novel to read according to the students' linguistic level and interests. The instructor would provide students with a list of texts for the learners to agree on the most interesting. In general terms, no one was eager to read a text that did not, in some way, attract their attention. In the second stage, students were divided into groups of three/four members and assigned a text chapter. The groups were formed randomly, so they had to share ideas and discuss their part of the story with students they did not usually work with.

Then, in the third stage, the rating scale (Likert Scale) was socialized with students (see Figure 3) to agree on the criteria for assessment. As a result, the following criteria were considered:

Figure 3. *Storyboard Likert Scale for Assessment*

Facultad de Educación y Ciencias Sociales Carrera Pedagogía en Inglés Language II – Reading Skill				
STORYBOARD LIKERT SCALE Intensive Reading “The Illustrated Man” by Ray Bradbury				
Name _____		Date _____		
Criteria	Excellent (7-6)	Good (5-4)	Fair (3-2)	Needs Improvement (1)
Delivery				
Clear, audible voice.				
Holds attention with the use of eye contact, seldom looking at notes.				
Makes no grammar or pronunciation mistakes (at level).				
Content				
Clearly explains the story with the help of the images.				
Explains the context, the climax, and resolution of the story.				
Provides relevant details of the chapter.				
Demonstrates full knowledge by answering questions.				
Graphics				
The storyboard complies with the layout and contains all the elements required.				
The storyboard’s graphics explain and reinforce screen text and presentation.				
Graphics are coherent with the story background (setting, costumes, etc.).				
The storyboard has no misspellings or grammatical errors (at level).				
The storyboard scenes summarize the chapter’s main ideas.				
Comments:				

The fourth step was introducing students to the StoryboardThat platform; they got familiar with all its tools. Students had to create three cells to retell the story of the chapter assigned. The platform allowed more cells, but the idea was to make students summarize the most important parts through scenes. Figure 4 shows an example of the cell format used.

Title, Cell, & Description

Title
Cell
Description

Figure 4. *Example of Format of the Scene Cells*

Having had sufficient time (one lesson) to learn the use of the platform, students started their task at the computer laboratory. Students had to read their text in advance to be ready to discuss and work on the storyboard with their peers.

There were three 90-minute lessons for students to work on the StoryboardThat platform. Once they finished, they presented the storyboard and explained each chapter based on the graphics displayed. Finally, the audience asked questions about the chapters presented. To finish the activity, feedback was given by both, the teacher and students.

Findings

The purpose of the intervention presented as an innovative project aimed at enhancing reading comprehension skills and developing a zest for reading by using the StoryBoardThat technological tool as a pedagogical experience with EFL pre-service teachers.

Student's perceptions regarding this experience are varied. From the open questionnaire, the five following categories emerged (Table 2): content skills, pedagogical activities, creativity, attitude, feelings, and process.

The content skill category considers developing reading strategies: summarizing, finding the main idea, focusing, comprehension, analysis, scanning, and retelling, which are the content knowledge developed within an EFL teacher formation programme.

The pedagogical activities category illustrates the pedagogical approach used during the intervention. These activities consider interactions within the learning experience, which foster students' engagement resulting in a dynamic classroom environment.

The creativity category refers to how students can depict their understanding of the chapter in a graphical way. Students could develop their designs in the platform generating novel and varied ideas graphically to represent their understanding of the reading texts.

The feelings category shows the emotional reactions the participants experienced during the intervention using the StoryboardThat technological tool. Most participants perceived the experiences as entertaining, while other students felt them boring.

Finally, the process category is defined as evaluating the experience and procedure involved in the intervention. The actions that took place during the experience using the platform as a tool in the collaborative reading strategy were considered useful, but time-consuming.

Table 2. *Categories and Sub-categories from Pre-service Teachers' Perspective.*

Categories	Views (subcategories)	Frequency
Content Skills	Summarizing	10
	Finding main idea	7
	Focusing	5
	Reading Comprehension	4
	Analysis	3
	Scanning	2
	Retelling	2
Pedagogical activity	Interactive	5
	Engaging	2
	Dynamic	1
Creativity	Creativity	18

Categories	Views (subcategories)	Frequency
Feelings	Entertaining	7
	Boring	4
	Platform dislike	2
Process	Useful/effective tool	16
	Time consuming	12
	Innovative	3
	Less time and effort	1

Frequency was added to each subcategory to illustrate the most common views pre-service teachers had from the categories that arose. They agree that summarizing and finding the main ideas are the content knowledge skills they mostly developed during the intervention. The most common pedagogical activity they thought they experienced during the intervention was the interaction with peers. The following excerpts from the most frequent sub-categories of each category are presented below. All excerpts are quoted as the students uttered them (some may contain syntactic or morphological mistakes).

Table 3. Excerpts for the Sub-categories

Subcategory	Students' Ideas in the Interviews
Summarizing	Student 1: <i>"Making a summary and if is too long, make a shorter summary to fit the information and important details into the storyboard."</i> Student 2: <i>"I highlighted the more important things and then put them on the storyboard."</i>
Finding Main Idea	Student 1: <i>"Finding the main ideas of each chapter, and discriminating the most important moments to present."</i> Student 2: <i>"I think it is a good method as we need to use our summarizing skills, discriminating the main ideas of the book and chapters."</i>
Interactive	Student 1: <i>"Storyboard That is an interactive and fast way to develop a task, also, students have the chance to elaborate an artistic task so, they won't be that stressed about the task."</i> Student 2: <i>"There is more interaction, more creativity, easier to understand the reading and if you are kinaesthetic at the moment of creating the comics you can easily understand what you have read."</i>
Engaging	Student 1: <i>"...believe that is more interesting and engaging to students rather than reading a traditional study guide."</i> Student 2: <i>"The traditional method is less engaging for the students; thus, it makes reading comprehension more difficult."</i>
Creativity	Student 1: <i>"Personally, I find it positive that it allows us to portray what is understood through our own words and images, it allows us to use creativity and bring words from a book to life."</i> Student 2: <i>"It is a great place where you can improve your creativity."</i>
Entertaining	Student 1: <i>"Since you create the content according to your perspective, I think it can be something very entertaining."</i> Student 2: <i>"It helps students understand the reading much more, they can get more ideas of what it would look like in real life and there is entertainment in the form of explanatory drawings."</i>

Subcategory	Students' Ideas in the Interviews
Boring	<p>Student 1: "It takes a lot of time to prepare, it's kind of boring and you practically have to do two jobs (works???)"</p> <p>Student 2: "A disadvantage could be that a student that does not enjoy this type of activity can find the assignment boring. Besides, even if it is an entertaining activity, that does not mean that it improves reading comprehension skills since you can create a comic without having to read the whole chapter or book."</p>
Useful/effective Tool	<p>Student 1: "It could be a very useful strategy to understand better what you are reading."</p> <p>Student 2: "I'm not a fan of StoryboardThat, but I consider it as a useful tool for the development of reading comprehension, it facilitates the process."</p>
Time-consuming	<p>Student 1: "It is a very arduous and time-consuming job as you have to think about what the environment is like, what the surroundings could be like, and so on."</p> <p>Student 2: "I hate when we have to do this because it takes a lot of time and it is tedious."</p>

The focus group (FG) results show similarities with the findings from the interviews. The most relevant factor in using StoryboardThat platform is the development of the summarizing skill, together with creativity and interaction, as shown in the following excerpts:

FG: "...it helped me a lot to get, especially in the last one we did, to get the main idea, I could finally summarize".

FG: "I used it as part of a project in my practicum, and it was a success, although it was not the same as we did it at the university, the students in High School had to create a story of their own".

FG: "The dialogues presented in the storyboard by my classmates made me understand much better the main ideas in the book we had to read."

However, a factor that was not mentioned in the interviews, but was highlighted in the focus group, is the importance of visual elements:

FG: "...it (storyboard) helps most of the students to understand, because many people are 'visual', just few students are 'auditory' or 'oral', and when they see a reading that is too extensive, they say 'ahhhh... how boring', but if they see a picture or a graphic, it is great... and this way they engage and want to continue..."

Conclusions and Pedagogical Implications

According to Paulson (2006), the low reading comprehension level of university students is a "get students through" (p. 52) approach in college developmental reading courses. Focusing on study assistance may inadvertently signal students that reading has no intrinsic value (Paulson, 2006). If that were the case with pedagogy students, the vicious circle of teachers who are poor readers and who at this time are unable to develop reading skills and reading interest in their students would completely undermine the possibility of reverting the low reading comprehension levels exhibited by Chilean students in the last years. That is

why, any fruitful attempt to improve this distressing picture should be attended, especially in pedagogy schools.

The pedagogical experience obtained through the application of StoryboardThat has offered a more than satisfactory result. In general terms, although some senior students believe the platform is time-consuming; they read the assigned novel and presented their chapters. This did not happen with the other cohorts who did not use StoryboardThat. The students who summarized their chapters in the number of cells given also customized characters and settings appropriately and gave details about the scenes. They have improved their reading skills and showed their creativity. Creativity is an essential 21st-century skill that is increasingly required across all professional domains and must be cultivated, mainly in the educational field.

From the point of view of language learning, all four basic language skills were trained since they read, wrote, spoke, and listened while preparing the chapters in groups and when presenting their parts to the class. This platform, and similar ones, will attract students as the new generations have been born surrounded by screens. Thus, if there is a deficiency in reading comprehension, teachers can always look for technological tools to support it.

The students who participated in this experience noticed the need they had themselves to develop reading skills, and therefore, the need their learners in the practicum might have. They stated the usefulness of the platform and the willingness to replicate the experience in their future practice, which can be considered a positive impact. The impact technological tools might have on school learners' reading comprehension is a crucial issue for designing educational strategies in the new landscape (Escobar-Tapias & Mendoza-Granados, 2023). At the same time, curricula should be designed and integrated with technological tools to facilitate the sharing of work between students and teachers to promote positive effects on motivation for all participants (Noordan et al., 2022).

As stated before, using this platform, or others alike, might be seen as time-consuming. However, in the long term, the results will demonstrate the opposite, as the advantages of its use, for certain, can outweigh any potential drawbacks.

The implications of the present pedagogical experience can be viewed from both, teachers and pre-service teachers. Teachers can help students change their negative perspective on reading by developing reading comprehension skills and creativity. Students can highlight the possibility of expressing their understanding by visual aids and interactions with peers in a collaborative task, which somehow, they might apply in their future teaching praxis as EFL teachers.

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