

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

Digital Stories and Reading Skills

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SUPERVISOR APPROVAL

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I, Dra. Chimbo Cáceres Elsa Mayorie, Ph.D, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “DIGITAL STORIES AND READING SKILLS” investigated by Miss. Chaluisa Chaluisa Lourdes Maritza with I.D No. 1850043769, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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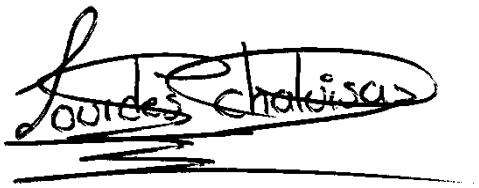
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I declare this undergraduate dissertation entitled "DIGITAL STORIES AND READING SKILLS" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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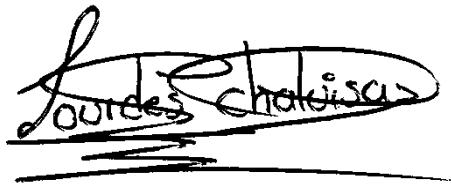
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DEDICATION

TO:

First, I want to dedicate my research work to my God because he has always blessed me and guided me along the way. To my beloved son, Gael, who has been my motivation to never give up. He is the fundamental pillar in my life.

To my mother, Maria, I'm so grateful for all the things that you've done for me. You're the best mother and friend. Thank you for always believing in me and supporting me. To my father, Luis who has always supported me in my studies.

To my partner, Kevin, who has always been with me, supporting me, and also to thank my sisters Johana and Michelle for helping me never give up.

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Topic: Digital Stories and Reading Skills

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ABSTRACT

The objective of this research was to determine the perspectives on the use of digital stories in reading skills. Using a descriptive, non-experimental approach, this research collected the data from 62 students (13 males and 49 females) from the first and second semesters of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Universidad Técnica de Ambato. The information was collected through a survey with 19 items on a Likert Scale (Always 5, Frequently 4, Occasionally 3, Rarely 2, Never 1). The survey was approved by five specialists in the field and validated using Cronbach's Alpha coefficient (0,874) and Aiken Validation (0,99). Furthermore, the research was based on three research questions related to the objectives. The results revealed that the digital stories most used by students are character and love stories, as these establish a deep connection with the audience. On the other hand, students dislike stories that inform or instruct because they contain educational material. Several skills were identified to improve reading skills. Among them are skimming and predicting, which are the most used by students. Nevertheless, the data also indicate that students had issues with some methods. One of the skills they are not very interested in is scanning because students do not know how to use these types of skills, which becomes a barrier for them when reading stories. The strategies students used most frequently were summarizing and highlighting. However, the results also revealed that students had difficulty applying mapping because they did not prefer to create mind maps.

Key words: *digital stories, types, reading subskills, strategies, students.*

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RESUMEN

El objetivo de esta investigación fue analizar las perspectivas sobre el uso de cuentos digitales en las habilidades lectoras. Utilizando un enfoque descriptivo, no experimental, esta investigación recopiló los datos de 62 estudiantes (13 hombres y 49 mujeres) de primer y segundo semestre del programa de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) en la Universidad Técnica de Ambato. La información se recopiló mediante una encuesta con 19 ítems en una Escala de Likert (Siempre 5, Frecuentemente 4, Ocasionalmente 3, Rara vez 2, Nunca 1). La encuesta fue aprobada por cinco especialistas en el campo y validada mediante el coeficiente Alfa de Cronbach (0,874) y la Validación de Aiken (0,99). Además, la investigación se basó en tres preguntas de investigación relacionadas con los objetivos. Los resultados revelaron que las historias digitales más utilizadas por los estudiantes son las de personajes y las de amor, ya que establecen una conexión profunda con la audiencia. Por otro lado, a los estudiantes no les gustan las historias que informan o instruyen porque contienen material educativo. Se identificaron varias habilidades para mejorar las habilidades de lectura. Entre ellas se encuentran el skimming y la predicción, que son las más utilizadas por los estudiantes. Sin embargo, los datos también indican que los estudiantes tuvieron problemas con algunos métodos. Una de las habilidades en las que no están muy interesados es el escaneo porque los estudiantes no saben cómo usar este tipo de habilidades, lo que se convierte en un obstáculo para ellos al leer historias. Las estrategias que los estudiantes usaron con más frecuencia fueron resumir y resaltar. Sin embargo, los resultados también revelaron que los estudiantes tuvieron dificultad para aplicar el mapeo porque no preferían crear mapas mentales.

Palabras clave: *cuentos digitales, tipos, subdestrezas lectoras, estrategias, estudiantes.*

Chapter I.- Theoretical framework

1.1 Research background

This chapter offers crucial information linked to the research topic of 'Digital stories and reading skills,' achieved by various authors over the last five years. To conduct this research, extensive research of different articles was conducted. The academic articles included in this study were obtained from various secure sources, such as Google Scholar, Research Gate, Latindex, Scopus, ProQuest, SciELO, and others. In other words, these sources helped to acquire accurate and concise information for this study.

Sahin and Coban (2020) explained that one tactic that helps pupils focus and participate in the learning process is the usage of digital stories. This study presents a suitable profile for the modern student-centered educational system. For 20 years, digital stories have become a frequent topic of study in educational research. The purpose of this study is to compile the findings from experimental investigations that look at how digital storytelling affects students' academic performance. For the framework of this research, previous studies were examined in which keywords such as "digital story, digital storytelling, academic performance" were used in the databases Web of Science, ULAKBIM TR Index, Google Academic, YOK Dissertation, EBSCOhost, and ERIC. The results showed a positive effect size of 0.750. To get this result, the random effects model was used with a 95% confidence interval using the Comprehensive Meta-Analysis (CMA) software. After the high impact of digital story applications on improving students' academic performance. In educational systems that use these methods, such as digital stories and other teaching procedures, differences in student academic performance were analyzed based on moderating variables. The grade level and level of instruction significantly influenced the effect of the studies. On the other hand, the type of publication and the origin of the study did not make a notable difference.

Qoura and Dadour (2021) investigated the effectiveness of digital stories in developing reading comprehension in 105 students from Faraskour High School. To achieve this, research tools were developed after verifying their reliability and validity. The researcher implemented three instruments: first, a content analysis to promote reading comprehension through stories in second-year high school students; second, a questionnaire was developed to identify the most suitable reading skills for the students. Subsequently, a pre- and post-test was designed to

evaluate the students' reading comprehension. This test was administered both prior to and following the experimental threatment. The research employed a quasi-experimental methodology. The study participants were divided into three groups of 35 pupils each. Digital stories created by the researcher were used in the second experimental group, while pre-made digital stories from educational websites were used in the first. And finally, the control group used the predetermined method mentioned in the curriculum designed by the institution. Thus, the current study demonstrated the effectiveness of employing digital stories to help second-year high school students improve their reading abilities.

Ahed and Mustafa (2023) examined the importance and advantages of digital stories in education. This study employed a descriptive methodology, wherein researchers outlined the concept of digital stories, categorized their types, discussed their significance in education, highlighted their benefits, and detailed the stages of their production. The research suggested several implications for future studies and educational practices, emphasizing the need to train teachers and encourage them to integrate digital stories as an effective teaching strategy. It also suggested further research on this topic with gifted students or students with special needs. The study concluded that digital stories are productive as an educational strategy because they are compatible with the needs and characteristics of students. Through the creation of digital stories, different elements such as images, sound, video, and animation can be used, and they can develop diverse stimuli in students. In other words, this develops students' multiple senses, improves their interaction, and develops their motivation for learning.

A research by Kaya (2023) determined the opinions of primary school teachers who teach language courses (native and foreign languages) regarding the preparation of digital stories through the use of information technology and their application in the classroom. This study used a phenomenological design, one of the qualitative research techniques. Primary school and English teachers who took part in the training and preparedness of digital storytelling offered by the European Union's Comenius Regio initiative were the subjects of this study. Thirty teachers participated in this study, 14 of whom participated voluntarily. At the end of the training, a survey was used as a data collection tool to gather the teachers' opinions. The results showed that the teachers contributed with a positive point of view and attitudes toward technology in second language teaching and used it in the preparation, teaching-learning, and assessment phases of

their classes. However, a high demand was observed for using pre-developed e-learning content. Furthermore, the training provided on digital stories that teachers attended was beneficial and contributed positively to their professional development, as well as their attitudes and thoughts about technology in the education system.

Rahmasari (2023) argued that the impact of reading performance and willingness to participate in reading activities among young students was investigated, based on their reading motivation and the texts they chose. In this regard, a number of projects use technology to make stories accessible on mobile devices. Using digital stories has become a key strategy for encouraging reading among students, as it helps them develop reading skills and motivation. Using a qualitative approach, the researcher conducted interviews and observations. Data reduction, visualization, and conclusion drawing were applied. The results demonstrated that students can easily use digital stories. They must follow simple steps: click on the link provided by the teacher and choose the stories they prefer from the website. Interesting features can be added to the story content while reading the text, such as quizzes, interactive exercises, and debates, among others, which are not available in the printed text. The strengths of this approach were that digital stories are used as a fascinating learning tool, especially for students who are accustomed to technology, as this helps young readers improve their literacy skills and motivation. One disadvantage is the internet connection. It is sometimes unstable, so students have trouble accessing the stories or, in some cases, cannot find the quiz menu on the website. This discourages students from reading them at home.

Söylemez (2023) investigated the impact of digital stories on children. In addition, the challenges faced by parents when utilizing digital storytelling platforms and potential solutions to these challenges were also investigated. A qualitative research approach known as phenomenology was employed for this study. The research sample included 14 parents chosen through a criterion sampling technique. A semi-structured interview form was used for data collection, and content analysis was applied to analyze the data. In the study, parents emphasized the positive effects of digital stories on their kids, such as fostering reading habits, increasing motivation, improving reading skills, and broadening vocabulary, aid in listening understanding, and stimulation of creativity. Parents expressed that utilizing digital story platforms can lead to issues like posture problems, eye health concerns, and anxiety related to gathering scores. The

perspectives of parents on the challenges their children face while interacting with digital storytelling platforms can be categorized into system and hardware issues as well as user-related issues. Additionally, parents proposed potential remedies for both the system and the child concerning the difficulties faced on digital story platforms.

In the study conducted by Kandemir and Bay (2024) determined the effect of digital stories on fourth-grade elementary children' fluent reading skills. The research employed a design that was quasi-experimental, featuring both a preliminary test and a subsequent test with a control group. It involved 46 fourth-grade students from villages in the Silvan district of Diyarbakır Province. Of these, 23 students were assigned to the control group, while the remaining 23 comprised the experimental group. To keep the students interested, eight reading sections were developed in the form of a digital story. Finally, the results showed that incorporating digital stories in reading activities improves students' fluent reading skills.

All these previous studies were essential for this research, as they indicate how Digital stories influence the improvement of language skills, especially reading skills. This demonstrates that promoting technology in classrooms with students helps positively develop their learning capacity. Implementing this material is interesting because students are even more interested when the content includes images, audio, and textual elements. Furthermore, the studies were experimental and applied to children and young students, as this material contains content for all types of students and all levels.

1.2 Theoretical foundation of the variables

Independent variable

World Wide Web 3.0 (WWW)

Król (2020) stated that British scientist Tim Berners-Lee is identified as an inventor of the World Wide Web (WWW). He developed the concept of the World Wide Web (WWW) in 1989 while working at the European Organization for Nuclear Research (CERN). In 1993, CERN published the World Wide Web software, which resulted in the dynamic development of the web. This is the biggest worldwide platform for information, allowing individuals from different countries to share, read, and create content with internet-enabled computers. Furthermore, Asaad (2021) confirmed that over the past twenty years, web technologies have advanced significantly due to the usability features offered by the internet connection. Each period has presented new opportunities and features and has experienced enormous progress since its inception. The evolution of the internet has taken place over many years, moving from Web 1. 0 to Web 3. 0.

Nath et al. (2014) mentioned that Web 1.0 marks the initial phase of the internet. In this stage, individuals were limited to reading and distributing content via web pages. Web 2. 0 represents the medium where individuals can read, create, and interact with one another. With Web 3.0, users can personalize and categorize the web; therefore, humans no longer do the work of reading or searching. Additionally, Goel et al. (2022) claimed that Web 3. 0 represents a web based on semantics. In this phase, computers process and generate new information, rather than humans. The primary goal of this site is to build an online experience for individuals—essentially, one that is centered around their needs. With the internet, people's perceptions and interactions are varying, as more advanced tools are being introduced that go far beyond what social media offers. These tools include intelligent agents, personal assistants, and open educational resources.

Saira et al. (2022) pointed out that Web 3.0 is an advanced and improved stage of Web 2.0, allowing it to be more open, connected, and intelligent. In this phase, intelligence was integrated into the learning environment. Through Web 3.0 applications, students can access a significant amount of information, filtering out erroneous data in a personalized way. The use of

this website in second language acquisition is unlimited; for example, students can access 3D virtual laboratories in which they can interact through mobile avatars. Through these tools, they will become more autonomous by practicing and being in contact with this environment. In addition, Chen (2016) investigated linguistic perceptions and practices using one of the Web 3.0 tools, which he applied to students who were learning a second language. As a result of the study, they indicated that 3D resources in foreign languages are helpful.

Information and communication technology (ICT)

Information and communication technology **(**ICT) is a general term that encompasses telephones, televisions, radios, and computers, as well as various other devices, services, and satellite systems. This is why it has gained significant relevance and continues to conquer more and more spaces. Bruntha et al. (2024) mentioned that information and communication technologies (ICT) are used in all spheres of life. It has changed how everything functions, be it learning, solving problems, or working. The tools of ICT, such as communications, networked computers, and social media, have become crucial for the efficient working of all professions. In contemporary society, these tools have significantly transformed the dimensions of time and space in both learning and professional environments, generating benefits for both students and working professionals alike. Moreover, the foundation of ICT includes programs, devices, connections, and communication channels, which are mainly used to collect, display, handle, save, and send information through sound, data, written words, and visuals, along with offering additional services (Waleed et al., 2020).

Kontostavlou and Drigas (2019) pointed out that the rapid development of technology in the last decades has changed the world, and it affects their lives daily. As a result, education could not remain unaffected by all these technological changes, as the basic needs of education have also changed. Modern education must stay aligned with advancements in technology, which means it should incorporate ICT. The study by Katiyar (2023) mentioned that the current society is growing more complicated, and education has also evolved to be more intricate, with a greater volume of information provided to learners. In establishing this new educational environment, ICT plays a significant role in enhancing both engagement and the assimilation of knowledge. Digital resources, multimedia presentations, and interactive whiteboards are just a few of the technological tools that can make learning more engaging and exciting. Moreover, Tamil (2018)

argued that in today's digital age, integrating information and communication technologies (ICT) is key in the classroom. It improves teaching and student learning and helps teachers present their teaching in a more engaging and accessible way.

Digital materials

According to Rossi and Tessmann (2017), digital materials are designed to connect the physical world with the digital one, focusing on achieving complete reversibility and the ability to digitally control manufacturing methods at every scale. Moonen (1999) contributed that digital learning materials are established on digital components; multimedia tools, educational programs, and systems accessible via the internet are clear examples of digital learning materials. In addition, digital material can be described as educational resources that possess the qualities of being viewable, shareable, editable, storable, and easily accessible. Typically created through information and communication technologies, these materials play a vital role in modern teaching.

Gezer and Anilan (2021) showed that the creation of digital materials has become an extremely accessible process. Thanks to the availability of computers and the internet, numerous programs, both free and paid, have emerged to facilitate this task. Tools such as videos, audio podcasts, PDFs, presentations, e-books, Vyond, Powtoon, Kahoot, Socrative, Animoto, Animaker, Alice, Cartoon Maker, Quizizz, Padlet, and Storybird are just some of the options that allow for the simple and creative development of digital materials. However, Sejdiu (2017) mentioned that it is not enough to simply place students in a classroom full of digital materials and expect them to develop. For learning to be truly effective, such materials must be compatible with the information and accurately reflect it. If digital resources are not designed in a flexible, engaging, and authentic way, they will be considered ineffective and will not provide value to students, much less to teachers.

In the digital age, technology has become an essential pillar on a global level. Various social systems, such as industry, economy, and communication, require educational institutions to prepare individuals competent in using these technological tools. As well as teachers are expected to fulfill this role within the educational system. Haleema et al. (2022) contributed that the globalization of education has already necessitated the application of digital technologies. Digital platforms existed for conducting classes, distributing materials, carrying out evaluations,

and overseeing the daily operations of educational institutions. Digital technologies help develop skills required for student performance, such as creating thinking structures, problem-solving, and understanding processes. They are preparing for a future that is likely to be more unpredictable, where technology will be essential. The skills and qualities that students develop will be crucial for their success in the professional world. According to Zakhro (2020), technology in the educational system provides students with more engaging and effective learning, as it helps them maintain greater interest in the material without distractions. The use of technological equipment in the classroom, such as projectors, computers, and others, can transform classes into a fascinating, entertaining, and engaging experience. By including technological resources in student learning, students can become more dynamic. Technology allows students to give presentations and work on activities that require group participation. Moro (2018) described that teachers can engage their students and help them succeed in their courses by using digital materials such as videos, articles, e-books, PDFs, images, web searches, and similar resources, as well as video lectures, which are highly effective in the classroom and help students acquire knowledge on a topic. Additionally, with specific tools, students can express their creativity and create digital stories or projects because it promotes comprehensive understanding, improves communication abilities, and provides opportunities for creative expression. Digital stories captivate viewers, rendering information more relevant and unforgettable, and can serve to clarify ideas, contemplate personal experiences, or even present a case.

Digital educational materials serve a multitude of purposes, adjusting to the diverse needs and learning styles of both teachers and students. Lara (2025) remarked that one of the most notable benefits of incorporating digital materials into the classroom is the ability to promote student engagement. With digital tools, students actively participate in collaboration, creation, and knowledge construction, as their curiosity and interest are naturally heightened. Promoting digital content, such as interactive software, transforms boring subjects into more interesting and engaging ones. This adaptability enhances traditional classroom settings, transforming them into more effective and personalized learning experiences. Digital learning resources encompass digital narratives, electronic books, internet-based courses, videos, online lectures, animations, simulated environments, gaming experiences, and software applications. These diverse materials

come in various forms and structures, enabling teachers to tailor their lessons to match the interests and learning styles of their students (Shokhayev et al., 2024).

Digital stories

Kiray and Tomevska (2021) highlighted that technological advances have driven changes and transformations in all areas, especially education. With the emergence or implementation of new technologies that evolve and adapt to the needs of the times, their use has become inevitable in the learning and teaching process. The methods, techniques, tools, and materials used in education have undergone significant changes. One of these is storytelling. The transmission of information through storytelling was formerly achieved through written sources; today, with the development of technology, it is achieved through digital stories. This is a useful technological material because it offers features not found in other technological tools. This tool combines creation, analysis, research, written text, and visual images, and this is considered a positive teaching method (Halah, 2015).

Göksün and Gürsoy (2022) theorized that for centuries, the power of stories has been known, as they have been passed down from generation to generation. This is a way of passing on experiences or knowledge from past generations to future ones. Stories are considered one of the oldest methods of transmitting information, having been used in educational settings for centuries. Teachers have taken advantage of the teaching-learning process from the past to the present. Stories are one of the oldest educational methods and, at the same time, one of the most appreciated in various educational contexts. Stories, first painted on cave walls and later published in books, have been transferred to digital media with the development of technology. Thus, digital stories emerged as a new version of traditional or typical stories. Lambert (2013) mentioned that the technique of digital stories is not new. This approach was first introduced in the late 1980s with Joe Lambert and Dana Atchley's cooperation. They were also the founders of the Center for Digital Storytelling (CDS), which was founded in 1998. CDS is the company that develops and disseminates the seven fundamental elements that guide people who want to create digital stories. These elements distinguish digital stories from traditional stories. DSs are shared through multimedia elements such as images, audio, and video. Therefore, these stories, which are presented digitally rather than orally or in print, contain a wealth of components such as

images, written text, music, recorded narration, animation, video clips, moving images, and graphics.

According to Oskoz and Elola (2016), digital stories usually serve various functions and contain between 250, and 300 words. They should be between two and five minutes long, which requires strict control over content, organization, and narrative structure. However, Robin (2016) disputed that digital stories combine the art of storytelling with digital media, such as images, text, recorded audio narration, music, and video. These components are integrated through software to narrate a tale, typically centered around a certain theme, frequently reflecting the creator's perspective. These digital stories are short, between 2 and 10 minutes, saved in digital format, and can be reproduced on a laptop, desktop, or other device. Furthermore, digital stories are usually personal narratives and told in the first person, giving them an intimate and relatable tone with detailed descriptions and sometimes including soundtracks to capture the audience's attention.

Digital storytelling has transitioned from conventional methods to digital formats. This is known as digital stories. This is a type of strategy that uses technology and makes learning entertaining and enjoyable, especially in second language learning, as it has been successfully implemented in this subject. Hamzeh and Hefang (2019) pointed out that the easy use of advanced multimedia, accessible to all, can be a constructive means of developing students' learning processes. These procedures emphasize critical thinking, teamwork, production, and collaboration. Educators can contribute to a broader understanding of these technological tools and make classes more engaging. When learning a second language using technological tools, students acquire new language skills distinct from their native language. Learning another language as a second language has many positive aspects. For example, it helps students develop skills such as reading and writing, self-confidence, and communication skills. The importance of using technology in the classroom, such as digital stories through virtual platforms, allows students to develop communication and interaction skills, as well as knowledge and experience (Stewart & Gachago, 2016).

Basar (2022) mentioned that digital stories are used in education because they can be easily applied to a variety of disciplines, such as science, math, foreign languages, art, and social studies. Another reason why digital stories are so popular in education is related to the fact that

they offer multimedia content that stimulates multiple senses. These multimedia environments help students understand complex information that would otherwise be difficult to assimilate. According to Kakungulu (2024), digital stories offer students an opportunity for pedagogical engagement. They participate in storytelling projects using technological tools and thus build their intentional knowledge. This knowledge assists them in moving through various social settings. Before children acquire the ability to read and write, they develop their understanding of the world through spoken stories. Digital stories help students concretize abstract concepts and help them learn in a deep and meaningful way. They also allow them to develop other skills like literacy and creativity. In other words, digital stories are essential in learning the English language because they combine visual, audio, and written elements, which help students understand and remember new vocabulary, grammar, and ideas more easily. They make learning more engaging and interactive, especially for students who enjoy using technology. Digital stories also expose learners to real-life situations, improve their listening and reading skills, and encourage creativity and critical thinking.

Types of digital stories

Various types of digital stories have emerged as the scope of use has diversified and adapted to people's interests—that is, what they want to share. There are various classifications in the literature. According to Signes and Speck (2012), digital stories are classified into education and social stories. On the other hand, Robin (2008) organized digital stories into the following categories: personal narratives, stories that inform or instruct, and stories that examine historical events. These three categories were the most prominent in several previous studies.

1. Personal narratives: it is the most popular type of digital story, as the author narrates personal experiences. These stories can be based on significant life events, carry a strong emotional charge, and be personally meaningful to both the author and the reader. Such as Night by Elie Wiesel and The Diary of a Young Girl by Anne Frank.

Types of personal narratives: different kinds of stories can be transformed into multimedia formats. They are classified as character stories, memorial, adventure, accomplishment, recovery, love, and discovery stories.

Character stories: it refers to stories about real people as protagonists, whether someone they admire, met, or a figure who has profoundly impacted their life. These stories are based on reality and use digital tools to enrich the emotional connection and enhance immersion, for example, And Still I Rise by Maya Angelou.

Memorial stories: these stories are about remembering and honoring people who became part of their lives, as the deceased is an essential part of the grieving process. In this case, these stories are usually a little complicated and painful to create, but the results can be very moving. For example, Snow Fall by The New York Times and Memorial by Theodore Sturgeon. Furthermore, they can use questions such as: – What is or was your relationship with this person? How would you describe them (physical appearance, character)? What was your favorite thing about the person? Etc.

Adventure stories: refers to stories told in the first person about exciting, risky, or transformative experiences, in which the narrator is both the protagonist and the narrator. They are real adventures narrated from a subjective perspective, often focusing on self-discovery, such as life lessons, and emotional, or physical risk. For example, The Motorcycle Diaries by Che Guevara.

Accomplishment stories: it focus on real-life milestones, triumphs, academic achievements, sports or competition medals, and professional certifications. Because these stories are frequently documented, creating a multimedia story is made simpler. For example, Olympic Moment by Richard Carapaz. In this case, televised sporting events have acquired accomplishment stories as an essential element.

Recovery stories: it refers to raw and transformative stories that narrate the overcoming of various adversities, whether physical, emotional, mental, or social. These stories not only capture the act of survival but also highlight resilience and the healing process. They utilize digital elements to further impact the audience. As an example, Know My Name by Chanel Miller.

Love stories: they are intimate and moving narratives that focus on meaningful relationships, cherished memories, and the people or connections that shape their lives. These stories explore, celebrate, or lament the enduring impact of love in its various

forms (familial, platonic, romantic, or even self-love). For example, Of Love and Other Demons and Love in the Time of Cholera by Gabriel García Márquez.

Discovery stories: it refers to exploring, discovering, and revealing truths, knowledge, or experiences that were previously hidden. These types of stories emphasize curiosity about learning something new, problem-solving skills, and the pursuit of self-transformation. For example, The Voyage of the Beagle by Charles Darwin and The Diary of Marie Curie.

2. Stories that inform or instruct: these refer to narrative educational content designed to teach, inform, guide, or explain to students about topics such as technology, art, science, history, and health through engaging narrative techniques. For instance, the creations of Thomas Alva Edison, such as the incandescent light bulb and the phonograph. This type of story uses multimedia elements, interactivity, and emotional hooks to make learning more entertaining, impactful, and memorable.

3. Stories that examine historical events: they focus on the examination and transmission of historical events or themes from the past through digital media. People can analyze, reconstruct, and emotionally connect with the past. They can use historical photographs, newspaper headlines, speeches, and other resources to create stories and enhance their understanding of the past, providing meaning and depth to crucial moments in the story of our planet or a particular location. For example, The Fall of the Berlin Wall, The Civil Rights Movement, and The Holocaust, among others. Additionally, it can teach values such as respect for national values, peace, freedom, and patriotism.

Elements to elaborate digital stories

According to Robin (2016), Center for Digital Storytelling (CDS) is known for working on and disseminating the seven elements of digital storytelling, which is a key point since it is the starting point for working with digital stories. The purpose of the seven elements is to ensure creators create successful stories, as the narrative must satisfy, surprise, and captivate the viewer (Gladstone & Stasiulis, 2017). With the advancement of technology, everyone can create digital stories because they have access to digital tools such as scanners, cameras, and high-quality audio capture. Impressive software programs are also available, allowing users to edit or become

digital media producers. Education uses all types of technological tools for teaching and learning, and digital storytelling has grown considerably in the educational field. The combination of software and hardware adapts perfectly to the needs of some classrooms. Educators can utilize digital stories as an instructional resource with their learners to engage them and introduce new concepts. Including visual images with written text accelerates and improves student comprehension. Digital narratives serve as a technological resource that emphasizes gathering, examining, producing, and merging visuals with written content. Teachers can use this tool to create their digital stories, engaging their students in the content and facilitating discussion about the topics presented in the story. Moreover, digital stories allow students to combine their love and understanding of technology by sharing a story. Pupils can utilize videos, pictures, written content, voiceover, audio tracks, and various other resources to communicate their narratives to their instructors and students. One of the benefits of using digital storytelling in the classroom is the adaptability of the approaches they employ with learners. They can encourage students to develop a narrative to present on their own, with a peer, or as part of a bigger team. Collaborative tasks can provide an opportunity for students to switch roles and acquire skills in various positions, including that of a director, narrator, writer, or editor. Digital narratives can be utilized in numerous types of classrooms, including those focused on standards. Standards-based classroom, you can adjust homework directions to meet students' grade-level standards (Kim & Li, 2021).

Robin (2016) pointed out that there are seven fundamental elements to creating digital stories. These elements must be present as follows:

Point of view to create digital stories: this denotes the angle from which a story is told, greatly influencing how the audience engages with and understands the story.

A dramatic question to elaborate digital stories: it refers to a question that captures the viewer's attention. A story that captures the audience's attention poses a substantial question that is resolved at the end. This is what sets a digital narrative apart from a travel journal. Narratives that capture readers' attention prompt a compelling question that sparks engagement and interest.

Emotional content to generate digital stories: it refers to the use of narrative techniques, multimedia elements, and interactive design to provoke emotions such as happiness, anger, nostalgia, and sadness in the audience. Viewers should feel some emotion from the stories.

Economy to design digital stories: it refers to the strategic use of minimal elements such as sounds, images, and interactions to convey maximum meaning, ensuring participation, clarity, and efficiency without overwhelming the audience.

Pacing to make digital stories: it refers to the rhythm that accompanies digital stories. In other words, it is about how rhythm is arranged within the narrative.

The gift of your voice to construct digital stories: it refers to the use of spoken narration, vocal expression, and tone, as it adds authenticity, emotion, and connection to digital stories. A captivating or compelling voice can transform images or text into an immersive, viewer-centered experience.

Soundtracks to produce digital stories: it refers to the tactical use of music, sound effects, or ambient audio to heighten emotion, drive pacing, and immerse the viewer in the narrative. It acts as an invisible but powerful force that shapes mood and tension in people.

Dependent variable

English language

According to Rabiah (2018), language serves as an essential means of communication that we utilize every day to express ideas and share information. In other words, it is a fundamental tool for communicating. People can express their feelings and desires and understand the world. Rajathurai (2018) mentioned that the way they communicate and interact with other members of the same team is what distinguishes them as humans from other living beings. Additionally, Putra (2020) pointed out that language serves as a means for individuals to interact with one another, creating a mutual comprehension among those engaged. The way they use language can help them express thoughts, emotions, and various other concepts more easily. In this world, many languages are used, and even one country can have up to 2 languages. In today's world, numerous languages are spoken by many individuals. The languages spoken by a large number of individuals are referred to as the English language.

Tan et al. (2020) argued that the role of the English language on a global scale has recently experienced a significant transformation. The worldwide distribution of English has changed its reputation from that of a uniform and standard language used by a limited number of influential nations to that of a global language, or lingua franca, spoken by a diverse array of

individuals across the globe. According to Naser (2018), English is currently used in diverse areas such as education, politics, business, and technology; its importance cannot be overlooked. It is the most widely spoken language in the world, and it not only acts as an essential communication tool but also helps people adapt to their professional and social environments. Moreover, English is essential because it has become the global language par excellence, facilitating international communication, access to scientific and technological information, and academic and professional mobility.

When learning a foreign language, it is important to develop all four skills because they help people communicate effectively and achieve fluency. In other words, to achieve fluency in English and effectively understand it, it's essential to master the four fundamental skills in its study. Since English is used for global communication, many individuals learning a foreign language aim to study it. Throughout this educational experience, they should enhance each of the four essential language skills: listening, speaking, reading, and writing. (Rao, 2019). Furthermore, when they learn a language, there are four skills that they need for complete communication. When acquiring their first language, individuals typically start by developing listening skills, progress to speaking, then move on to reading and ultimately learn to write. These are called the four ‘language skills’ (Lee, 2013).

Additionally, the World Wide Web 3.0 (www) serves as the primary instrument utilized globally to read, write, and share information while connecting with other people through the internet. The current version of the web is the result of numerous transformations that have occurred over time, leading to new methods of general education and specifically English language instruction. Niaz et al. (2022) mentioned that Web 3.0 is transforming how people learn English by making the experience more personalized, interactive, and accessible. With the help of artificial intelligence, learners can receive lessons tailored to their level and goals. Intelligent chatbots and virtual tutors offer real-time conversation practice and feedback. Web 3.0 also allows access to free, decentralized learning resources from anywhere in the world. Through blockchain technology, learners can own their digital certificates and learning progress. Communities and peer learning platforms support collaboration and motivation. In other words, Web 3.0 makes English learning more flexible, engaging, and student-centered in today's digital age.

English language skills

English as a second language (ESL) includes four essential abilities. Husain (2015) argued that the four fundamental language skills are LSRW (listening, speaking, reading, and writing), which can be classified into two parts: productive skills are speaking and writing. In using these skills, people produce sounds by speaking and writing symbols and letters. On the other hand, listening and reading are considered receptive skills because people typically receive information by listening or reading. Aydoğan (2014) affirmed that language skills are communication skills that help people convey their ideas clearly and accurately. They encompass not just the ability to communicate effectively but also the importance of paying close attention when others are speaking. Another skill is writing clearly and concisely, which is crucial in professional life. Reading helps people comprehend large amounts of information and considerable data. Enhancing language abilities allows individuals to become skilled at communication, enabling them to move from one idea to another clearly and accurately. Also, language skills are essential for any activity, from reading a book, sending a message, writing an email, listening to music, or speaking in a meeting.

According to Hakan (2014), language skills are related to each other by two factors: the mode of communication (written or oral) and the direction of communication (producing or receiving the message). Grasping spoken language means being able to hear and understand messages communicated through speech. Another receptive skill is reading. This occurs when you read something and take the time to understand everything the author wants to convey. Hakan (2014) also stated that productive skills are fundamental, as they facilitate the expression of ideas and the transmission of information. Speaking is the ability to express one's opinions, thoughts, and feelings to other people. Writing is essential because it allows them to present ideas concisely and accurately. Finally, Sadiku (2015) argued that for second language teaching, it is essential to apply all four skills (reading, listening, speaking, and writing). These skills must be integrated in a way that helps students gradually develop their communicative competence.

Receptive skills

Hartani et al. (2022) pointed out that receptive skills refer to the ability to understand and interpret the language they hear, without having to produce any sound. Receptive abilities include reading and listening, which play a key role in obtaining and understanding information.

According to Karuna et al. (2025), receptive skills include listening and reading. Receptive skills are controlled by the ability to listen, which includes understanding, processing, interpreting, and evaluating. Receptive skills play a crucial role in society because they enable individuals to comprehend and absorb information, thereby enhancing communication and fostering understanding between people. Palaming (2018) mentioned that there are two types of skills focused on receiving information: listening and reading, as individuals or students simply absorb and comprehend the language without generating it themselves. These skills are often referred to as receptive skills. In contrast, they can be matched against the active skills of speaking and writing, where language production is required. For example, when learning a new language, learners typically start by developing a receptive understanding of its elements before progressing to their productive use. The connection between receptive and productive abilities is intricate, as one set of skills tends to assist the other. For example, developing reading skills can contribute to the development of writing.

Sreena and Ilankumaran (2018) stated that listening and reading enhance one's ability to understand. Students can become good listeners and careful readers through sustained interest and active pursuit of knowledge. However, the capacity to comprehend content remains uncertain until mastery is achieved. For instance, a student may understand a well-written essay, but producing one exceptionally well requires deliberate practice. To achieve meaningful results, strong input is essential. Effective listening relies on absorption and concentration while improving reading skills demands in-depth study. Selecting appropriate materials and exploring diverse perspectives on a subject can significantly enhance both abilities. Yazdankulova and Andersan (2025) concluded that listening is an active process involving receiving, understanding, interpreting, and responding to spoken language. In educational settings, listening skills are crucial for absorbing lectures, following complex instructions, and engaging in discussions. This ability is foundational for language acquisition and plays a vital role in accurately processing information during communication. Effective communication in society is also enhanced by having strong listening abilities. By cultivating these habits, learners can deepen their understanding of information and interpret messages more accurately.

Vani (2023) proposed that listening is essential to improving communication skills. Active listening requires a focused mindset to grasp the situation accurately. The listening

component focuses on enhancing students´ ability to comprehend information with clarity and accuracy. The sub-skills involved in listening encompass a spectrum from basic sound, word, and phrase recognition to the overall meaning of a complete text. It is recommended to use different types of texts, media broadcasts, and authentic conversations. Students are encouraged to respond to the information they hear in diverse ways. Reading involves interpreting written symbols and deriving meaning from printed content. Furthermore, viewing reading as a means of communication involves an engaged cognitive process that broadens the reader's involvement, as the main duty of interpreting meaning transitions from the written material to the individual reading it (Eragamreddy, 2019).

Reading skills

Reading is a fundamental skill that allows people to communicate, learn, and participate in the community. It develops cognitive and linguistic skills to understand and interpret written text. Spratt et al. (2011) proposed that reading is a linguistic skill, part of the receptive skills. Reading is considered an interactive activity in which readers must relate the message of the text to the students' prior information. Spratt (2011) also emphasized that understanding texts is fundamental, so it is essential to understand the language at the word level. Similarly, it is vital to connect ideas to what is already known.

According to Kaya (2015), reading skills refer to the abilities needed to understand, interpret, and engage with written texts. These skills are essential for learning, academic success, and everyday communication. Reading is a part of our daily lives. The purpose of it is to have fun and gain knowledge. Reading skills are essential as they help people understand a text. This ability is a crucial part of the four language abilities. After mastering listening and speaking, individuals must learn to read and write to fully master all aspects of language acquisition. Listening and reading involve decoding and recognizing written symbols and connecting them to their corresponding sounds. This intricate process engages various physical, intellectual, and emotional responses. Reading empowers learners to comprehend written language, allowing them to extract thoughts, facts, meanings, and information as intended by the author. Although often considered a passive skill, reading is crucial in language learning. By learning to read, we essentially unlock a window to the world. Engaging with well-crafted English texts enhances our understanding and appreciation of how languages function. In the end, engaging with texts is

essential for building real communicative skills in English. Madolimovich (2022) stated that reading belongs to one of the interactive processes in which language students understand a text through reading strategies and techniques. With these strategies, readers can comprehend, develop reading fluency, and retain what they read. Students develop thinking skills and can therefore make connections between reading skills.

Ghafournia (2023) mentioned that teaching reading is an activity that the teacher must carry out in the classroom with the students. This activity helps students learn words and sentences by providing them with insight into the meaning of the text. Teachers should begin by teaching them how to identify the topic, principal ideas, and to understand paragraphs in a text. The teacher should be a guide for the students so that they understand the meaning of the text and acquire new knowledge about it. Reading is a human activity, using the eyes to recognize symbols and writing, using the pronunciation apparatus to make sounds to convey to the listener, and using the mind to think of and store the contents that they have read (Hguyen & Thuy, 2022). According to Sangia (2014), reading is a component of the four essential language skills, and this area is crucial in teaching languages. Its significance lies in its ability to enhance listening, speaking, and writing abilities. Reading is a very useful resource because it provides a wealth of specific information. The writer highlights that reading is an essential necessity for a developed community. In the educational field, reading plays a crucial role in student performance. Studies have shown that as reading comprehension increases, so does the level of knowledge. Therefore, it is essential to promote reading both interests and skills in students from an early age so they can understand its importance and functions. Encouraging reading becomes a valuable tool for communicating, learning, and expanding their knowledge. It can be stated that students with a higher level of literacy will have a greater ability to understand technology and science, which are present in print or written media.

Reading sub-skills

Spratt et al. (2011) considered reading to involve a variety of skills, collectively referred to as reading skills or subskills. Reading is a complex process that requires the activation of different competencies, which vary depending on the purpose of the reading; therefore, teachers must utilize them to promote learning. To read, they need to use different subskills, depending on the needs of the students. In other words, learning reading sub-skills is important because they

form the foundation of effective reading comprehension. Mastering sub-skills such as skimming, scanning, and others. Allows readers to approach texts with strategies suited to different reading purposes, leading to better understanding and retention. In addition, Spratt mentioned that the Teaching Knowledge Test (TKT) textbook contains sub-skills such as scanning, skimming, inferring, and predicting.

Reading for specific information (scanning): it refers to a high-speed reading technique to locate specific details or data, such as names, keywords, dates, and statistics, without reading the whole text. It is guided toward finding specific objectives or precise data and omits irrelevant content.

Reading for general understanding (skimming): it means quickly skimming a text to get a general idea of the written material. This subskill is also known as reading for global understanding (refers to running their eyes over a text to get a quick idea of the gist of a text).

Reading for detail: it refers to understanding everything presented in a text. It involves extracting the meaning of each word or the relationship between words and sentences. For example, titles, dates, locations, and definitions.

Inferring: it refers to using clues to create conclusions, in other words, to elaborate meaningful conclusions based on prior knowledge. It requires for readers to look deeper and uncover hidden themes or meanings within the text.

Deducing meaning from context: it refers to determining the meaning of words, phrases, or ideas without resources such as a dictionary. It is a valuable skill for understanding a text and requires prior knowledge, logical reasoning, and language skills.

Predicting: it refers to the assumption about what a text or book is about or how it will continue. In other words, it is the anticipation of what will happen in a text based on images, context clues, prior knowledge, and context.

Understanding text structure: it refers to the way in which authors present information through written language. Recognizing these structures makes it easier for readers to navigate, understand, and retain the content, as it reveals the logical relationships between ideas.

Reading strategies

According to Sari et al. (2019), reading strategies are cognitive and metacognitive techniques that skilled readers intentionally use to decode, comprehend, analyze, and interact with written texts. Effective readers interact with the material and are conscious of the methods they employ to grasp the content they read. It is important because it helps readers understand and remember what they read more effectively. Using techniques such as visualizing, questioning, and summarizing leads to deeper comprehension and better retention of information. These strategies also encourage active engagement with the text, making reading a more meaningful and productive experience for students of all levels. Additionally, Sari et al. (2019) mentioned that teachers can enhance reading comprehension by teaching various reading strategies such as summarizing, highlighting, note-taking, and annotating.

Summarizing: it refers to reducing the main ideas of a text into something generally concise and coherent, using the reader's own words. It is essential to highlight details, identify key points, and synthesize information in order to capture the essence of the text.

Highlighting: it refers to identifying keywords, phrases, or passages in a text to recognize and isolate the relevant information. The most pertinent aspects of the material to be learned should be highlighted during reading. A process must be followed: first, select the important information and organize it into a coherent mental process that integrates the new information into long-term memory, as this will facilitate memorization.

Note-taking: this refers to recording, organizing, and summarizing the essential information in a text to facilitate comprehension, improve retention, and encourage critical analysis. This strategy turns reading into a participatory process in the educational system.

Questioning: it refers to generating, formulating, and answering questions before, during, and after reading, deepening understanding, interacting with the text, and observing its comprehension. This strategy transforms reading into a communicative conversation between the reader and the text.

Mapping: this refers to a visual organization technique used to structure ideas during reading. Its purpose is to represent structure, key concepts, and relationships in the text. This is

achieved with diagrams, charts, or designs that break down information hierarchically or thematically. Allows readers to analyze, summarize, and retain the content more effectively.

Visualizing: it pertains to the ability to form images in one's mind while reading. These representations are generated in the reader's mind and contribute to enhancing their understanding of the text. This strategy deepens comprehension, encourages interaction, and improves memory by transforming words into a vivid "mental movie."

Reading process

Nuttall (1996) stated that the reading process consists of three sequential stages that allow or help students understand texts.

Before reading: it refers to the initial phase of the reading process, which occurs before the reader immerses themselves in the text. This phase can include asking students to predict the topic by looking at pictures or using the title. It is possible to pre-teach vocabulary through activities such as flashcards. It is important because it can teach some terminology to get students more interested in reading.

During reading: during this phase, the reader actively engages with the text. As this develops, the teacher's goal is for students to utilize reading strategies to identify the main idea the author intends to communicate, as well as specific details, and analyze unfamiliar words. For this reason, students utilize all their skills, allowing them to conclude based on what they read.

After reading: finally, in this phase, the teacher assesses students' reading comprehension and encourages critical thinking. During this stage, students engage in various activities to analyze, reflect, and consolidate their understanding of the text they have read. Students can also express their opinions and thoughts, connecting the topic to personal experiences.

Ultimately, it is important to consider factors such as prior knowledge when analyzing texts and how they interpret them. This involves the reading techniques that learners can apply to identify the central concept of a written piece. Use subskills to better learn, develop, and interpret a text.

1.2 Objectives

General objective

- To determine learners' perspectives on digital stories and the development of reading skills in students of the first and second semesters at Pedagogía de los Idiomas Nacionales y Extranjeros.

Specific objectives

- To identify the different types of digital stories that English learners use the most when reading.
- To analyze the reading subskills that are the most promoted in the EFL classroom.
- To distinguish the reading strategies that students employ when engaging with digital stories.

Fulfillment of objectives

All research objectives were achieved through data collection, compiled through a survey that effectively addressed the three research questions. The questions posed for this project emerged from the specific objectives, each with the primary goal of determining an essential element for the progress of this research. For instance, these included identifying the types of digital stories students typically use. Based on the survey, this allowed for a clear understanding of the narrative formats they most enjoy when reading stories; assessing the development of specific subskills; and determining the predominant reading strategies they employ. The survey was key because it simplified the study of the strategies students use to comprehend digital stories. Furthermore, the test was essential for assessing the skills and methods students have mastered. Specifically, it was crucial to understand their perspectives, particularly regarding the skills and techniques they employ most frequently. This information was essential for identifying areas where students might need practice. Therefore, the survey contained questions that facilitated the learning of strategies and skills that students could employ to improve their reading skills.

Chapter II.-Methodology

2.1 Materials

To carry out this research, a combination of technological and human resources was crucial. Mobile phones, laptops, the internet, and projectors were used as technological resources. An exact number of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) students at the Universidad Técnica de Ambato served as human resources. As a final step, the information was collected using Google Forms.

2.1.1 Instruments

This research began with a search for information on the applied topic. After the background research, three guiding questions were created based on the information in the research papers. The questionnaire was divided into four main sections corresponding to the personal information and the research questions. What are the different types of digital stories that English learners use the most when reading? What reading subskills are the most promoted in the EFL classroom? What are the reading strategies that students employ when engaging with digital stories?

The questionnaire consisted of 19 items, which corresponded to the questions posed to the students. The Likert scale included five choices: (Always (5), Frequently (4), Occasionally (3), Rarely (4), Never (1)). The first section collected participants' personal information. The second section addressed the types of digital stories and contained 8 items. The third section related to reading subskills and consisted of 6 items. Finally, the fourth section addressed reading techniques; in this case, it contained 5 items.

2.1.2 Population

The population for this research were students from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Technical University of Ambato, specifically the first and second semesters. There were a total of 62 students (13 male and 49 female) between the ages of 18 and 24, with an English level B1 based on the Common European Framework of Reference for Languages (CEFR). Students used technological tools, such as laptops and cell phones, which facilitated the development of their knowledge and the improvement of their educational approaches.

Table 1

Population

Gender	Participants	Percentages
Male	13	21%
Female	49	79%
Total	62	100%

Note: Number of students surveyed

2.1.3 Procedure

The study was conducted efficiently and rigorously, following a process that ensured a thorough analysis of the topic. The initial and crucial phase contained a bibliographical survey of digital stories and reading skills. To this end, relevant material was collected from multiple sources, including articles, books, journals, and academic databases. This research was not restricted to a single source; various libraries and platforms were explored, such as Google Scholar, Research Gate, Latindex, Scopus, ProQuest, and SciELO.

After conducting the bibliographic research, the next step was to design a survey to assess the relationship between digital stories and reading skills. To develop this instrument, three guiding questions were formulated and then used to define the general objectives that encompassed the most fundamental aspects of the study. Each variable required a detailed evaluation, which allowed the identification of relevant themes and trends, among other characteristics. This process involved an in-depth analysis of ideas, techniques, and elements, which were then transformed into clearly and precisely formulated survey questions. Throughout the development of the survey, multiple iterations and adjustments were made to ensure that the questions were understandable, relevant, and appropriate.

After the questionnaire was properly organized, it underwent a validation process that determined its reliability and validity. First, a pilot test was applied to 10 students, who completed the survey and provided valuable information. Second, after data collection in the pilot test, these responses were manually entered into the Statistical Package for the Social Sciences (SPSS) to validate the questions using Cronbach's alpha. The coefficient value was 0.874, indicating the high reliability and consistency of the questionnaire. Subsequently, the survey underwent a validation process conducted by five experts in the program, who evaluated

it using Aiken's validation (clarity, relevance, and pertinence). They approved the questions with a score ranging from 0.99 to 1 in Aiken's V coefficient, demonstrating that they were valid.

Once the validation process was completed, the data collection phase began, with the survey being administered to first- and second-semester students. A brief presentation was given in each course, discussing the objectives and most relevant points, so that they become familiar with the topic. To facilitate distribution, the questionnaire URL was shared with the course chairs for sharing with the class. The survey was divided into four sections: the first part contained general information, and the third section contained questions related to the research. Students were asked to answer the survey honestly and carefully, as their responses would be essential for data analysis. Once the data was collected, it was analyzed using SPSS statistical software. The responses were obtained and generated using Google Forms. The questions were entered manually into the program, the quantitative data were analyzed using appropriate statistical methods, and the mean was calculated.

Based on the analyzed data, specific conclusions and suggestions were identified that not only contributed to existing knowledge about digital stories and reading skills but also to university research and provided insights for society. The exhaustive research process, which included an extensive literature review, the creation of guiding questions, survey design, data collection and validation, and a subsequent detailed analysis, ensured the comprehensiveness and robustness of the research. This strengthened its reliability and relevance in the academic field, consolidating the findings as an essential contribution to current knowledge about the program.

2.2 Methods

2.2.1 Research approach

Mixed approach

A mixed approach, qualitative and quantitative was applied in the current research. This study was qualitative because the opinions of the public, experiences, beliefs, and behaviors were considered through a survey with 19 items, and qualitative because the numerical results of the survey had to be processed. To clarify, mixed methods research is characterized by the combination of two types of methodology, called qualitative and quantitative, used by a researcher or research team. This fusion encompasses several aspects, including the incorporation of both qualitative and quantitative approaches, and the use of different techniques

for data collection, analysis, and drawing inferences. Hayes et al. (2013) mentioned that quantitative research focuses on the collection and analysis of numerical data, while qualitative research deals with narrative or experience-based data. Furthermore, according to Tariq and Woodman (2013), mixed methods research is characterized by integrating both quantitative and qualitative approaches in a single study. Quantitative research focuses on generating numerical data. In contrast, qualitative approaches focus on obtaining non-numerical data.

According to Ahmad et al. (2019), quantitative research is a type of investigation that draws on the principles of natural sciences, generating numerical data and concrete facts. Its primary goal is to establish cause-and-effect relationships between two variables by applying mathematical, computational, and statistical methods. This research provided precise and detailed information on the strategies students use when comprehending and processing information from a text. In contrast, qualitative studies aim to explore the "how," "why," and "what" aspects of a phenomenon. It generally uses language as its primary source of data, whether through written texts, conversations, or even photographs, videos, and other types of behavioral records. Qualitative information is often gathered by means of interviews, focus groups (organized discussions with groups), and watching behaviors. The main objective of this type of research is to reveal the perspectives of the subjects addressed by the research question (Haven & Grootel, 2019).

2.2.2 Bibliographic research

This study was bibliographical because it was based on the review and analysis of theoretical and documentary sources related to digital stories and reading skills. Using the bibliographic approach, information was compiled from various sources, including institutional repositories, journals, articles, books, websites, and other previous studies, which allowed us to construct the theoretical framework for the research, identify key concepts, and understand how this topic has been addressed in similar contexts. This type of analysis was essential for describing the main reading strategies used by students, as well as the impact of digital tools on the educational process. Kong et al. (2018) pointed out that bibliographic analysis is a commonly used research method for organizing the academic framework and analyzing the evolution of a topic through a considerable number of publications. According to Zhao et al. (2023), bibliographic databases are tools that assist researchers and experts seeking to expand their

perspectives beyond their reading list or in the exploration of new topics and ideas. When citing sources, it is essential to present all references in a specific order, allowing others to identify the origin and source of each work; this is called a structured bibliography. This practice benefits those conducting research but is also helpful for readers and reviewers. Therefore, having a well-organized bibliography aids in the creation of literature.

2.2.3 Type of research/ research design

Descriptive

The research employed a descriptive research approach to analyze and describe data and results in order to evaluate the precision and perspective of students. The research was conducted in a natural classroom setting to facilitate an authentic representation of student behavior. The methodology involved based on administering surveys and carefully interpreting responses based on students' unique experiences and knowledge was used to gather information. This approach enables a deeper understanding of the student's point of view and provides more accurate insights into their thoughts and perceptions. Based on Siedlecki (2020), descriptive research may be defined as the examination of the characteristics of a population, in which problems that already exist within a population, organization, or unit are identified. It also analyzes variations between characteristics. In the descriptive method, the researcher does not manipulate either of the two variables; only the variables or samples must be written down. The objective of descriptive research is to help clarify the topic by collecting data that allows the researcher to characterize the situation in greater detail. Descriptive research mainly serves to highlight different aspects of various facets of phenomena. They are a commonly used tool for analyzing and describing the traits and behaviors of a group or sample.

2.2.4 Research questions

- What are the different types of digital stories that English learners use the most when reading?
- What reading subskills are the most promoted in the EFL classroom?
- What are the reading strategies that students employ when engaging with digital stories in the classroom?

Chapter III. Results and discussion

3.1 Analysis and discussion of the results

This current chapter presents the data analyzed from the survey conducted with 62 students of the Pedagogia de los Idiomas Nacionales y Extranjeros program to answer the three guiding questions based on the objectives, and the results will be presented. The data were analyzed using the Statistical Package for the Social Sciences (SPSS), which is used to calculate the mean and tabulate the findings. The survey addressed the following research questions:

What are the different types of digital stories that English learners use the most when reading?

What reading subskills are the most promoted in the EFL classroom?

What are the reading strategies that students employ when engaging with digital stories?

Table 2

Types of digital stories

Item	Mean
I use digital stories where the author narrates personal experiences that are based on significant life events, for example, The Diary of a Young Girl – Anne Frank [Personal narrative].	2,89
I prefer stories based on real events with existing protagonists about someone I admire or know [Character stories].	**3,81**
I read stories that are about remembering and honoring people who were part of my life, for example, a dead family member, a friend, etc [Memorial stories].	3,16
I like digital stories where the narrator shares real, exciting, or life-changing experiences told from their own opinion, for example, 'The Motorcycle Diaries' by Che Guevara [Adventure stories].	3,18
I find digital stories interesting because they are about documenting real-life achievements, sports or competition medals, etc. For example, the Gold Medal by Daniel Pintado [Accomplishment stories].	3,31
I like to read love stories about people or family relationships [Love stories].	**3,76**
I like to read educational content, for example, technology, art, science, history, health, etc [Stories that inform or instruct].	**2,89**
I like to learn about the past by using historical photographs, newspaper headlines, speeches, and other resources digitally [Stories that examine historical events].	**3,39**

Note: The following rating scales were employed to determine the measurements: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, 5. Never

Analysis and interpretation

Research question: What are the different types of digital stories that English learners use the most when reading?

The research was conducted with 62 students (13 men and 49 women) from the first and second semesters of the Pedagogia de los Idiomas Nacionales y Extranjeros (PINE) program. The research results indicate that students specifically use character stories, allowing them to assimilate and comprehend information efficiently. These stories feature real people as protagonists. For example, students found stories such as "And Still I Rise" by Maya Angelou to be the most beneficial and appropriate (m=3.81). Students also showed a strong tendency to use love stories such as "Of Love and Other Demons" and "Love in the Time of Cholera" by Gabriel García Márquez. These stories focus on meaningful relationships, cherished memories, and connections that shape our lives (m=3.71). Stories that examine historical events, such as "The Fall of the Berlin Wall," are material used to convey historical events, as evidenced by (m=3.39). On the other hand, students did not frequently use stories that inform or instruct. This type of story, which teaches, informs, or guides educational content, students find it less applicable (m=2.89).

According to the results, character and love stories are the most frequently used by students, while stories that inform or instruct are the least frequently used. One possible reason why students do not use these types of stories regularly is that they are not interested in the educational content, as these stories cover educational information. This is why students are not very interested in reading, because they often contain complex vocabulary or topics that are not of interest to them. However, they tend to be one of the most powerful tools because they connect with the audience through fascinating stories about history, science, and technology. They tend to convey a wealth of key information, so their use should be prioritized.

Table 3

Reading sub-skills

Item	Mean
When I read, I look for specific information without having to read every word [Scanning].	**3,13**
When I read, I check out the texts quickly to understand the main ideas [Skimming].	**3,61**
When reading, I carefully analyze each part of the text to completely understand the specific information, for example, titles, dates, locations, definitions, etc [Reading for detail].	3,50
When I read a text, I try to understand all the information by using my previous knowledge [deducing meaning from context].	3,63
Before or during reading, I try to predict the content using titles, images, etc [Predicting].	**3,44**
To understand a text, I see it has a logical relationship between ideas [Understanding text structure].	3,58

Note: The following rating scales were employed to determine the measurements: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, 5. Never

Analysis and interpretation

Research question: What reading subskills are the most promoted in the EFL classroom?

Following analysis, the findings show that the majority of students are proficient at skimming, which is the process of extracting general information from a written text (m=3.61). They do not have trouble gathering general information and can quickly identify clues about a subject. Surprisingly, though, students find scanning (m=3.13) that is, a technique to locate specific details or data, such as names, keywords, and dates, without reading the whole text- is a task that many times they do not know how to use this technique or do not know how to do it effectively because they think they might miss essential details. However, a startlingly high percentage of pupils have indicated that they frequently employ this subskill when reading. Students demonstrate that they can read a wide range of stories when it comes to predicting (m=3.44); it is clear that this subskill develops effortlessly.

The findings indicate that most pupils do not have any problem using skimming because it is significantly quicker to glance at a text to get a general idea of its content. This is most likely a result of institutions placing more of a focus on honing this subskill and giving students

opportunities to practice it. Meanwhile, there are a large number of students who have difficulty scanning or obtaining specific information from a text. This happens especially when they read stories and are accustomed to reading full texts and do not employ these skills, but there are a large number of students who do use them.

Table 4

Reading strategies

Item	Mean
When I read, I look for precise information and identify main points [Summarizing].	**3,48**
When reading, I underline keywords and phrases using different colors [Highlighting].	**3,42**
When I read, I take notes to understand the text [Note-taking].	3,18
To understand a text, I make myself-questions to make sure that I get the main idea [Questioning].	2,94
When I read, I organize the essential information in diagrams, charts, or other designs [Mapping].	**2,66**

Note: The following rating scales were employed to determine the measurements: 1. Always, 2. Frequently, 3. Occasionally, 4. Rarely, 5. Never

Analysis and interpretation

Research question: What are the reading strategies that students employ when engaging with digital stories?

The study identifies the reading strategies that pupils most frequently employ. First, the data revealed that summarizing (m=3.48) involves reducing the main ideas of a text into something generally concise and coherent, using the reader's own words without changing the essence of the text. It is a practice that students often use when reading stories. Another technique most commonly used by students is highlighting (m=3.42). This refers to identifying keywords, phrases, or passages to recognize and isolate relevant information in a text. It allows students to frame the most essential elements and thus understand written material. On the other hand, it is interesting to note that although the mapping strategy (m=3.25) is also employed, students do not choose it as their preferred method, even though it is utilized by every student in

the classroom. Students generally seem to prefer using the summarizing strategy to improve their reading skills, which contrasts with what they usually do.

According to the findings, most students prefer to use the summarizing strategy, which consists of reducing the text to key ideas or paraphrasing it in their own words without losing the essence of the text. This could be due to students' greater ease of grasping or understanding the texts. Furthermore, although teachers and some students believe that mapping is one of the most essential reading strategies because it visually organizes information, the data show that students do not use it frequently.

3.2 Discussion

The three research questions presented below were designed to explore students' perspectives on digital stories, specifically their impact on reading skills.

Question 1: What are the different types of digital stories that English learners use the most when reading?

According to the results, it was determined that students prefer reading more character and love stories. This finding can be understood because character stories attract students' attention. They contain real people who participate as main characters, the story revolves around the development, conflicts, motivations, and evolution of the characters in the story. In this sense, Robin (2006) mentioned that it refers to stories about real people as protagonists, whether someone you admire, someone you have met, or a figure who has profoundly impacted your life. These stories are based on reality and use digital tools to enrich the emotional connection and enhance immersion. Also, this can generate an emotional connection and facilitate reading comprehension.

Love stories are another type of story that students often read, as they include tales that explore emotions, deep emotional connections, and romantic relationships. Their goal is to establish a connection with the audience through understanding, dedication, or emotional tension. In this regard, Robin also stated that they focus on meaningful relationships, cherished memories, and the people or connections that shape our lives. These stories explore, celebrate, or lament the lasting impact of love in its various forms, such as familial, platonic, romantic, or even self-love. On the other hand, stories that inform or instruct are the least appreciated by

students because they contain educational themes. In this regard, the same author mentioned that stories that inform or instruct usually teach, inform, guide, or explain to students about topics such as technology, art, science, history, and health through engaging narrative techniques. Therefore, it is recommended that these types of stories be used in classrooms because they not only impart knowledge but also foster essential skills for everyday life, such as critical thinking, and connect theory with practice.

Question 2: What reading subskills are the most promoted in the EFL classroom?

Upon analysis, it was found that two reading subskills, skimming and predicting, were the most used by students to improve their reading skills. The skimming strategy is understood as rapid reading to acquire a basic understanding and get a sense of the content. This approach focuses on the fundamentals, such as essential terms or statements, but does not aim to understand the entire text. Concerning this, Spratt et al. (2011) pointed out that skimming refers to glancing at a text to get a general idea of its content. Permit them to run their eyes over a text to get a quick idea of the gist of the text.

The other most commonly used skill by students was predicting. Perhaps one of the most notable skills because it is linked to the notion that anticipating is a capacity that students acquire without realizing it. For example, when a teacher asks her students to imagine what a possible story might be about, the children may begin making predictions. Based on this, students improve their ability to make predictions as they use their prior knowledge. Regarding this, predicting refers to the assumption about what a text or book is about or how it will continue. In other words, it is the anticipation of what will happen in a text based on images, context clues, prior knowledge, and context (Spratt et al., 2011). The same author explains another strategy known as scanning, which refers to a high-speed reading technique for locating specific details or data, such as names, keywords, dates, and statistics, without reading the entire text. However, scanning is a strategy that students prefer to avoid using as frequently as they use other skills. This group of student's choice not to use scanning as a reading tool could be because they are accustomed to reading full texts and do not employ this type of strategy when reading. However, it is crucial to teach students to use this technique because it improves reading efficiency and supports independent learning.

Question 3: What are the reading strategies that students employ when engaging with digital stories?

These results indicate that the strategies students use most when interacting with digital stories are summarizing and highlighting. Summarizing is the initial strategy students employ when reading texts and synthesizing what they have learned about a topic. In other words, reading a text can help students identify or recognize key ideas and important details. It allows readers to focus on essential terms or expressions they need to retain. Summarizing also reduces the main ideas of a text into something generally concise and coherent, using the reader's own words without losing the essence of the text (Kartika et al., 2019).

Furthermore, highlighting is the second most used strategy by students because it facilitates the arrangement, understanding, and memorization of essential information. Highlighting helps identify key concepts in the content, making it easier to focus on the essentials and preventing data overload. For example, underlined fragments are simple to scan. Students can study only the highlighted sections, optimizing the time spent learning. Kartika et al. (2019) also mentioned that highlighting allows students to identify keywords, phrases, or passages in a text to recognize and isolate relevant information. During reading, the most applicable aspects of the material to be learned should be highlighted. However, one strategy that students rarely use is mapping. This can occur for several reasons, such as creating concept maps, which can seem time-consuming or complicated, especially if the student doesn't immediately notice achievements. This is why they opt for faster methods such as highlighting or reviewing. They have difficulty organizing information since this strategy requires identifying key concepts and connecting them.

Chapter IV.- Conclusions and Recommendations

4.1 Conclusions

The main objective of this study was to determine the perspectives on the use of digital stories and the development of reading skills. As a result of this study, various findings were achieved that resulted in the conclusions outlined below:

It is concluded that character and love stories are the most popular among first- and second-semester students. This choice could be related to the fact that these stories establish a deep connection with the audience because they focus on meaningful relationships, cherished memories, or motivations. At the same time, they are easy to understand and are presented as a practical and engaging tool that captures students' attention thanks to their authenticity and accessibility. On the other hand, the complexity of using stories that inform or instruct may be because they contain educational content, which is slightly more complicated for them. After all, they cover topics such as science, technology, or history, and encompass more complex vocabulary.

This research highlights the varying levels of skill that exist among students in their reading abilities. The study reveals that students tend to focus on skimming and predicting, with skimming being the skill they employ the most. This demonstrates a remarkable ability to anticipate content and gather general information from written texts. However, the results also reveal significant difficulty with the skill of scanning. This may be due to students preferring to avoid using it or not knowing how to use it correctly. This could be because they are accustomed to reading whole texts and do not employ this type of strategy when reading. However, teaching students to use this technique is crucial, as it improves reading efficiency and encourages independent learning, thus developing students into more competent readers. By promoting the use of all reading skills in the classroom, teachers can more effectively equip students to engage with a wider variety of texts and enhance their academic performance.

Furthermore, the results reveal that students more frequently use reading strategies such as summarizing and underlining, as these allow them to improve their English learning. Summarizing predominates as the most constantly used strategy by students, as they almost always use it when reading a text or completing an assignment. Underlining is also the most common strategy. On the other hand, mapping tends to be difficult because it requires creating

concept maps, which can seem laborious or complicated. Therefore, students prefer strategies that are not as complicated.

4.2 Recommendations

After completing the study that aimed to determine the perspectives on the use of digital stories and the development of reading skills, the following recommendations are proposed:

As a recommendation, English teachers should consider implementing digital stories within the enlightened curriculum as a pedagogical tool for developing students' reading skills in the classroom according to the strategies, abilities, and age of the students. Stories about characters and love help establish a deep connection in each reading, as they are relatable, emotionally engaging, and easier to understand. Stories that inform or instruct, even though they are the least used, should be encouraged to be included in literary practices because they contain essential educational content such as technology, science, and history. This will help students expand their vocabulary and become familiar with academic content.

In addition, this research also focuses on the different levels of reading proficiency among students. These results give insight into the skills that students develop the most and the skills that they find challenging. The analysis demonstrates that students dominate skills such as skimming and predicting. While students demonstrate strength in skimming and predicting, targeted instruction in scanning is essential to address their current difficulties and to promote more efficient reading. Integrating guided activities that focus on identifying specific information can help students become familiar with this skill and understand its practical value. On the other hand, by incorporating all key reading strategies through engaging and accessible digital stories, teachers can foster more balanced reading development, encourage independent learning, and support improved academic outcomes. In this way, teachers will better prepare their students for a wide range of texts and improve their academic performance.

The findings indicate that students use summarizing and highlighting as their most effective tactics when reading. However, one that tends to be a bit more challenging to use is mapping. While these results highlight that mapping is the least used strategy, educators should introduce mapping gradually, providing clear guidance and support to help students become familiar with this technique. By demonstrating how concept maps can visually organize ideas and improve comprehension, teachers can reduce students' unwillingness toward this strategy.

Incorporating mapping activities when reading digital stories may also make the process more engaging and accessible, fostering deeper understanding and enhancing reading skills.

Finally, communication is a fundamental aspect of the development of reading and writing skills. Through digital stories, students not only have the opportunity to read and interpret messages but can also express their ideas creatively. These tools can promote relevant communication, as students engage with texts that combine words, images, sounds, and narratives. Reading digital stories improves reading comprehension, while producing these narratives stimulates purposeful writing. Therefore, it is suggested to incorporate digital stories into the classroom as an approach to enhance both reading and writing, thereby reinforcing students' written communication.

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ANNEXES

Annex 1



CARTA DE COMPROMISO

Ambato, 24 de marzo 2025

Magister
Ximena Calero
Presidenta
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Ana Jazmina Vera de la Torre, en mi calidad de **Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Digital Stories and Reading Skills" propuesto por la estudiante Chaluisa Chaluisa Lourdes Maritza, portador/a de la Cédula de Ciudadanía, 1850043769 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Ana Jazmina Vera de la Torre, Mg.
Coordinadora de la Carrera
1801249341
aj.vera@uta.edu.ec

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Annex 2

Cronbach's Alpha validation

Estadísticas de fiabilidad	
Alfa de Cronbach	N de elementos
,874	19

Note: Reliability statistics with Cronbach's Alpha of 19 items with Likert scale.

Annex 3

Survey

Survey upon request

Annex 4

Specialist's validation

Validated by: Mg. Xavier Salca	ID: 1802447548	Date: 06-05-2025
Signature:	Email: manuelxsalcag@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Magister.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Dorys Cumbe	ID: 1803694369	Date: May 7th, 2025
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: UTA	Academic degree; Magister in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Carlos Mayorga	ID: 1303827300	Date: May 7th, 2025
Signature:	Email: cd.mayorga@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree;	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Morena Melendez	ID: 1802190239	Date: May the 7th, 2025
Signature:	Email: lm.melendez@uta.edu.ec	
Place of work: Faculty of Human Sciences	Academic degree; Master	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Elsa Hernández	ID: 1802616027	Date: May 8th, 2025
Signature:	Email: eda.hernandez@uta.edu.ec.	
Place of work: UTA	Academic degree; PhD.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Annex 5

Aiken

		J1 (Mg. X S)	*J2 (Mg. D C)*	*J3 (Mg. JC S)*	*J4 (Phd. E H)*	*J5*	*Media*	*DE*	*V Aiken*	*vg*
ITEM 1	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 2	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 3	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 4	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 5	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 6	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 7	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 8	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 9	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 10	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 11	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 12	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 13	*Relevance*	4	2	4	4	4	3,6	0,9	0,87	Valido

	Pertinence	4	2	4	4	4	3,6	0,9	0,87	Valido
	Coherence	4	2	4	4	4	3,6	0,9	0,87	Valido
ITEM 14	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 15	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 16	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 17	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 18	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
ITEM 19	*Relevance*	4	4	4	4	4	4	0,0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0,0	1,00	Valido
	Coherence	4	4	4	4	4	4	0,0	1,00	Valido
0,99	Valido									

Annex 6

Turnitin Report

Lourdes Chaluisa

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