



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF

NATIONAL AND FOREIGN LANGUAGES

“INCORPORATING INTERACTIVE DIGITAL TEXTS TO

ENHANCE ENGLISH READING SKILLS”

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND

FOREIGN LANGUAGES

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Advisor's Approval

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Sincerely,

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Declaration

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- Kevin Alexander Sánchez Suárez

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- Amalia Melissa Tomalà Rodriguez

Dedication I

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Abstract

This research looked at Incorporating Interactive Digital Texts to Enhance English Reading. The main objective was to identify the different ways in which digital texts contribute to vocabulary development, and the use of reading strategies through skimming and scanning was emphasized. Through the qualitative approach, interviews were conducted with teachers to learn about their experiences, perceptions and practices in teaching reading with technological support. The results show that interactive digital texts have an increase in student motivation. They promote autonomous learning in a very satisfactory way and facilitate a slightly deeper understanding of the content if the teacher guides the use of technological tools in a more appropriate way. It should be noted that the technological era must be used in a complementary way and not be used or replaced by traditional methods. Finally, this research shows that digital texts are a valuable pedagogical tool when it comes to strengthening reading skills in English, they highlight the need for a multiple use that guarantees learning in a satisfactory way and promotes dynamic and effective teaching according to educational demands, therefore, it offers recommendations for practical use in obtaining an effective integration in the use of interactive digital texts for teaching from English.

Keywords: skill, digital text, knowledge, pedagogical, traditional method

Resumen

Esta investigación analizó la Incorporating Interactive Digital Texts To Enhance English Reading. El objetivo principal fue identificar las diferentes formas en que los textos digitales contribuyen al desarrollo del vocabulario, y se enfatizó el uso de estrategias de lectura a través de skimming y scanning. A través del enfoque cualitativo, se realizaron entrevistas a docentes para conocer sus experiencias, percepciones y prácticas en la enseñanza de la lectura con apoyo tecnológico. Los resultados muestran que los textos digitales interactivos tienen un aumento en la motivación de los estudiantes. Promueven el aprendizaje autónomo de una manera muy satisfactoria y facilitan una comprensión un poco más profunda del contenido si el profesor orienta el uso de herramientas tecnológicas de una manera más adecuada. Cabe destacar que la era tecnológica debe ser utilizada de manera complementaria y no ser utilizada ni reemplazada por métodos tradicionales. Finalmente esta investigación muestra que los textos digitales son una valiosa herramienta pedagógica a la hora de fortalecer las habilidades de lectura en inglés, resaltan la necesidad de un uso múltiple que garantice el aprendizaje de manera satisfactoria y promueva una enseñanza dinámica y efectiva de acuerdo con las demandas educativas, por ende, ofrece recomendaciones de uso práctico en la obtención de una integración efectiva en el uso de textos digitales interactivos para la enseñanza del inglés.

Palabras clave: habilidad, texto digital, conocimiento, pedagógico, metodo tradicional

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Introduction

The incorporation of digital technology in educational processes significantly transforms the methodologies of teaching and learning foreign languages. In this context, reading in English is considered one of the most fundamental skills to be able to acquire the necessary knowledge of the language, it undergoes a notable change when incorporating it into interactive digital texts. Among the resources that integrate these multimedia elements we find audios, videos, external links and comprehension activities, for this, they offer a much more dynamic and motivating experience for students.

However, despite the great advantages offered by these teaching resources, many of the teachers have a profile of difficulty when it comes to integrating them effectively. Among the main ones are distraction, which can be a detrimental factor for students, in addition to the scarcity of teaching materials adapted to the level of the students and the absence of a methodology for the use of the didactic application.

To this end, this research analyzes how interactive digital texts can be incorporated in a pedagogical way and enhance reading skills in English. They also identify how these digital texts can contribute to vocabulary development, reading comprehension, and use reading strategies such as skimming and scanning. Through the different perceptions that teachers have, this research aims to provide a methodology that favors the pedagogical use of interactive digital texts in the teaching of English as a foreign language.

The purpose of this research is to analyze how interactive texts can be incorporated into a classroom for the improvement of English in students. In this way, it seeks to explore vocabulary development, better reading comprehension and obtain strategies such as skimming and

scanning. It is necessary to consider the perceptions and practices of teachers, because they allow identifying the benefits and the difficulties when making use of digital materials. The results issued by teachers will generate recommendations that are oriented to the effective integration of digital resources in the teaching of English with the importance of teacher training and pedagogical innovation.

Ultimately, this research proposes to contribute to the current debate on current pedagogy and the development of skills when using digital mechanisms that allow the development of reading in the teaching of a foreign language. Implementing interactive digital texts favors the educational system and in turn makes educational institutions assume technology not as a replacement for traditional material, but as a tool that favors the quality of learning. In this way, the research seeks to reduce traditional practices and promotes more interactive, inclusive and focused teaching of reading for the study of students.

Chapter I

The Problem

Research Topic

Digital Tool and Reading skills

Title of project

Incorporating Interactive Digital Texts to Enhance English Reading Skills

Problem Statement

Nowadays, English proficiency has become an increasingly important skill, fundamental in both the academic and professional fields. However, English reading comprehension levels among secondary and higher education students have been shown to be very low. According to De Angelis (2022) in a report issued by EF English Proficiency Index in the year 2021 Ecuador is classified as having a low level of English language proficiency.

At the local level, teachers from at Escuela Carlos Espinoza Larrea in Salinas report persistent difficulties in developing students' English reading comprehension within the classroom. In addition, for a student's reading comprehension, it is necessary to be dynamic and effective within the classroom and thus awaken interest in learning, it is proposed not only as a methodological alternative, but as a strategy that responds to the current demands of education, where autonomy, active participation and meaningful learning are sought.

According to Yu & Wang, (2025a) digital tools in English teaching simultaneously promote language learning, the development of digital skills, and collaboration between students. Based on these findings and observation, specific reading skills (leafing, scanning, inferring) in

this institution have not yet been systematically studied, therefore this method of integration seeks to increase the motivation of Upper Basic students.

Traditional approaches fail to immerse the student in a positive way, i.e., they gain low motivation and limited progress in vocabulary growth and critical thinking. The use of interactive digital texts arises as an option to increase motivation and the acquisition of new words and obtain positive results in the classroom. Day et al., (2025) mentions the impact of interactive digital text in the form of choosing your own adventure e-books on key reading skills in high school students.

Suárez et al., (2023) mentioned that the use of TIC Within a classroom or virtual learning, especially when using digital books, it generates a greater degree of motivation when learning a new language. Therefore, the adaptation of digital resources in children, young people and adults favors motivation and constant practice of the language.

For the institution's internal and external teachers, this idea represents an innovative methodological strategy that combines the pedagogical use of technology with the aim of exploring how the incorporation of interactive digital texts improves students' English reading skills. In addition, the development of critical thinking skills and vocabulary expansion are enhanced through integrated activities.

Justification

This research is relevant since the implementation of digital texts in the process of learning the English language addresses a specific need to a historical problem when learning English as a foreign language, reading being one of the most complex skills to master. While digital tools are widely recognized in education, interactive digital texts stand out because they combine reading activities with immediate feedback, multisensory experiences, and opportunities for autonomous learning.

Huerta et al., (2023) states that "there is statistical evidence on a moderately positive correlation of 54.5% between digital educational resources and autonomous learning" (p. 724), which demonstrates that the use of digital tools promotes more autonomous and relevant learning. Although there are many educational platforms and applications, interactive online games remind us that these usually focus on memorization, fun or the passive transmission of information.

In keeping with Ma & Zhao (2025) there is a combination between the principles of extensive online reading (OER) and extensive reading (ER) offering modern technology to incorporate interactive possibilities, multimedia functions and tools adapted to reading ability, in turn allowing vocabulary growth and motivation. This refers to the progress of the student at their own pace, choosing activities and levels of difficulty appropriate to their needs, this is an advantage since it helps the acquisition of new words and reading comprehension and encourages constant interaction with the content of the text.

Interactive digital texts represent an innovative strategy in pedagogy by using multisensory elements offering immediate feedback generating opportunities for autonomous learning. This research provides empirical evidence of how the integration of digital texts

facilitates the acquisition of new vocabulary and improves the development of motivation when starting a reading.

In the theoretical aspect, it will contribute to understanding how the fundamentals of intelligent learning work in concrete didactic materials, and at a practical level with intensive use the improvement of the ability in students of upper basic education will be reflected, in addition a positive change in criteria is offered to maximize their pedagogical potential beyond the use of digital technologies in the institution.

Problem Question**General Question**

What role do interactive digital texts play in improving the reading skills of students learning English as a foreign language?

Specific Question

- What contributions do interactive digital texts make to students' vocabulary development in English?
- Which specific reading abilities are most effectively supported through the use of interactive digital texts?
- How do interactive digital texts influence students' motivation to improve their reading skills?

General objective

To analyze how the incorporation of interactive digital texts enhances learners' English reading abilities.

Specific Objectives

- To identify how interactive digital texts contribute to vocabulary expansion in English reading.
- To examine which reading skills such as skimming and scanning, improve the use of interactive digital texts.
- To explore how the use of interactive digital text influences the student's motivation to develop reading skills.

Chapter II

Theoretical Framework

Background

This research is based on previous studies, consolidated theories and academic advances related to the research, since the respective construction literature at the international, national and local levels have been considered. It also shows that there is an improvement in skill development when learning English. In the educational establishment, where improving the proficiency of reading in English is a fundamental educational need in students.

According to the theory of constructivism, reading comprehension is a process in which the reader contributes his knowledge through a previous intervention and interaction with the text (Vargas Gonzales et al., 2025), through an illustration where it is characterized by having striking things and can capture the student's attention to be able to learn in a more effective and direct way through illustrations that capture attention.

For an improvement in the education system for students, it is necessary to understand the use of technologies to decipher a better understanding in English and in turn be able to understand the content through didactic systems that allow them to capture the attention of students (Tressyalina et al., 2023)

These current technology systems will allow students to be integrated into English in a much more interactive way to improve learning in a much more productive way, allow the free interpretation of the content presented to flow and in turn improve interpretation comprehension.

Students face many challenges in developing reading skills such as vocabulary and grammar rules, methodologies have shown that most students allow rejection of English due to these impediments that students experience (Afriyeni et al., 2025), For this, it is necessary to

implement interactive digital texts that promote the student not to have a difficulty when learning English, to have a strong ability and dexterity that demonstrate the capabilities of each of them.

Pedagogical basis

The Role of the Mother Tongue in Second Language Learning

The mother tongue is the main process for learning second languages because it opens different didactic topics and pedagogical contexts within a new era. Reading has more value in the approaches and methods for different learning styles and becomes a pedagogical and didactic potential within a digital environment (Salgado & Salgado, 2022).

This refers to the fact that the mother tongue focuses on learning and understanding new linguistic structures but also allows the sharing of new cognitive strategies already acquired towards a new language. Therefore, the author emphasizes that reading gives more coverage as a pedagogical tool and this is fundamental today, framing the knowledge in its experience within an innovative and digital context.

Technology Integration in Language Education

There are different technological resources that are freely accessible and generate analysis on the appropriate use of innovative tools that improve the strategies that intervene in the learning process, for UNESCO technology helps to improve the quality of education as a key factor for the development of skills (Vargas-Murillo, 2020)

While it is true that technology helps a lot and highlights an important point in today's education. On the other hand, its use must be carefully analyzed, since there are various technologies that do not have the same pedagogical impact. UNESCO has an important point where it highlights that they are tools of the future, where communication and problem solving intervene.

Reading Comprehension through Digital Texts

This research shows how a pedagogical strategy that is based on digital texts is necessary for the strengthening that contributes to reading comprehension as a tool of educational practice for the development of different environments at the institutional level (Johana et al., 2022.) Reading comprehension helps to improve reading ability because if reading is understood and understood that it can be said to be an advance in improving reading ability, it also infers a lot what types of applications are used and as a teacher to improve and adapt teaching strategies, the option of incorporating interactive digital texts is so that there are various activities for the student.

Theoretical basis

This research analyzes the digital tool as a method of comprehension that improves the academic performance of the student that allows integrating visual, auditory and interactive games elements so that students show greater interest and improve the ability to obtain the required learning. This approach is based on Bloom's Taxonomy and supports Anderson's line in its learning model (Nur et al., 2022).

The study refers to how the scaffolding method is necessary to improve the reading comprehension skills of digital texts in English with the use of multimedia tools, which is a learning method that will allow overcoming difficulties in vocabulary and grammar Interactive digital texts through the scaffolding method allow information to be obtained from the common text and exchange information in a more interactive way to strengthen the knowledge that in students it is very normal to have difficulties in understanding English.

The application of different strategies to understand the text is an effective method that allows students to develop in a more versatile way by being able to understand the context and

expand their vocabulary with this, they show that the expansion of vocabulary improves reading skills followed by the confidence of the learner (Dian et al., 2021).

Practice not only helps the student understand the content, it also stimulates the development of new words and being accurate in the context of reading. When using applications that guarantee the improvement of reading, we must be mindful of being constant and responsible.

Legal Basis

The articles attached to the research are of fundamental importance on the education and integral formation of every human being, not only as a universal right, but also as a pillar for the social, cultural and economic development of people. Within the context, the incorporation of digital texts continues in the educational process that represents the innovative tools that contribute to the knowledge of Reading skill, which stimulate reading comprehension through interactive and dynamic materials, as well as support the legal principle that education is a duty of the State and an inalienable right of all citizens. In this way, it is consolidated as a special means for the strengthening of the legal and democratic order.

Constitution of the Republic of Ecuador

In the “Constitución de la República del Ecuador” (CRE.) in session 5, the following articles are mentioned referring to education as a right for young people and adolescents in Ecuador.

Art. 26. -La educación es un derecho de las personas a lo largo de su vida y un deber ineludible del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir.

Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Constitucion De La Republica Del Ecuador, 2021, Art 26)

This article reaffirms that educational training must be the priority of all authority and public policies, guaranteeing equitable opportunities for all. The union promotes a better comprehensive vision of education as a basis for human development and national progress.

Art. 28. - La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. (Constitucion De La Republica Del Ecuador, 2021, Art. 28)

La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

Art. 29. - El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas. (Constitucion De La Republica Del Ecuador, 2021, Art. 29)

In our constitution there are articles such as Articles 28 and 29 where it is highlighted that our education is free since it is the principle of the preparation of individuals, but it must be a fundamental right in the life of people, the performance of the teaching of teachers with autonomy must also be recognized. Here the role of parents in the choice of education that reflects their values is also recognized. and belief.

Ley Orgánica De Educación

This article and its items show a healthy learning environment within the field of education that is supported by the laws of our country.

Art. 2.3 Principios del Sistema Nacional de Educación. - El Sistema Nacional de Educación se regirá por los siguientes principios:

- b. Educación para el cambio: La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizaje y sujetos de derecho; y se organiza sobre la base de los principios constitucionales; (Ley Orgánica De Educación Intercultural, 2021, Art.2.3)

Education is seen as an essential engine for social change and transformation. He stressed that this approach to learning not only transmits knowledge but rather promotes the construction of a fairer and freer society. It is deeply valuable that children and adolescents are recognized as the center of the educational process, emphasized by a humanistic vision and respect for their rights.

Ministerio de Educación

In "Ecuadorian in-service English Teachers Standards" the Ministerio de Educación, in its fifth domain, which is called "Professionalism and Ethical Commitment" stands that teachers must be updating their techniques to improve in the field of imparting a foreign language. They also must show that they have enough knowledge regarding EFL. (Tomalá L. 2025, p.26) This refers to the orientation that the teacher maintains to the educational change that exists in our country.

Chapter III

Methodological Framework

Method

Qualitative Methodology

This research work uses a qualitative approach, since this approach allows us to have a better perception based on the experiences and attitudes of teachers who use various digital resources in the learning process, especially to develop reading skills in the English language. According to Matović & Obecni (2021) Qualitative research is essential for understanding complex educational phenomena, as it allows the experiences, perceptions, and motivations of participants to be explored.

In addition, this approach allows identifying how these interactive digital tools help the teacher when teaching their classes in the classroom. Interactive digital books focus on the student's motivation to promote reading habits by combining interaction with physical texts; therefore, this method collects information about these digital resources.

Characteristics of qualitative method

As stated by Da Silva et al., (2022) this method is characterized by understanding educational phenomena from the perspective of the participants, exploring their experiences. In addition, this research is flexible and allows methods to be adapted according to the needs of the study, mainly using narrative data obtained through interviews and observations.

It makes it easier for researchers to inquire and collect information for their respective analysis using semi-structured formats, organizing the answers in a systematic way, maintaining

flexibility to obtain additional answers. It is mainly based on inductive reasoning and guarantees the contextual variables that will allow us to develop in this research project.

Type of Research

Phenomenological Studies

Phenomenological research seeks to explore the various situations and experiences of an individual's life in order to identify and describe phenomena. Through this approach it seeks to investigate how teachers perceive and apply the use of digital didactic resources to their language classes and how they play an important role in the student's reading comprehension.

As claimed by Williams, (2021) this approach seeks to capture the essence of phenomena as they are experienced by individuals, without imposing external interpretations. In the educational context, this approach allows us to analyze how students and teachers interact with digital tools, such as interactive digital books, and how these interactions affect their reading comprehension and motivation. By focusing on subjective experiences, phenomenological research provides a deep understanding of learning and teaching processes, revealing aspects that might go unnoticed in more structured approaches.

Data Collection Techniques

The techniques refer to the use and application of tools through which the collection of information is carried out, it is a true way of obtaining opinions from a group of people focusing on the research topic. According to Dursun, (2023) This tool is the most widely used in qualitative research.

One-on-one interview

In the following research work, semi-structured individual interviews were applied through which relevant and in-depth information is obtained about the experiences, perceptions, strategies and main difficulties that teachers have experienced in the area of English through the use of digital resources for the development of the reading skill.

Instruments

They are the tools that are used to collect information, for this work interview guides were used, where 8 open questions were applied whose thematic axis is focused on the experiences of teachers on the use of digital resources, the impact of these tools on the improvement of reading ability, pedagogical strategies used with the use of digital tools.

Questionnaire

The questionnaire is a structured interaction that is recorded in a tangible way that serves as a reference to obtain a research result. In keeping with Taherdoost, (2022a) The questionnaire is an essential part of the surveys that directly highlight the results, through this process several important points must be considered to execute this action.

Type of Questions

Open-ended Questions

Through this type of academic and well-structured questions, the researcher obtains clear, detailed and reliable information. Open-ended questions. As stated by Taherdoost (2022b), open-ended questions allow collaborators to formulate their opinions and experiences in a precise manner, providing enriching and contextual data that can be essential to achieve complex phenomena in educational research.

Population and Sample

For this research work, she focuses on 3 English teachers from at Escuela Carlos Espinoza Larrea located in the Cantón Salinas in addition to 2 professors from at Unidad Comunitaria Intercultural Bilingue Cacique Tumbala located in the Comuna Engabao. The population was selected using a non-probabilistic approach, so the participation of 5 teachers in the English area was established. Participants were intentionally chosen for their experiences and relevance to the subject matter. This qualitative study emphasizes the importance of the identification and proper selection of the sample through this selection we can access significant information on the use and performance of digital resources in the improvement of reading ability through students.

CHAPTER IV

Analysis of Findings

Brief explanation of the findings.

This chapter presents the analysis of the results of qualitative data obtained from interviews with five teachers active in the English language. The main objective of this research was how the incorporation of interactive digital texts improves students' English reading skills. Based on the principles of educational constructivism, this research sought to see how students can learn and develop skills by using interactive digital texts. Thus, to be able to differentiate what advantages and disadvantages this incorporation of pedagogy and technology brings to the educational centers of the province.

The information obtained was delivered through semi-structured interviews that included ten open questions that are related to the objectives of the research, in addition to showing the different methods used by teachers at the time of improving the student's reading ability. In these interviews, the opportunities that teachers obtain and can offer to learners of this new language were made known. Therefore, spontaneously expressed the different perceptions about the experiences acquired during the teaching process. Comparison and difference are born from the perspectives of each one and the different types of students, this refers to the advantages and disadvantages of using this method because there are students who are distracted very quickly and there are others where self-confidence is reflected.

Report of questions

Table 1

Teachers' answers about experiences about incorporating interactive digital text

Questions	Answers	Authors
1. What is the difference between using interactive digital texts and traditional resources in English language learning?	Teachers mention that the difference is extensive in terms of learning, they provide a more valued education center and suggest changes to be able to have a retention of ideas and commitments when using digital texts, although the intervention of traditional material is necessary, a digital age theme can have better results.	According to Akbarov (2024), The different perceptions of students with digital texts are essential, as they influence a level of motivation, commitment and academic performance.
2. How do digital resources influence the motivation to read in English?	Teachers defend that the use of multimedia files interacts in a positive way so that students are attracted in a didactic way and are motivated to read. They suggest that the digital world has undergone changes to favor education in different environments over its effectiveness in changing an academic context.	Majid (2025), He mentions that students using a digital medium can be beneficial, in this case many find an effective education by using digital platforms that allow them to improve the integration of technology in the classroom.
3. What are the advantages of interactive digital texts to develop reading skills in English?	The advantages are that they have a wide variety to learn in this case through audios or videos that allow them to develop different skills when making use of digital texts.	Yawiloeng (2022), suggests that analyzing students' perceptions of a traditional practice is essential to understanding reading environments enriched with visual resources and teacher guidance strategies.

Note: This table refers to the responses of the teachers focused on the E-books

Table 2

Teachers' answers about experiences about incorporating interactive digital text

4. Which feature about interactive digital texts; videos, images and activities are the most useful for learning the English language?	Teachers say that online activities are the most recommended because they can see scores at the time they solve any test and in turn learn through multimedia files	Among the various features Wang & Lee (2021) mentions that characterizing a text related to the level of learning English makes the educational process more attractive and didactic with a more internal understanding of the English content.
5. Which reading strategy; skimming and scanning is the one that strengthens the use of interactive digital texts?	Teachers choose that scanning is the most favorable strategy since at the time of capturing a reading they create an environment where just by looking at the paragraph or text they capture the main idea of what is done in an activity	The study allows teaching to be explicit by having reading strategies Agustin (2023), Skimming allows for quick brainstorming of a text, while scanning acquires specific necessary information without having to reread.
6. What recommendation would you give to improve the use of interactive digital texts in English teaching?	Teachers recommend that the use of digital texts is a very useful tool when teaching because it improves different skills for better teaching, however the use of paper and pencil should not be left aside to have a balanced pedagogical base	Selfa-Sastre (2022) justifies that the integration of technology in language education facilitates the fundamental process by developing skills that allow it to be a more applicable way for teachers and interactive experiences.

Note: Here the answers are focused on reading skills.

Interpretation of Data from the Interview

Question 1

Teachers mention that the difference is interactivity and feedback, while traditional materials create static content that is very recurrent and is intervened by the teacher. On the other hand, they refer to the interactive environment where independence is created in students and adapted to the styles of each of them individually in learning.

The contribution of being able to combine both schemes with a pedagogical strategy would allow a benefit for the successful completion of teaching. This response is emphasized to Akbarov et al., (2024) where they state that students who use digital materials compared to the traditional use of resources have an improvement in English proficiency with academic engagement and performance.

Question 2

In the second question, the interviewed teachers comment that the use of digital resources has a very favorable motivation to read in English, they also share that the use of digital tools captures the attention of students in general, creating an active and proactive environment when carrying out an activity, also remembering that the various tools used help to keep the student's attention when teaching classes. In addition, students create the security of being able to access self-help when it comes to pronunciation and encourage a livelier reading habit. This is guided by Majid et al., (2025), where they mention that the digital era has had positive changes in the educational field, allowing them to be more flexible when learning English, with this the 4 skills of the language learner are reinforced independently.

Question 3

This question is related to the advantages of using these interactive digital texts, teachers share the same advantage because visual, auditory and textual aids are integrated that allow a better development of reading skills and to retain information in a more lasting way, the role of students is to participate in activities that integrate digital texts and in turn evaluate the knowledge acquired beyond vocabulary and its capacity quickly and accurately. They mention that the most reflective advantage is the adaptation of the pace of learning, with this the strategies of self-learning flow depending on the student.

It is like Yawiloeng's (2022) theory of study, where it is shown that students who use current technology improve reading comprehension by allowing them to associate vocabulary with images and facilitate the intervention of new meanings to improve information, which results in better learning capacity than the use of physical text as traditional resources.

Question 4

Wang and Lee, (2021) state that advances in technology have presented ample opportunities in the field of language learning and teaching. Due to the advantage of multimedia as an effectiveness, develop several strategies to improve vocabulary. This relates to educators' responses when asked about; **Which feature about interactive digital texts; videos, images and activities are the most useful for learning the English language?** The interviewees affirm that the use of multimedia improves individual skills even through the acquisition of new words through small clips and the repetition of words.

The answers focus on videos, images and activities; therefore, they agree that online activities are more efficient because the abilities of the students are reflected through the use of

some Platform, in this case the digital books used come with activities that are according to the learning and thus are maximized according to the levels of learning.

Question 5

In the penultimate question he refers to **Which reading strategy; skimming and scanning is the one that strengthens the use of interactive digital texts?** Where most of the answers were clear when mentioning that strategy but their greatest position was to choose scanning as the main strategy because it is the strategy where visible data is quickly searched, therefore they do it quickly.

For the reading part, the aim is to strengthen, strengthen the digital environment and promote a prediction of meanings or, in due course, responses to activities that are developed through interactive platforms. Therefore, digital texts develop knowledge, improvement of skills and reading comprehension, this is aligned with Agustín et al., (2023) where they state that examining the scanning strategy in reading improves the understanding of history by carrying out the search for the most important data such as: dates, places among others, It should be remembered that there are challenges that readers face where it is necessary to design effective teaching techniques and tactics and improve skills when learning English

Question 6

According to Selfa-Sastre et al., (2022) states that the goal is to emphasize communication and deploy the characteristics in a variety of opportunities when imparting knowledge about language learning. This relates to the recommendation of educators when asked about **What recommendation would you give to improve the use of interactive digital texts in English teaching?** Their answers were that mostly in learning they do recommend it but that it must be aligned with traditional pedagogy and that it must be used carefully according to the

level of the students, they mention that digital technologies play a fundamental role in the development of academic performance.

Others mentioned that beyond direct recommendation, they emphasize that the use of technological pedagogy should be included a little more often in the academic curriculum, but it should not be forgotten that there are also disadvantages to constant use since students tend to be distracted quickly. These interviews conclude with the same observation by the 5 teachers of the different institutions.

Chapter V

Conclusions

Research shows that the use of interactive digital texts contributes significantly to the development of reading skills in English, achieving greater reading comprehension, better acquisition and expansion of vocabulary, all these tools raise the level of student motivation by offering dynamic and interactive learning. However, there are barriers such as the technological competence of the teacher, the lack of knowledge in the use and application of digital platforms limits the efficient integration of digital texts, the role of the teacher is decisive in the success of the implementation of interactive digital texts, with the adequate planning, selection and adaptation of these technological tools.

It was manifest that secondary level teachers were able to observe that the use of digital texts in an interactive way, among which we mentioned the use of readings with hyperlinks, emerging glossaries that show the meaning of a word instantly and immediate comprehension exercises significantly favors the improvement and expansion of vocabulary in the learning of the English language. The students showed a greater motivation for reading since through the interactive texts they can dynamically access definitions and pronunciations without stopping the reading process, favoring the improvement of reading in English.

The integration of interactive digital texts contributes significantly to the development of reading skills in English language learning, strengthens reading comprehension and skills such as skimming and scanning these resources contribute by promoting dynamic and active learning through which students engage with the content of the English language. better understanding a text. The results show that the use of technology focused on pedagogy promotes reading comprehension by enhancing cognitive strategies, which contributes to more effective learning.

Teachers indicate that when they teach their activities with the use of technologies and the application of interactive resources, there is a notable increase in students' motivation towards reading in English. The various digital activities that combine images, audio and animations make the learning environment more dynamic and attractive and this favors the active participation of students in such a way that they are more willing to read and complete comprehension tasks. In this way, it is concluded that the use of digital books not only contributes to intrinsic motivation but also positively influences the improvement of reading ability.

Recommendation:

It is suggested that educational institutions the implementation interactive digital texts in English classes, covering vocabulary development, the application of skills such as skimming and scanning, reading comprehension and student motivation. It is suggested to apply continuous evaluation mechanisms to measure the impact as well as the efficiency of the incorporation of digital texts used when teaching classes. It is essential to be based on systematic feedback that involves both teachers and students, all this mechanism will be key to iterative improvement and validation of the pedagogical relevance of these materials.

It is suggested to improve an established digital design to the amplification of new words through multimedia resources, such as the use of platforms that incorporate automatic glossaries, audios and contextualized vocabulary exercises, since these achieve greater retention and understanding of new words, and to maintain student motivation, interactive feedback should be included using gamification elements.

It is recommended that educational institutions formally adapt interactive digital texts within the English curricular framework based on a pedagogical approach that is based on Bloom's taxonomy that promotes the development of reading skills such as skimming, scanning

and inferring, through the utilization of digital books as online reading platforms. Articles with hyperlinks, as well as comprehension exercises, all this practice will allow students to achieve better learning to search, navigate and select information that is relevant autonomously, thus enhancing the global and analytical understanding of the texts.

It is recommended that teachers apply the use of digital texts as a didactic strategy to improve the degree of reading motivation in learning English by promoting active participation in teaching. Likewise, to establish continuous training initiatives for educators on the didactic application of digital technologies. Teachers need to be ready not only to use technology, but also to combine interactive resources in a way that is consistent with their students' learning purposes and cognitive styles.

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Annexes

Annex A: Certified Anti-plagiarism System

La libertad, 30 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “INCORPORATING INTERACTIVE DIGITAL TEXTS TO ENHANCE ENGLISH READING SKILLS” elaborado por los estudiantes AMALIA MELISSA TOMALÁ RODRIGUEZ y KEVIN ALEXANDER SÁNCHEZ SUÁREZ de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Lic. Vergara Mendoza Ketty, MSc.
TUTOR



CERTIFICADO DE ANÁLISIS
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Annex B: Questionnaire

Open-ended questions:

1. What is the difference between using interactive digital texts and traditional resources in English language learning?
2. How do digital resources influence the motivation to read in English?
3. What are the advantages of interactive digital texts to develop reading skills in English?
4. What are the difficulties encountered in interactive digital texts to learn English?
5. Which feature about interactive digital texts; videos, images and activities are the most useful for learning the English language?
6. Which reading strategy; skimming and scanning is the one that strengthens the use of interactive digital texts?
7. How do interactive digital texts help to have a better understanding of English content?
8. What recommendation would you give to improve the use of interactive digital texts in English teaching?

Annex C: Transcriptions

- Docentes de la at Escuela Carlos Espinoza Larrea (**INTERVIEW 1-3**)
- Docentes de la Unidad Educativa Comunitaria Intercultural Bilingüe “Cacique Tumbala” (**INTERVIEW 4-5**)

Table 3

All the transcripts of the interviews conducted with the teachers are included.

Questions	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4	INTERVIEW 5
What is the difference between using interactive digital texts and traditional resources in English language learning?	Well, I consider that the difference is the interactive digital text students can see the information very easily and the traditional text or traditional resources students or the text are difficult to be uploaded.	Interactive digital texts offer multimedia support, instant feedback, and engaging activities. Traditional resources provide focus, deeper concentration, and fewer distractions but lack interactivity.	The main difference lies in the level of interactivity and feedback. Digital texts offer immediate responses and multimodal support, while traditional resources rely on passive reading.	I think the difference is that digital texts are multimedia, dynamic, adaptable, and offer active interaction like games, quizzes, and immediate feedback. In the traditional resources, you must use a pencil and paper. It is not too interactive.	Interactive textbooks are much better because they offer better ways to analyze and understand vocabulary. Traditional textbooks, on the other hand, focus much more on words and lack images, which can create a barrier for students.

Note: There are transcripts of the answer to the first were asked to the teachers.

Table 4

All the transcripts of the interviews conducted with the teachers are included.

Questions	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4	INTERVIEW 5
How do digital resources influence the motivation to read in English?	I consider that they have a big influence on motivation in the students, with that kind of digital resources.	Digital resources boost motivation by making reading more engaging with audio, visuals.	Digital resources often increase motivation by making reading more appealing and accessible.	They influence it positively due to their playful nature, the incorporation of multimedia elements.	They are more dynamic, as they have pictures and the vocabulary is easier to recognize.
What are the advantages of interactive digital texts to develop reading skills in English?	One advantage is that the students can find information very easily or can choose different kinds of reading and they can find information and specific information to do specific activities.	They offer instant access to definitions, audio, and translations, which support comprehension . They also include quizzes, visuals, and interactive tasks that make reading practice more engaging and effective.	They promote better comprehension through multimodal input and allow students to control their learning pace.	The advantages are, first, access to multimedia, like I said, audio or video, and interactive activities like gamification that reinforce language skills.	One advantage is that they promote better understanding and connect words with images.
What are the difficulties encountered in interactive digital texts to learn English?	I consider that one of the difficulties could be the distractions. Students can open a link, and they could distract very easily.	They can cause distractions from non-learning features and notifications. Also, over-reliance on instant help	Some challenges include technical issues, limited internet access, and cognitive overload caused by too many interactive elements.	The need for electronic devices and internet access, also the potential for distraction due to technology use, and the risk of technical problems or software expirations.	It may be that not everyone has access to the internet to download or search for an e-book or one that can be used to develop skills.

Note: There are transcripts of the answers to questions 2-3-4 that were asked to the teachers.

Table 5

All the transcripts of the interviews conducted with the teachers are included.

Questions	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4	INTERVIEW 5
Which feature about interactive digital texts; videos, images and activities are the most useful for learning the English language?	I consider that the most useful features could be videos or activities online because in the activities online or the online activities students can do, the activities can get the score in their own time.	Activities are the most useful because they let learners practice actively, apply vocabulary in context, and get immediate feedback. Videos and images help too, but interactive tasks reinforce learning more effectively.	Interactive activities, such as comprehension quizzes and word-matching tasks, are particularly effective in real-life contexts, improving.	The combination of interactive activities and multimedia elements is the most useful, as it allows students to practice grammar and vocabulary, and exposes them to real pronunciation.	I consider the images. Is the most important feature.
Which reading strategy; skimming and scanning is the one that strengthens the use of interactive digital texts?	I think that scanning is one of the strengths because students can scan the text quickly and when they scan the text, they can find specific information on time.	Scanning fits best, since digital texts let learners instantly search, click, or highlight keywords to find specific information efficiently.	Scanning is particularly strengthened because learners can quickly locate key information using hyperlinks or search functions.	Use of digital tools favors searching for specific information, due to the ease of using search features and the tendency to prepare short texts in that students can understand very well with short texts.	I think it could be scanning to search directly for answers.

Note: There are transcripts of the answers to questions 5-6 that were asked to the teachers.

Table 6

All the transcripts of the interviews conducted with the teachers are included.

Questions	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4	INTERVIEW 5
How do interactive digital texts help to have a better understanding of English content?	Literature can help students to have a better understanding by when the students get the reading, and they can understand the text by pictures or the colors.	They combine text with audio, visuals, and interactive exercises, which clarify meaning and context. Immediate feedback .	They support comprehension through contextual clues, interactive glossaries, and multimedia explanations.	They help through immediate feedback, visual, auditory, explanation of complex content, like multimedia, and the ability to locate information quickly.	They basically help because they link words and images.
What recommendation would you give to improve the use of interactive digital texts in English teaching?	My recommendation is that teachers must give students some tips, but students must concentrate and not have any distractions.	Incorporate guided activities that balance reading, listening, and practice, and limit distractions from other apps. Encourage learners to reflect on vocabulary	Teachers should integrate digital texts with guided reading activities to maintain focus and purpose.	I think the recommendation that we can improve is to integrate digital resources in a balanced and pedagogically grounded way, ensuring they provide clear deductive value.	One recommendation would be to use a book that is appropriate for each student's level and thus develop their skills.

Note: The last two transcriptions of the responses made to the teachers of the different institutions are reflected.