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TÍTULO DEL TRABAJO

DIGITAL TECHNOLOGIES TO ENHANCE READING SKILLS FOR HIGH SCHOOL STUDENTS AT MONSEÑOR EDMUNDO CARMODY

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To my children, their boundless joy and enthusiasm are a constant source of inspiration. Their presence motivates me to strive for excellence and to pursue my goals with unwavering determination.

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This project stands as a testament to the love, sacrifice, and friendship of all those who have supported me. I am deeply grateful for their presence in my life and for the role they have played in this achievement.

Laura María Tigrero Jara

DEDICATORIA

To my dear parents, who are my guiding stars in heaven. Their unconditional love and wisdom have been the driving force behind every step I have taken in my life. Although they are no longer with me physically, their spirit continues to illuminate my path and give me strength to move forward. This project is a tribute to their legacy and everything they have taught me.

Laura María Tigrero Jara

ÍNDICE GENERAL

Resumen

Las tecnologías digitales pueden mejorar las habilidades de lectura en los estudiantes de secundaria de la escuela Monseñor Edmundo Carmody. Estos incluyen aplicaciones, plataformas interactivas y herramientas en línea que hacen que la lectura sea más atractiva, accesible y motivadora. Además del material escrito, los estudiantes también pueden acceder a textos digitales que incluyen imágenes, videos y otros elementos que mejoran su comprensión de los textos. Además, el uso de herramientas digitales permite un aprendizaje personalizado, que puede adaptarse para satisfacer las necesidades y el ritmo de los alumnos. Los recursos en línea brindan retroalimentación inmediata y ejercicios específicos, lo que permite un aprendizaje efectivo. Los estudiantes utilizan estas herramientas para participar en el pensamiento y la lectura críticos, cultivando así sus habilidades de pensamiento crítico. El objetivo principal es animar a los estudiantes a leer, mejorando así su comprensión de textos más complejos. Deben poseer estas habilidades para sobresalir en sus estudios, ya que les permiten acceder a información de todas las fuentes. Nuestro objetivo es incorporar tecnologías digitales en el proceso educativo para preparar a los estudiantes para sus desafíos en un mundo dominado digitalmente.

Palabras claves: Habilidades lectoras, Aprendizaje personalizado, Innovación educativa

Abstract

Digital technologies can improve reading skills in high school students at Monsignor Edmundo Carmody School. These include applications, interactive platforms, and online tools that make reading more engaging, accessible, and motivating. In addition to written material, students can also access digital texts that include images, videos, and other elements that enhance their understanding of texts. Furthermore, the use of digital tools allows for personalized learning, which can be tailored to meet the needs and pace of learners. Online resources provide immediate feedback and specific exercises, allowing for effective learning. Students use these tools to engage in critical thinking and reading, thereby cultivating their critical thinking skills. The main goal is to encourage students to read, thereby improving their understanding of more complex texts. They must possess these skills to excel in their studies, as they allow them to access information from all sources. Finally, authotities should incorporate digital technologies into the educational process to prepare students for their challenges in a digitally dominated world

Keywords: Reading skills, Personalized learning, Educational innovation

INTRODUCCIÓN

Currently, digital technologies are converting education by providing new tools for the teaching and learning of the English language. Integrating these technologies into the classroom can be particularly beneficial to improve the reading skills of High School students. According to Leu et al. (2013), the facility to read and understand digital texts has become as important as reading printed texts, and digital technologies offer unique opportunities to foster reading It explores how digital technologies help improve reading skills in secondary school students. It begins with an introduction that explains how digital technologies are changing education and their ability to develop reading. The section on research background reviews previous studies showing that digital technologies can boost motivation and academic achievement (Miller, 2013; Warschauer, 2007).

Problem statement

Students at Monseñor Edmundo Carmody High School, face significant challenges developing their reading skills. Traditional teaching approaches often fail to meet the diverse needs of student's individual student needs or to ignite their passion for reading. According to Rosenblatt (2021), interest and inspiration are essential to reading comprehension, and digital technologies could play a crucial role in creating a more engaging and effective learning environment.

Formulation of the problem

How can digital technologies be effectively implemented to improve the reading skills of High School students at Monseñor Edmundo Carmody? What types of digital tools are most suitable to increase motivation and reading comprehension? What are the challenges and opportunities associated with integrating these technologies?

Theoretical justification

Educational theories suggest that incorporating digital technologies in the classroom can greatly improve both teaching and learning. According to Jonassen (2000), argues digital enable students to interact with content in a deeper and more meaningful way. Furthermore,

the use of digital resources can support the development of critical thinking skills and reading comprehension (Warschauer, 2007).

Practical justification

At Monseñor Edmundo Carmody, the use of digital technologies can provide a practical solution to deficiencies in students' reading skills. Resources like online reading platforms, educational apps, and multimedia tools can offer students a more dynamic and adaptive reading experience for students (Miller, 2013). These digital applications can not only increase access to reading materials but also personalize learning to meet student's individual needs

OBJECTIVES

General Objective

- To assess the effectiveness of digital technologies for the reading program at Monseñor Edmundo Carmody High School, to enhancing student’s motivation and reading comprehension

Specific Objectives

- Identify the most effective academic digital technology for developing reading skills at Monseñor Edmundo Carmody High School
- Evaluate the impact of digital technologies on students' motivation and reading performance

Literature Review

When approaching this project, I began by reviewing various studies that analyze the integration of digital technologies into the teaching and learning process of reading. Personally, I consider these tools essential in an increasingly interconnected world. Throughout my research, I have identified that technology not only provides access to a wide variety of resources but also enhances students' motivation by offering them more interactive and personalized experiences.

One of the initial researchers that intrigued me was González and Martínez (2021), who emphasize that digital platforms, such as educational apps and reading software, significantly improve reading comprehension by adapting content to the unique needs of students. As I read this study, I reflected on how I could implement these ideas in my own context, considering the characteristics of the students at Monseñor Edmundo Carmody.

Moreover, I found the study by Smith et al. (2019) particularly relevant, as it argues that digital technology fosters critical skills such as inference and textual analysis. This point resonated with me because I have observed in my classes that students need to strengthen these competencies to face curriculum challenges. Inspired by these findings, I decided to incorporate tools such as interactive online readings and gamified activities to capture my students' attention.

During the review, I also discovered that technological barriers, such as restricted access to device or insufficient teacher training, can hinder the effective implementation of these tools. Pérez and Torres (2020) emphasize that teacher training is crucial for ensuring the proper utilization of technologies. In this context, I reflected on my own professional development and considered the importance of acquiring new digital competencies to guide my students effectively.

In summary, this literature review has been an enriching process that has allowed me to build a solid foundation for my project. I am convinced that digital technologies have the potential to transform the teaching of reading, but their success depends on our ability as educators to implement them strategically and thoughtfully.

Hypothesis

The integration of digital technologies to the reading curriculum at Monseñor Edmundo Carmody High School will significantly improve students' reading skills by providing interactive tools that enhance motivation and reading comprehension.

Hypothetical Approach

The hypothetical approach of this project is based on the premise that the use of digital technologies can transform the reading instruction process by making it more interactive and adaptive. It is expected that integrating digital tools will allow personalized learning that addresses individual student needs, increasing motivation and ultimately improving reading skills.

CHAPTER I

The conceptual and theoretical bases section addresses key concepts, including various types of digital technologies like online reading platforms and educational apps. Relevant theories are also examined. For instance, Rosenblatt's transactional theory (2021), which highlights thesignificance of the interaction between the reader and the text, and how digital technologies can facilitate this interaction (Leu et al., 2013; Coiro & Dobler, 2007).

The critical analysis examines both the advantages and challenges of implementing digital technologies in education. It recognizes that while these technologies provide substantial benefits, like personalized learning and increased motivation, they also present challenges to the same degree as the need for adequate teacher training and the potential for unequal access (Warschauer, 2007).

Conceptual and Theoretical Bases

Digital Technologies in Education: Digital technologies encompass tools and resources like online reading platforms, educational apps, and other wed-based tools that aid in learning. These technologies have transformed the way students engage with reading materials, providing interactive and customized experiences that traditional methods often lack (Leu et al., 2013). Educational apps, for example, offer games and activities tailored to varying skill levels, helping students practice reading in a fun and engaging way (Coiro & Dobler, 2007).

Impact on Reading Comprehension: Reading comprehension is the ability to understand, interpret, and analyze written content. Digital technologies can enhance this ability by

providing interactive elements like instant definitions, videos, and quizzes that help deepen students' grasp of the material (Leu et al., 2013). For instance, online reading platforms often include tools that allow students to highlight text, take notes, and access supplementary resources, which can contribute to improving their comprehension (Coiro & Dobler, 2007).

Rosenblatt's Transactional Theory (1994): Louise Rosenblatt's transactional theory emphasizes that reading is an dynamic interaction between the reader and the text. This means that each reader brings their own background, emotions, and thoughts to the reading process, creating a unique interpretation of the text. Digital technologies can enhance this interaction by providing personalized content and interactive tools that adjust to the reader's needs, making the reading experience more engaging and impactful (Leu et al., 2013).

Critical Analysis of Digital Technologies:Although digital technologies offer numerous advantages, they also come with challenges. For instance, personalized learning through apps can increase motivation and meet individual student needs (Warschauer, 2007). However, there are concerns regarding equity—some students may lack access to the necessary devices or internet connections, creating disparities in learning opportunities (Coiro & Dobler, 2007). Additionally, teachers require proper training to effectively incorporate these technologies into their teaching (Warschauer, 2007).

In conclusion, the integration of digital technologies into the reading program at the Monseñor Edmundo Carmody High School, represents a transformative approach to enhancing literacy skills. As demonstrated in the problem statement and the formulation of the problem, the use of digital tools like interactive e-books and educational apps to online reading platforms offers substantial benefits for the High School students. These technologies not only engage students through interactive and personalized learning experiences but also provide access to diverse and adaptive content that can cater to various reading levels and preferences.

CHAPTER 2: METHODOLOGICAL FRAMEWORK

Research Process

The research process undertaken to achieve the main goal to improve the reading skills of High School students at Monseñor Edmundo Carmody was carried out in several key phases; initially, a comprehensive literature review was conducted on the use of digital technologies in reading instruction. This review helped identify tools and approaches that have proven effective in various educational contexts. Previous research, such as studies by Miller (2013) and Warschauer (2007), emphasizes the potential of these technologies to boost motivation and improve academic performance.

Research Methods

A qualitative approach was used to address the problem. This approach allowed for an in-depth exploration of the experiences and perceptions of those involved, gaining insight into the impact of digital technologies on teaching and learning reading skills.

In addition, interviews were conducted with teachers and students to capture their perspectives on the implementation of digital technologies in the classroom. These interviews provided valuable insights into the challenges faced, the strategies used to overcome them, and the opportunities that arose from integrating these tools into educational practice.

Additionally, participant observation was employed to gain a direct view of how digital technologies were implemented and used in reading classes. This method allowed for the collection of data on students' interactions with digital tools and how these influenced their learning.

Preliminary Studies and Problem Justification

Preliminary research confirms the existence of the problem related to the difficulties in developing reading skills among students. These studies indicate that traditional teaching methods are not addressing the individual students' needs of students or fostering their interest

in reading. This situation is reflected in low motivation and limited performance in reading comprehension.

Rosenblatt (2021) highlights that motivation and interest are essential for reading comprehension and that traditional methods often fail to capture students' attention. In contrast, research by Jonassen (2000) and Leu et al. (2013) suggests that digital technologies could provide a valuable solution by making the reading process more interactive and adapted to the unique needs of each student.

These studies justify the need to explore how digital technologies can be implemented to improve reading skills among high school students, particularly in the context of Monseñor Edmundo Carmody High School. The combination of knowledge in pedagogy and educational technology provides a solid framework for addressing this problem and developing effective solutions. An assessment was conducted to understand the specific needs of the students at Monseñor Edmundo Carmody High School. This involved surveying students and teachers to gauge current reading levels, interests, and challenges. The results showed a clear disconnect between students' needs and the teaching methods being used.

The hypothesis—"The integration of digital technologies into the reading curriculum at Monseñor Edmundo Carmody High School will significantly improve students' reading skills by providing interactive tools that enhance motivation and reading comprehension"—is rooted in these preliminary findings. Given the positive results from studies in other educational settings, the proposed intervention aims to replicate and adapt these outcomes to address the specific challenges faced by students at the school.

Designing the Intervention: The next step involved designing a research intervention that introduces digital tools into the reading curriculum. This design includes selecting appropriate digital platforms and educational apps that align with the curriculum and student needs. Implementation and Data Collection: The intervention is implemented in phases, with continuous monitoring and data collection to assess its impact on student motivation and

reading comprehension. This involves pre- and post-intervention assessments to measure changes in reading skills.

The collected data is analyzed to determine the effectiveness of the intervention. Both statistical methods and qualitative analysis are employed to evaluate improvements in reading comprehension and student engagement. At Monseñor Edmundo Carmody High School, the intervention aimed to incorporate digital technologies into the reading curriculum, and data from student interviews and teacher surveys played a crucial role in assessing the impact.

Based on the qualitative answers provided by the English teachers, it became evident that the integration of digital tools not only increased student engagement but also encouraged more active participation during reading activities. Teachers noted that students were more motivated to explore texts and use interactive reading apps, which facilitated differentiated learning and allowed for a more personalized approach to reading comprehension. This feedback aligns with our hypothesis, showing that digital technologies created a more engaging and adaptable learning environment.

Additionally, the interviews with students revealed several positive outcomes. Students expressed that the use of interactive reading platforms and digital materials made reading more enjoyable and accessible. They appreciated the instant feedback provided by these tools, which helped them track their progress and address comprehension challenges in real time. Many students indicated that they preferred reading digitally, as it allowed them to explore content beyond traditional textbooks, further developing their reading skills.

Moreover, the teacher surveys highlighted how the digital approach benefited their teaching practices. Teachers reported that the digital tools enabled them to monitor students' reading progress more effectively and tailor instruction to individual needs. These insights from both teachers and students underscore the success of the digital intervention in improving reading comprehension at Monseñor Edmundo Carmody High School.

In summary, the qualitative data collected through interviews and surveys supports the hypothesis by demonstrating that digital technologies significantly contributed to enhancing

students' reading skills and engagement levels. This blend of statistical and qualitative analysis provided a comprehensive understanding of the intervention's impact.

Application of Particular Methods

Qualitative Methods: These include interviews, focus groups, and classroom observations. Teachers and students are interviewed to gain insights into their experiences with traditional reading methods and the newly introduced digital tools. Focus groups are conducted to gather feedback on the digital platforms used during the intervention. Relevance to Fourth-Level Program and Areas of Knowledge: The problem aligns with the goals of the fourth-level education program, which emphasizes innovative teaching strategies and the integration of technology in education. The research also contributes to the broader field of educational technology, providing insights into how digital tools can be used to enhance learning outcomes in various subjects.

It was described how the research was conducted to improve the reading skills of high school students at Monseñor Edmundo Carmody using digital technologies. First, I reviewed previous studies to understand how digital technologies can assist in reading instruction. We then used a qualitative approach to explore in depth how these technologies affect both students and teachers. This included interviews with both groups and direct observation in classrooms to see how digital tools were being used.

Preliminary studies showed that traditional teaching methods were not working well, as they did not motivate students or improve their reading comprehension. Previous research suggests that digital technologies could be a good solution, as they make the reading process more interactive and tailored to individual needs. Initial results showed that the use of digital technologies increased student motivation and improved their reading comprehension. Teachers also noticed benefits, such as better student participation and more personalized instruction.

In conclusion, Research conducted at Monseñor Edmundo Carmody Secondary School exposes the positive impact of adding digital technologies to the reading curriculum. Through interviews, surveys, and direct classroom observation, the problems of traditional teaching methods were compared and it was discovered that digital tools can be an effective solution. By integrating interactive platforms and digital resources,
students' motivation and engagement were increased, as well as providing more personalized learning and improving their reading comprehension. Both teachers and students emphasized the benefits, such as increased participation and instruction more tailored to individual needs. The results support the idea that digital technologies are key to

improving reading skills and increasing student agency, supporting educational innovation and the use of technology in classes.

CHAPTER 3: RESULTS, ANALYSIS, AND DISCUSSION

In this chapter, I present the results obtained from implementing digital technologies to improve reading skills among high school students at Monseñor Edmundo Carmody. Based on data collected through surveys and interviews, we will analyze the effects of these technologies on variables such as motivation, reading comprehension, and personalized learning. Solutions based on statistical analysis will also be proposed to enhance the use of these tools in teaching.

Survey Interpretation Students:

Motivation: 65% of students indicated that digital technologies significantly increased their motivation to read, while 25% reported a slight increase, and only 10% stated that they experienced no change.

Reading Comprehension: 70% of students reported that their comprehension improved notably, particularly due to interactive features like quizzes and instant explanations.

Digital Platforms: 60% highlighted that the ability to highlight, take notes, and access additional materials was the most helpful for improving their comprehension.

Teachers:

Curriculum Alignment: 75% of teachers felt that the digital tools were "well- aligned" with curriculum objectives, and 20% thought they were "partially aligned."
Confidence in Technology: Only 50% of teachers felt completely confident in integrating these tools into their classes, indicating a need for more training.
Problem Identification: The main issue for the application and use of digital technologies was lack of training. (40%) of respondents stayed that lack of training was the cause of the lack of use of digital technologies. On the other hand, (30%) of respondents

stayed that technical difficulties were relevant, and finally, limited access to electronic devices (20%)

DISCUSSION OF RESULTS

The results confirm that integrating digital technologies into reading instruction can significantly enhance student motivation and comprehension. However, some major challenges were identified, such as limited access to devices and the need for more teacher training.
Proposed Solutions:

Teacher Training: Implement ongoing professional development programs to equip teachers with the skills needed to effectively use digital technologies in the classroom.
Resource Access: Ensure that all students have access to devices and a reliable internet connection to fully benefit from digital tools.
Adaptive Platforms: Expand the use of digital platforms that cater to individual student needs, allowing for more personalized and effective learning experiences.

CONCLUSION AND RECOMMENDATIONS

In conclusion, digital technologies offer a viable solution for improving reading skills among high school students. However, strategies must be developed to overcome access and training barriers. It is recommended to continue long-term research to assess the impact of these tools on other areas of learning.

Based on this analysis, I propose expanding a chapter to present a concrete proposal for enhancing the implementation of digital technologies at Monseñor Edmundo Carmody, considering the identified challenges and providing specific solutions.

Increased Motivation: A significant majority of students (65%) reported that digital technologies have notably increased their motivation to read, highlighting the positive influence of interactive and engaging tools.

Improved Reading Comprehension: 70% of students experienced improved comprehension, particularly due to features such as quizzes and immediate feedback, which facilitate a deeper understanding of the material.

Teacher Perceptions: While 75% of teachers felt that digital tools were well- aligned with curriculum objectives, only 50% expressed full confidence in using these tools, indicating a clear need for enhanced training and support.

Challenges Identified: Key challenges include a lack of adequate training for teachers, technical difficulties, and limited access to devices, which hinder the effective integration of digital technologies into the classroom.

Given these insights, it is essential to address these challenges to maximize the benefits of digital technologies. The following recommendations are proposed to improve the implementation and effectiveness of these tools at Monseñor Edmundo Carmody.

Recommendations

It is recommended to develop a certification programs for teachers who demonstrate proficiency in using digital tools. This certification can serve as a motivation and a benchmark for effective technology integration. More so, a professional development workshop could be mandatory for an ongoing development tailored to digital literacy and pedagogical strategies on how well can teachers integrate technology inside the classrooms. In addition, Internet connectivity should be free of charge for teachers and students to openly review academic material to provide meaningful lesson plans and academic research.

Finally, a student's training program for students to familiarize them with digital tools and platforms. These sessions should include basic troubleshooting tips and guidance on maximizing the educational benefits of the technology. With this in mind to educate teachers and students that the digital technologies have advantages and disadvantages on both teaching and learning outcomes.

Final Thoughts

By implementing these recommendations, Monseñor Edmundo Carmody can overcome the current challenges and create a more effective and equitable digital learning environment. Addressing these issues head-on will not only enhance reading skills and motivation among students but also support teachers in delivering high-quality, technology-enhanced education. Through this research, we hope that school authorities will be able to provide future students with solid foundations in education, enabling them to develop the necessary skills to thrive in an increasingly digital world. The integration of digital technologies not only enhances the learning process but also promotes critical thinking, creativity, and independent learning, which are essential for the 21st century. Moreover, this initiative is expected to contribute to closing the digital divide, ensuring that all students, regardless of their socioeconomic background, have equal access to quality education and the technological tools necessary to succeed. Ultimately, the research aims to serve as a blueprint for educational institutions looking to modernize their teaching methods and to empower both students and teachers in their learning journey.

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