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Educational technology to enhance motivation in reading skills in 5th grade students at the educational unit "oscar efrén reyes".

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DEDICATORIA

I dedicate this project to my beloved parents, whose wisdom and unconditional love have been my constant guide. To my dear children, who are my daily inspiration and the driving force behind my achievements. To my beloved husband, for his unwavering support and complicity in every step of this academic path. This achievement is not only mine, but also yours, who have been my greatest strength and motivation. Thank you for being my family, my anchor and my greatest source of joy. This work is dedicated to you with all my love and gratitude. Emma Paulina Aimacaña Ortiz

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ABSTRACT

This study focuses on the motivation and reading skills of fifth-grade students at the "Oscar Efrén Reyes" Educational Unit in Chimbacalle, Quito - Ecuador. The primary aim is to enhance student engagement in reading, which is crucial for their academic progress. The research endeavors to develop digital instructional recommendations to improve motivation in reading skills.

At the "Oscar Efrén Reyes" Educational Unit, fifth-grade students encounter challenges in reading proficiency and motivation. Traditional teaching methods may not fully engage them, necessitating the use of educational technology to address these issues.

The study employs a mixed-methods approach. Initially, a diagnostic test assessed students' attitudes and behaviors towards technology in reading, as well as their motivation levels. Educational technology resources, including Duolingo, StoryJumper, and Wordwall, were integrated, with a specific focus on Wordwall to provide engaging and personalized reading experiences. A post-intervention questionnaire measured the effectiveness of these interventions.

Expected outcomes include a significant improvement in student motivation, enhanced vocabulary, comprehension, and fluency. Educational technology interventions, particularly Wordwall, increased student participation, interest, and enjoyment in reading activities, contributing to existing literature on technology's effectiveness in improving motivation and reading skills among fifth-grade students.

To validate the digital teaching recommendations, synthesized in a tutorial, a workshop was developed with teachers, whose sessions enriched their knowledge to use the Wordwall platform based on the practice of reading in 5th grade and to improve motivation.

The findings underscore the potential of interactive and personalized approaches to create a stimulating reading environment that promotes engagement, motivation, and overall comprehension among students.

Keywords: educational technology, motivation, reading skills, 5th-grade students, interactive reading apps, digital storytelling, online resources.

RESUMEN

Este estudio se centra en la motivación y habilidades lectoras de los estudiantes de quinto grado de la Unidad Educativa "Oscar Efrén Reyes" de Chimbacalle, Quito - Ecuador. Principalmente se busca fomentar la participación de los estudiantes en la lectura, crucial para su éxito académico. La investigación pretende elaborar recomendaciones digitales para mejorar la motivación en la lectura.

Estudiantes de quinto grado en la Unidad Educativa "Oscar Efrén Reyes" enfrentan desafíos en lectura y motivación. Para abordar problemas de compromiso en la enseñanza, es necesario emplear tecnología educativa junto con métodos tradicionales.

El estudio emplea un enfoque de métodos mixtos. Un test evaluó actitudes y comportamientos de estudiantes hacia tecnología en lectura y sus niveles de motivación. Recursos tecnológicos como Duolingo, StoryJumper y Wordwall se usaron principalmente para crear experiencias de lectura personalizadas. Una encuesta después de la intervención evaluó la eficacia de estas medidas.
Se espera que los estudiantes se motiven más y mejoren su vocabulario, comprensión y fluidez. El uso de Wordwall mejoró la motivación y habilidades de lectura de estudiantes de quinto grado.

Un taller con los docentes se realizó para validar las recomendaciones didácticas digitales, en el cual aprendieron a usar Wordwall y aumentar la motivación en la lectura.
El estudio destaca la efectividad de métodos personalizados y dinámicos para mejorar la experiencia de lectura de los estudiantes.

Palabras clave: tecnología educativa, motivación, habilidades lectoras, estudiantes de 5° grado, apps de lectura interactiva, narración digital, recursos en línea.

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INTRODUCTION

In today's globalized world, the study of English is of paramount importance. As a universal language, English facilitates communication and opens doors to a myriad of opportunities. In Ecuador, proficiency in English is a vital asset for personal and professional growth. In the role of an English teacher, the commitment lies in equipping students with essential language skills to excel in our interconnected society.

The integration of educational technology emerges as a viable solution to cultivate an interactive and captivating learning milieu, thereby cultivating elevated levels of motivation and language proficiency within the student body. Nevertheless, the prevailing challenge revolves around the constraints posed by inadequate technology resources in 5th-grade reading classes.

The lack of technological resources in 5th grade reading classes adversely affects student's motivation, resulting in decreased engagement and interest. Traditional teaching methods fall short in comparison to interactive digital resources, leading to reduced motivation. Given students' familiarity with technology, the absence of educational technology in reading classes creates a disconnection, resulting in decreased effort and performance.

Furthermore, the lack of technology hinders differentiated instruction, failing to cater to individual needs and leading to disengagement. Closing the technology gap is essential for fostering increased engagement, offering interactive learning experiences, and addressing individual requirements in reading education.

This study focuses on the lack of reading motivation among fifth-grade students at the "Oscar Efrén Reyes" Educational Unit. Low motivation in reading hinders students' overall learning outcomes and academic performance. Addressing this problem is crucial as reading motivation is vital for developing strong reading skills and a lifelong love for reading. Integrating technology offers promising opportunities to improve reading motivation.

Platforms like Duolingo, StoryJumper, and Wordwall have been extensively studied by prominent researchers in the field. According to Robinson (2015), these tools provide interactive and engaging approaches through gamification and personalized exercises. These authors' works emphasize the creation of a dynamic and enjoyable learning experience, effectively motivating students to actively engage in reading activities (Robinson, 2015).

In addition, Smith et al. (2019) conducted studies showcasing the effectiveness of platforms like StoryJumper in enhancing reading motivation and comprehension among students. They highlight the integration of technology as a means to address current educational trends and enhance teaching methodologies (Smith et al., 2019).

Moreover, Johnson (2020) emphasizes how this research correlates with current trends in education. Johnson's research focuses on the significance of examining how digital tools such as Duolingo can offer valuable insights to enhance student engagement and promote the development of innovative educational approaches, as described in Johnson's study published in 2020.

Further research has shown that incorporating technology, such as interactive reading applications and digital platforms, has the potential to enhance the motivation of students when it comes to reading, as indicated by Robinson in 2015. The integration of gamification elements, interactive features, and personalized learning experiences provided by educational technology tools has been discovered to effectively capture the attention of students and cultivate a heightened enthusiasm for reading.

It is crucial to consider that an excessive reliance on technology for reading may unintentionally result in a reduced inclination towards engaging with traditional printed books. According to Smith (2020), while technology can boost motivation for reading, it is important to strike a careful balance by incorporating traditional offline reading into the mix to guarantee a comprehensive and diverse reading encounter.

Research investigations carried out by the team led by Smith et al. A study conducted in 2019 on reading comprehension indicated that interventions using technology, offering customized feedback and flexible learning methods, had a beneficial effect on enhancing students' reading comprehension abilities. The utilization of interactive digital resources played a key role in enhancing students' comprehension of texts and helped them develop a better grasp on intricate concepts. It is crucial to acknowledge that not every aspect of a situation is completely positive and there may be elements that also carry negative connotations. However, it should be noted that the diagnostic test results have also highlighted specific areas that require additional enhancements to be made.

The research conducted by the aforementioned authors focuses on the urgent issue of how technology affects reading habits. They are exploring the impact of technology on reading, specifically focusing on motivation, comprehension, and overall learning results, with the goal of improving educational approaches. However, advancements in methodology and technology are needed to further support and promote effective educational methods related to reading.

Considering this information, a test was conducted on twenty fifth-grade students at the "Oscar Efrén Reyes" Educational Unit in order to evaluate their level of reading motivation. The research employs various digital resources like Duolingo, StoryJumper, and Wordwall to investigate how

these tools impact students in real-world scenarios, with the goal of increasing student involvement and advancing the development of successful teaching methods.

The main results of this stage are as follows:

- Positive Experiences: many students reported increased motivation when using educational technology for reading. They found features like interactive quizzes and gamified lessons engaging, which made reading more enjoyable. Some students mentioned that they felt a sense of achievement when tracking their progress on digital platforms.
- Improved Reading Skills: several students noted improvements in their reading skills. They found that educational technology allowed them to practice at their own pace, access a variety of reading materials, and receive instant feedback on their comprehension. This boosted their confidence and fluency.
- Challenges and Difficulties: on the other hand, some students faced challenges. Technical glitches were a common complaint, with students experiencing issues like slow loading times, crashes, or difficulty accessing online materials. Additionally, distractions from notifications, social media, or other apps hindered their focus on reading tasks.
- Technical Glitches: students frequently encountered technical issues, such as slow loading times and platform crashes. These glitches disrupted their reading experience and negatively affected motivation.
- Distractions: many students reported distractions as a significant challenge. These distractions often resulted in reduced reading comprehension and lower motivation levels.
- Difficulty Navigating: some students found it challenging to navigate digital reading materials, especially within complex educational software. They faced difficulties with tasks like using bookmarks, highlighting text, or accessing supplementary resources.

As the diagnostic test results indicate, while technology-based interventions have shown promise in enhancing reading skills, there are areas, such as reading comprehension, where challenges persist.

The results of the diagnostic assessment demonstrated notable benefits in employing technology to bolster reading exercises and advance educational achievements. Students who actively utilized technological tools displayed improved reading aptitude, increased involvement, and better academic progress in contrast to conventional print-based approaches. This contrast underscores technology capacity to narrow disparities in reading proficiency and student motivation.

The manifestations indicate that although there is a strong connection with technology, to get a positive impact on reading motivation, comprehension, and learning outcomes, it still requires some effective instructional strategies. These findings align with the identified **scientific problem:** how to improve students' reading abilities and motivation with technology?

The problem is delimited by the following **object**: the teaching learning process of reading supported by technology.

In 5th-grade reading classes, the teaching-learning process of reading supported by technology can involve integrating digital tools and resources, like Duolingo, StoryJumper, and Wordwall, to deliver interactive reading materials. It fosters active engagement, differentiated instruction, and bridges the gap between traditional methods and students' digital world, enhancing reading skills and motivation.

General objective: to elaborate a set of digital didactic recommendations to improve motivation in reading skills.

Specific objectives:

1. To analyze the scientific sources that support the teaching learning process of reading in 5th grade supported by technology.

2. To diagnose the current situation of the students´ main difficulties in the reading process in 5th grade.

3. To devise the digital didactic recommendations to improve motivation in reading skills.

4. To validate the effectiveness of technological proposal.

Hypothesis: the application of a set of digital didactic recommendations that implies effective educational technological strategies and interventions will favor the motivation levels of the 5th grade students during the development of reading skills

Research variables include the set of digital didactic recommendations as an independent variable and students´ motivation in reading as the dependent variable. Other potential variables to consider include students' reading abilities, their prior experience with technology, and the availability of technology resources within the educational unit.

Theoretical and Empirical Methods:

The study will draw on relevant theoretical frameworks such as motivation theories and educational technology integration theories. A mixed method approach is used, combining quantitative data analysis to measure motivation levels and qualitative methods to gather information about students´ experiences and perceptions.

The integration of educational technology has emerged as a pivotal approach to bolster student engagement and academic progress. In the realm of fifth-grade reading, the strategic

utilization of digital tools, specifically Duolingo, StoryJumper, and Wordwall, presents a promising path to amplify motivation levels and reinforce reading skills among students. This project undertakes a comprehensive exploration, employing both analytic deconstruction and synthetic integration, alongside inductive and deductive reasoning, to assess the effectiveness of these tools in enhancing reading motivation within the "Oscar Efren Reyes" educational unit.This initiative seeks to enhance reading motivation and understanding, as well as language skills, by breaking down the specific effects of different tools and combining them to create a rich and immersive educational setting for fifth-grade students.

Empirical research techniques used for studying the motivation for reading in fifth grade students at the "Oscar Efrén Reyes" Educational Unit involve the usage of methods such as conducting diagnostic tests, administering questionnaires, organizing surveys, hosting workshops, and analyzing performance data. The surveys gather numerical information related to the levels of motivation for reading, as well as individuals' attitudes and perceptions towards reading.

The surveys offer detailed information, in a qualitative form, about how students engage and behave when utilizing various technological tools. The process of performance analysis includes conducting a diagnostic test specifically aimed at evaluating the performance of students. The study's goal is to achieve a thorough grasp of reading motivation by employing these methods. The information gathered will undergo analysis in order to discover recurring trends, derive significant insights, and offer well-informed suggestions aimed at enhancing the reading enthusiasm of fifth-grade students.

The Statistical Method is a technique that is employed for the purpose of gathering numerical data specifically related to the levels of reading motivation, as well as attitudes and perceptions towards reading. The data that has been gathered is processed through the use of descriptive statistics in order to provide a concise summary and effectively display the results. Moreover, inferential statistics are used to analyze correlations and regression analysis, which help to investigate connections and pinpoint notable relationships between different variables in a study.

The utilization of statistical analysis allows researchers to make accurate interpretations, detect trends, and offer suggestions based on evidence to improve the reading motivation of fifth-grade students.

This study includes a population of 6 English teachers who are currently employed at the school, along with a group of 60 students from the 5th grade EGB at the "Oscar Efrén Reyes" Educational Unit. A group of 20 students will be carefully chosen from this population, taking into

account various factors such as a range of socioeconomic backgrounds, levels of proficiency in the English language, and differing levels of experience with educational technology. The study delves further into exploring how educational technology impacts reading motivation among participants in this particular group. By investigating this specific group, important observations and understandings can be obtained about how technology influence can improve the motivation to read among students in the 5th grade.

This research holds importance because it focuses on enhancing reading motivation among 5th grade students by offering tailored and interactive learning experiences, ensuring fair access to devices and a stable internet connection, and providing resources to cater to students' unique requirements and choices in order to establish a meaningful and inspiring educational setting.

The research highlights the potential of Educational Technology in supporting and improving reading skills, fostering student engagement, and promoting motivation.

The technological proposal has practical implications for educators, curriculum developers, and policy makers in their quest to enhance reading engagement and foster students' language development.

The investigation is structured in three chapters. Chapter one presents the analysis and theoretical foundations that support the teaching learning process of reading in 5th grade supported by technology. Chapter two describes the research methodology, including data collection procedures and participant selection. Ethical considerations and the validity of the data are discussed. Chapter three presents the technological proposal and its validation. Data analysis evaluates the impact of the intervention on students´ achievement.

CHAPTER 1

Theoretical foundations that support the teaching learning process of reading in 5th grade.

The primary focus of chapter one is on examining and providing theoretical foundations that underpin the process of teaching and learning how to read in the context of fifth-grade education. It highlights the importance of utilizing various technological tools to enhance and support this educational process. A detailed analysis is conducted on the impact of educational technology and resources like Duolingo, StoryJumper, and Wordwall on students' reading motivation.

1.1. Educational technology in Foreign Language Teaching (FLT)

Educational technology plays a crucial role in contemporary teaching methods, revolutionizing the methods through which students interact with educational resources and information. Puentedura (2006) has brought attention to the Substitution, Augmentation, Modification, Redefinition (SAMR) model and the Technological Pedagogical Content Knowledge (TPACK) framework in their works, emphasizing the importance and significance of these instructional approaches. These frameworks place a strong emphasis on the significance of incorporating technology into education to change and improve teaching methods, resulting in a more profound level of involvement and comprehension for students. By investigating and examining these frameworks, this study positions technology as a driving force that stimulates creative teaching methods within the setting of 5th grade reading courses.

Platforms such as Duolingo, StoryJumper, and Wordwall, for instance, provide interactive and captivating methods that aim to involve students in a unique manner and ignite their enthusiasm for reading.

Duolingo is seen as an innovative platform for learning languages, completely changing how people go about acquiring proficiency in different languages. By adopting a learning method that is both easy to use and incorporates elements of gaming, Duolingo has changed the way people learn languages by transforming it into a fun and interactive journey. This platform is easily accessible on a variety of devices and skillfully merges the realms of education and entertainment. The system adjusts to how well learners are doing, providing customized activities and educational content that are suited to their skill levels. The user interface is easy to navigate and understand, which means that individuals from various age groups and diverse backgrounds can use it effectively.

One of the key features that sets Duolingo apart from other language learning platforms is its distinct approach, which is designed to resemble a game by allowing users to accumulate rewards and advance to higher levels whenever they successfully finish lessons. Duolingo has established

itself as a leader in making language education accessible to a wider audience globally by addressing obstacles like expenses and availability. (Munday, P. 2017)

StoryJumper epitomizes the intersection of technology and creativity by empowering users, particularly students, to craft their narratives through digital storytelling. As an educational tool, it offers an array of customizable options, enabling individuals to unleash their creativity and imagination. Students can design characters, select backgrounds, and structure layouts to curate their personalized stories.

This platform is meticulously designed to foster a love for storytelling and writing among learners. It serves as an innovative medium in educational settings, aiding students in developing their writing skills, storytelling abilities, and creativity. Moreover, StoryJumper serves as a collaborative platform where users can share their stories online, creating an interactive environment that encourages peer engagement and feedback.

Wordwall emerges as an instrumental interactive teaching resource that revolutionizes classroom engagement and learning. Renowned for its versatile array of customizable activities and games, Wordwall caters to various subjects, including vocabulary, math, languages, and more. Educators can create bespoke content or leverage existing templates to design interactive learning experiences aligned with their teaching objectives.

This platform transcends traditional educational tools by providing engaging activities like quizzes, puzzles, and games, effectively transforming learning content into interactive and entertaining modules. Wordwall significantly enhances student participation and engagement by turning mundane learning into an enjoyable and captivating experience. For the authors of this research work Wordwall, as an instrumental interactive teaching resource, represents a valuable tool to engage 5th grade learners in simple reading activities.

In essence, Duolingo, StoryJumper, and Wordwall represent the pinnacle of educational technology, offering innovative, engaging, and interactive tools that transcend conventional learning paradigms. By working together, they enhance the educational environment through the encouragement of creative thinking, interaction, and involvement among individuals of various ages and proficiency levels.

An in-depth examination of the current literature and research, including the book "Rewired: Understanding the Generation and the Way They Learn" by Rosen, brings attention to the importance of incorporating technology in educational settings as a means to enhance motivation levels and reading performance.

Leveraging technology plays a crucial role in enhancing the reading experience of 5th-grade students, offering a strong foundation of theory to examine outcomes and suggest ways to

efficiently integrate digital resources into the learning environment. One of the practical concerns of the authors in the present investigation is focused on the significant role that technology plays in education, particularly its potential to enhance the process of teaching and learning how to read in the English language.

Rosen's (2012) scholarly contributions are considered highly relevant within the context of technology integration in educational settings. Specifically, he delves into the impact of motivation on today's learners' educational experiences, uncovering insights into how technology can shape students' motivation levels and learning approaches. Rosen asserts that the group known as the "Generation" consists of young individuals who have been raised surrounded by technology, leading them to form a close bond with it that plays a crucial role in their day-to-day existence. Consequently, the learning methods of these students have been altered, necessitating teachers and the education system at large to make adjustments to accommodate these changes.

Rosen's research underlines the important role of technology in effectively involving students in the educational process by showing how it can serve as a potent tool for engagement. Utilizing interactive applications, incorporating elements of gamification, and integrating multimedia resources are among the various tactics that can be employed to enhance students' motivation, fostering a more engaging and participatory learning experience.

In addition to Rosen, several other authors have also analyzed this issue from varying viewpoints. An illustration of this is when Gee (2003) delved into investigating the impact of video games on student learning and motivation by pointing out that games provide challenges and incentives that can effectively maintain students' interest and enthusiasm for learning.

Prensky (2001) has put forth the idea of "digital natives," where he discusses students who have grown up in a digital world, showcasing a natural proficiency in utilizing technological tools and resources. Prensky argues that individuals who have grown up in the digital age, known as digital natives, require an educational method that aligns with their familiarity with technology. This entails incorporating technological resources during lessons to ensure their engagement and enthusiasm are sustained.

These perspectives align with the importance of integrating technology within the educational setting, especially in the context of enhancing reading abilities in fifth-grade students. Rosen and other researchers have laid a robust groundwork for exploring this field, which enables the comprehension of how technology has the potential to enhance students' motivation and boost their reading abilities in a positive manner.

Rosen and various other researchers have suggested that technology has the potential to serve as a valuable instrument in motivating students and enhancing their learning

outcomes. Additionally, present a rationale for incorporating technology into the educational environment and present helpful suggestions for developing teaching methods that enhance student motivation and foster deep and meaningful learning experiences. The main focus of this study is on exploring how motivation plays a central role and how it is linked to the use of technological resources to boost students' interest in reading within the context of Foreign Language Teaching (FLT). We will be analyzing the fundamental elements of these technologies that promote greater participation and interaction during the educational experience. Likewise, there will be an evaluation carried out to analyze the theoretical underpinnings that endorse the smooth incorporation of technology into the educational practices related to reading.

Motivation plays a significant role in the realm of educational progress by impacting students' eagerness to acquire knowledge, their level of engagement in academic activities, and their commitment to tasks. Numerous well-known theorists have thoroughly explored and debated the complex and diverse aspects of motivation in the field of education, thereby providing strong support for this viewpoint.

A significant viewpoint that has had a major impact in the field of psychology is the Self-Determination Theory (SDT), which was introduced by Deci and Ryan back in 1985. As stated by Self-Determination Theory (SDT), students may be motivated by intrinsic factors such as their own interests and pleasure, or by extrinsic forces like rewards or consequences that come from outside influences. Self-Determination Theory (SDT) highlights the importance of nurturing inner drive and personal motivation in order to enhance students' ability to learn independently and deeply understand the material.

Similarly, Bandura's Social Cognitive Theory (1977) underlines the role of self-efficacy, which is the belief in one's ability to succeed in a task. Students who possess a strong sense of self-efficacy tend to tackle challenges with eagerness, continue to work hard even when facing obstacles, and ultimately experience greater success in their academic pursuits.

In addition, Deci's Cognitive Evaluation Theory, developed in 1975, explores how external rewards impact the internal drive and motivation of individuals, emphasizing the relationship between extrinsic incentives and intrinsic motivation. This implies that when external incentives may negatively impact inner drive, creating a setting that encourages independence and competence possesses the ability to greatly enhance internal motivation.

Drawing on these theoretical foundations, it becomes evident that motivation is a complex and multi-dimensional construct that significantly influences students' learning experiences.

Gaining insights into these theories enhances our comprehension of the motivational dynamics in education, emphasizing the crucial need to address it effectively for an improved overall educational process.

The educational process in the context of Foreign Language Teaching (FLT), as explored in this research work, is a dynamic and multidimensional journey that revolves around the acquisition of language skills and proficiency in a foreign language. FLT is grounded in various pedagogical approaches and theoretical frameworks, all aimed at fostering effective language learning and communication.

Within the framework of the present research, FLT draws upon prominent theories such as Krashen's (1985), which underscores the significance of exposing learners to comprehensible input slightly beyond their current linguistic competence. This theoretical foundation aligns with the idea that language acquisition occurs best when learners are engaged in meaningful communication and immersion.

Moreover, Communicative Language Teaching (CLT), a cornerstone of modern FLT, emphasizes the practical use of language for communication in authentic contexts. This approach resonates with this research, highlighting the importance of utilizing technology-enhanced tools and interactive resources that mirror real-life language use, such as interactive reading apps and digital platforms.

Technology, a focal point of this research work, plays a pivotal role in shaping the contemporary educational process within FLT. Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) have become integral components of FLT, offering opportunities for personalized learning experiences that cater to individual students' needs and preferences.

The current research study explores how technology is incorporated into foreign language teaching, enhancing the educational journey through the utilization of interactive and captivating resources such as Duolingo, StoryJumper, and Wordwall. According to Warschauer (1996) and other scholars, these tools have the capacity to increase students' motivation, engagement, and language learning by incorporating gamified features and interactive materials, thereby enhancing the learning experience.

The usage of technological tools holds the potential to greatly enhance students' drive and enthusiasm for learning through the facilitation of interactive and captivating educational experiences. One effective strategy that has been proven to maintain students' interest and keep them motivated to complete their tasks is gamification, which involves the incorporation of game elements and techniques into educational activities.

Technology provides the opportunity to tailor learning experiences, adjusting them according to the unique requirements and preferences of every student. Educational platforms and applications offer the opportunity to deliver personalized content and engaging activities to students, thus enhancing their feeling of being valued and connected within the educational experience. To ensure that technology is successfully integrated into reading instruction, it is essential to establish this approach on a strong and well-founded theoretical framework.

For instance, the educational theory of constructivism suggests that students are actively engaged in the process of constructing their own understanding by interacting with the world around them, as proposed by Bruner in 1960. This theory can be utilized to create technological tools that aim to encourage students to explore and construct knowledge by engaging in reading activities.

Vygotsky's (1978) sociocultural theory emphasizes the significance of the social environment and cooperation in the process of learning. In this particular manner, tools of technology have the capability to promote teamwork among students, making it easier for them to collectively build upon knowledge and learn together.

Furthermore, according to Ausubel's (1963) theory of meaningful learning, the acquisition of new information is facilitated by connecting it to the student's preexisting cognitive framework. Thus, in the process of incorporating technology into reading instruction, it is essential to create interactive tasks that resonate with students' existing understanding and facilitate the development of fresh and more profound interpretations.

Similarly, according to Csikszentmihalyi's flow theory from 1990, it is stated that students are able to reach a state known as "flow" when they are presented with tasks that are both challenging and mentally engaging. Technology instruments have the capability to offer tailored and engaging activities, which serve the purpose of maintaining students' involvement and focus on their educational development.

Maximizing the potential of technological tools to enrich student learning can be achieved by establishing a strong theoretical framework for integrating technology into reading instruction. The authors of this study believe that by integrating constructivist, sociocultural, and meaningful learning theories, they can gain a comprehensive understanding to create valuable and engaging learning experiences and suggestions using technology.

Additionally, the relationship between motivation and the application of technological resources in the instruction of reading incorporates fundamental components that serve to enhance the students' engagement. Therefore, these components are thoroughly examined within theoretical frameworks that provide the necessary support for their successful incorporation into

the educational process. Utilizing a strong theoretical foundation, the project aims to offer valuable suggestions that can effectively increase student motivation in reading, ultimately fostering a more enriching and successful educational journey.

This research investigates the complex ideas of intrinsic and extrinsic motivation within the scope of motivation, examining how each type uniquely impacts students' involvement in reading activities.

According to Deci & Ryan's Self-Determination Theory (2000), intrinsic motivation explores the natural pleasure and contentment that come from engaging in an activity, emphasizing the importance of cultivating a sincere passion for reading.

In contrast, the concept of extrinsic motivation, according to Wigfield & Eccles' Expectancy-Value Theory (2000), focuses on exploring how outside influences like incentives or acknowledgment play a role in encouraging individuals to interact with written content.

Motivation plays a fundamental role in successful learning, as illustrated by the Self-Determination Theory (2000) by Deci & Ryan and the Expectancy-Value Theory (2000) by Wigfield & Eccles, serving as crucial foundations for understanding the factors that drive students to engage in educational activities. This research is consistent with the idea that students who have high levels of motivation tend to be more likely to participate actively in various reading tasks and exercises.

The above theories highlight intrinsic and extrinsic motivation importance and activity value belief. This study acknowledges motivation as crucial for using technology to create engaging personalized reading experiences aligned with students' interests and needs. Deci & Ryan (2000) emphasized that motivation is crucial for academic success and developing strong reading skills. Lack of motivation can cause apathy, resulting in a lack of interest in reading and negatively impacting academic performance. It is crucial to examine how technology can motivate learners to participate in reading.

The research thoroughly examines strategies to enhance student interest in reading. This study aims to explore how using interactive digital tools, such as Wordwall, can enhance reading engagement, drawing on Guthrie et al.'s and Paris & Turner's models. Thus, by embracing these theoretical perspectives, the research presents itself as a means to investigate a fresh technological idea for fostering long-term passion for reading.

1.2 Technology and the teaching-learning process of reading in fifth grade.

The main focus of the research in this project lies in investigating the correlation and impact of hardware on the teaching and learning process of reading specifically in fifth-grade students. In particular, the research aims to understand the ways in which technology can impact students' levels of motivation and academic achievement within this crucial educational domain. At present, technology plays a significant role in the day-to-day routines of students; however, the successful integration of technology into the academic sector continues to pose a challenge, as discussed by Smith in 2019. The issue at hand pertains to effectively utilizing technological resources to enhance both the motivation and performance of students when it comes to reading. According to Prensky (2001), technology has rapidly evolved over time and is now an essential component of students' everyday routines. Nevertheless, the successful incorporation of this technology within the educational setting continues to pose a significant challenge. The issue at hand pertains to the effective utilization of technological tools to enhance student engagement and academic achievement specifically in the context of reading.

Goodman's Constructivist Theory from 1986 and Vygotsky's Social Development Theory from 1978 provide the foundational principles that support our understanding of reading. These theories place emphasis on how learners play an active role in the process of constructing meaning from texts and highlight the importance of social interactions in facilitating the learning process. This research recognizes that reading skills are a multifaceted process that is shaped by the unique experiences of individuals and various socio-cultural factors when these perspectives are embraced.

Undoubtedly, the act of reading poses various challenges and complexities, as it is shaped by a multitude of elements such as personal backgrounds and societal environments. This claim is supported by a plethora of in-depth research studies and a wide range of literature gathered from diverse sources. Below are a few points that help to bolster this particular viewpoint:

Cognitive Processes in Reading: according to Stanovich's research (1980), reading involves intricate cognitive processes such as decoding, word recognition, comprehension, and inference-making. These processes are shaped by an individual's privious knowledge and cognitive skills, highlighting the uniqueness of each reader's experience.

Schema Theory and Cultural Background: schema theory, as proposed by Anderson and Pearson (1984), suggests that readers bring their background knowledge and experiences to the reading process. Socio-cultural factors, including cultural norms, values, and experiences, shape the mental frameworks or schemas through which readers interpret text.

Vygotsky's Socio-cultural Theory: According to Vygotsky's socio-cultural theory, the importance is placed on the idea that education and learning are fundamentally social and cultural processes, highlighting the belief that training occurs within specific cultural contexts and through social interactions. Readers create understanding by engaging with others and the cultural surroundings in which they are immersed. Researchers such as Bruner (1996) argue in favor of this perspective, highlighting the significance of considering the social and cultural environments in which learning takes place.

Reader-Text Interaction: According to Louise Rosenblatt's Transactional Theory published in 1978, the significance of the reader's experiences, emotions, and cultural background is emphasized as key factors that influence the interpretation of a text.

The theory proposes that the act of reading is not just a simple act of information absorption, but rather a continuous and evolving exchange occurring between the reader and the text, which is shaped by the individual reader's distinct experiences, beliefs, and knowledge.

Cultural Differences in Reading Strategies: Research conducted by Carrell in 1987 as well as Wu and Badger in 2009 has indicated that individuals belonging to diverse cultural backgrounds utilize distinct approaches when it comes to reading. These variations can be explained by the impact that cultural factors have on how cognitive processes are executed, understood, and perceived.

Language and Cultural Context: Cummins proposed in 1979 that language proficiency is closely linked with cultural knowledge, suggesting that individuals' understanding and use of language are influenced by their cultural background. This implies that a reader's ability to understand what they are reading is greatly influenced by how well they know the language and the subtle cultural elements found within the text.

Multiliteracies Theory: The Multiliteracies Theory, developed by the New London Group in 1996, acknowledges that reading in the current digital era requires individuals to proficiently engage with a wide range of textual formats such as visual images, digital content, and multimedia elements. Each culture brings its own perspective and understanding to these texts, contributing a rich socio-cultural dimension to the act of reading and interpretation. .

Neurocognitive Factors: Research conducted by Perfetti in 2007 and Stanovich in 1986 highlights the significant relationship and connection between cognitive processes and socio-cultural influences in the act of reading. The way our brains process information, such as recognizing and understanding words, is impacted by past events or learning experiences, which may differ from person to person and cultural backgrounds.

In accordance with these theories, the incorporation of technology offers avenues for customized learning experiences and teamwork-based investigations, which in turn boost students' understanding levels and analytical skills.

In 5th grade classrooms, as defined by the educational standards set by the Ministry of Education in Ecuador, students are expected to have a comprehensive grasp of the necessary skills and competencies they should be acquiring in the realm of English language reading. The curriculum has been designed to align with the unique reading requirements that are specific to the educational goals and cultural background of Ecuador.

The Ecuadorian curriculum places particular importance on the following essential aspects of reading skills for fifth-grade students.

Decoding and Word Recognition: By the time they finish their education, students should have honed their skills to decipher words with precision and efficiency. Being able to effortlessly identify and comprehend words that are well-known to them is important for their reading fluency and understanding.

Fluency: Fifth-grade students who are skilled at reading should be able to read with the right pace, precision, and emotional inflection. Their ability to speak smoothly and expressively allows them to focus their attention on understanding the material rather than spending time deciphering each word.

Vocabulary: Having a wide range of words in your vocabulary is crucial for comprehending a variety of texts that may contain complex or unfamiliar language. In order to fully comprehend the intricacies of the books they read, students must possess a strong grasp of vocabulary, including the meanings of words, their synonyms, their antonyms, and the context in which they are used.

Comprehension: At this stage of learning, students may possess the ability to comprehend simple vocabulary like action verbs and easy words, as well as grasp the meaning of concise sentences within short paragraphs. This includes engaging with fairy tales, short stories, and brief reading passages.

Exploring and Thinking: A student in the fifth grade can engage in enjoyable activities that stimulate their thinking and enhance their learning experience in innovative and exciting ways. Individuals have the opportunity to view images, engage with narratives, and contemplate the underlying significance or message. Students have the opportunity to engage in discussions regarding the aspects of the subject matter that they most enjoy, providing explanations for their preferences. It is similar to solving a puzzle because they have the ability to determine the arrangement of all the pieces to form a complete picture.

Picture Power: Students are encouraged to familiarize themselves with the images and illustrations found within the pages of their textbooks. They have the ability to view large and prominent titles, alongside smaller, more inconspicuous titles, and also the accompanying visual images that complement the text. Similar to how constructing a structure with building blocks enhances its durability and aesthetic appeal, utilizing these elements elevates the overall quality and impact of the narrative.

Informational Text Skills: Students can find information, recognize main points, and track the order of events or ideas.

The Ministry of Education curriculum guides teachers in their instruction and assessment. It connects reading skills to wider educational objectives, such as improving communication and cultural understanding. Educators can improve students' reading skills by aligning teaching methods with goals to prepare them for academic success and active citizenship in Ecuador.

Educators can use strategies in this framework to enhance students' reading skills and meet curriculum goals.

Scaffolded Instruction: The curriculum promotes and emphasizes the importance of educators giving organized and dedicated assistance to students as they develop and enhance their reading abilities. Teachers have the ability to adjust the difficulty of reading materials and assignments over time to cater to students with different learning paces, ensuring that every student has the opportunity to enhance their reading abilities in a structured manner.

Explicit Reading Strategies: Utilizing techniques such as forecasting what might come next, asking questions to deepen understanding, condensing information into key points, and finding relationships with other information enhances students' ability to actively interact with the text, as suggested by Pearson and Duke in their study from 2002. These methods serve to improve the understanding of information and the ability to analyze and evaluate it in a thoughtful manner.

Culturally Relevant Materials: According to Ladson-Billings (1995), when teachers utilize materials and examples that are relevant to students' cultural backgrounds and personal experiences, not only does it enhance student engagement, but it also fosters their social and cultural growth and comprehension.

Collaborative Learning: Small adventurers can collaborate on unique projects. Creating something awesome with ideas is like constructing with building blocks. They work like magic together, accomplishing amazing things and having a great time!

Incorporating Multimodal Texts: Acknowledging the evolving nature of reading in today's world, incorporating visual materials, online tools, and multimedia content into educational settings has the potential to enhance students' literacy abilities and cater to the requirements of the modern digital era.

Metacognitive Awareness: Instructing students on metacognitive techniques, which include abilities like keeping track of their own progress and managing their behavior, gives them the confidence and ability to be responsible for their own educational journey (Pressley & Harris, 2006). These strategies have been shown to enhance understanding and the ability to think about one's own thinking.

Differentiated Instruction: Recognizing the varying learning preferences and requirements of students, teachers are able to modify their teaching methods to better suit each individual's abilities and preferences as mentioned by Tomlinson in 1999. Customized strategies improve the level of participation and comprehension among students.

Cultivating a Reading Culture: Fostering a supportive environment for reading in both the classroom and school setting has the benefit of promoting consistent reading routines among students. Promoting independence in reading cultivates an environment that allows individuals to discover the pleasure of diving into books consistently.

Authentic Assessment: By following Wiggins's assessment approach from 1998, educators can create assessments reflecting authentic reading activities. This is aimed at assessing students' reading skills and equipping them for practical literacy challenges.

In this study, a significant issue arises, closely connected to technology and teaching kids how to read in 5th grade. Exploring the relationship between technology and reading instruction. Fundamentally, this study asks: How does technology impact the motivation and academic performance of 5th graders in education?

Technology in education presents both benefits and obstacles for teaching and learning in today's changing field. Technology plays a significant role in shaping students' reading experiences as classrooms become digital and information becomes accessible everywhere.

This phenomenon impacts teaching methods and improves educational outcomes. 5th graders' reading experiences are transformed by the digital landscape. Technology plays a crucial role in shaping reading experiences in the current digital era. This change impacts both their reading material and reasons for reading.

Technology is changing traditional teaching in digital classrooms. It's more than reading on paper; it's exploring digital resources like e-books, interactive websites, and multimedia. It involves analyzing online sources and grasping digital communication nuances.

Fifth graders can learn to read and analyze English content using engaging digital tools. It's about giving them the skills to understand basic information accurately.

Technology is more than a tool; it is an entryway to vast knowledge. It involves promoting students' critical thinking, questioning, and connecting skills in a world full of digital information. It's about equipping them to be knowledgeable digital citizens who can engage effectively in the online sphere.

This investigation project examines key theoretical facets and curriculum that enhance motivation and reading skills in 5th-grade students at "Oscar Efren Reyes" Educational Unit. These aspects define the research object: Reading instructional process using technology. As a result, certain theoretical aspects have been examined and combined in the following manner:

Recognizing that reading involves both decoding words and comprehending texts. It involves understanding and interpreting information effectively.

Digital Literacy in Reading has expanded beyond traditional printed materials with the rise of the digital generation. Digital literacy is crucial for students to navigate, evaluate, and engage with online content.

Motivation drives successful reading. Students who are motivated are more likely to participate in reading, persevere in the face of difficulties, and enhance their reading abilities. Furthermore, curriculum alignment is promoted in this way. 5th-grade curriculum focuses on reading proficiency as a core skill. It details reading standards and expectations for this grade level.

This research supports the curriculum's recognition of technology's role in education. It highlights incorporating technology in education to improve learning.

Curriculum focuses on reading skills, not motivation. This research fills the gap by examining how technology can enhance motivation, leading to improved reading skills.

Based on these theoretical analyses and curriculum considerations, the research Project Is characterized by:

- Using educational technology to enhance motivation and reading skills in 5th-grade students.
- Acknowledging the diverse range of skills involved in reading
- Strategies to improve these skills within digital literacy.
- Analyses on enhancing reading motivation.

This study focuses on solving the scientific question: how can technology enhance students' reading skills and motivation? Using technology and matching curriculum goals, it aims to boost students' motivation and reading skills.

This chapter highlights the commitment to connecting the research with recognized theoretical reading elements and curriculum goals. The goal is to provide a specific and custom solution to the scientific issue, making a clear and impactful contribution to the education sector.

This investigation delves into the intricate link between technology and the reading educational process. It examines the interaction between digital tools and students' cognitive processes, seeking to harness technology's power to improve motivation and enhance learning results.

Technology's role in reading education is crucial in today's changing educational environment. This investigation can shed light on new possibilities, transform teaching techniques, and reshape student involvement. At the core, this inquiry asks a major question seeking innovative educational stories.

CHAPTER 2

Methodological framework

The second chapter of this project provides a detailed explanation of the methodological steps involved in the investigative process and their intended purpose. The methodology description is directly linked to the study's objectives, outlining how each step contributes to achieving the overall research goals. The study utilizes a qualitative research methodology which involves a combination of different methods to collect and analyze data. The instruments used in the study are clearly outlined, including various types such as questionnaires, surveys, and diagnostic tests. The process of data processing serves to support the scientific problem and the need to identify a potential solution.

2.1 Methodology of the investigation process

Research often guides education by illuminating important aspects of teaching and learning. Chapter 2 laid a crucial groundwork for the rest of the research project. The primary aim was to explore student reading motivation among fifth-grade students. A detailed analysis aimed to provide a complete overview, considering external and internal aspects. The motivations driving young students in their reading pursuits were quantitatively measured using surveys and self-report scales.

They were also focusing on digital instructional methods for reading. They sought to understand how digital methods connected with education and determine if they aligned with existing teaching theories. This exploration involved thoroughly reviewing educational materials and curriculum documents to assess how digital methodologies align with educational ideologies. Additionally, the study explored the challenges experienced by teachers. It aimed to reveal challenges teachers face in using digital tools and promoting reading motivation. Utilizing insights from Dweck (2006) in "Mindset," researchers used interviews with educators to uncover hidden challenges.

The comprehensive perspective was achieved by combining survey data, document analysis, and qualitative interviews in a holistic approach. It sought to offer valuable insight into reading motivation and digital teaching methods. Thoroughly gathered and analyzed foundational insights steered the following research phases.

This method is crucial for exploring participants' views on reading incentives and digital tools in education (Creswell & Creswell, 2003). Researchers choose a qualitative approach to understand students' and educators' subjective feelings and motivations in education. This approach is important because it provides a thorough understanding of the phenomena being researched.

Qualitative methods capture details inaccessible to quantitative methods. This level of comprehension is crucial for effectively dealing with the complex nature of reading motivation and technology integration in education. The qualitative approach enhances research by aligning closely with study objectives. This method provides an in-depth understanding of participants' viewpoints. These perspectives will enhance the investigation's final recommendations and findings, improving decision-making and insight into the issues.

2.2 Research methods and techniques

This study uses both quantitative and qualitative methods to investigate how educational technology can boost reading motivation in 5th-grade students at 'Oscar Efren Reyes' school. Qualitative research offers depth in understanding individual experiences of the study subject. Qualitative methods are essential for studying how educational technology affects reading motivation in research.

This method entails gathering and evaluating qualitative data such as observations, surveys, and focus groups. It allows for a detailed study of students' experiences and adjustment of research direction based on new information.

Rosenblatt (2018) states that qualitative research involves researchers collecting data as the main instrument in a natural setting. It will analyze students' viewpoints, explore recurring themes, and focus on the significance they attach to their experiences. This qualitative element supports the shift to a child-centered emphasis on well-being, a crucial change from traditional systemic methods.

The research question will use the inductive method for the qualitative part. This method involves collecting data and identifying emerging themes and sequences. This process allows for creating initial hypotheses for testing. This exploration may result in conclusions and recommendations about how educational technology affects reading motivation in this context.

They seek to understand how educational technology impacts 5th-grade students' reading motivation. This mixed-method approach enables a comprehensive exploration of both qualitative and quantitative data insights.

Design of research instruments is based on updated data collection techniques. Create instruments specific to "Digital Didactic Recommendations" and "Reading Skills" to methodically gather, sort, and evaluate relevant data.

The operationalization matrix is crucial for structuring variables and guiding data collection techniques in the project. It helps cover all the essential aspects needed for studying reading motivation and skills in fifth-grade students.

This matrix helps to clarify the conceptual definitions, dimensions, indicators, and data collection tools for each variable. Analyze two operationalization matrices for an independent and a dependent variable in this context. (Annexes 1, 2).

The following instruments are used:

The diagnostic test serves as a comprehensive tool that delves into students' technological preferences and tendencies when it comes to reading. The analysis delves deep into the factors that drive motivation, assesses the range of skills possessed, and examines individual preferences, providing valuable understanding of how they engage in learning in digital environments. Through the process of identifying specific obstacles and actively seeking feedback, it improves the overall enjoyment and quality of the reading journey. Open-ended questions explore the benefits and limitations of technology-based education compared to traditional teaching methods, providing detailed and nuanced viewpoints as presented in Annex 3. The accumulated data serves as a crucial point on which well-informed educational strategies are built. It is in a position to influence the development of policies that support technology-driven reading instruction, leading to progress and innovation in the educational sector. This thorough evaluation is extremely important as it acts as a critical step forward, leading to personalized strategies that utilize the full capability of technology, ultimately enhancing the field of reading education.

A questionnaire will be employed to evaluate how students utilize interactive content during teaching sessions. The quantitative data provided by Cotton, D. gives valuable information regarding how common interactive resources are and how well they work in practice. R., et al., 2010). (Annex 4)

Surveying will involve gathering feedback and perspectives from teachers concerning the incorporation of gamified content into the learning materials they use. According to Reinharz (2017), when analyzing survey responses, numerical information can be gathered to measure how gamification affects student motivation. (Annex 5)

2.3. Population, sample and sampling.

The project targets fifth-grade students in a school with 293 students and six teachers. There are 60 students split between classes A and B for fifth-grade. The school's fifth-grade students come from diverse cultural and socioeconomic backgrounds.

Fifth-grade students are the main focus of this research project. This stage is crucial for developing reading skills and fostering a passion for reading, setting the groundwork for future education levels.

The project is rooted in the school's effort to enhance motivation and reading skills among fifth-grade students. Chimbacalle, Quito - Ecuador's education scenario offers distinct hurdles and possibilities in educational technology and reading encouragement.

Project aims to address the following main needs:

- To improve reading skills and comprehension in fifth-grade students.
- To motivate students to actively engage in reading activities.
- To explore the potential of digital tools such as Duolingo, Word Wall, and Story Jumper in enhancing reading skills and motivation.
- To understand how teachers can effectively integrate these digital tools into their teaching.
- To balance screen time with gamification approaches and playful activities to ensure effective learning.

Class: aims to enhance motivation and reading skills. The project is a collaboration with fifth-grade teachers and is part of the current curriculum.

Sampling: 20 fifth-grade students and six teachers were systematically selected for this project. Sample students were chosen based on set criteria, not randomly. Participants were chosen based on their digital tool proficiency and availability for the study. The sample represents fifth-grade students and aims to study the effects of digital tools on motivation and reading skills (Barreiro & Albandoz, 2001).

2.4. Description of the diagnostic stage, data processing and result interpretations

2.4.1 Initial diagnosis

Evaluation tools are questionnaires, motivation surveys, and reading attitude tests for students. The diagnostic phase recognizes challenges like unequal technology access and age-appropriate content. Prioritizing a balance between screen time and engaging educational activities.

The outcomes of this first stage will shape the study, directing actions and plans. The goal is to improve fifth-grade students' reading skills and motivation by using insights from the diagnostic phase to create personalized teaching strategies.

The study used various tools to evaluate students' interaction with technology in reading, including motivation, skills, preferences, and difficulties. (Annex 6).

- **Diagnostic test**

Concerning the utilization of computers or tablets at home for school-related tasks, out of 20 students surveyed, 15 students, representing 75%, expressed their agreement towards using a computer or tablet for activities like reading or homework. On the other hand, five students, constituting 25%, indicated that they do not use computers or tablets for such purposes.

Answers	Frequency	Percentage
yes	15	75%
No	5	25%

Table 1 Elaborated by Paulina Aimacaña & Pablo Ortega

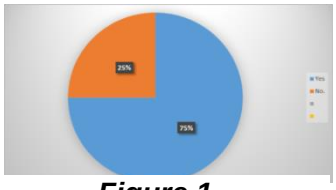

Figure 1

In terms of motivation to read using technology like e-books or reading applications, only 6 students, which is 30% of the total, find it significantly more engaging. On the other hand, 3 students, representing 15%, believe that reading using technology is slightly more interesting. Half of the students, accounting for 10 individuals or 50%, feel that it is more or less the same. Notably, none of the students mentioned experiencing a decrease in motivation when reading through technology. A minor proportion of 5% of participants reported a decline in motivation, describing it as "Much less interesting." This overall viewpoint emphasizes a beneficial link between the usage of technology and reading motivation, as unique responses shed light on the intricate and multifaceted effects. In general, the research results indicate that technology tends to serve as a source of motivation for students when it comes to their reading encounters, as demonstrated in the accompanying table and graph provided.

Answers	Frequency	Percentage
Much more interesting	6	30%
Somewhat more interesting	3	15%
About the same	10	50%
Less interesting	0	0%
Much less interesting	1	5%

Table 2 Elaborated by Paulina Aimacaña & Pablo Ortega

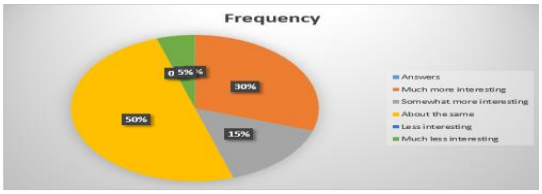

Figure 1

In relation to the utilization of technology in reading, an analysis of students' reading preferences showcased a wide range of viewpoints, where half, equivalent to 10 students, depicted favorable attitudes towards technology, be it through enthusiastic or affirmative expressions. Twenty-five percent of the participants, which is equal to a quarter, gave their answers. A total of five students held a neutral perspective, stating that they found both modern technology and traditional paper books to be equally captivating and engaging. An additional 25% of individuals indicated a preference for traditional paper books, with no participants choosing to completely dismiss the technology. This range of reading preferences among students showcases how subjective they are, with some students displaying a curiosity in technology while others hold a firm fondness for traditional formats. Overall, the diagnostic test places a strong focus on the willingness to incorporate technology into reading practices, underscoring the diverse range of perspectives that exist regarding its appeal when compared to conventional printed books. Below is a visual representation in the form of a table and a graph illustrating the frequency as well as the corresponding percentage for better understanding and clarity.

Answers	Frequency	Percentage
Definitely yes	4	20%
Yes	6	30%
Neutral	5	25%
No	5	25%
Definitely no	0	0%

Table 3 Elaborated by Paulina Aimacaña & Pablo Ortega

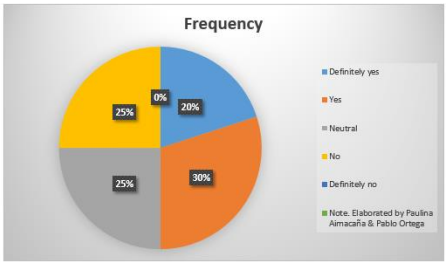

Figure 2

When it comes to using technology for reading and enhancing vocabulary, out of the 9 students surveyed, which makes up 45% of the total participants, they acknowledged the helpful role of technology in acquiring new words without any hesitation. Out of the total 10 students, the remaining 9 students, which represents 45%, observed positive effects. In the table and graph, it was observed that just two students exhibited a minor impact of 10%, signaling that they experienced slightly lesser effects in comparison to the other individuals. This shared

understanding focuses on how technology can be instrumental in broadening vocabulary skills, bringing to light diverse reactions that highlight how learning experiences can be personalized for each individual. On the whole, the test provides a detailed analysis that captures the various aspects of how technology influences students' language skills. It reveals that most students exhibit a positive correlation between using technological resources and enhancing their vocabulary.

Answers	Frequency	Percentage
A lot	9	45%
Somewhat	9	45%
Not sure	0	0%
Not much	1	5%
Not at all	1	5%

Table 4 1 Elaborated by Paulina Aimacaña & Pablo Ortega

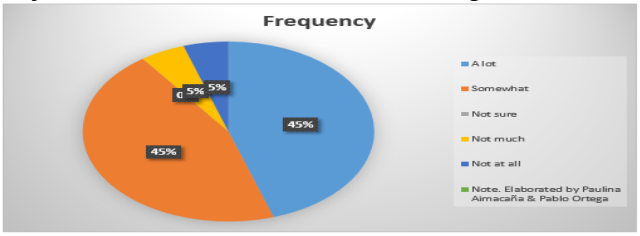

Figure 3

The overall positive outlook on the impact of technology on students' vocabulary, correct use of punctuation, and enhancing of pausing skills is reflected in the summary of the diagnostic test. When questioned about whether technology classes are better than traditional ones, 60% of the total 12 students who participated in the survey expressed their opinion in favor of technology classes, indicating a preference for this type of education.

Answers	Frequency	Percentage
Traditional learning	7	35%
Technology learning	12	60%
Neutral	1	5%

Table 5 Elaborated by Paulina Aimacaña & Pablo Ortega

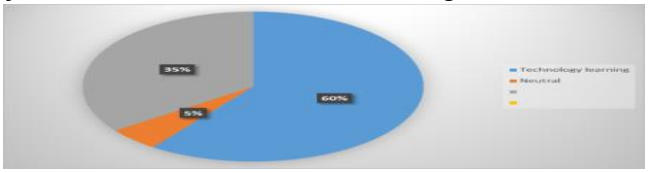

Figure 4

2.4.2. Students`questionnaire.

The research used a detailed survey to assess how students engage with technology while reading. (Annex 7).

This included engagement, motivation, reading skills, preferences, and challenges. The data was carefully analyzed, emphasizing important quantitative results to address scientific problems accurately. (Annex 8)

All fifth-grade students used computers or tablets for reading activities. The high usage rate indicates technology is likely integrated into education to improve reading skills for these students.

All respondents agree that using computers or tablets in reading classes is beneficial. 20 participants all agreed on the usefulness of technology in reading sessions, showing a unanimous consensus.

Answers	Frequency	Percentage
Yes	20	100%
No	0	0%

Table 6 Elaborated by Paulina Aimacaña & Pablo Ortega

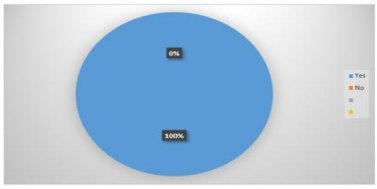

Figure 5

All students agree that using technology in reading classes boosts their interest in learning. Technology's integral role in education is emphasized by the unanimous agreement, showing that integration enhances engagement and enriches learning during reading exercises. Using technology in reading classes results in enhanced student engagement and a more captivating learning experience. Every student in the group believes technology is crucial for improving their reading skills and shedding light on key aspects of the reading process after analyzing questionnaire responses.

Answers	Frequency	Percentage
Yes	20	100%
No	0	0%

Table 7 Elaborated by Paulina Aimacaña & Pablo Ortega

Furthermore, all of the 20 students who made up the entire group observed enhancements in their reading abilities while incorporating technology into their learning process. The purpose of this question is to gain insight into the choices and opinions of students when it comes to using technology for reading tasks within the classroom setting. The results overwhelmingly show a consensus among participants, all of whom strongly advocated for increased chances to engage with technology in reading-related tasks. The fact that all 20 respondents completely agree on the matter suggests a strong and eager desire to integrate technology more deeply into reading sessions. It indicates a shared enthusiasm among individuals to utilize technological progress as a key component of their educational journey inside the school environment. Similarly, they are interested in having additional chances to utilize technology for reading exercises during classroom sessions.

Answers	Frequency	Percentage
Yes	20	100%
No	0	0%

Table 8 Elaborated by Paulina Aimacaña & Pablo Ortega

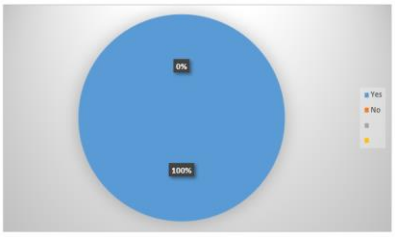

Figure 6

2.4.3 Teachers´ survey.

The purpose of the survey, which was focused on teachers, was to gather information on how they teach technology and manage information, how often they use technological resources, how they incorporate Information and Communication Technologies (ICT) into their lessons, their own assessment of their skills in using ICT, and their comfort level in utilizing technological tools in the presence of students. (Annex 9)

After reviewing the results, it was found that out of the five teachers assessed, which accounted for 83% of the total teachers evaluated, most indicated that they occasionally incorporate technology and effectively handle information in their teaching methods. Additionally, one teacher, representing the remaining 17%, mentioned that she does not utilize technology at all.

Answers	Frequency	Percentage
Always	0	0%
Sometimes	5	83%
Never	1	17%

Table 9 Elaborated by Paulina Aimacaña & Pablo Ortega

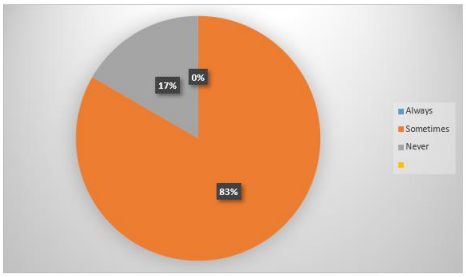

Figure 7

These discoveries provide a detailed understanding of how technology and its appropriate utilization influence reading practices for both students and teachers, leading to an improved comprehension of its significance in today's educational environment.

The levels of motivation varied among students, as some showed a strong enthusiasm for reading with technology, while others had a more indifferent or lower level of motivation. This indicates the significance of acknowledging the unique preferences of each individual and customizing teaching methods to suit a wide range of learning styles. A noteworthy point to highlight is that a considerable portion of students expressed the belief that technology played a substantial role in improving their comprehension of stories or texts, as well as aiding in the growth of their vocabulary.

Although obstacles like computer viruses and inappropriate content were brought to light, the overall attitude towards the role of technology in skill development remained positive, and the suggestions presented valuable perspectives and recommendations. According to the students, technology plays a key role in enhancing reading skills, indicating the possibility of utilizing technology effectively as a helpful tool in education.

When asked to choose between options, most people expressed a preference for physical books over other formats. This discovery emphasizes the importance of adopting a well-rounded strategy that recognizes and values the wide range of preferences that students possess. The teacher´s survey included open-ended responses that exposed a range of different levels of capability and assurance when it comes to utilizing technology. This fluctuation in performance indicates specific areas where teachers can benefit from focused training to improve their skills in incorporating technology effortlessly into their instructional

methods.

The analysis of these findings implies that there is a multifaceted interaction of various elements that have an impact on how students engage with technology during reading tasks. The frequent and widespread use of technology among students highlights how ingrained it is in their daily activities, offering a valuable chance to leverage its capabilities for educational benefits.

The obstacles brought up by students, such as worries regarding viruses spreading and accessing inappropriate content online, underscore the significance of proactively dealing with these issues in order to establish a secure and supportive learning atmosphere. Moreover, the praise and appreciation for the impact of technology on enhancing skills highlight how it can be a significant asset in educational contexts. Based on these understandings and analyses, it is possible to create a suggestion aimed at improving the incorporation of technology within reading sessions. This proposed plan may include specific training opportunities designed for teachers to enhance their skills and boost their self-assurance, tailored to accommodate different levels of proficiency and self-assurance. Teachers can be equipped with the essential skills to overcome technological obstacles and make the most of digital tools through a range of opportunities such as workshops, training sessions, and continuous support.

Moreover, it may be necessary to consider the implementation of strong cybersecurity protocols and offering advice on how to use technology responsibly in order to address the issues raised by students regarding viruses and inappropriate content. It is crucial to prioritize the establishment of a secure virtual learning setting to encourage a favorable mindset towards technology.

A personalized strategy could be put in place to cater to various learning styles, taking into consideration individual preferences and sources of motivation. This could require providing a range of reading tasks in both conventional and digital forms, giving students the option to select according to their liking. Moreover, by adding interactive and stimulating features to reading activities and games that are supported by technology, it is possible to boost motivation levels and create a more pleasing educational journey for the learners. To sum up, the tools utilized offer significant information and understanding about how students interact with technology while participating in reading tasks.

The suggested resolution, which is based on the analysis of these discoveries, seeks to narrow the divide that exists between the current methods being used and a perfect situation in which technology is effortlessly incorporated into reading sessions, in order to better

address the varied requirements of both students and teachers. The proposal places significant focus on specialized professional development opportunities that are tailored to specific needs, tackling obstacles that arise, and establishing a secure and compelling atmosphere conducive to effective utilization of technology in reading exercises.

2.5. Data analysis.

The study found that an overwhelming number of students rely heavily on technology, as a significant portion of 75% use computers or tablets for a wide range of school-related tasks. This statistical data suggests that there is a current and increasing movement towards incorporating digital technologies into academic activities. Nonetheless, the fact that 25% of individuals are refraining from participating in these activities indicates that there is a considerable minority that is not utilizing technology for school-related assignments.

There is a contrast between students who utilize digital devices for school-related tasks and those who do not, providing opportunities to investigate the potential factors that influence their use, such as economic disparities, restricted access, or individual preferences. It was particularly noteworthy that all of the students who were evaluated observed enhancements in their reading abilities as a result of utilizing technology. This discovery holds immense importance, indicating the possibility that technology can act as a driving force in improving literacy rates and skills. This point is noteworthy because it highlights the beneficial influence that technology can exert on the results achieved in education.

Moreover, the data presents findings that directly challenge a commonly held belief about how technology impacts people's interest in reading. Despite the widespread belief that technology could potentially decrease interest in reading, a significant portion of students actually discovered that technology was just as captivating or even more so compared to conventional printed books. This important insight is crucial because it initiates a reconsideration of how technology influences reading preferences, highlighting the need for additional research to explore which specific features of technology engage students in comparison to traditional reading materials.

The survey shifted its focus towards educators, specifically targeting teachers to assess their methods and strategies in incorporating technology into their teaching practices. The findings indicated that out of the teachers surveyed, approximately 83% of them, which translates to about five teachers, demonstrated the ability to infrequently integrate technology into their teaching methods and effectively handle information within the teaching and learning process. The majority of people are showing a significant openness and readiness to incorporate technological tools into their daily lives. Nonetheless, the data also brought attention to a worrisome issue regarding a

single teacher, with 17% of respondents acknowledging that they never utilize technology for educational purposes.

The difference in how teachers engage with technology could suggest different levels of comfort with using digital tools or teaching methods. Gaining insight into the causes of this division, such as encountering technological obstacles, facing reluctance towards change, or experiencing a shortage of training opportunities, can offer valuable understanding on how to enhance support for these educators in utilizing technology more efficiently for their teaching needs. The in-depth examination of this collection of data provides numerous valuable observations and understandings:

The need to effectively incorporate technological tools into educational curricula is underscored by the significantly positive influence that technology has on students' reading skills.

- It is clear and obvious that technology, if used in the correct way, can serve as a powerful instrument to enhance literacy levels and increase student involvement.
- The results of the study question the commonly held belief that technology decreases interest in reading, pointing out the complex and intricate connection between digital media and traditional reading materials. This particular understanding suggests that additional investigation is needed to explore how teachers can effectively utilize the engaging aspects of technology in order to improve both reading motivation and skills.

- Worries are present regarding a small percentage of teachers who exhibit reluctance towards integrating technology into their instructional approaches. It is essential for educators to close the technology integration gap to guarantee that technological resources are consistently and effectively used in classrooms.

As a result, the examination of these datasets highlights the significant impact that technology has on influencing the way students learn and achieve academic success. Because technology has a positive influence on reading abilities and students show varying preferences for digital materials, it is essential to develop a customized strategy for incorporating technology into educational practices.

Creating a detailed plan is essential to address disparities in technology use among students and teachers. They may offer educational tips for using technology, train teachers effectively, and enhance student learning with tech-integrated teaching methods. The data analysis provided is crucial for understanding technology, education, and student engagement. Stakeholders must adapt methods to meet evolving learner needs in the 21st century.

CHAPTER 3

Presentation and Validation of the Proposal

Chapter 3 explains the foundations, characteristics, structure and components of the technological proposal. It also explains its validation standing out the benefits of the didactic recommendations for improving reading in fifth grade.

3.1 Foundations, characteristics, and requirements of the technological proposal

The utilization of specialized technological resources like Wordwall serves to underscore the vital importance of the teacher's involvement and impact when utilizing this platform. The focus is on how teachers can utilize a variety of features within Wordwall to enhance and enliven the educational experience for both students and instructors.

When discussing the teacher's responsibilities in relation to Wordwall, it is important to emphasize how this tool transforms into a flexible and adaptable asset for designing engaging educational materials. The educator plays a vital role as a facilitator by utilizing Wordwall to create a variety of engaging activities, assessments, and customized resources that encourage and support students in actively participating in their learning process. In addition, it is important to note that the teacher has the chance to adjust the dynamics of the classroom according to each student's unique requirements and the particular circumstances present in that classroom setting. Moreover, it is stressed that when delving into motivation strategies for reading, it is crucial to customize these strategies in a way that deeply involves and interests students on a personal level. This includes the thoughtful examination of factors such as the surrounding environment, cultural setting, and the proficiency levels of students when choosing and implementing reading tactics.

The teacher is emphasized as a mentor who not only imparts reading skills but also creates an inspiring atmosphere that encourages passion for reading and understanding written content. The recommendations for digital teaching offer important advice on ways that educators can make use of technologies such as Wordwall to improve their teaching practices. They also shed light on strategies for boosting reading motivation within the unique environment of a classroom, ultimately leading to a more personalized and efficient learning experience.

The proposal suggests incorporating Wordwall technology into the classroom to inspire fifth-grade students to engage more with reading in the modern digital age of the 21st century. The proposal is based on various educational theories, including Constructivism, Active Learning, Personalized Learning, Intrinsic Motivation, and Contextual Learning, which will serve as the foundation and guiding principles for the project. According to the theoretical framework, it is

crucial for Wordwall to be in accordance with pedagogical practices in order to boost the overall reading experience and yield better results in the learning process, as stated on the Wordwall Official Website.

The Constructivist theory, which draws inspiration from the work of Piaget, emphasizes that students actively create their own understanding through engaging with real-world experiences. Wordwall, functioning as a software application, ought to support interactive experimentation, cooperative education, and a curriculum that revisits topics in a continuous loop, all of which should be in harmony with these core principles. (Piaget, J. 1970).

Motivation theory, such as Self-Determination Theory and Flow Theory, underlines the importance of autonomy, competence, and engagement in the process of learning. By being influenced by constructivist principles, Wordwall has the potential to offer various options, encourage independence, and customize reading experiences based on unique skill levels. This approach aims to enhance motivation through interactive and personalized activities, as highlighted by Deci and Ryan (2012).

Drawing from the perspectives of Piaget, Vygotsky, and Bruner, Cognitive Load Theory emphasizes the significance of recognizing various cognitive load types. Wordwall has the potential to support efficient learning outcomes by lessening unnecessary cognitive strain and boosting beneficial cognitive load, thereby enabling students to engage more effectively with the reading material.

Multimodal learning aligns with Vygotsky's principles and recognizes modern students' preference for multimedia in education. By blending features and interactive elements, Wordwall can display information in diverse ways, engaging multiple senses and enhancing the reading experience for fifth-grade students, thereby boosting their motivation.

Incorporating Piaget's, Vygotsky's, and Bruner's ideas within the constructivist approach, especially using Wordwall, can greatly boost engaging fifth-grade students in reading through technology aligned with educational psychology. In the digital age, cooperating components improves teaching reading skills.

3.1.1 Characteristics of the proposal

The features of this proposal are based on a focus on tackling the urgent problem of lacking enthusiasm for reading among fifth-grade students. Therefore, it draws attention to the subsequent characteristics:

Incorporating instructional technology that highlights the significance of having strong English language skills in education. The proposal underscores the significance of English proficiency worldwide, with a particular emphasis on its importance in Ecuador, stressing that

English is a crucial skill essential for both personal development and advancement in one's career. (Cummins, 2000).

- Leveraging particular digital tools and platforms targeted at enhancing reading skills can help to boost engagement, close the technological divide, and ultimately support the advancement of language proficiency and fair access to interactive educational opportunities, potentially resulting in decreased levels of motivation and engagement when contrasted with conventional instructional approaches. The proposal emphasizes the significance of technology as a means to narrow the gap in digital access levels, given the students' existing comfort and knowledge with technological devices, as highlighted by Puentedura in 2010.

Digital educational suggestions have been created to help fifth-grade students who lack motivation to read, in order to overcome challenges in learning and improve their academic performance.

The proposal includes a section that discusses the usage of educational technology, with a focus on the Wordwall platform. This platform is recognized for its ability to engage students effectively by incorporating gamification elements and providing personalized exercises, as highlighted by Robinson in their 2015 study.

Explaining a diagnostic test utilizing a digital platform like Wordwall to assess reading motivation. The proposal outlines key discoveries, positive experiences, progress in punctuation, proper pauses in reading, technical issues, and distractions encountered by students. (Annex 10). The proposal highlights using technology for effective reading instruction.

The study aims to define clear broad and narrow goals related to investigating scientific sources, identifying student challenges, suggesting digital educational solutions, and validating proposed technology's effectiveness (Creswell & Creswell, 2017). The proposal suggests that combining digital educational suggestions with effective technology methods will enhance motivation in fifth-grade students while improving their reading abilities.

3.1.2 Requirements of the proposal

This technological proposal requires comprehensive workshops and ongoing training. These initiatives aim to provide teachers with the necessary guidance to effectively use a variety of digital tools in education.

Educators need continuous, comprehensive support amidst changing education and technology. Besides fixing technical problems, continuous support includes offering advice on optimizing educational tools.

This diverse support addresses current issues and promotes innovation, inspiring educators to creatively incorporate technology into the curriculum. Exploring modern educational tools

enhances educators' skills and improves student engagement. The continuous teamwork of educators and support systems prepares them to tackle challenges and lead in integrating technology for effective learning outcomes.

The authors provide a tutorial for ongoing help to empower teachers in their reading classes with needed technological and didactic guidance.

3.1.3. Digital didactic recommendations

Objective of the proposal.

To provide teachers with didactic recommendations about the use of technological tools for enhancing reading skills in 5th grade.

The technological proposal is divided into two sections which contain specific objectives and recommendations, as follows:

SECTIONS	OBJECTIVES	RECOMMENDATIONS
1. Technology and Tools	To examine the effects of using Wordwall on reading skills and motivation in fifth-grade students.	-To elaborate on the significance of educators incorporating the digital platform Wordwall into their instructional methods and how this aids in enhancing learning experiences for students. - To provide guidance and training to teachers on utilizing the Wordwall platform as a tool to increase and boost motivation levels when it comes to reading. -Exploring the various methods and techniques that teachers can utilize to successfully encourage the advancement of literacy skills in their students by utilizing the capabilities of educational technology. .
2. Motivational reading strategies	The purpose is to recommend various methods and techniques,	- One of the fundamental aspects to address in the learning process is the significant impact of

	incorporating elements of game design, to enhance the quality of learning specifically focused on improving reading abilities.	screen time and the use of gamification techniques. - The goal is to achieve a state of balance that not only guarantees students' successful learning but also takes advantage of gamified and technology-enhanced educational approaches. - In order to improve the act of reading and encourage a mindful approach, it is beneficial to utilize active techniques like summarizing information and forming connections between concepts to gain a more profound understanding. The goal is to promote thoughtful consideration of unfamiliar words by incorporating them into reading and exercises within a brief passage, aiming to enhance understanding and comprehension of the vocabulary. - To address challenges in reading comprehension, it is essential to enhance one's range of words, enhance fluency, and boost language skills using a variety of reading methods and personalized technological aids.

Table 10

To develop the sections described above a tutorial is provided. It provides the necessary content to instruct teachers for the use of the Wordwall platform for reading in 5th grade.

Title. Reading practices with Wordwall

Objective. The aim is to empower educators to leverage Wordwall functionalities and utilize them in designing personalized and effective reading activities.

Content. It explores how to effectively use Wordwall, a versatile tool that enables teachers to create interactive and engaging reading activities to enhance student´s engagement and learning.

Creating Activities:

Setting up a Wordwall account to access the tools.

Exploring the various options and templates available for creating activities.

Step-by-step demonstration of using the editor to design interactive reading activities.

Activity Design:

Details on creating specific activities using Wordwall, such as the Labyrinth game.

Clear instructions for including titles, directions, and creating accurate paths in activities like the Labyrinth.

Managing created activities, including organization and editing options.

Sharing and Distributing Activities:

Detailed guidance on how to share activities with other educators and the Wordwall community for collaboration and review.

Methods for directly assigning activities to students and adjusting settings like deadlines and result displays.

Assessing Results:

How to monitor and evaluate student´s performance through the results section.

Interpreting available statistics and data to understand student´s progress and areas for improvement.

Methodology: this project will be conducted through interactive training sessions where educators can learn through practical examples given in the tutorial.

The tutorial synthesizes the didactical recommendations for improving interactive reading in 5th grade with the use of technology. For achieving comprehensive understanding of the provided tools and strategies, it comprises 4 basic steps:

Step 1: Introduction

This introduction intends to interest teachers by emphasizing the improvement of reading skills using Wordwall, offering hands-on techniques and real-life illustrations for usage.

Step 2: Development

This section offers teaching tips for reading using a game, aiding in reading development, comprehension, decoding, and speech recognition. Personal pronouns are used with the verb "to be" and a complement to help students improve their reading comprehension. These activities help students apply knowledge and understand pronouns in reading.

Step 3: Development

Additional reading techniques utilizing Wordwall can be provided. This could involve exercises to enhance reading comprehension, speed, and keyword recognition in a gaming environment. Wordwall activities can improve reading skills and vocabulary through engaging games.

Keyword association games can be made where students match concepts with definitions or examples. Furthermore, timed reading exercises may be used to improve reading speed while maintaining comprehension. Similarly, completion exercises can be utilized to improve students' word recognition and comprehension skills through contextual clues. This proposal shows how Wordwall can create reading activities in a gaming environment that improve reading skills and identify keywords.

Step 4: Conclusions

In conclusion, it outlines key steps for maximizing Wordwall for fostering reading abilities. Key aspects include promoting engagement, tailoring activities to students, adjusting teaching based on feedback, and utilizing Wordwall games. This framework provides teachers with tools to improve students' reading skills through fun and interactive activities. These recommendations promote a dynamic and effective learning environment in the classroom. **Deliverables:** participating educators will gain practical skills in creating, distributing, and assessing reading activities using Wordwall. Additionally, they will receive resources and supporting materials to implement these strategies in their own classrooms.

Conclusion: The primary goal of this project is to provide educators with the necessary skills and knowledge to effectively incorporate Wordwall into their teaching practices. By doing so, it is hoped that this will lead to a more engaging and stimulating educational setting, encouraging increased levels of interactivity and dynamism within the classroom environment.

Utilizing digital educational perspectives and suggestions to improve reading abilities and increase motivation in fifth-grade students is a significant advancement in the development of

educational approaches. It signifies a purposeful and all-encompassing transition away from traditional teaching methods towards fully embracing the ever-evolving digital age, with a specific emphasis on integrating cutting-edge tools such as Wordwall into the educational framework. This shift represents more than just an advancement in technology; it symbolizes a complete reconceptualization of the educational environment. This period marks a significant change in the educational journey, as the incorporation of technology is set to enhance and support the overall growth of reading skills in fifth-grade students.

With access to this digital platform, teachers evolve from simply delivering information to actively creating and designing the reading atmosphere for the fifth-grade students in their care. The platform functions as a tool that enables the implementation of particular interventions, methodologies, and pedagogical approaches that exceed the traditional confines of literacy enhancement, offering a broader scope for educational advancements. This involves not just the incorporation of essential reading skills but also the support and development of understanding, fluency, and proper pronunciation in students.

Wordwall serves as a channel that enables educators to have an impact on students' motivation, engagement, and overall improvement in reading and writing skills. It goes beyond traditional literacy limits, creating an interactive environment that allows teachers to customize the reading journey for every individual student. By being adaptable, the way the learning journey is designed can be customized to accommodate different learning styles and preferences of each individual. This customization helps in building a stronger and more profound relationship with the material being learned.

Wordwall integrates seamlessly into the educational system by offering a digital platform that caters to the unique learning preferences and styles of each student, enhancing the effectiveness of teaching strategies through a personalized approach.

The platform undergoes development and transforms into a dynamic and interactive environment where educators have the ability to customize the reading experience for individual students. Additionally, they can evaluate and suggest innovative strategies that go beyond the traditional limits of teaching literacy. In this context, Wordwall goes beyond just being a digital tool and transforms into a valuable educational partner that provides valuable guidance on how to encourage a sincere passion for reading, boost understanding of content, and develop a deep grasp of textual resources. You have the opportunity to take these excellent ideas and reshape them into informative suggestions, as an example:

- Use the platform as a dynamic space to develop the reading experience for each student
- Incorporate motivational reading strategies
- Capture students' attention through gamification

Wordwall is perceived as a versatile and flexible tool that is able to smoothly blend into various teaching approaches, effectively improving students' reading and writing abilities.

Teachers equipped with the strategies and resources provided by Word Wall have the ability to adapt and customize their teaching approaches to effectively address the unique and varying requirements of individual students. Tailoring the teaching method to fit the needs and abilities of each student guarantees that the progress of literacy skills in fifth-grade students differs from one another, making the learning experience distinct and valuable for every learner on their personal educational path.

The integration of educational technology, including platforms like Wordwall, plays a vital role in facilitating and supporting the process of transformation in education. The platform plays a crucial role by acting as a significant catalyst, providing the tools and support necessary for educators to develop tailor-made activities, evaluations, and materials aimed at enhancing student engagement and improving educational achievements. It turns the classroom environment into a lively and interactive area by redefining the conventional limits of reading instruction. Wordwall, functioning as an interactive educational tool, not only captivates the students' focus initially but also sustains their interest and participation continually as they progress through the learning experience. By enhancing the enjoyment and effectiveness of the learning process, it transforms into a crucial instrument that significantly contributes to the progression towards acquiring literacy skills.

Wordwall facilitates collaborative learning experiences and goes beyond enhancing individual skill development by serving as a support system. The utilization of technology by educators can serve as a channel to encourage collaboration and unity among students, creating a more productive and efficient atmosphere for learning. By engaging with their peers on the platform, students have the opportunity to not just improve their reading skills, but also to further their involvement with the reading materials they encounter. Collaborative learning is not merely an additional aspect to consider, but rather an essential component that plays a significant role in the process of advancing literacy skills, skillfully facilitated by the tools provided by Wordwall.

Wordwall is a shining example that showcases how educational technology, when used strategically, has the power to improve literacy skills, inspire students, and drive learning forward in today's ever-evolving educational environment. In terms of envisioning the future of education, Wordwall is seen not only as a mere technological tool but as a driving force for the advancement

of teaching methods. Its aim is to guarantee that the process of developing literacy skills for each fifth-grade student is a vibrant, individualized, and rewarding journey.

Wordwall is a prime example that effectively demonstrates the ways in which technology has the potential to significantly enhance the learning experience for students by providing them with innovative and engaging educational tools and resources. It is more than just a regular tool; it transforms the way teachers approach and deliver their lessons. It enhances the reading experience for each student by making the learning process more enjoyable and individualized.

This concept originates from examining in depth the impact of technology on our learning processes. Wordwall serves as an excellent illustration of how incorporating technology effectively has the potential to enhance the reading experience for students and ignite their enthusiasm for learning.

When considering the future of education, Wordwall is more than just a technology tool; it encompasses various aspects beyond computing. It plays a crucial role in the unique way teachers enhance the reading experience for every student. The process of learning to read is individualized, creating a unique and enjoyable experience for every student and enhancing their interest and enjoyment in reading. Technology aids teachers in personalizing learning experiences for each individual student, ensuring that reading becomes an engaging and enjoyable adventure tailored to the unique needs and preferences of each learner.

3.2 Description of the budget or financial analysis

The use of digital tools is essential for improving learning in the current educational environment. This analysis examines the finances of a tutorial on using the Wordwall platform. The tutorial aims to help transition from traditional to digital teaching and promote reading skills through technology.

Educational technology has fundamentally changed education. The Wordwall tutorial demonstrates a modern strategy linking digital platforms to engage students and support literacy. Thorough financial analysis is crucial for allocating resources effectively in the tutorial.

The first step includes comprehending the educational environment, gathering information, and administering surveys. $500 estimate includes investigator fees and direct expenses for this research.

A $700 budget is set aside for purchasing necessary specialized software and hardware to facilitate tutorial creation in the face of digital transformation. This involves video recording gear and editing tools, essential for seamless tutorial production in the digital realm.

Allocating $300 for extensive training sessions highlights the importance of educators. These

sessions aid not just the investigator but also other professionals, promoting collaborative learning and preparing for digital transformation.

Effective project management is vital for successful operation, with $200 allocated for administrative expenses to support a productive work setting.

It might be essential to seek expertise from outside sources in order to guarantee that the tutorial is of high quality and achieves its intended purpose. With a budget of $400, you can engage in consultations with experts from the Wordwall platform. This will allow you to receive guidance on creating tutorials in a more effective manner, thus guaranteeing a high level of quality in your work.

It is crucial to disseminate knowledge effectively, which entails allocating a budget of $300 towards promoting and sharing tutorials on various online platforms in order to connect with the intended audience.

An amount of $150 has been dedicated to cover travel expenses for attending the tutorial in person, which includes costs for transportation and lodging if required.

Recognizing the significance of staying digitally connected, a monthly internet budget of $50 is provided to ensure uninterrupted access to online research materials and educational tutorials.

The comprehensive examination of the finances provides a thorough breakdown of the expenses and income projection for a tutorial on Wordwall. Each specific category undergoes thorough analysis, emphasizing openness and optimization of resources for maximum efficiency. This tutorial represents a prudent and carefully calculated investment in the future of learning, incorporating comprehensive financial strategies to guarantee achievement and propel advancements in education.

3.3 Analysis and discussion of the results obtained from the implementation of the proposal.

Upon reviewing the outcomes of the project called "Reading practices with Wordwall," a detailed analysis uncovers the significant influence of this educational program on the ability of fifth-grade teachers to effectively use the features and tools provided by Wordwall. The main goal was focused on empowering teachers by providing them with the tools and support needed to create personalized and successful educational activities through the use of the platform. During the course of this educational undertaking, teachers received step-by-step guidance on using Wordwall, starting from creating accounts to delving into a wide range of templates and features for designing interactive activities.

The detailed demonstrations presented in a series of steps helped educators gain a better grasp of how to use the platform's editor effectively, empowering them to skillfully create interactive

and captivating reading exercises for their students. The detailed attention given to designing the activity, like the labyrinth game, not just familiarized educators with aspects like rules, navigation, and correct routes, but also functioned as a hands-on resource for teaching important abilities in organizing and modifying activities on the platform. Educators were able to enhance their capacity for developing and adjusting exciting activities that enhance students' reading skills and reading comprehension through engaging with the interactive components of the game.

Additionally, the project took great care in addressing the crucial element of sharing and distributing tasks, providing detailed instructions on how to work together with other teachers and utilizing the Wordwall community for input and evaluation. Educators were able to effectively engage their students through well-structured and personalized activities as they were equipped with the tools and knowledge necessary to assign tasks directly to students, along with the ability to modify settings such as deadlines and result displays.

Furthermore, the project places a strong emphasis on evaluating outcomes and providing educators with the necessary resources to thoroughly monitor and assess students' academic progress. Teachers underwent specialized training designed to help them analyze the data and statistics at their disposal in order to gain a more profound understanding of students' advancements, ultimately aiding in making well-informed decisions to tackle educational deficiencies and enhance the effectiveness of teaching methods.

The approach used in this educational program focused on engaging participants through interactive training sessions that included a workshop on using the Wordwall tool for leadership skills. This involved incorporating real-life examples and detailed tutorials to enhance understanding. This method promoted a culture of engagement, motivating teachers to fully engage with the features and tactics of the platform.

The initiative placed a strong focus on practical application and hands-on learning activities, guaranteeing that educators participating in the program would not only gain a deep understanding of Wordwall tools but also be able to use them effectively in their teaching practices. The results of this project clearly demonstrated specific positive results, with teachers who took part not just acquiring hands-on experience in developing, sharing, and evaluating activities through Wordwall but also being provided with additional materials to effectively apply these techniques in their teaching practice.

Hence, this project serves as a crucial initiative in enhancing the abilities of teachers to effectively utilize Wordwall as an educational resource in fifth-grade classrooms. The incorporation of technology into teaching methods by effectively using Wordwall marks a significant shift in educational approaches that are innovative and forward-thinking. Trained with

advanced skills in utilizing digital tools such as Wordwall, teachers go beyond their conventional responsibilities of imparting knowledge to take on an interactive role in designing and molding the educational environment for their students. This program demonstrates the significant capabilities of creative digital tools in creating interactive and customized learning opportunities that contribute to overall growth for students in the fifth grade.

3.3.1 Validation of the proposal.

The English Teachers' Workshop was structured with a comprehensive plan that included a sequence of engaging and participatory sessions emphasizing hands-on uses of Wordwall tools tailored to the teaching of English in a particular setting. The primary goal of these sessions was to encourage participants to get involved and immersed in hands-on activities, allowing them the opportunity to explore the platform firsthand and gain practical experience in utilizing it to improve the reading abilities of their students.

Apart from conducting the workshop, a survey was put into effect with the aim of acquiring a thorough insight into the teachers' perceptions and feedback throughout the training session. (Annex 13). The focus of this data collection tool was on gathering insights from participants about the usefulness of Wordwall in enhancing English reading comprehension, evaluating the ease of use of the platform, assessing the impact of the strategies introduced, and soliciting any extra comments or feedback they might have to offer.

At the same time, additional quantitative data was gathered to enhance and add depth to this existing information. The data collected encompassed various aspects such as how often Wordwall was used in English classes after the workshop, the perceived influence on students' reading comprehension, the general level of satisfaction with the platform, and the inclination of teachers to suggest its utilization to their peers.

Within the framework of incorporating the Wordwall platform for reading activities as described in Annex 10, a significant portion of the students, precisely 15 out of the total 20, are showing positive advancements in improving their English reading skills amongst fifth-grade students. It is clear from the data that 75% of these individuals show a high level of skill in understanding and recognizing important words in simple texts, suggesting that they have a strong basis in basic reading abilities. This indicates that the combination of the Wordwall platform along with teacher support has been successful in improving students' abilities to understand and engage with written content.

When it comes to comprehending text, a vast majority of 85% from a group of 17 students demonstrated a swift and adept ability to choose correct answers when responding to questions about the text. However, it was observed that a smaller group, comprising 15% of the total number of individuals studied, faced difficulties in this particular area. This emphasizes the need for additional help to improve their understanding skills. The use of the Wordwall platform has significantly contributed to creating a more interactive and engaging environment for students when they participate in tasks related to comprehension. Consequently, this has resulted in a more enriching and effective learning experience for the students.

Moreover, when it comes to fluency in oral reading, a large majority of 80% within a specific group of 16 students exhibited acceptable levels of fluency, showcasing their capability to read smoothly and with increased excitement. This means that when students use the Wordwall platform, it helps to improve their understanding of what they read, as well as enhancing their ability to speak clearly and confidently when reciting orally.

The pie chart shown earlier visually represents the data that has been detailed in the analysis. This sentence explains how the distribution of students' participation levels in using the Wordwall platform for reading practice reflects the discussion that was previously presented. The segments are color-coded in shades of blue, red, green, purple, and light blue to represent different levels of engagement as indicated by students, ranging from the lowest levels of "Never" and "Rarely" to the intermediate levels of "Sometimes" and "Often", and finally reaching the highest level of engagement, which is "Always". This visual representation provides a clear understanding of the range of participation levels exhibited by students, which serves to improve comprehension of their engagement in reading activities supported by the Wordwall platform.

The integration of both qualitative and quantitative methods offered a comprehensive and complete perspective on the results achieved. Quantitative data provided a measurable and unbiased assessment of the influence and frequency of use of Wordwall, whereas qualitative techniques were able to gather personal insights and firsthand accounts from individual educators. These findings provided strong evidence on how the tutorial and the Wordwall platform effectively contribute to English reading instruction in a particular setting, proving its reliability and capacity to tackle educational obstacles.

Both a workshop and a survey were conducted to assess the level of satisfaction among teachers regarding the implementation of the Wordwall platform aimed at improving reading skills in students. Recent studies have delved into investigating the effectiveness of Wordwall as a valuable educational resource for enhancing reading practices.

The tutorial elaborated (Annex 11) https://drive.google.com/file/d/1ihezFmT6BRXwED5qSuNh0Gaa15dX8IqW/view?usp=sharing) the presentation was delivered during the workshop to a group consisting of six foreign language teachers. The demonstration of Wordwall illustrated its wide range of uses, highlighting a diverse selection of engaging activities that underscored how versatile the platform can be.

The tutorial's focus on utilizing real-time feedback mechanisms serves as proof of its efficacy in delivering thorough evaluations to teachers and providing them with priceless insights into students' understanding of reading skills. Exploring different approaches to increase students' motivation in activities that involve understanding written text uncovers a harmonious connection between scholarly investigations and practical experience.

Utilizing various forms of multimedia such as sound, visual media, and engaging elements is highlighted as a key tactic in the overall strategy. This all-encompassing strategy is designed to accommodate a variety of learning preferences and cultivates a rich and interactive educational setting. Illustrating these methods during the tutorial serves to strengthen their effectiveness in improving student involvement and excitement when it comes to tasks related to understanding what they read.

The workshop that took place for teachers at the Oscar Efrén Reyes Educational Unit in Chimbacalle, Quito - Ecuador (annex 12) presented a valuable chance to enhance students' reading habits by demonstrating the concrete effects of Wordwall in a classroom environment. The integration of Wordwall into small group activities has produced encouraging outcomes, demonstrating the ability of the platform to foster teamwork and engagement among students. More precisely, incorporating activities that involve working in pairs and engaging in competitive games has resulted in higher levels of involvement, thereby infusing energy and interaction into the reading sessions.

This training session with the educators serves to showcase how the platform has the capability to convert traditional reading sessions into engaging and interactive educational opportunities. Educators who are looking to enhance English reading instruction are advised to integrate Wordwall because of its flexible nature and design that focuses on the needs of the users. The implementation of basic activities such as matching games and interactive Wordwall can establish a foundation from which to explore and fully utilize the capabilities of the platform.

Educators can create an inclusive and dynamic learning environment by highlighting Wordwall's ability to cater to diverse learning styles and skill levels, allowing them to enhance reading comprehension skills effectively. This workshop brings attention not just to the practical

uses of Wordwall but also emphasizes its essential function in transforming the way reading instruction methods are viewed and implemented.

The platform doesn't just serve as a mere tool, but it also acts as a driving force for improving the quality of reading sessions, encouraging active involvement, and nurturing strong comprehension abilities in students. The body of research focused on incorporating Wordwall into reading lessons serves as evidence of the significant impact this platform can have on educational innovation. As teachers delve into its various features and options, they start to notice the intricate nuances of Wordwall that make it a valuable tool for education.

The tutorial showcases a wide range of interactive activities that are adaptable, giving educators a comprehensive look at how they can cater to the varied needs and preferences of their students. When examining various approaches to improve students' motivation in understanding reading material, the incorporation of multimedia elements is identified as a pertinent technique. This strategy perfectly fits with educational theories that support learning experiences involving multiple senses. The display and explanation of these strategies during the workshop serve to confirm their pedagogical worth and also provide insights into how effective they are in helping to create a supportive and beneficial learning atmosphere.

The knowledge gained from participating in this workshop provides additional evidence supporting the idea that the platform is successful in fostering lively engagement within the classroom. The findings that have been recorded serve to validate the following elements:

- The utility that educators found in using Wordwall as an educational tool highlights how Wordwall is integrated effectively into group activities, showcasing its capacity to encourage collaboration and active engagement among students.
- Identifying successful strategies for increasing students' motivation during Reading activities and discussing the impact on educators looking to incorporate Wordwall into English reading lessons can offer valuable insights for educators.
- The workshop was characterized by a high level of engagement and interaction that made the experience very enjoyable. Providing detailed descriptions of exercises performed in pairs and competitive games can act as a powerful trigger to ignite students' interest and engagement, thereby converting conventional reading sessions into lively and interactive educational opportunities.
- Here are a few suggestions that you can share with your colleagues on how they can utilize Wordwall effectively to enhance the quality of English reading instruction. The individuals taking part in the workshop understand that utilizing Wordwall for Reading instruction goes beyond just viewing it as a basic technological tool, as mentioned in

(annex 13) Therefore, they suggest utilizing it as a tool for enhancing teaching techniques, fostering excitement, and nurturing strong comprehension abilities in students.

They also suggest utilizing this tutorial as a starting point to gain insight into the diverse ways in which Wordwall can be applied, ultimately sparking a transformation in how reading instruction is approached.

According to the survey conducted with the teachers, the following information is revealed:

- **Integrating Wordwall into Traditional English Reading Instruction.**

  After attending a workshop that unveiled the capabilities of Wordwall, an interactive tool aimed at improving reading comprehension, English teachers with a wealth of experience in conventional teaching methods set out to investigate new opportunities through exploration. The workshop provided a deep dive into the possibilities of educational technology, sparking the teachers' curiosity to delve into how a tool such as Wordwall could be incorporated into their traditional teaching methods to improve their students' English reading learning experience.

- **Exploring the Benefits of Wordwall in Reading Instruction**.

  A notable feature emphasized during the workshop was the wide range of engaging and interactive activities provided by Wordwall. The presented activities, which encompass educational games, personalized quizzes, and adaptable exercises, were shown as beneficial resources aimed at encouraging students' enthusiasm and engagement in the process of learning to read.

  The capacity to give instant feedback in real-time has caught their interest because it has the potential to play a key role in comprehending the levels of understanding of individual students and adjusting teachers' instruction accordingly.

- **Challenges and Opportunities in Adopting Wordwall in the Traditional Classroom**.

  It is widely recognized that the main difficulty teachers encounter when trying to adopt Wordwall is their need to adjust to using technology within the educational setting.

  The process of understanding the technical aspects of the subject can be challenging for students as well as teachers when they first encounter it. Nevertheless, this situation provides the chance for individuals to delve into more resources, like specialized tutorials and technical assistance, in order to increase their understanding of Wordwall and assist their students in navigating through this unfamiliar educational path.

- **Initial Experiences and Future Expectations with Wordwall**.

  After completing the workshop, the teachers made a collective decision to incorporate Wordwall strategies into their teaching approach, which would engage students in various interactive games and collaborative activities specifically designed to enhance their skills in English reading. At first, teachers were pleased with the positive reaction to using the Wordwall platform, noting an increase in student engagement and motivation during various activities, which resulted in the creation of a more interactive and lively learning atmosphere. Teachers were initially excited by this experience, prompting them to explore further ways in which Wordwall could be effectively integrated into their traditional teaching approaches to boost reading comprehension among students in their English classes.

- **Areas for Improvement in Wordwall Utilization**.

  Some believe that Wordwall has the potential to enhance its effectiveness by providing a wider variety of activities that are customized to suit various reading proficiency levels. Moreover, the provision of comprehensive training materials to support educators, particularly those who may have limited experience with integrating technology into their teaching practices, played a crucial role in easing the shift towards utilizing the platform in a more efficient manner.

- **Impact of the Workshop on Teachers' Pedagogical Approach**.

  The workshop has had a significant influence on how teachers perceive and implement various teaching methods and strategies in their classrooms. It has generated curiosity and excitement about improving the utilization of educational technology for teaching English reading skills. Teachers have acknowledged the potential of Wordwall in improving student engagement despite the difficult transition period. Eager and enthusiastic about delving into the new tool, they are optimistic that its use will enhance the strategies they employ for reading comprehension in their classroom.

  Consequently, a comprehensive questionnaire was developed to gather feedback from teachers upon completion of a workshop that focused on improving reading skills using Wordwall. The aim is to gather feedback and gather suggestions from individuals about their learning experiences utilizing this interactive tool. (Annex 14). This approach is backed by surveys conducted among English teachers, as well as input from the school administration.

  The principal, according to the information provided in annex 15, has identified a variety of advantages that have the potential to improve both academic achievement and

student engagement. The implementation of this strategy is crucial for adjusting to the ever-evolving digital landscape, which will ultimately enhance students' access to a wide range of reading materials.

As a result of this, students exhibit higher levels of interest and excitement when it comes to reading. The capability to engage with digital material coincides with present-day preferences, allowing educators to enrich the educational experience by incorporating technological tools and resources into the learning environment.

The prosperous outcome of this endeavor is greatly dependent on the availability of adequate technological resources, even though its importance is beyond question. For the plan to be effectively carried out, it is crucial to have necessary devices and reliable access to the internet. Creating a secure educational setting that prioritizes the protection of students' privacy and ensures their well-being is crucial, all the while promoting the adoption of innovative digital reading methods.

It is crucial to prioritize the meticulous consideration of the quality of digital content in order to enhance its effectiveness and impact. Choose educational resources that are in line with the goals in order to enhance reading proficiency through the incorporation of technology. Assessing how technology influences student motivation and reading skills is crucial in order to enhance educational strategies and make progress towards long-lasting advantages.

Educators were given a variety of interactive and interesting tasks and exercises in order to understand and make use of Wordwall effectively for the purpose of instructing fifth-grade students in reading.

The essence of the proposal entails a fundamental transformation in the theoretical framework used for implementing digital teaching methods. Platforms like Wordwall play a vital role in enhancing the reading skills of students in the fifth grade.

The tutorials provided by Wordwall on setting up accounts and evaluating students serve to confirm that the project is feasible and likely to succeed. Advantages of including the technology plan into education include tailored and individualized learning experiences for students, higher levels of student involvement and participation, as well as enhancements in the development of digital literacy and reading capabilities.

A comprehensive method is required to carefully analyze the influence of Wordwall on the reading abilities of fifth graders, incorporating both quantitative measures and qualitative assessments. These techniques involve the utilization of specialized surveys completed by teachers in order to evaluate the effect of Wordwall. The main objective

of the study is to investigate the impact of technology on the reading skills of fifth-grade students in ways that go beyond basic usage. Consistent collection and evaluation of data play a crucial role in enhancing the positive impact of technology on education.

To conclude, this proposal provides a comprehensive overview of how Wordwall has influenced teaching methodologies and contributed to the enhancement of reading abilities among fifth-grade students. This particular tool contributes positively to the field of education as it focuses on enhancing the reading abilities of fifth-grade students, resulting in notable improvements. The research aimed to validate the effectiveness of the tool and offer new insights into the utilization of technology for improving reading skills across different educational environments. The goal of the initiative is to increase and promote innovation in educational strategies, with a specific focus on boosting reading skills for both students and teachers as they progress through various levels of their academic journeys.

CONCLUSIONS

By thoroughly examining various theories, a robust groundwork has been set, focusing on how technology intertwines with the reading education of fifth-grade students. This detailed investigation emphasizes the importance of cutting-edge digital resources like Duolingo, StoryJumper, and Wordwall in boosting students' interest and achievements in developing reading abilities during English language learning. This means that by deeply comprehending important theoretical frameworks, such as the SAMR Model and the TPACK Framework, alongside Deci and Ryan's Self-Determination Theory, and drawing from the wisdom of respected authors such as Rosen, Gee, and Prensky, it has broadened our view on the potential of technology to act as a catalyst for positive change in education.

By conducting a thorough examination of the curriculum followed by fifth-grade students in Ecuador, essential contextual information has been obtained. This analysis has pinpointed distinct goals that students are expected to achieve in the area of reading. Similarly, the diagnostic stage has allowed for the identification of students' interest in utilizing technology during reading sessions, along with the necessary recommendations to better prepare teachers to enhance motivation throughout the teaching and learning process of reading for 5th-grade students.

The results of the survey, which involved interviewing six teachers in the Foreign Language Department, have shown that most of them are inclined towards embracing technological tools in their teaching methods. However, it also brought to light the fact that there is a small percentage of teachers who have not fully embraced these resources yet. This research discovery highlights the importance of taking action to reduce inequalities in the adoption of technology by teachers, which could potentially be achieved through implementing training programs and enhancing opportunities for professional growth.

The tutorial created for teachers has condensed important digital teaching tips that are considered a noteworthy addition to the education sector. It offers a thorough and hands-on insight into utilizing technology to enhance the reading experience of fifth-grade students, boosting their motivation and preparing them for the demands of the modern digital age.

The successful implementation and validation of the technological proposal demonstrate that teachers have been equipped with the necessary guidance and resources to effectively change the way learning takes place in the fifth-grade classroom. Obtaining validation via the interactive workshop and thorough surveys enhances the project significantly as it allows for the collection of direct feedback from educators who are actively involved in the process. The transformations noted in the teaching methods of educators and their openness to integrating technology suggest a favorable evolution in the understanding and utilization of Wordwall within

the realm of English reading education. This implies that Wordwall's efficacy is being recognized in adding to the existing knowledge base on leveraging technology to inspire and improve reading skills in distinct educational settings. This project aims to serve as a leading example for future endeavors that are looking to enhance students' learning experiences by strategically integrating educational technology, by thoroughly tackling educational difficulties both in theory and in practical application.

RECOMMENDATIONS

- To further advance the utilization of specified technological resources like Duolingo, StoryJumper, and Wordwall, in a cohesive way as part of the teaching and learning experience for fifth-grade reading. Underlining the significance of utilizing educational theories such as the SAMR Model, TPACK Framework, and Deci and Ryan's Self-Determination Theory, along with incorporating perspectives from key authors, in order to assist in shaping and successfully executing pedagogical approaches. As a result, it is crucial to adjust teaching methods based on Constructivism and Vygotsky's Sociocultural Theory, in order to make the most of technology in education and boost students´ enthusiasm. Moreover, it is recommended that ongoing review and fine-tuning of the Ecuadorian curriculum be conducted to ensure that its specific objectives are in congruence with the requirements of reading education in a digital setting.
- Developing ongoing professional development initiatives for teachers is important, specifically targeting the efficient incorporation of technology into reading lessons. This is especially intended for the minority of educators who haven't fully engaged in these activities. Similarly, it is recommended to implement targeted educational programs focused on enhancing online safety for students and teachers alike. Moreover, it is of utmost importance to create flexible educational plans that integrate technology in a meaningful way, taking into account the wide range of reading interests among students.
- In order to extend the reach and effectiveness of this technological proposal, it is important to introduce similar workshops in various educational institutions. By doing so, a larger number of educators will have the opportunity to learn and apply innovative pedagogical methods and effectively incorporate educational technology into their teaching practices. Moreover, it is suggested to develop an online training platform that embodies the key components of in-person workshops, aiming to guarantee that current educators have access to learning opportunities continuously. This step would help in making it easier to share the most effective strategies and integrate technological methods for improving reading comprehension.
- To thoroughly evaluate Wordwall's impact on teaching practices long-term, more data on student academic achievements and teaching method evolution is crucial. Ongoing feedback allows for consistent updates to maintain proposal's relevance and effectiveness.

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Annex 1

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Digital didactic recommendations	The "Digital Didactic Recommendations" offer educators principles and strategies for effective digital tool integration in teaching. They focus on pedagogy, methods, and tech alignment with contemporary theory to enhance education quality, student motivation, and digital readiness, Rosenblatt (2018)	Technology	Effective Technology Integration.	Never Rarely Sometimes Often Always
			Equitable Access to Technology Resources.	
			Digital Literacy and Technology Competency.	
		Motivation Interactive reading	Engagement Levels during Interactive Reading.	
			Reading Comprehension and Retention.	
			Intrinsic Interest in Reading Materials.	
		Learning technological tools	Integration of Technological Tools in Learning Activities.	
			Problem-Solving and Critical Thinking with Technology.	
			Utilization of external resources beyond the classroom setting.	
		Collaborative learning	Team production	
			Team work	

Table 11

Annex 2

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Reading skills	Reading skills refer to the cognitive abilities and strategies individuals employ to comprehend and interpret written text effectively, encompassing various dimensions, including decoding, fluency, comprehension, and critical análisis (Cotton, D. R., et al., 2010; Reinharz, S., 2017).	Decoding Skills	Accuracy in word recognition	Never Rarely Sometimes Often Always
			Phonemic awareness	
			Sight word recognition	
		Fluency	Reading rate (words per minute)	
			Expression and intonation	
			Pausing at appropriate punctuation	
		Comprehension	Ability to summarize the main idea	
			Making predictions based on context	
			Answering comprehension questions	

Table 12

Annex 3

DIAGNOSTIC TEST

The diagnostic test aims to assess students' attitudes and behaviors regarding technology use in reading, including their motivation, skills, and preferences. It also seeks to identify challenges they face and collect suggestions for improving the reading experience. Open-ended questions explore the advantages and disadvantages of technology-based learning compared to traditional classes. The test results will inform educational strategies and policies to enhance technology-driven reading education.

Section 1: Technology Usage

1. **Do you use a computer or tablet at home for school-related activities, such as reading or homework?**
   - Yes
   - No
2. **How often do you use educational websites or apps to practice reading at home?**
   - Every day
   - Several times a week
   - Once a week
   - Rarely
   - Never

Section 2: Motivation

3. **When you use technology for reading, do you find it more interesting than traditional paper books?**
   - Much more interesting
   - Somewhat more interesting
   - About the same
   - Less interesting
   - Much less interesting
4. **Do you feel more motivated to read when you can use technology, such as e-books or reading apps?**
   - Definitely yes
   - Yes
   - Neutral
   - No
   - Definitely no

Section 3: Reading Skills

5. Do you think using technology helps you understand the stories or texts better?

Always

Often

Sometimes

Rarely

Never

6. **Has using technology for reading helped you learn new words or improve your vocabulary?**

A lot

Somewhat

Not sure

Not much

Not at all

Section 4: Preferences

7. If given a choice, which do you prefer for reading: a physical book or an e-book on a tablet or computer?

Physical book

E-book on a tablet or computer

No preference

Section 5: Challenges and Suggestions

8. **What challenges do you face when using technology for reading, if any? (Open-ended).**

_____

9. **What suggestions do you have to make reading with technology more enjoyable or helpful for you? (Open-ended)**

_____

10. **Do you think that technology classes are better than traditional class? (Open-ended).**

_____

Annex 4

QUESTIONNAIRE TO STUDENTS

OBJECTIVE: To gather feedback from fifth-grade students at The Educational Unit "Oscar Efren Reyes" regarding the use of educational technology in reading classes. The aim is to assess the students' experiences, preferences, and perceptions of how technology impacts their motivation and reading skills. The collected data will inform decisions on integrating technology effectively to enhance the reading skills and engagement of students at our educational institution.

We are conducting a questionnaire to gather your feedback on the use of educational technology to enhance motivation in reading skills at The Educational Unit "Oscar Efren Reyes." Your responses will help us better understand your experiences and preferences regarding technology in the classroom.

Your responses will play a crucial role in our efforts to enhance the educational experience for all students at The Educational Unit "Oscar Efren Reyes."

Thank you for your participation.

1. Have you used computers or tablets for reading activities in your class?
   - Yes
   - No
2. Do you find using computers or tablets in reading classes helpful?
   - Yes
   - No
3. Does using technology in reading classes make learning more interesting for you?
   - Yes
   - No
4. Have you noticed any improvement in your reading skills when using technology?
   - Yes
   - No
5. Would you like to have more opportunities to use technology for reading activities in class?
   - Yes
   - No

Annex 5

SURVEY TO TEACHERS

OBJECTIVE: To gain a comprehensive understanding of teachers' observations and suggestions for effective integration of technology in reading instruction. To collect valuable insights, challenges, and recommendations from teachers at Oscar Efren Reyes School regarding their experiences and perspectives on the influence of educational technology on enhancing student motivation and improving reading skills among 5th-grade students

Your participation and input are highly appreciated.

1. **Do you teach students how to use technology and manage information properly?**

   Always: I regularly teach technology and information management.

   Sometimes: I teach it occasionally.

   Never: I do not teach technology or information management.

2. How often do you use technological resources to support your teaching?

   Never: I don't use technology for teaching.

   Rarely: I use it infrequently.

   Once a week: I use it about once a week.

   Always: I use technology consistently in my teaching.

3. What percentage of your classes incorporate Information and Communication Technologies (ICT)?

   Between 75% and 100%: Most of my classes heavily use ICT.

   Between 50% and 75%: ICT is a significant part of my classes.

   Between 25% and 50%: I use ICT moderately in my classes.

   0%: I do not use ICT in my classes.

4. How would you rate your competence in handling ICT?

   None: I have no competence in using ICT.

   Sufficient: I have basic competence.

   Good: I am fairly competent.

   Excellent: I am highly competent.

5. How confident are you in using technological tools in front of your students?

   Good: I am confident in using technology in front of my students.

   Regular: I have some confidence but may feel unsure at times.

   Bad: I am not confident in using technology in front of my students.