

Didactic program with innovative strategies mediated by the use of ICT for the development of the reading habit in students of the second year of General Basic Education



Programa didáctico con estrategias innovadoras mediado por el uso de las TIC para el desarrollo del hábito lector en estudiantes de segundo año de Educación General Básica

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Abstract

The promotion of the reading habit is a crucial issue for educational development and success. Few teachers use digital strategies to enrich reading, which means that students have little developed this habit. The objective of this article is to propose a didactic program with innovative strategies mediated by the use of ICT for the development of the reading habit in students in the second year of elementary general basic education at the "Hermano Miguel" - La Salle -Tulcán Physical-Missional Educational Unit. The research approach was mixed, descriptive, field and documentary. A survey

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was applied to 30 teachers and an observation form to 30 students. The results indicated that the digital strategies used by the teachers of the Educational Unit are scarce and the development of the reading habit is also irrelevant. The observation made to the students showed that they do not have the reading habit. In view of this, a didactic program was proposed with innovative strategies mediated by the use of ICT, for the development of the reading habit in students, thus promoting the improvement of reading skills.

Keywords: Gamification intervention, game elements, playful challenges, branching system, planning.

Resumen

El fomento del hábito lector es un tema crucial para el desarrollo y éxito educativo. Son escasos los docentes que usan estrategias digitales para enriquecer la lectura, lo que trae como consecuencia que los estudiantes tienen poco desarrollado este hábito. El presente artículo tiene como objetivo proponer un programa didáctico con estrategias innovadoras mediado por el uso de las TIC para el desarrollo el hábito lector en estudiantes de Segundo de Educación General Básica Elemental en la Unidad Educativa Fiscomisional “Hermano Miguel” – La Salle -Tulcán. El enfoque investigativo fue mixto, de tipo descriptiva, de campo y documental. Se aplicó una encuesta a 30 docentes y ficha de observación a 30 estudiantes. Los resultados indicaron que las estrategias digitales empleadas por los docentes de la Unidad Educativa son escasas y el desarrollo del hábito lector de igual manera es irrelevante. La observación realizada a los estudiantes demostró que no tienen el hábito lector. Ante ello se propuso un programa didáctico con estrategias innovadoras mediado por el uso de las TIC, para el desarrollo del hábito lector en estudiantes promoviendo así la mejora de habilidades lectoras.

Palabras clave: Intervención de gamificación, elementos del juego, retos lúdicos, sistema ramificado, planeación.

Introduction

The challenge of reading is not limited to current times; its roots extend to earlier times. Specifically, on April 22, 2013, the National Institute of Statistics and Census, INEC, released a report stating that five out of 10 Ecuadorians spend at least one hour per week reading (Ripalda et al., 2020). Reports from the Program for International Student Assessment 2018 (PISA-D) (Pacher, 2021), the National Institute for Educational Evaluation [INEVAL] (Fajardo and

Valverde, 2019) and the Organization for Economic Cooperation and Development [OECD], coincide in their observations regarding reading that in Ecuador, 49% of students have a minimum level of proficiency in reading, where girls exhibit 8 points more than boys (Mantilla and Barrera, 2021) (Vélez-Sabando and Macías-Loor, 2022). Donoso (2021), supports that socio-educational inequalities is one of the main reasons for low scores.

In the La Salle Educational Unit in the city of Tulcán, Ecuador, the PISA-D test reports revealed that 25% of students achieve basic skills in the subject of language. However, Mora and Gaona (2021) emphasize that greater efforts are needed in the processes of reading and writing, reading habits, personal and academic development of students. In previous years, reading and the formation of the reading habit of students was affected by the administrative load of teachers. This caused a reduction in teaching time and negative impacts. Teachers had to keep documentation and evidence up to date. Faced with this scenario, the reform of the Organic Law of Intercultural Education (LOEI, 2021) and the signing of ministerial agreements reduced administrative tasks, thus giving teachers back their leading role in the classroom.

This research study originates in the experiences of teachers. One of its primary motivations lies in exploring options to encourage the pleasure of reading among students at an early age. Fajardo and Valverde (2019) mention that the reading habit is nothing more than the self-interest generated by the subject for reading on a regular basis.

From the above background, the research problem emerges: How does a didactic program with innovative strategies mediated by the use of ICTs help the development of the reading habit in students of the second year of General Basic Education (EGB) in the Unidad Educativa Fiscomisional Hermano Miguel - La Salle, during the school year 2022 - 2023?

While it is true that the Ecuadorian state, through different programs, has wanted to develop the reading habit, however, they have not had the expected results. For this reason, a proposal has been developed based on the educational task and considering the reality of the educational unit. The objective of this article is to propose a didactic program with innovative strategies mediated by the use of ICT for the development of the reading habit in students.

Materials and methods

The Unidad Educativa Fiscomisional Hermano Miguel - La Salle belongs to the parish of Tulcán, in the canton of Tulcán, province of Carchi. It is located on 10 de Agosto Street and is currently part of Zone 1, (Educational District 04D01 San Pedro de Huaca - Tulcán), belonging to Circuit 04D01C02-05-06-08. It is made up of 1300 students, 60 teachers, 3 administrative and 3 support staff from the Student Counseling Department.

The methodology of this study responds to a mixed approach with a descriptive type of research since it was necessary to describe the influence of different methodological strategies used by teachers in the formation of the student reading profile. It was also framed in a documentary research because documents and regulations issued by the Ministry of Education, the National Curriculum with emphasis on competencies 2021, the Institutional Educational Plan (PEI), the school's reading plan and evaluation reports were analyzed.

The selected population comprised 30 students of the second year of EGB, of parallel "A" with ages between 6 and 7 years old. In addition, there were 30 teachers, women and men of different ages, with different levels of experience and lengths of service, who work in the second year of GBS due to the nature of their contract, appointment and training.

Phase I. Development of reading skills in students

To address this phase, it was necessary to prepare the questionnaire that was applied to second grade EGB students, and the observation sheet to record actions related to reading. The questionnaire was designed and validated by two experts who certified its viability. Four non-participant observations were made to the group of students during the month of January 2023 and during class hours.

In order to execute the survey in the group of students, the respective adaptations were made to their age of development. Printed questionnaires with questions and suitable possibilities and images were used, in addition to the development of the reading competence in process, with the use of iconography and images. The anonymous questionnaire was applied to students of second grade EGB, parallel "A". A pilot test was previously applied, which allowed modifying the vocabulary of the questions to make them clearer. Even images were incorporated to pictographically associate the answer options, since this type of language is a domain for children of these ages. The questions evaluated four dimensions: (1) Resources (technological resources, resources available at home and Internet

navigation); (2) Reading technology (reading applications, technological resources at school, technological resources used at home); (3) Evaluation (frequency of use of reading skills, types of reading evaluation, digital activities); (4) Reading habit.

The second form of data collection was through observation, for which the students' attitudes and aptitudes were recorded in the observation form when the four reading observations were carried out. Two of them were done using educational applications to promote the reading habit and two in the classroom when reading without educational applications. Through observation, the students' behavior was systematically recorded when they presented different behaviors, reactions to reading, and reactions to reading.

Phase II. Identification of methodological strategies used by teachers.

The survey technique was used to identify the methodological strategies used by teachers for the development of reading competence, and the questionnaire was designed and validated and applied to 30 teachers. The application of data collection instruments was carried out by means of an electronic form, data were collected for academic purposes, which were tabulated, processed and analyzed by means of a descriptive analysis in relation to this population. The structure of the questionnaires consisted basically of single-choice and multiple-choice questions with a Likert scale, and they are of a descriptive-qualitative type. By measuring the perceptions of the population, we sought to determine whether teachers perceive technology as a viable option for the development of the reading habit. The questionnaire contained 9 questions catalogued in three dimensions. Each question was made up of items and response options. Based on the judgment of two experts, who validated the instrument, the respective modifications were made, limiting the suggestions and observations.

Phase III. Design of the didactic program with innovative strategies

Five applications have been considered for the design of the resources: Wordwall, Genially, Live Worksheets, YouTube, Kahoot. These tools were selected because they are versatile for teachers to design activities, easy to create, use audiovisual media, facilitate the reading of texts, etc. All of them can be accessed through Google Chrome, a browser familiar to the students. Additionally, these applications required image files, voice and PDF documents, where the required information was previously recorded or designed. After that, the information was loaded in the applications, and tests were made with students, in order to review its operation, and proceeded

to copy links, make screenshots and connect with the pedagogical part, explaining its operation, interdisciplinarity and flexibility (information not shown).

Results

The present research shows that teachers prefer traditional activities and resources. The use of technology is not frequent, and students consider that they spend more time using technological devices at home than at school. Even teachers do not use cell phones, computers or tablets. Accompaniment also plays a crucial role in the formation of the reading habit, and it is possible to achieve this through good practices and technological alternatives.

These practices should awaken motivation in children. According to the students' opinion, the activities in which reading skills are used are limited to homework. Fun and enjoyment take a back seat, and the use of applications on computers or cell phones is not common. Although technology offers the possibility of overcoming barriers of time and place, it is necessary for resources to be used outside of school for their own motivation and by regulating their regular use.

In addition, it is highlighted that students mainly use YouTube videos shared through WhatsApp as a technological resource, which coincides with the students' observations. These platforms represent the highest percentages in terms of their use. Students do not perceive reading as an activity intended for leisure or free time. Therefore, the program should consider the use of technology as an opportunity to increase motivation in these times and spaces.

The teaching staff considers the lack of resources as the biggest problem in promoting reading. However, it is also demonstrated that no activities have been created for students to do at home and take advantage of the available resources. It is important to highlight that the program should facilitate the understanding of how to connect academic activities with reading technologies. Teacher training should address the design of resources and the management of applications to create digital strategies, since teachers often resort to the same usual strategies to promote reading.

Based on the survey conducted, we have seen the need to propose a program that is review material for teachers, as an alternative to form the reading profile of students. The promotion of reading through technology has been a neglected topic in the Educational Unit studied, which is why we want to give an answer to the challenges faced by our modern society in terms of decreasing reading levels and increasing use of electronic devices.

In recent years, numerous applications and digital platforms designed specifically to promote reading have been developed. These tools offer a wide range of functionalities, but have not been efficiently explored by the school. For this reason, we intend to make technology available, adapting e-books enriched with multimedia elements, such as interactive images, videos and audios, which provide a more immersive and engaging reading experience, especially for children.

Table 1. *Operating Model*

Activities	Method	Involved	Weather	Evaluation
Proposal submission	Session	Language and Literature Area Coordinator	30 min	Record of delivery
Socialization	Meeting	Language and Literature teachers	60 min	Socialized teachers

The structure of the program has considered: reading objectives, reading habit development objectives, evaluation indicators and criteria, activities and resources adapted as digital material to promote the reading habit, skills to be developed, descriptions of the applications used, incorporation of the methodology, recommendations for their use, adaptation, modification or updating, and examples.

Table 2. *Description of indicators*

Questions	Indicator	Description
To whom?	Number of students with reading habits	Number of students motivated by independent reading.
Why?	Improved academic performance	Significant increase in evaluation results, visible in reports.

What for?	Educational quality.	Improves the families' perception of the school, improves the image.
What?	Reading habits.	Number of books read, use of free time for reading seen as fun.
Who?	Teachers.	Number of teachers trained, introducing technology in the classroom.
When?	School year 2022 - 2023.	Program relevance for other groups and school years.
How?	Program. Activities. Evaluation.	Use of the program by teachers. Number of adapted activities. Use of technology in evaluation.
With what?	Digital strategies. Technological resources.	Number of devices created. Number of resources used at home and at school.
Where?	Institutional spaces for reading.	Places adapted for reading. Number of classrooms that offer conditions.

Table 3. *Session 1 of the proposal*

Session 1. I dare you to guess.
Dexterity Construct sentence meanings from object-attribute relationships through interactive educational applications. Ref. LL.2.3.1.
Content Description - a riddle.
Strategies for learning

- Classroom routine. Plan the topic, objective, materials needed for the class.
- Remember the rules during the session: listen attentively, raise your hand to speak, ask for a turn or permission, respect the opinions of others, participate in group work in a responsible, supportive and active way.
- Listen and sing: the video about the little house.
<https://www.youtube.com/watch?v=wq1WOUB-Sg0>
- Brainstorming: About the objects being observed.
Did the size of the house change? Do the houses have the same color? What materials are the houses made of? Are the houses artificial or natural objects?
- Individual work: develop p. 45 and 46 integrated text of 2nd EGB.
- Write sentences with the characteristics of the pencil.
- Interdisciplinary: graph and paint four objects that they have at home and of the shapes studied: circle, square, triangle and rectangle. Paste the work on the course mural duly identified. The course members will look at the objects chosen by their classmates and identify if they are artificial or natural and what shapes they have.

Digital strategy for learning

Gamification:

<https://wordwall.net/es/resource/57618692/adivinanzas-pág-55>

Gamification can improve reading comprehension by providing challenges, rewards and immediate feedback, which stimulates students' interest and engagement in reading.

Description of the resource



The maze chase game is a recreational activity where participants must evade enemies and search for the box with the correct answer, after having read the riddle, using strategy, speed and spatial ability.



Inside the game a maze is observed, the riddle can be read at the bottom. The student will have to move with the controls (directional dates of the keyboard, mouse buttons, movement and touch gestures of the cell phone) to advance in the maze. There are three answer boxes and only one is the arrival or correct answer. While moving there are also enemies that you must avoid otherwise you will lose lives in the game. There is a window option to occupy full screen and a sound option to configure the sound. In the upper left corner the time is displayed.



The answer boxes change randomly, in case of reaching the correct option a green window of success is shown, in case of choosing a wrong window a red X will be shown, in case of being hit by one of the enemies the character will be restarted and will lose a life. At the end you can see the score, the list of questions and answers is displayed for the student to review its development, finally the leaderboard or simply the option to start over.



Evaluation activities

Evaluate. Individual activity, develop p. 47 integrated text of 2nd EGB. Look at the graphs and write the characteristics.

Table 4. *Session 2 of the proposal*

Session 2. Fearful squirrel.
<p>Dexterity</p> <p>Understand the implicit contents of a text based on cause-effect inferences in a playful way. Ref. LL.2.3.2.</p>
<p>Content</p> <p>Deduction - self-esteem.</p>
<p>Strategies for learning</p> <ul style="list-style-type: none"> • Class routine. Mention the topic, objective, materials needed for the class. • Remember the rules during the session: listen attentively, raise your hand to speak, ask for a turn or permission, respect the opinions of others, participate in group work in a responsible, supportive and active way. • Listening and watching: the video on self-esteem. https://www.youtube.com/watch?v=AxqqSa6eE8o • Comment: Who are the characters, what happened to the lamb, what did the lamb learn, what do we deduce from the story?

- Discuss the actions at home and mention those experiences that are similar.
- Read, compare and comment on the interactive story: La Ardilla Miedosa.
- Write down three inferences from the stories to discuss with the class.

Digital strategy for learning

Interactive story The Scary Squirrel:

<https://view.genial.ly/6457afa05f9b7100116f4452/interactive-content-cuento-ardilla-miedosa>

The interactive story is a digital narrative that allows the active participation of the reader, who can make decisions, explore different paths and trigger events, creating a personalized and immersive experience.

Description of the resource



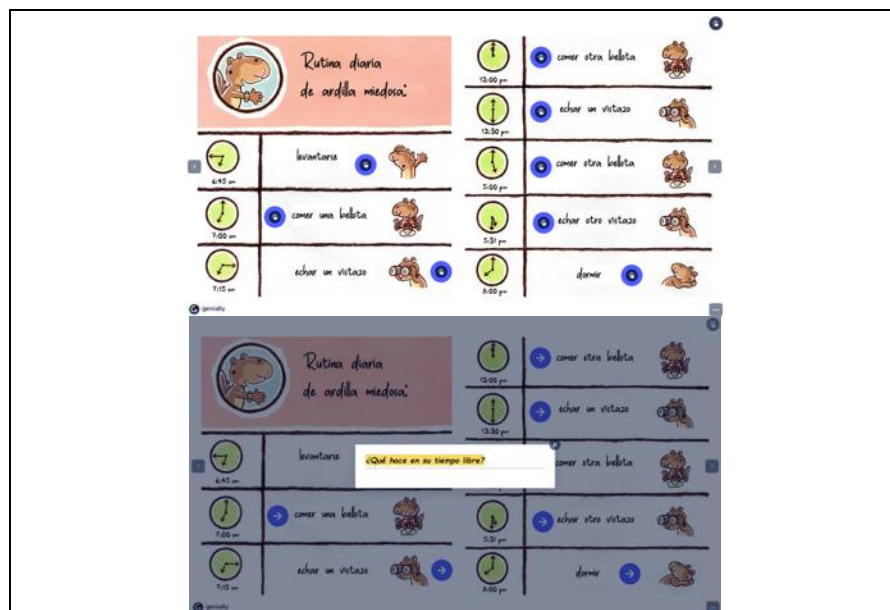
To navigate through the different sections of the story there is the navigation date on the right or the option to show interactive elements. Clicking on these will open text boxes or images related to the reading.



In this window you can see an interactive element that displays an image to enlarge the content of the reading. To return to the main window you can close it or simply click on any part of the main window.



You can continue to look at the interactive options, which do not necessarily provide readers with more text, in some cases they are images that help with the pictographic representation of the story.



Another important element is the questions that can be asked of the readers; in this case, it was decided to ask about the students' routine. The story is available for them to read at home with their families; the clarity of the lettering and the length of the story have been adapted.

Evaluation activities

Thinking routine: What have I learned, How have I learned it, What has it helped me with, How can I use it?

With your family's help, write answers to the following questions: How did you solve problems when you were my age? Let's read the interactive story and draw the scene we like best.

Table 5. Session 3 of the proposal

Session 3. Monosyllables.	
Dexterity	Extend understanding of a text by playfully identifying word meanings. Ref. LL.2.3.3.
Content	Sense of words through pictograms.

Beginning of reading - global method.

Development of linguistic awareness.

Strategies for learning

Class routine. Mention the topic, objective, materials needed for the class.

Remember the rules during the session: listen attentively, raise your hand to speak, ask for a turn or permission, respect the opinions of others, participate in group work in a responsible, supportive and active way.

Observe the images of the story on page 12 of the integrated text for second EGB.

Tell the story and for each scene find a word that represents the scene.

Narrate the different versions of the story in turn.

Listen to the definition of the meaning of "word".

Identify the importance of vowels in the words of the story.

Brainstorming, writing on the blackboard a list of short words that we can later graph.

Draw, write and describe the words with their pictogram.

Digital strategy for learning

Matching pairs:
<https://wordwall.net/es/resource/57617578/monosilabas>

It is a playful activity that consists of finding and matching cards or elements that share similar characteristics, developing memory, concentration and cognitive skills of the participants.

Description of the resource



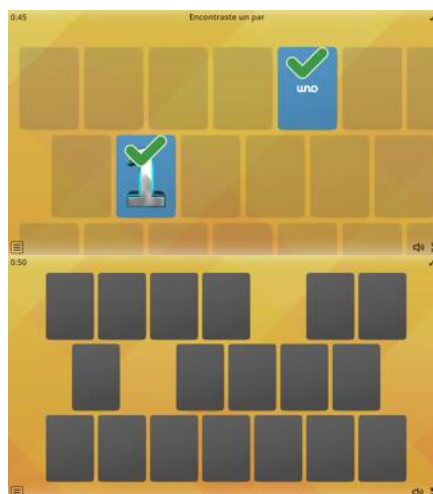
The matching pairs activity begins by indicating that the student must touch two cards to uncover them, so he/she can reveal the image and see if it matches the word. In the global method, the student is expected to become accustomed to certain words through the sense of sight.



You can see that the window has the time in the upper left corner, at the bottom is the options, sound and full screen buttons.



It can be observed that the cards have different colors and that in case of not finding the pair the cards are marked with an X and then turned over. Participants must remember the monosyllabic objects or words and try again with other pairs.



When you find a pair, it is marked with green spots and then disappears from the set of cards. The activity continues until all the cards are uncovered.



At the end, the time taken for the activity is displayed, you can start over and look at the leaderboard.

Evaluation activities

At home, write down five words that you remember with their respective graph and identify the vowels used in each word. Present your activity the next day to the teacher. If you do not remember, you can use the digital resource.

Table 6. *Session 4 of the proposal*

Session 4. The Evil Queen.
<p>Dexterity</p> <p>Develop cognitive strategies such as recreational reading, rereading, and paraphrasing to self-regulate text comprehension. Ref. LL.2.3.5.</p>
<p>Content</p> <p>The story - paraphrase.</p>

Strategies for learning

Class routine. Mention the topic, objective, materials needed for the class.

Remember the rules during the session: listen attentively, raise your hand to speak, ask for a turn or permission, respect the opinions of others, participate in group work in a responsible, supportive and active way.

Use **DUA** (Universal Design for Learning) methodology, Objective, assessment, Methods and materials, implementation and evaluation.

What is learned, how is it learned, why is it learned?

Activate prior knowledge through the strategy of exploratory questions about the story Snow White.

Watch the story in PDF format and then on video with the teacher's participation.

https://www.youtube.com/watch?v=Jk9_3MzfSkE

Ask guiding and exploratory questions about the story.

Express opinions about the story, converse according to students' interests.

Drawing, observing scenes, thinking about what happens and paraphrasing the story.

Use vocabulary according to the communicative situation.

Digital strategy for learning

Interactive storytelling:

<https://view.genial.ly/6485da56774f910012dba79e/interactive-content-quiz-cuento-bruja-malvada>

Interactive stories related to paraphrasing are valuable for language development, text comprehension, communication skills, creativity and self-confidence. Integrating these activities into education fosters more dynamic and enriching learning for children.

Description of the resource



The story "The Evil Queen" has been adapted for the age of the students, in the upper left corner you can see the option to read the PDF, and in the lower right corner the option to start reading.



It is composed of a trivia question, the participant has to select the correct answer in order to advance. In case of answering incorrectly, an image is displayed indicating that he/she should be careful with that answer.



The trivia screenshots are shown below.



Evaluation activities

Paraphrase the story for a family member. Use the links shared by the teacher.

Record an audio and send it to the educational platform.

Thinking routine: What have I learned, How have I learned it, What has it helped me with, How can I use it?

Table 7. Session 5 of the proposal

Session 5. The three little pigs and the wolf.
<p>Dexterity</p> <p>Construct criteria, opinions, and make judgments about the content of a text by distinguishing fact from fiction, fact, data, and opinion. Ref. LL.2.3.6.</p>

Content

The story - reality - fiction.

Strategies for learning

Class routine. Mention the topic, objective, materials needed for the class.

Remember the rules during the session: listen attentively, raise your hand to speak, ask for a turn or permission, respect the opinions of others, participate in group work in a responsible, supportive and active way.

Observe and analyze the video.

<https://www.youtube.com/watch?v=AKPa9QpNR9cylis=PLBa19AtAE0u3rsiiYY9WZ942CE4L-Yawyindex=9>

Identify sentences of both fiction and fact, write a list of main ideas.

Collaborative work: pair activities, present selected ideas to a partner, make suggestions and positive comments.

Reflect on the importance of reading to identify the reality of texts.

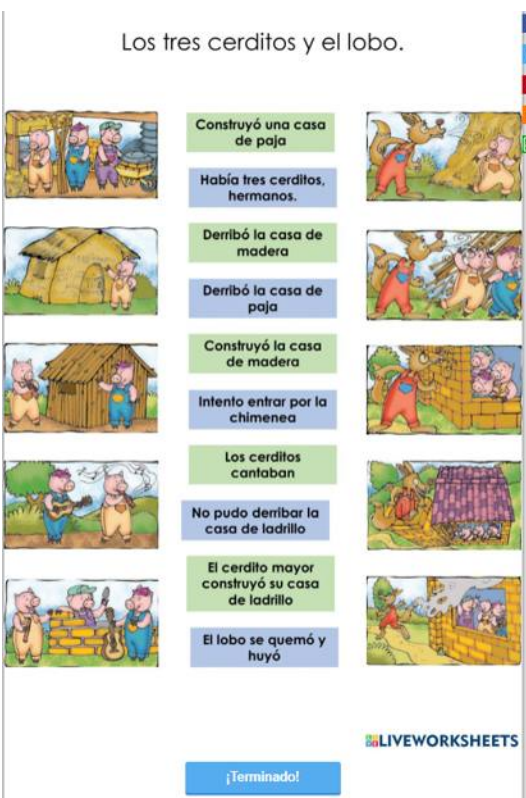
I discover another way to say sentences or ideas.

Digital strategy for learning

Join with lines: <https://es.liveworksheets.com/gm3460046tl>

It is an association and categorization exercise that promotes understanding and reasoning. Students must establish logical connections between elements or concepts presented in a list or on different cards, drawing lines to link those that are appropriately related. This activity promotes critical thinking, knowledge organization and the ability to make meaningful connections, allowing students to strengthen their understanding of concepts and improve their ability to classify and relate information effectively.

Los tres cerditos y el lobo.



Description of the resource

The card is arranged with images on the left and right. The central part contains the ideas that identify each scene. When the participant moves the mouse over the options, it changes to a pencil shape and allows the participant to draw a line.

Then you will be able to match the image with the correct idea. When you finish, click on the done button, then you can see the number of correct matches. You can repeat the activity as many times as you need.

Evaluation activities

Read the story of the three little pigs and the wolf.

Observe the story page 114 of the language arts text.

Describe each scene and identify whether they are real or fictitious scenes.

Complete the activity by connecting the lines with the correct option.

Discussion

The cognitive and sociocultural impact endures over time. In this sense, technological development has penetrated the educational field generating continuous and accelerated changes (Cedeño et al., 2019). For this, in the educational field it is necessary to have reading training processes that endure over time, as well as digital strategies

that adapt to current needs and technological educational resources that are truly effective (Calvo et al., 2018) (Casasola Rivera, 2020).

According to Santillán-Aguirre (2022), the importance of the written word and its structural impact on society is manifested when people acquire the ability to read from an early age. However, in the present study, a lack of focus on the development of the reading habit on the part of teachers was determined. These results support the study of Zamudio and Vega (2018) and are contrasted with the findings of Aixelá et al. (2022), who in their research showed that teachers who received training in specific strategies to improve their reading teaching practices managed to increase motivation and reading habit in the group of students.

Consequently, this deficiency in teacher training is one of the critical points to take into account (Barzola et al., 2020). Studies suggest that teachers develop classes with traditional strategies and resources (Pamplona-Raigosa et al., 2019) (Carrasco et al., 2020). Although there is teacher awareness of the problem of reading, it is also true that the emergence of technology has not changed much the teaching process in the Educational Unit.

In the conclusions of Reyes' (2018) research, the importance of encouraging enjoyment through reading is highlighted. It also mentions the need to consider ergonomics, i.e., the ability to adapt technology to the person, since distractions can alter the cognitive part (Egan and Judson, 2018). The use of electronic devices may include distractors that affect attention and memory (Vivar et al., 2019). However, the proposal of the present article has taken these problems into account by prioritizing fun and enjoyment as means to promote reading. In addition, the most appropriate applications have been carefully selected, taking into account the planning, indicators, criteria, objectives and competencies to be achieved. In this way, a connection is established between technology and pedagogy, also taking advantage of the experience and methodology of the teaching staff (Castro et al., 2020).

According to research on the use of resources (Canales et al., 2020) (Feicán et al., 2021) (Parra and Torres, 2018), learning to design and use a resource is not enough. It is essential to use a resource adapted to a strategy that promotes reading habits (Mejía et al., 2020) (Sandoval and Cisneros, 2022). In the present article, the lack of teaching strategies was also identified as a coincidence. It is possible that teachers find it difficult to combine different formats according to the pedagogical objective they wish to achieve.

The study conducted by Bernal et al. (2019), focused on elementary school students and aimed to determine the impact of the Reading Plan implemented by the school and the family on the formation of the reading habit. The results revealed that the majority of the student population did not consider the reading habit as an integral part of their formation, except in cases where they were required for academic activities. The center's reading plan has a low impact, since it is not adequately articulated and does not consider the role of the family in the formation of the reading profile (Ojeda, 2021) (Fernández, 2018). Like the research by Franco-Marín et al. (2022), the school center has failed to establish a connection between the Reading Plan and family participation. It is intended that the proposal can serve as a basis for the structure of the Institution's Reading Plan. Currently, teachers use the students' reading ability only to carry out school activities, which does not encourage reading for pleasure, enjoyment and fun. Given this situation, it is necessary that the planning of the program contemplates the interests of the students and is articulated in a transversal and interdisciplinary way, both for the reading plan of the center and for the different subjects (Rico et al., 2018).

In their study Ramos et al. (2020) analyzed the use of ICT for reading promotion and concluded that students do not acquire skills to read autonomously. The acquisition of the alphabetic code is still based on traditional resources and activities (Yaguachi and Barahona, 2023). In addition, there is little incorporation of technology in the reading training processes, despite the fact that the necessary resources are available at home. However, in the school environment this situation is different due to the lack of technological equipment.

Following the line of research of Ramos et al. (2020), there have been several studies that highlight the change in the presentation of books to the community due to technology. These studies also highlight the existing synergy between print and digital formats, as well as the fact that students read in different platforms and modalities. However, there is a lack of ICT-mediated strategies by teachers to encourage reading.

Barrera and Gómez (2022) also mention that good results were obtained by promoting the reading habit through applications such as Educaplay, WordWorld, Canva, Padlet and Zoom. These applications were associated with the following strategies: reading corners, individual work, contests, projected readings and Reading Party. However, in the La Salle Educational Unit, as mentioned above, these types of digital applications are not used for the promotion of the reading habit.

Following Ramos et al. (2020) in Table 5 of their research, they grouped the research that addressed innovative methodologies with ICT for reading promotion. Some of the strategies used by other authors to reach their conclusions included: social reading 2.0, digital stories, ICT applications, websites, digital libraries, audiovisual resources, gamified platforms, interviews, reading corners, forums, messages on social networks and school culture, among others.

According to Anijovich et al. (2021), the use of these strategies and devices generates great interest in reading. Of the 19 scientific articles analyzed, only five focus on primary education. They also indicate that, to date, technology contributes significantly to the formation of the reading profile. Through this research, the following components are presented for consideration: traditional and digital formats complement each other, digital reading is motivating, applications are used to enrich texts, spaces conducive to reading are created, and strategies are used to increase involvement and motivation.

The contributions of Mora and Gaona (2021) related to and coinciding with the present research refer to the way materials and texts are presented. It is not simply a matter of presenting words or sentences, but rather the texts used should be contextualized, i.e., complete stories or tales appropriate to the age group and, if possible, that encourage interaction among students. Once the reading materials have been selected, their use should be enhanced through technology, taking advantage of applications that facilitate access to the resources.

The study by Barrera and Gómez (2022) argues that technology can create virtual spaces that allow interaction among participants. By establishing this type of networks, students can be connected regardless of their geographic location. When asked about the technological resources available in their homes, the results were favorable. In other words, most students are able to access virtual education or other related activities, which is consistent with the authors' findings.

Therefore, teachers have been recognized as the people capable of motivating reading in their students, but it is necessary to introduce technological strategies to take advantage of the environment in which we live. Given that students spend many hours in the school environment, it is crucial that the institution provides opportunities for the formation of the reading habit, and teachers should act as companions and guides in student reading. Consideration can be given to gradually extending the implementation of this program to

other students in subsequent years or integrating it with the school's Reading Plan. In addition, the teacher should act as a mediator in this process, encouraging families to be motivators as well. Their digital competence should be evident in the creation of this type of didactic programs that link technology with education and become a dynamic space that supports reading processes, thus eliminating the idea that technology is an educational distraction.

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