



The Role of Online Platforms in Enhancing Reading Skills.

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ABSTRACT

This research examines how online platforms help develop reading skills in elementary school students. It explores the impact of these platforms on academic performance by enhancing reading skills with technology. The study takes place in a private school in Chone, using a sample of 4th- and 5th-grade students aged 8 to 9 years old.

A quantitative methodology will be applied, using an inductive approach. Three research instruments will be designed: an observation checklist for the students in the sample, an observation checklist for the teachers, and a pre-test and post-test administered after the implementation of the online platforms. These instruments will help identify students' attitudes and perceptions toward the use of online platforms, as well as the teachers' opinions.

The results showed that online platforms promote reading in an assertive way. They provide students with a place to practice reading with greater confidence. The integration of online platforms also improves reading comprehension. Students can recognize their errors during the activity. This research demonstrates the importance of using engaging and meaningful learning experiences in English language teaching. These experiences can improve the reading skills of students.

Keywords: Digital platforms, reading, reading comprehension, learning.

RESUMEN

Esta investigación examina cómo las plataformas en línea ayudan a desarrollar las habilidades de lectura en estudiantes de primaria. Explora el impacto de estas plataformas en el rendimiento académico al potenciar las habilidades de lectura mediante la tecnología. El estudio se lleva a cabo en una escuela privada de Chone, con una muestra de estudiantes de 4.º y 5.º grado de entre 8 y 9 años.

Se aplicará una metodología cuantitativa, utilizando un enfoque inductivo. Se diseñarán tres instrumentos de investigación: una lista de observación para los estudiantes de la muestra, una lista de observación para los docentes y una prueba previa y posterior a la implementación de las plataformas en línea. Estos instrumentos ayudarán a identificar las actitudes y percepciones de los estudiantes hacia el uso de las plataformas en línea, así como las opiniones de los docentes.

Los resultados mostraron que las plataformas en línea promueven la lectura de manera asertiva. Proporcionan a los estudiantes un espacio para practicar la lectura con mayor confianza. La integración de las plataformas en línea también mejora la comprensión lectora. Los estudiantes pueden reconocer sus errores durante la actividad. Esta investigación demuestra la importancia de utilizar experiencias de aprendizaje atractivas y significativas en la enseñanza del inglés. Estas experiencias pueden mejorar las habilidades de lectura de los estudiantes.

Palabras clave: Plataformas digitales, lectura, comprensión lectora, aprendizaje.

INTRODUCTION

With the 2020 pandemic, educators sought new ways to develop the teaching process. Due to the urgency of social distancing, online platforms were the optimal way to continue the teaching process without the interruptions of the lockdown at that time. The use of web tools has innovatively and assertively developed the education process, and even in post-pandemic times these have not been relegated but have gained importance and are here to stay. They are shown to be highly effective tools that cannot be forgotten in the execution of a learning process. (García Pezo, L., 2020).

Given the importance of learning English, many authors suggest that it is vital to seek out updated methods that promote its development. It is in this search that online platforms come into play. These platforms give students the ability to obtain information quickly and efficiently. For example, they give the student the ability to automatically receive feedback from the teacher, even when the teacher is not present. (Rodríguez Silva, J., 2024).

Authors such as Atencio, A. M. (2025), identify reading as the first skill that develops in this assertion allow to highlight the importance of reading development especially in basic education students who are relevant to the present work.

The development of reading skills is essential for success in the learning process. Educators must prioritize this skill because it helps students gain a comprehensive understanding of the language. As Guarín Serrano, S. D., & Acebedo Afanador, M. J. (2024) note, developing reading skills facilitates learning a second language. When students understand the language, they can express themselves with greater confidence, which positively impacts other communicative skills, such as speaking and writing.

Findings showed statistically significant gains, supporting the proposed hypothesis that digital platforms enhance the process of learning to read in a second language. Reading as an essential element of learning English represents a basic step in the development of the educational process. Educators must pay special attention to ensuring that students acquire the skills required for this competency. Among the required skills are: reading comprehension, vocabulary development, grammatical fluency, among others. Students find in digital platforms an innovative and attractive medium where they can more easily develop the aforementioned skills. (Massiel Atencio, A., 2025). The above highlights the importance of this work, which will demonstrate how developing reading skills in students provides them with a key tool to express themselves in a second language such as English, supported by digital platforms that facilitate and accelerate the teaching process.

LITERARY REVIEW

COVID-19 had a huge impact on education, overall, for children with educational necessities. And more about students with reading comprehension difficulties who need to have goals and a continuous process, being focused. (Rahimi, M., & Yadollahi, S. (2017).

During the pandemic closed schools and shifted to online learning. This study investigated English lecturers' experiences with online learning and institutional support. Most institutions provided support for online learning, while a few did not. Lecturers largely responded positively to using online learning, mainly using Google Classroom, Zoom, Schoology, Edmodo, and Moodle. The results indicate that online learning effectively supports the teaching and learning process. (Fitria, T. N., 2020).

Concept.

The role of online platforms in the world of education is conceptualized as web-based learning, online journals, and educational videos allow students to access information easily, making learning more flexible. Various pedagogical approaches (project-based, web-based, and online learning), use technology either in a student-centered way, promoting self-directed learning, or a teacher-centered way, where the teacher guides instruction. In online learning, the teacher's role shifts from being the primary source of knowledge to a facilitator, as students increasingly rely on

technology to explore information. (Haron, N. N., Zaid, Y. H., & Ibrahim, N. A., 2015)

Liu, J. (2016), the internet gives learners opportunities to share resources and overcome time and space barriers. Modern information technology, especially network multimedia, supports autonomous and collaborative learning. This study analyzed the impact of online learning platforms on college English teaching. Students agreed that online learning positively affects English teaching. External monitoring of autonomous learning is essential to maintain teaching quality. Overall, online teaching increases teacher and student engagement and emphasizes student-centered learning.

The pros and cons of using technology or E-learning for learning a second language have been observed and diagnosed by a qualitative research study where the EFL (English as a Foreign Language) learners from the Department of English Education, Universitas Kuningan.

Oktoma, et al. (2023) find benefits in the widely accessible information for learning, flexibility in time, and convenience of space for learning; however, there are some barriers, like internet access and, in some cases lack of motivation for the use of technology in an educational way.

Due to the advances of technology, educators have been implementing the use of virtual classrooms such as Edmodo and Quipper, which are useful as a tool in the acquisition and learning of a language. The research is focused on the students' perspectives and feelings about the use of online platforms, who consist of junior and senior high school students in Bandung. Students consider online platforms to be effective for language learning, despite some factors like the internet speed. An online educational platform supported students' writing and reading development in an intermediate EFL course. (Cakrawati, 2017).

Henao, J. A. L. (2017), explored how online platforms could improve Iraqi students' English skills. Sixty first-year students used images, icons, and short titles to enhance participation, writing accuracy and reading comprehension. His findings mentioned that using online platforms improvements in students' writing performance, vocabulary, oral confidence and reading comprehension, demonstrating that ICT can effectively enhance English language learning. Integrating technology motivates students and strengthens their autonomy and communication skills.

Al-Asadi, S. S., & Al-Issa, N. (2022). Studied the development of semiotic awareness deepened understanding and analytical skills, that means that digital tools can effectively build autonomy, motivation, and communication in EFL. Their study examined how blogs, as part of Computer-Assisted Language Learning (CALL), Support B1 English learners' reading and writing skills in Greece. This study compared the effects of online and offline digital storytelling on EFL learners' reading and writing skills. Forty-two lower-intermediate students were divided into experimental and control groups. Both groups received process-oriented writing instruction for five months. An online platform, while the control group used offline software. Results showed that online storytelling significantly improved literacy skills, with greater computer use linked to higher progress.

Stoyanova, T. (2023). The relevance of reading skills in primary education, us to take advantage of technology or online resources to improve reading skill comprehension. In summary the literature demonstrates that online platforms, provides students with the tools to read easier in another language, incorporating platforms as an academic strategy into the teaching process helps students have immediate feedback, even when the teacher is not present, making the learning process more dynamic.

METHODOLOGY

The methodology of this study is based on scientific research with mixed methodology, combined qualitative and quantitative premises; with a descriptive analysis. The inductive method will be used to examine how reading skill are influence by online platforms.

The purpose of this research was to identify the types of online platforms that support reading skills in English, this within a population of students in the 4th, and 5th of basic general education, their ages are between 8 and 10 years old; from a private school located in Chone city.

The instruments used in this investigation were: an observation checklist administered to students and educators. Pre-test and post-tests allow us to assess the level of improvement in academic performance. This investigation was applied are in a current mode.

The pre-test was administered before the use of online platforms; the observation was administered after the feedback and use of online platforms to strengthen reading skills; and the post-test was administered to measure the effectiveness of the strategy.

The research has viability because the educational institution is open to it, and it will be implemented at a private educational institution to obtain the results. Professors and authorities of the school express their interest in the research.

RESULTS

Table # 1. Results of the professor observation checklist

Dimensions	Always	Frequently	Sometimes	Never	Total
Use of ICT	33,33%	40%	10%	16.67%	100%
Reading comprehension	36,67%	43,33%	6,67%	13.33%	100%
Motivation	30%	40%	20%	10%%	100%

Source: Own Elaboration

During the observation, it was evident that the use of ICT tools in teachers' planning shows a positive trend overall, with a mode of 40%, indicating that ICT tools are among teachers' priorities when planning a teaching process. This finding suggests that the use of ICTs is being consolidated as

a priority for learning support. 43.33% of the educators observed seek to develop accurate reading comprehension using ICT tools. Platforms allow the educators to develop their academic strategies more dynamically. The mode reinforces the premise that the use of ICT tools as an academic resource should not be overlooked when the teacher seeks to develop students' reading comprehension.

In the observation, the teacher gives the students correct feedback, which increases their motivation. This shows that the use of ICT platforms helps both the student and the teacher, since online platforms allow for direct, individualized, and synchronous evaluation at the moment of execution of the activity being evaluated. Mode confirms, with 40%, the effectiveness of using ICT platforms in raising students' motivation through assertive evaluation, especially when seeking to develop reading skills.

Table # 2. Results of the student observation checklist.

Dimensions	Always	Frequently	Sometimes	Never	Total
Use of ICT	36,67%	43,33%	16,67%	13.33%	100%
Reading comprehension	23,33%	46,67%	20%	10%	100%
Motivation	30%	40%	20%	10%%	100%

Source: Own Elaboration

Observation showed a positive tendence for the use of ICT tools. The mode 43.33% indicates a receptivity among students to the use of ICT tools. This finding indicated that students are developing reading comprehension using ICT, evidencing that the platforms as a source of the quality learning, specifically to increase of reading competence.

Students use online platforms to complete their tasks and assessments asynchronously with the classes, which complements the content the teacher teaches during the workload hours. The efficiency of online platforms is evident when the teacher conducts in-class reading activities, and students mostly complete them correctly.

In motivation the data reflected that online platform are useful to motivate students to use reading ability and learning new vocabulary. The mode with 36.67% notice these online platforms as useful strategies for improving the quality of learning process.

PRE-TEST				POST-TEST			
		Frequency	Percentage			Frequency	Percentage
Notes	3	2	3,4			0	0
	4	7	11,9			0	0
	5	9	15,3			0	0
	6	15	27,1			3	5,1
	7	11	18,6			6	10,2
	8	8	16,9			13	27,1
	9	4	6,8			26	44,1
	10	0	0			8	13,6
	Total	56	100,0			56	100,0

Table # 3. Results of pretest and post test

Source: Own Elaboration

To begin the analysis of the tests, it should be mentioned that the pretest was applied before the students had contact with online platforms focused on developing their reading skills. This helped to highlight the influence of online platforms on the teaching process, specifically on the development of reading skills. The tests sought to evaluate the following competencies through Moodle; critical comprehension and analytical fluency, accurate grammar reading, vocabulary mastery. In addition to the tests, professors also provided feedback through online platforms such as Quizzes.

In the pretest show that there are scores from 3 to 9, while in the posttest they fluctuate from a score of 6 to 10. Since the minimum score in the pretest is 3 while in the posttest it is 6, there is evidence of a 50% increase in academic performance. In the pretest there is no evidence of a maximum score, unlike in the posttest were found 8 students who, with the use of online platforms, managed to obtain the maximum score. This demonstrates the effectiveness of online platforms in developing in students the reading skills required to be able to use the English language correctly.

The execution of the post-test shows that online platforms are a useful tool to strengthen the educational process, and when it comes to reading skills, online platforms are useful for educators to strengthen the teaching process even outside the classroom. Authors such as Vacacela (2024) have found that online platforms offer effective reading strategies for students, as these platforms provide them with greater access to academic texts in English, thus motivating them to read in English. This

reinforces the need to more frequently incorporate digital platforms into the teaching and learning process and the acquisition of the skills necessary to learn English.

DISCUSSION

Reading is one of the fundamental skills in learning the English language. When discussing its development, it cannot be limited to traditional teaching methods; rather, it must align with current teaching methods. This article fulfills its primary objective, which is to determine the determinant influence of digital platforms.

The struggle for many educators with a traditional approach is that many students lack the access or equipment required to access online platforms. While this is indeed one of the weaknesses of digital platforms, in today's globalized world, this gap is narrowing, making it essential for educators to consider the use of digital platforms as a useful and effective tool within the teaching process.

The present study aimed to examine the effect of digital learning platforms on students' reading literacy in English. The results indicated that students who utilized digital platforms demonstrated significantly greater improvement in reading comprehension compared to those compared to the situation prior to the tests, when students had no exposure to digital platforms as a means of learning to read. Findings showed statistically significant gains, supporting the proposed hypothesis that digital platforms enhance the process of learning to read in a second language.

According to Luna et al (2023), e-learning platforms contribute significantly to learning the English language by developing in students a motivation to learn in a technological environment that is in line with current trends, because, beyond being fashionable, the learning process must be in accordance with the advances that the society to which the students belong is going through.

Despite objections to traditional education, which develops reading skills through repetition and memorization, the reviewed literature and the execution of this essay demonstrate that educators should use digital platforms to develop reading skills, as this is not only innovative but also useful. Therefore, to avoid creating a conflict between traditional education and education through digital or non-digital strategies, it is suggested to combine both traditional methods and educational innovations through digital platforms, especially when it comes to developing reading skills. Thanks to technology, feedback is immediate, saving students time and helping them self-assess and acquire the language more effectively.

CONCLUSIONS

In conclusion, the findings indicate that digital platforms are an effective approach for learning to read in English. The significant improvements observed highlight the potential of technology to provide a scaffolded, engaging, and flexible environment for literacy development. These results underscore the value of integrating digital tools into the English curriculum to promote more inclusive and efficient learning paths.

This study shows that the use of digital platforms that include visual and auditory aids in appropriate formats, tailored to the age and academic level of the students, facilitates faster development of English reading skills. Despite the positive results, some limitations exist, such as student accessibility to the platforms and the misuse of the platforms as a distraction from the teaching process. The sample size was relatively small, and the study focused primarily on reading skills, without evaluating high-level critical analysis.

Furthermore, the impact of eye strain on long-term reading habits was not explored. Therefore, it is concluded that rather than working in isolation with digital platforms alone, educators should employ a balanced approach that combines traditional reading development methods with the integration of digital platforms.

In conclusion, it is important to emphasize that digital platforms play a role in the second language teaching process as an innovative tool that energizes learning. The use of digital platforms increases motivation, as evidenced by the results of this research, demonstrating their effectiveness in making reading in English a more efficient process for both students and educators. Therefore, based on this background and the reviewed literature, it is suggested that digital platforms be included in the academic planning for the English subject.

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