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Original Article

Impact of Digital Technology on Reading Comprehension

Impacto de la tecnología digital en la comprensión lectora

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Abstract
At present, school teaching focuses considerably on strengthening reading comprehension, because of its crucial role in the learning of various academic disciplines. However, it is essential to recognize that improving this skill is not achieved solely by the desire to do so; rather, it requires the implementation of specific strategies as well as the use of technology, which is important but, in some cases, impossible to access. Because of this requirement, this study focuses on examining a set of official documents that in recent years introduced digital technologies in Peru in order to assess their importance, access, coverage or contribution to a major problem in our country, i.e., reading comprehension. This study is based on a document analysis approach and on exploratory, descriptive and bibliographic educational ethnographic research in certain sources and documentaries. The findings revealed that digital technology is being used comprehensively in our country, standing out as a fundamental resource to enhance reading comprehension. However, there is still a wide digital gap that limits the work to be done, causing certain inequalities and failing to prioritize the right to education. It is concluded that the reading comprehension situation in Peru is still critical, despite the fact that some progress was observed in the last PISA 2022 evaluation. Nevertheless, the country persists in its efforts to encourage and reinforce the habit of reading at home, through the support of digital technology. This approach aims to turn reading into an interactive experience, providing personalized, engaging, colorful digital platforms, rich in stories of discovery for both children and their families, as well as trying to encourage reading by conducting different contests nationwide integrating the use of ICTs.

Keywords: Digital technology, reading comprehension, digital gap/divide, educational quality.

Resumen
En la actualidad, la enseñanza escolar se centra considerablemente en fortalecer la comprensión lectora, dado su papel crucial en el aprendizaje de diversas disciplinas académicas; sin embargo, es esencial reconocer que la mejora de esta habilidad no se logra únicamente por el deseo de hacerlo; más bien, requiere la implementación de estrategias específicas; como también el poder acudir a la tecnología, lo cual es importante pero en algunos casos resulta imposible debido a su acceso. En virtud de esta necesidad, el presente estudio se enfoca en examinar un conjunto de documentos oficiales que en estos últimos años introdujeron las tecnologías digitales en el Perú, con el objetivo de evaluar su importancia, acceso, cobertura o aporte hacia una gran problemática en nuestro país, como es la comprensión lectora. Este estudio se basa en un enfoque de análisis de documentos y en la investigación educativa etnográfica de tipo exploratorio, descriptivo y bibliográfico en ciertas fuentes y documentales. Los hallazgos revelaron que en nuestro país se está utilizando la tecnología digital de manera integral, destacándose como un recurso fundamental para potenciar la comprensión lectora; sin embargo, aún existe una amplia brecha digital que limita el trabajo a realizarse originando ciertas desigualdades e incumpliendo en priorizar el derecho a la educación. Se concluye, que la situación de la comprensión lectora en el Perú aún es crítica, a pesar de que se observa cierto progreso en la última evaluación PISA 2022. No obstante, el país persiste en sus esfuerzos por fomentar y reforzar el hábito de la lectura desde el hogar, mediante el respaldo de la tecnología digital. Este enfoque tiene como objetivo convertir la lectura en una experiencia interactiva, proporcionando plataformas digitales personalizadas, atractivas, llenas de color y rica en relatos de descubrimientos tanto para los niños como para sus familias; como también tratando de incentivar la lectura realizando diferentes concursos a nivel nacional integrando el uso de las TICs.

Palabras clave: tecnología digital, comprensión lectora, brecha digital, calidad educativa.

INTRODUCTION

Currently, school education is strongly focused on improving reading comprehension, due to its significant impact on the learning process in various disciplines. At the same time, it is imperative to address the digital gap as a fundamental means of advancing towards a more equitable society. This approach not only contributes to social inclusion, but also boosts economic development, facilitates access to information and strengthens competitiveness in an increasingly digitized environment. Bridging this digital gap proves to be a crucial tool for the management, structure and coverage of education, among other relevant aspects. It is essential to recognize that this gap is not only manifested in the disparity between different regions and countries, but also between different social and cultural groups. Overcoming these disparities becomes, therefore, an imperative to build a more inclusive education system and promote equal opportunities at a global level (Sunkel, *et al*. 2013).

Mendoza-Zambrano, *et al*., 2017, conclude that in Ecuador, as in other Latin American nations, despite the fact that the difference in access to digital technology is decreasing, there is still a disparity in terms of more advanced levels of competence in the digital field. In this sense, it is taken into account that apart from making use of digital technology, it is also important to be able to establish an attractive and effective educational model and thus obtain satisfactory results.

In general terms, Internet access is widely common and practically universal in all areas of the country. However, it has become a resource of great importance for the development of specific knowledge among students in various educational institutions. At present, it has become an essential tool for the implementation of distance education and other necessary purposes. Nevertheless, it is essential to note that, due to the diversity of our country, which includes rugged terrain and other factors, there is still a marked digital divide. This means that not everyone has access to quality education, resulting in inequalities among various communities and regions (Gómez-Arteta, 2021).

In this way, UNESCO (2020) considers that in the current era, education is immersed in transformations that require keeping up with technological and scientific advances. Therefore, it is essential that education makes use of Information and Communication Technologies (ICTs) as a support tool to adapt to these new demands and challenges.

Consequently, the growing need to incorporate digital resources into the learning process is a relevant and global issue. Education is evolving towards a more digital and technology-centered approach to improve the quality of teaching and access to education, as many countries around the world are exploring and adopting plans to take advantage of digital resources, from the use of computers and mobile devices to the implementation of online platforms and digital educational resources. These efforts seek to improve the quality of education, make it more accessible and adapt to the changing demands of society and the economy.

It is for this reason that, in recent decades, Peru has witnessed significant transformations in different areas. Economic growth, improvement in social indicators and the widespread adoption of information technologies by the population are evidence of the relevance of this process (UNESCO, 2023). However, it is important to point out that in Peru there are different problems that have not been addressed or improved to date, one of which is the search for quality education in terms of reading comprehension and other equally crucial variables.

In this regard, according to MINEDU (2022), referring to the results of the PISA tests, it indicated that Peru's results are not so satisfactory, since it is ranked 64th out of 77 countries. However, there is a minimal growth trend of 10.3 points in reading comprehension compared to other countries. On the other hand, different proposals or strategies have been made to address this problem, among them are gamifications, which, for Calderón, *et al*. (2022) in their article "Gamificación en la compresión lectora de los estudiantes en tiempos de pandemia en Perú" (Gamification in the reading comprehension of students in times of pandemic in Peru) conclude that it affects the ability to understand what is read, and with the emergence of the pandemic, its use through digitization has supported the teaching-learning methods in the educational field.

Likewise, reading comprehension, as an essential skill to interpret, analyze and understand texts of different complexities, requires to be worked with different strategies that allow interacting with the texts in a more meaningful and efficient way, whether these are by face-to-face or virtual means. For example, according to Duche Pérez, *et al*. (2022) in their article "Inferential reading comprehension in university students", they comment that the term inferential implies interpreting and connecting meanings based on personal experiences and previous knowledge. A study using the CLOZE test, an instrument suitable for assessing comprehension and the reader's ability to infer meaning, showed that the average level of reading comprehension among students is low at the beginning of their university life, suggesting the need for educational strategies that address and improve this key competency. However, it is important to know that this technique could improve and be more effective if ICTs are incorporated in content personalization, immediate feedback, multimodal integration, gamification, data analysis and monitoring.

On the other hand, we find digital technology as a resource or strategy to address one of the problems in our country: reading comprehension. Likewise, the CRECELEE project was launched, a free application that seeks to promote reading comprehension in our country. It is aimed especially at elementary school students and can be used from a tablet or cell phone, according to (Lopez, 2023) in his thesis "Is technology a true ally of digital education in Peru?" A look from a digital reading program, it is concluded that in terms of the impact of the software on student performance, no significant differences are observed in the results obtained by those who use tablets compared to those who use mobile devices. Similarly, no disparities are identified between students in schools that were part of the program and those in control schools, suggesting that participation in the program is not generating a relevant effect on students' reading skills. However, it is important to note that it could benefit from long-term follow-up to observe whether the sustained use of digital technology generates improvements in reading comprehension over time. Such longitudinal studies could provide a more complete picture and allow adjustments to the program to improve its effectiveness.

Along the same lines, the first reading comprehension contest El Perú Lee was held in Peru in 2023, an initiative that involves the entire educational community with the purpose of promoting reading habits and strengthening knowledge in the three levels of Regular Basic Education. Among the regulations, it details that the student must elaborate several works or activities where innovation and creativity stand out, making use of different tools or resources, among them digital (MINEDU, 2023).

Digital Technology

Digital technology is defined as the set of diverse ICT-based tools that facilitate the creation, storage, exchange and use of information in digital format, such as computers, the Internet, educational software, online platforms and mobile applications. According to Quispe, *et al*. (2023), the digital competence of teachers involves technical, pedagogical and management skills. To integrate these tools effectively in teaching, it is crucial to improve both educational quality and students' reading comprehension. However, adequate educational management, including ongoing training and access to technological resources, is essential to support the development of these competencies and ensure that students can fully benefit from a learning environment enriched by digital technology.

Likewise, for UNESCO (2023), digital technologies are essential at the social level to ensure access to education as a fundamental human right, especially in a world facing increasingly common crises and conflicts. In the case of younger students, it has been observed that they tend to use mobile devices mainly for recreational activities, such as playing games, watching videos or listening to music, and are not yet widely used for educational purposes. For this reason, digital technology plays a significant role in the development and improvement of reading comprehension. For instance:

It provides access to a wide variety of online educational resources, including e-books, articles and interactive learning platforms that enrich the reading experience. In addition, digital applications and programs are developed to allow readers to easily highlight, take notes and summarize content, facilitating comprehension and review of key information. It also includes read-aloud tools, automatic underlining and

translation features, which are beneficial for students with diverse needs, such as reading comprehension difficulties. Integrated digital platforms often contain multimedia elements, such as videos, images and interactive links, which help contextualize information and improve overall comprehension of the content. Through technology, students can receive instant feedback on their reading comprehension through online assessments, interactive tests and automated analysis, thus optimizing their learning process.

Likewise, digital technologies, despite their great potential to improve education, can also accentuate inequalities due to lack of equitable access (UNESCO, 2023). In relation to reading comprehension, these technologies can offer innovative resources that enhance reading skills through interactive platforms, educational applications and text analysis tools, promoting a more dynamic and personalized learning. However, for these benefits to be accessible to all, inclusive policies and adequate training for teachers are essential. In addition, technological solutions must be sustainable and adapted to local contexts, which implies considering the specific needs of each educational community and the available infrastructure.

Reading Comprehension

It is recognized as a cognitive process aimed at understanding the meaning of a text. This process is generally situated as an integral part of a child's early development in education, where the child acquires and perfects oral language, as well as learns to read fluently and, consequently, to comprehend written texts. According to UNESCO (2020), reading comprehension is a crucial component of literacy, emphasizing the ability to recognize, understand, interpret, create and communicate through reading in a variety of settings. In addition, the organization stresses that literacy is vital for ongoing personal and social development, as well as for lifelong learning. Reciprocally, learning to read and analyze what is read is presented as one of the most crucial and complex exercises in child development, influenced by various factors that make it more complex than oral comprehension and that clearly affects comprehension itself (p. 38).

Likewise, for Duche, *et al*. (2022), when students acquire reading comprehension skills, they develop abilities to analyze, compare, criticize, argue, describe facts and propose solutions to particular problems. The lack of these skills hinders and restricts reading comprehension, thus limiting the learning process. In this sense, several theoretical models and methods have been formulated to explain the processes of reading comprehension.

Therefore, we could say that there are different researches that define and try to find different strategies to the studied variable; for example, according to Chura, *et al.* (2022), the strategy based on the seven linguistic levels proved to be effective in improving text comprehension in fourth grade students of Primary Education in Puno, Peru. Students showed a marked improvement in literal comprehension, identifying the main idea, characters, time and place, and order of events in texts. At the inferential level, they developed skills in inferring the purpose of texts and predicting outcomes, although they performed more moderately in inferring the meaning of unknown words or phrases. However, at the criterial comprehension level, progress was limited, with persistent difficulties in evaluating content from personal and analytical perspectives. Therefore, the author suggests further research on strategies to improve critical and evaluative comprehension, where progress was less significant.

In the same way, the research entitled "Estrategias para Mejorar la Comprensión Lectora: Impacto de un Programa de Intervención en Español" (Strategies to Improve Reading Comprehension: Impact of a Spanish Intervention Program) by Fonseca, *et al*. (2019) addresses reading comprehension as the ability to understand, interpret and evaluate the content of a text in an effective way. In this context, reading comprehension is defined as a complex cognitive process that involves not only the decoding of words and sentences, but also the integration of previous knowledge with the new information presented in the text. The intervention program described in the study includes strategies such as explicit teaching of comprehension techniques, guided reading and reflective activities, which have proven to be effective in improving this skill in students.

On the other hand, there is also research aimed at providing a biological scientific rationale for text comprehension. For example, a recent study by Baretta *et al*. (2012) explored how the left and right brain hemispheres are differentially involved

in the comprehension of expository and narrative texts. Using advanced technological tools such as EEG, the processing of functional and content words at the end of congruent and incongruent paragraphs was examined. The results revealed that the right hemisphere tended to process information in a less detailed manner, showing similar patterns of attention for different types of words. In contrast, the left hemisphere demonstrated a more detailed approach, specializing in processing certain kinds of words at a higher level of detail. This study suggests that both hemispheres play complementary roles in language processing, which highlights the complexity of the brain mechanisms involved in text comprehension and raises interesting questions for future research.

In that context, the results suggest an urgent need for educational interventions that improve reading and comprehension skills in students, possibly focusing on strategies that better link educational content with critical thinking and text analysis skills. In addition, socioeconomic background remains a determining factor, since the achievement gap between students from different socioeconomic strata is notable, with those from more advantaged backgrounds significantly outperforming their peers from disadvantaged backgrounds (OECD, 2022).

METHODOLOGY

The project seeks to describe and analyze the efficiency, impact and perceptions that can be generated with the implementation of digital tools in reading comprehension in our country. The study employs a literature review-oriented methodology. This constitutes an online service of scientific dissemination, a multifaceted database of bibliographic references (Pérez-Camarero, *et al*., 2022). It is a qualitative approach, which begins with a conception that is gradually refined, and once defined, the objectives and research questions are derived; a review of the literature is conducted and a framework or theoretical perspective is elaborated.

The precise definition of the topic, the solid structuring of the argumentation and the innovative approach can be enriched through a comprehensive documentary review. This involves analyzing sources relevant to the research, especially in the specific context of a doctoral thesis, in order to strengthen the argumentative construction.

In addition, the background, the methodology used, the limitations encountered and the results obtained will be evaluated.

RESULTS

According to the PISA 2022 test, the results are as follows:

The Program for International Student Assessment (PISA) is an initiative of the Organization for Economic Co-operation and Development (OECD). This program focuses on assessing the skills and knowledge of 15-year-old students in key areas such as reading, mathematics and science, providing a valuable global perspective on education and academic performance.

The results of the MINEDU evaluation (2022) in the PISA tests highlight a significant challenge in the reading comprehension of Peruvian students. Approximately half of them managed to reach Level 2 or higher in reading, a figure that contrasts with the 74% average observed in OECD countries. This data reveals that a considerable proportion of the student population in Peru faces difficulties in achieving basic reading skills.

Furthermore, the average performance of Peruvian students stood at 408 points, significantly below the OECD average of 476 points, indicating that most students in Peru struggle to reach advanced levels of reading comprehension. In fact, only 1% of these students managed to perform at the highest levels of reading proficiency (Level 5 or higher). These results highlight the need to implement effective strategies to improve reading skills and close the educational gap with respect to international standards (OECD, 2022).

These results, according to Díaz-Vásquez (2023), may indicate specific areas on which the Peruvian education system could focus to improve the quality of teaching and strengthen students' reading skills. It highlights a significant gap in reading skills, which underscores the

urgent need to address deficiencies in the Peruvian education system. Improving the quality of teaching and strengthening students' reading skills are essential steps to closing this gap and ensuring that young people are better prepared to face the challenges of the future. This analysis suggests that more effective and targeted educational policies should be implemented to strengthen education in critical areas.

According to IPT (Telefónica del Perú), the results are as follows:

It is important to note that in some areas of our country there is still no internet access in homes, which is why, since 2019, the Peruvian government started a collaboration through its "Internet for All" (IPT) program with Telefónica, Facebook, IDB Invest and CAF, in order to be able to provide high-speed 4G mobile internet connectivity to millions of Peruvians residing in hard-to-reach areas (Telefónica, 2019).

During these three years of work, IPT has managed to provide 4G connectivity to more than 2.5 million people in more than 13 thousand rural locations along the coast, highlands and jungle of Peru, contributing significantly to the advancement, creation of opportunities and inclusion in the most remote areas of the country. The use of the Internet in these remote areas presents challenges and specific characteristics, which are derived from the geographic diversity and the existing digital divide, according to the National Institute of Statistics and Informatics (INEI, from Spanish initials) (INEI, 2022). To address the challenges of Internet access in remote areas of Peru, it is crucial to adopt a comprehensive approach that combines connectivity infrastructure with training and digital literacy programs. In addition to providing access to 4G connectivity, the "Internet for All" program should focus on digital education to train local residents in the effective use of technology.

According to the CreceLee (BookSmart) - MINEDU application, the results are as follows:

The introduction of CreceLee, an initiative supported by Worldreader, a non-profit organization dedicated to digital reading solutions in education, in collaboration with Grupo de Análisis para el Desarrollo (GRADE, from Spanish initials) and the non-governmental organization World Vision.

Characteristics	Details
Access to digital library	More than 200 books endorsed by the school curriculum of the Ministry of Education in Peru.
Impact of Covid-19 pandemic	More than 2.5 million households with school-age children in Peru lack access to computers and the Internet.
Objectives of the plan	- Improve reading comprehension. - Raise reading levels - Increase reading time among parents and children.
Composition of the collection	Authors from Peru (68%), Latin America (17%) and Spain (15%).
Support from Worldreader	Delivery of 100 books in Spanish through the Aprendo en Casa site (I learn at home), available for free on the BookSmart application (bebooksmart.org).

Source: MINEDU (2023). CreceLee.

The CreceLee approach not only seeks to improve reading comprehension and raise reading levels, but also to encourage joint reading between parents and children, which is fundamental for educational development during and after the pandemic. The inclusion of works by predominantly Peruvian and other Latin American authors is also a noteworthy aspect, as it promotes cultural identification and enrichment through regional literature. In addition, Worldreader's gesture of providing more than 200 free books through its platform is an excellent example of how collaboration between non-governmental organizations and educational entities can offer concrete and effective solutions in times of crisis (Worldreader, 2023).

According to the national contest El Perú Lee - MINEDU, the results are as follows:

The contest is an action that involves the entire educational community aiming at promoting reading practices and strengthening learning in the three levels of Regular Basic Education.

ASPECT	DESCRIPTION	SUGGESTED IMPACT
PISA 2022 - Gap in reading skills	A significant gap in reading skills between Peruvian students and the OECD average. The need to improve the quality of teaching and strengthen reading skills.	Improve the quality of teaching and strengthen reading skills in the educational system.
Challenges of Internet Access - IPT	Despite the efforts of the 'Internet for All' program, areas without connectivity persist, highlighting the importance of addressing the digital gap.	Ensure access to online resources to support education and skills development.
CreceLee Initiative and related programs	Collaboration between NGOs and the government to provide access to a digital library of more than 200 books and promote reading practices through programs such as "El Perú Lee" and the CreceLee app.	Improve reading competence and create environments conducive to reading.

Source: MINEDU (2023). National Reading Comprehension Contest "El Perú Lee"

The goals of the contest, according to MINEDU (2023), are well thought out, starting with the creation of situations that favor the implementation of innovative and effective reading strategies, in line with the National Curriculum. In addition, the initiative seeks to transform educational institutions into true reading environments, where students, teachers and other members of the community can actively participate in reading activities adapted to their specific contexts. This participatory approach not only improves reading skills, but also strengthens community cohesion and promotes the responsible use of technology. This type of project enriches education and provides students with tools to interpret and interact with the world more effectively and consciously.

DISCUSSION

The results of MINEDU (2022) in PISA tests show that Peruvian students face significant difficulties in reading comprehension, ranking considerably below the OECD average. With only 50% of students achieving Level 2 or higher in reading, and an average of 408 points compared to the OECD average of 476, the disparity in reading achievement is clear and worrisome (OECD, 2022). This educational gap underscores the urgency of implementing innovative and effective pedagogical strategies to improve the reading skills of Peruvian students.

Therefore, the incorporation of digital technologies in the educational process can offer viable and effective solutions to address these deficiencies in reading comprehension. According to UNESCO (2023), digital technologies have the potential to transform education by offering interactive tools that can motivate students and make learning more accessible and personalized. For example, educational applications and digital reading platforms can provide interactive texts, immediate feedback, and multimedia resources that enrich the reading experience (UNESCO, 2023).

Likewise, for these technologies to be effective, it is essential that teachers develop solid digital competencies. The study by Quispe, *et al*. (2023) highlights the need for teachers to be well trained in the use of digital tools to effectively integrate them into their teaching methods. Teachers must be able to use these tools not only to teach content, but also to assess and continuously improve their students' reading skills.

At the same time, digital technology allows for pedagogical innovation, transforming traditional teaching methodologies. Online learning platforms and interactive reading applications can help students develop a deeper and more critical understanding of texts by offering a variety of ways to interact with reading material. In addition, these tools can be adapted to the individual needs of each student, providing additional support to those who need it (UNESCO, 2023).

However, the implementation of digital technologies also poses challenges, especially in terms of equitable access. The digital divide can exacerbate existing inequalities if it is not ensured that all students have access to devices and an adequate internet connection. This is particularly relevant in contexts such as Peru, where technological infrastructure may be limited (OECD, 2022).

On the other hand, efforts to provide Internet access in rural and remote areas of Peru through the "Internet for All" (IPT) program, in collaboration with Telefónica, Facebook, IDB Invest and CAF, have made significant progress in digital connectivity in the country. Since its beginning in 2019, the program has enabled 4G connectivity to more than 2.5 million people in more than 13 thousand rural locations, addressing one of the main challenges of digital inclusion in hard-to-reach areas (Telefónica, 2019; INEI, 2022).

Improved connectivity has a direct impact on education, especially on students' reading comprehension. Internet access allows students in rural areas to access a wide range of online educational resources, participate in digital learning platforms, and use applications that can improve their reading skills. According to Díaz-Vásquez (2023), access to digital educational resources is crucial to close the educational gap and improve the reading skills of Peruvian students.

However, access to technology alone is not enough. It is essential to complement connectivity infrastructure with training and digital literacy programs. Training in the effective use of technology is vital so that students and teachers can take full advantage of the benefits of digital tools. Training programs should focus on developing digital competencies that enable users to interact effectively with the available technological resources (Quispe, *et al*., 2023).

The recent Broadband Project in the Junín region, inaugurated by the Ministry of Transport and Communications (MTC) through Pronatel, is an outstanding example of efforts to improve connectivity. Investment in infrastructure, such as the deployment of 1,845 kilometers of fiber optics, is essential to ensure that students in these areas can access the same digital educational resources as their peers in urban areas.

In other words, the implementation of the Crece-Lee (Book Smart) application supported by the Peruvian Ministry of Education (MINEDU, 2023) and organizations such as Worldreader, GRADE and World Vision, represents a significant effort to improve reading comprehension and reading

levels among Peruvian students, especially in a context marked by the Covid-19 pandemic.

Thus, one of the main benefits of CreceLee is access to a vast digital library of more than 200 books aligned with the Peruvian school curriculum. This collection includes works by Peruvian (68%), Latin American (17%) and Spanish (15%) authors, which not only guarantees the cultural and educational relevance of the texts, but also promotes cultural identification and enrichment through regional literature (MINEDU, 2023). The diversity of the collection is essential to attract students' interest and enhance their engagement with reading.

In this way, the Covid-19 pandemic has exacerbated inequalities in access to digital education, with more than 2.5 million households with school-age children in Peru lacking computers and the Internet. The CreceLee initiative directly addresses this digital gap by providing free access to digital books through the Aprendo en Casa (I learn at home) platform, facilitated by Worldreader. This measure is crucial to ensure that students, regardless of their geographic location or economic situation, have access to essential educational resources (Worldreader, 2023).

In view of the above, the collaboration among MINEDU, Worldreader and other organizations demonstrates how international cooperation can provide effective solutions in times of crisis. The delivery of more than 100 free books in Spanish through the BookSmart application is a concrete example of how strategic alliances can provide valuable and accessible educational resources (MINEDU, 2023).

Along the same lines, the CreceLee initiative, supported by NGOs such as Worldreader, in collaboration with the Ministry of Education and other organizations, has provided access to a digital library of more than 200 books, including Peruvian, Latin American and Spanish authors. This program not only seeks to improve reading comprehension and raise reading levels, but also to encourage joint reading between parents and children, creating an environment conducive to education and the development of reading skills (MINEDU, 2023).

Finally, we could express that the discussion among these results suggests that addressing the digital gap, improving the quality of teaching and fostering reading practices are key aspects to strengthen reading skills in Peruvian students. Collaboration among the government, non-governmental organizations and the educational community is essential to address these challenges in a comprehensive manner.

CONCLUSIONS

The results of this study reveal a significant gap in the reading comprehension of Peruvian students compared to the OECD average. This disparity reflects an urgent need to reform and improve educational strategies to raise reading skills at the national level. Addressing this challenge requires a comprehensive review of teaching methods and the implementation of effective solutions.

In this context, digital technologies present themselves as a promising solution for improving reading comprehension. Digital tools, such as educational applications and digital reading platforms, have the potential to revolutionize learning by offering interactive resources that personalize instruction and motivate students. These technologies not only facilitate broader access to educational content, but also allow students to interact dynamically with texts, promoting deeper comprehension.

However, for these digital technologies to be effective in the classroom, it is essential that teachers are adequately trained. Training must go beyond simple familiarization with the tools, focusing on how to use these technologies to improve teaching and learning, and to assess and adjust students' reading skills on an ongoing basis.

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