

Students' digital fluency and its influence on their reading comprehension

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ABSTRACT

This study investigated the digital fluency of Grade 10 students and its influence on their reading comprehension performance at Tabuk Institute, Kalinga Province. Specifically, it aimed to determine students' levels of digital fluency across five dimensions—Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving—and to examine their reading comprehension levels. Additionally, the study explored the issues and challenges students experienced in using information and communication technology (ICT) for learning and proposed an instructional strategy to enhance reading comprehension through ICT integration. Using a quantitative-descriptive correlational design with a qualitative component, the study employed total enumeration of all Grade 9 and 10 students. Data were collected through a Digital Fluency Questionnaire, a Reading Comprehension Test, and an open-ended questionnaire on ICT-related challenges. Findings revealed that students exhibited high digital fluency in Information and Data Literacy and Communication and Collaboration, while moderate levels were observed in Digital Content Creation, Safety, and Problem Solving. Reading comprehension was generally at a moderate level. A significant positive relationship was found between overall digital fluency and reading comprehension, indicating that students with higher digital competencies performed better in reading comprehension tasks. Qualitative data highlighted four key challenges: limited mastery of digital tools for learning, difficulty evaluating online information, distractions from non-academic digital content, and inconsistent internet access. Based on these findings, an ICT-integrated reading comprehension program was proposed to strengthen digital fluency and literacy skills. The study contributes to understanding the role of digital competence in literacy development and informs instructional planning in blended and technology-enhanced learning environments.

Keywords: Digital fluency, reading comprehension, ICT Integration, Information and Communication Technology, Philippine Secondary Education.

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INTRODUCTION

The 21st-century learning landscape demands that students develop not only traditional literacy but also digital literacy and fluency, as information and communication technologies (ICTs) increasingly shape educational processes. In an era characterized by rapid technological advancement, learning no longer occurs exclusively through printed materials but through diverse digital platforms that require higher-order thinking skills. The Digital Competence Framework for Citizens (DigComp 2.2) developed by the European Commission (2022) provides a comprehensive model for understanding the competencies required to navigate the digital world effectively. It identifies five dimensions: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. Together, these dimensions form the foundation of digital fluency — the ability to confidently and critically use technology to learn, communicate, and create knowledge. These competencies are now seen as essential life skills, not only for employability but also for effective participation in learning and civic engagement.

In education, digital fluency has been increasingly recognized as an enabler of academic performance. It goes beyond basic ICT skills and involves the capacity to critically evaluate information, collaborate through digital tools, and apply technology creatively to solve problems (Zakir, et al., 2025). Studies have shown that digitally fluent students can transfer their skills across various learning contexts, including reading, writing, and research (Fleming, et al., 2021; Alneyadi, et al., 2023; Cain & Coldwell-Neilson, 2024). When applied to reading comprehension, digital fluency allows learners to access multimodal texts, assess information credibility, and synthesize knowledge from diverse online sources. The ability to interpret hyperlinks, visuals, and interactive media strengthens comprehension processes such as inferencing, critical analysis, and integration of ideas (Ruslan, et al., 2024). Consequently, digital fluency may play a vital role in improving reading comprehension, particularly as students increasingly read through online environments rather than traditional print.

The relationship between digital fluency and reading comprehension has become more relevant as reading itself has evolved in the digital age. Modern literacy, often called digital reading literacy, requires learners to interpret not just linear texts but also multimodal and hyperlinked materials. This new literacy landscape demands skills such as information evaluation, navigation, and synthesis — all of which are central to digital fluency (Mills, et al., 2023). For instance, a student who is digitally fluent can better discern credible information, manage distractions online, and engage in reflective reading, thereby enhancing overall comprehension. Conversely, students with limited digital fluency may struggle to extract meaning from online content due to difficulties in evaluating sources or focusing on key ideas. Hence, developing digital fluency may not only support but also transform the way students comprehend texts in modern educational contexts.

Despite these theoretical connections, reading comprehension remains a persistent challenge in the Philippines. Results from international large-scale assessments paint a concerning picture. The Programme for International Student Assessment (PISA 2018) ranked the Philippines 79th out of 79 countries in reading, with 83% of 15-year-old students performing below the minimum proficiency level required to understand complex written information (OECD, 2019). Although the PISA 2022 results showed a slight improvement, the Philippines still ranked among the lowest globally in reading literacy. Similarly, the Progress in International Reading Literacy Study (PIRLS 2021) reported that only 19% of Filipino Grade 4 learners reached the minimum benchmark in reading, significantly below the international average of 76% (IEA, 2022). These findings indicate deep-seated literacy problems that have long-term implications for students' academic success and lifelong learning. Despite increased access to digital tools and the integration of ICT in the K–12 curriculum, improvements in

reading comprehension remain minimal, suggesting that technology alone does not automatically lead to better literacy outcomes.

At the regional and local level, similar patterns can be observed. In Kalinga Province, teachers and administrators have noted that many junior high school students, particularly those in Grade 10, struggle with reading comprehension tasks that involve analysis, inference, and evaluation (Linga, 2023). Even with increased exposure to gadgets, smartphones, and online materials, students' reading comprehension levels remain below expectations. Educators have observed that while students are adept at using social media and entertainment platforms, they often lack the ability to use digital tools effectively for learning and information processing. This situation points to a gap between access and competence — students may have digital access but lack the fluency to use it for academic growth. The Department of Education's (DepEd) implementation of programs such as the National Reading Program and Digital Rise Program aims to strengthen both reading and ICT integration, yet there remains limited evidence of their effectiveness in provincial and rural settings such as Kalinga.

Given this situation, there is a compelling need to investigate the influence of digital fluency on reading comprehension among students in local contexts such as Tabuk Institute in Kalinga Province. While numerous international studies have explored aspects of digital literacy and learning outcomes, few have specifically examined how digital fluency affects reading comprehension performance in the Philippine setting. Understanding this relationship can offer valuable insights into how digital competence contributes to literacy development in the post-pandemic educational landscape, where blended and online learning have become integral. Moreover, findings from this study can inform the design of ICT-integrated reading interventions, teacher training programs, and curriculum development initiatives aligned with DepEd's goals for inclusive, quality, and technology-enabled education. By focusing on the unique experiences of learners in Kalinga, this study aims to bridge the gap between digital access and literacy outcomes and to contribute to the ongoing discourse on how technology can meaningfully enhance reading comprehension among Filipino students.

Statement of the problem

This study aimed to determine the influence of Grade 10 students' digital fluency on their reading comprehension performance. Specifically, it sought to answer the following research questions:

1. What is the level of students' digital fluency in terms of information and data literacy, communication and collaboration, digital content creation, safety, and problem solving?
2. What is the level of students' reading comprehension?
3. Is there a significant relationship between students' digital fluency and their reading comprehension?
4. What issues and challenges are experienced by the respondents in the use of ICT in learning?
5. What proposed intervention can be developed to enhance students' reading comprehension with the aid of ICT?

METHODOLOGY

This study employed a quantitative descriptive correlational design with a qualitative component to determine the relationship between students' digital fluency and their reading comprehension performance, as well as to explore the issues and challenges students

experienced in using ICT for learning. The quantitative component described the levels of students' digital fluency and reading comprehension using survey questionnaires and comprehension tests, while the correlational aspect determined whether a significant relationship existed between these variables and identified which dimensions of digital fluency, based on the Digital Competence Framework for Citizens (DigComp 2.2, European Commission, 2022), most influenced reading comprehension. The qualitative component gathered data on the issues and challenges experienced by students in using ICT for learning, thereby providing a comprehensive understanding of both measurable relationships and contextual experiences.

The participants of the study consisted of all Grade 10 students of Tabuk Institute during the School Year 2025–2026. A total enumeration technique was employed, wherein all students belonging to the specified grade level were included as respondents. This approach ensured that the entire population of interest was represented, thereby enhancing the reliability and generalizability of the findings within the context of the institution.

The study utilized three research instruments to gather both quantitative and qualitative data, namely a Digital Fluency Questionnaire, a Reading Comprehension Test, and an Open-Ended Questionnaire on issues and challenges in using ICT for learning. The Digital Fluency Questionnaire was adapted from the Digital Competence Framework for Citizens (DigComp 2.2, European Commission, 2022) and consisted of items measuring the five key dimensions of digital fluency, namely Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving. Respondents rated each item using a five-point Likert scale ranging from 1 Strongly Disagree to 5 Strongly Agree, and the instrument aimed to assess students' self-perceived competencies in using digital tools and technologies for learning purposes. The Reading Comprehension Test measured students' comprehension levels through passages followed by multiple choice questions that assessed literal, inferential, and critical comprehension. The test items were validated by English language experts and were pilot tested to ensure reliability and appropriateness for Grade 10 learners. To capture the qualitative aspect of the study, an Open-Ended Questionnaire was administered to identify the issues and challenges students experienced in using ICT for learning.

Prior to the conduct of the study, formal permission to administer the research instruments was secured from the school principal of Tabuk Institute. Upon approval, the researcher coordinated with the Grade 10 adviser to schedule the administration of the questionnaires and tests at a convenient time for the students. The Digital Fluency Questionnaire and the Reading Comprehension Test were administered first to gather quantitative data, and clear instructions were provided to ensure that the respondents fully understood how to answer each part of the instrument. The researcher personally supervised the administration to maintain the validity and reliability of the responses. After the quantitative data collection, the Open-Ended Questionnaire was distributed to the same respondents to obtain qualitative information on the issues and challenges they experienced in using ICT for learning. Their responses were collected, organized, and analyzed thematically to complement the statistical results of the quantitative phase. All gathered data were treated with strict confidentiality and were used solely for academic purposes, and the completed instruments were securely stored and encoded for data analysis. The results were then interpreted and used to develop a proposed instructional strategy aimed at enhancing students' reading comprehension through ICT integration.

The data gathered from the respondents were organized, tabulated, and analyzed using both quantitative and qualitative approaches to comprehensively address the research questions of the study. For the quantitative data, mean was used to determine the level of students' digital fluency, and the computed mean scores were interpreted using the following ranges and

qualitative descriptions: 4.21 – 5.00 Very High, 3.41 – 4.20 High, 2.61 – 3.40 Moderate, 1.81 – 2.60 Low, and 1.00 – 1.80 Very Low. The Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between students' digital fluency and their reading comprehension performance. For the qualitative data, responses from the open-ended questionnaire regarding the issues and challenges experienced by students in using ICT for learning were analyzed using thematic analysis. The researcher carefully read and coded the responses, identified emerging themes, and interpreted the data to provide a deeper understanding of the contextual factors influencing students' digital fluency and reading comprehension.

This study strictly observed the ethical standards for conducting research involving human participants. Prior to data collection, the researcher sought formal approval from the school principal of Tabuk Institute and the concerned authorities. The purpose of the study was clearly explained to all participants, and informed consent was obtained from them. For minors, parental or guardian consent was also secured prior to participation. Participation in the study was voluntary, and respondents were informed that they could withdraw at any time without any negative consequences. The instruments did not include any questions that could cause harm, discomfort, or embarrassment to the participants. All data gathered were treated with strict confidentiality, and respondents' names and personal information did not appear in any part of the report, as the data were used solely for academic purposes. The researcher ensured that the information collected was securely stored and accessible only to authorized personnel. Additionally, the study adhered to the ethical principles of respect for persons, beneficence, and justice as outlined in research ethics guidelines, thereby protecting the rights, privacy, and well-being of all participants throughout the conduct of the study.

RESULTS AND DISCUSSION

The Results and Discussion section is based on data gathered from 50 Grade 10 students through a descriptive-correlational research design utilizing a structured questionnaire to measure digital fluency across five dimensions and a standardized reading comprehension test. The sampling approach involved selecting respondents representative of the target population, and data were analyzed using descriptive statistics, including mean scores, frequencies, and percentages, as well as inferential statistics, particularly Pearson r correlation, to determine relationships between variables. The discussion that follows is grounded strictly in the collected data and is interpreted directly in relation to the objectives of the study, ensuring that all findings are presented with complete numerical accuracy and methodological consistency.

Students' digital fluency along information and data literacy yielded a category mean of 3.41 with a qualitative description of High, indicating that respondents demonstrate strong competencies in locating and organizing information online. Specifically, students reported high proficiency in efficiently finding information online using search engines and educational websites with a mean of 3.85 and in saving and organizing digital files for schoolwork with a mean of 3.90. However, moderate levels were observed in judging the reliability of online sources ($M = 3.25$), comparing information from different websites ($M = 3.10$), using basic search strategies such as keywords and filters ($M = 3.40$), and summarizing information in their own words ($M = 2.95$). These findings indicate that while students possess strong operational skills in accessing digital information, their critical evaluation and synthesis abilities remain at a moderate level. This pattern supports the assertion of Fleming et al. (2021) and Cain and Coldwell-Neilson (2024) that digital fluency encompasses both access and higher-order processing skills, and aligns with Lin et al. (2024) and Segers et al. (2025), who observed that learners often struggle with credibility assessment and information integration. The data

suggest that students' literacy is functional but not fully analytical, reflecting similar findings in the Philippine context reported by Barrot et al. (2021) and Ballano et al. (2022), where operational competence exceeds evaluative capacity.

In terms of communication and collaboration, students achieved a category mean of 3.42, interpreted as High, indicating overall competence in using digital tools for interaction and teamwork. High mean scores were recorded in using online tools to ask questions or seek help ($M = 3.75$), sharing files and collaborating using cloud tools such as Google Drive ($M = 3.50$), and maintaining a positive digital identity ($M = 3.90$). Moderate performance was observed in participating respectfully in online discussions ($M = 3.25$), using video conferencing tools for collaboration ($M = 3.20$), and giving and receiving constructive feedback ($M = 2.95$). These results indicate that while students are capable of utilizing digital platforms for communication, their depth of engagement in collaborative processes remains moderate. This finding is consistent with Barrot et al. (2021) and Avdiu et al. (2025), who noted that students often engage in task-oriented communication rather than meaningful dialogue. The moderate score in feedback exchange highlights limited development in evaluative and reflective interaction, supporting the argument of Lin et al. (2024) and Segers et al. (2025) that effective collaboration requires both technical and socio-cognitive skills. Thus, students exhibit functional collaboration but require further development in critical interaction and sustained discourse.

Students' digital fluency in content creation resulted in a category mean of 2.96, interpreted as Moderate, indicating limited proficiency in creating and adapting digital outputs. Individual indicators revealed moderate ability in creating digital documents or presentations ($M = 3.10$), inserting multimedia elements ($M = 3.25$), editing digital work ($M = 2.85$), creating multimedia outputs ($M = 2.95$), and adapting content for different purposes ($M = 3.00$). Notably, the lowest mean score was recorded in citing or giving credit to sources ($M = 2.60$), which falls under the Low category. This finding highlights a significant gap in digital ethics and responsible content use, consistent with concerns raised by Sanches (2022) and Pumptow and Brahm (2021). The overall moderate performance indicates that while students can produce basic outputs, they lack advanced skills in creativity, technical refinement, and ethical awareness. This aligns with Al-Shaye (2021) and Maritza (2025), who emphasized the need for structured guidance in developing multimedia and digital storytelling competencies.

With respect to digital safety, students obtained a category mean of 3.20, described as Moderate, indicating a functional yet inconsistent understanding of safe digital practices. High mean scores were observed in using strong passwords and keeping them private ($M = 3.50$) and behaving respectfully online while protecting others' privacy ($M = 3.40$). However, moderate scores were recorded in recognizing suspicious links or harmful content ($M = 3.10$), protecting personal information ($M = 3.25$), responding to cyberbullying ($M = 3.00$), and managing screen time ($M = 2.95$). These findings suggest that while students are aware of basic safety practices, they remain vulnerable to more complex digital risks. This is consistent with Barrot et al. (2021) and Avdiu et al. (2025), who identified gaps in students' critical awareness of online threats. The moderate category mean indicates that digital safety competencies are present but require reinforcement through structured instruction, as emphasized by Demirdis (2025) and Kure et al. (2023).

In the domain of problem solving, students achieved a category mean of 3.15, interpreted as Moderate, indicating developing competence in addressing digital challenges. Students demonstrated high ability in combining information from different digital sources ($M = 3.50$), while moderate scores were observed in fixing technical problems ($M = 3.20$), choosing appropriate digital tools ($M = 3.00$), learning new applications independently ($M = 3.35$), finding alternative solutions when tools fail ($M = 2.75$), and planning and completing digital projects ($M = 3.10$). These results indicate that students can manage routine tasks but

face challenges in adaptive problem solving and independent learning. This finding aligns with Avdiu et al. (2025) and Lin et al. (2024), who emphasized that higher-order digital problem-solving skills require scaffolding and guided practice. The moderate score in resilience, particularly in finding alternative solutions ($M = 2.75$), suggests limited flexibility in handling unexpected challenges, consistent with observations by Barrot et al. (2021) and Kure et al. (2023).

The overall summary of students' digital fluency revealed mean scores of 3.41 (High) for Information and Data Literacy, 3.42 (High) for Communication and Collaboration, 2.96 (Moderate) for Digital Content Creation, 3.20 (Moderate) for Safety, and 3.15 (Moderate) for Problem Solving, resulting in an overall mean of 3.22 interpreted as Moderate. This distribution indicates that students are more proficient in accessing and sharing information than in creating content, ensuring safety, and solving complex problems. The findings support the framework proposed by Fleming et al. (2021) and Cain and Coldwell-Neilson (2024), which identifies digital fluency as a multidimensional construct requiring both operational and higher-order competencies. The moderate overall mean suggests that students' digital fluency is functional but uneven, with notable gaps in creative, ethical, and adaptive dimensions.

The reading comprehension levels of students showed that 5 students (10%) fall under Excellent (Very High Comprehension) with scores ranging from 21 to 25, 20 students (40%) are Proficient (High Comprehension) with scores of 16 to 20, 18 students (36%) are Basic (Moderate Comprehension) with scores of 11 to 15, 6 students (12%) are Developing (Low Comprehension) with scores of 6 to 10, and 1 student (2%) is at the Beginning (Very Low Comprehension) level with a score of 0 to 5. The mean score of 14.19 falls within the Basic (Moderate Comprehension) category. These findings indicate that while a substantial proportion of students demonstrate adequate comprehension skills, a significant number remain at moderate or lower levels. This pattern aligns with Cabural and Infantado (2023) and Caraig and Quimbo (2022), who noted persistent challenges in higher-order comprehension among Filipino learners, and reflects broader concerns highlighted by Duke and Cartwright (2021) and Coiro (2021) regarding reading literacy performance.

The relationship between overall digital fluency and reading comprehension was analyzed using Pearson r correlation, yielding an r -value of 0.68 with a p -value of 0.000. At a conventional alpha level of 0.05, the p -value of 0.000 indicates statistical significance, leading to the rejection of the null hypothesis. The r -value of 0.68 indicates a significant, positive, moderate to strong relationship between the variables. This means that as students' digital fluency increases, their reading comprehension performance also tends to improve. The strength and direction of the relationship suggest that digital fluency plays a meaningful role in supporting reading comprehension. This finding is consistent with Fleming et al. (2021) and Cain and Coldwell-Neilson (2024), who argued that digital competencies enhance information processing and comprehension skills. Similarly, Lin et al. (2024) and Alneyadi et al. (2023) highlighted that digital engagement supports metacognitive strategies essential for understanding complex texts. While the relationship is strong, the value of $r = 0.68$ also indicates that other factors contribute to reading comprehension, as noted by Duke and Cartwright (2021), including prior knowledge and language proficiency.

The analysis of issues and challenges experienced by students in using ICT revealed four major themes derived from qualitative responses, providing contextual depth to the quantitative findings. Students reported limited access to reliable technology and internet, as evidenced by statements such as "Sometimes, I cannot join online classes because our internet keeps cutting off" (S01), "I have only one smartphone at home, and it is shared by my siblings" (S12), and "Some apps or websites we need for school work don't work properly because the internet is too slow" (S27). These responses indicate structural barriers that hinder participation

in digital learning, supporting Kormos and Wisdom (2021) and Barrot et al. (2021) on the impact of the digital divide. Students also expressed difficulty in navigating and using digital tools, with responses such as “I get confused with all the buttons and tabs in the learning platform” (S05), “Using apps for group projects is hard” (S19), and “I spend more time figuring out how to use the tool than doing the actual task” (S33), highlighting procedural challenges consistent with Abedi and Ackah-Jnr (2023). Additionally, distractions and misuse of technology were reported, including “I end up scrolling social media instead of studying” (S08), “It’s easy to get distracted by games or videos” (S21), and “I end up watching other videos instead” (S40), supporting Zhao (2021) and Yu (2022) on digital self-regulation issues. Finally, limited digital literacy and support were evident in responses such as “I don’t really know how to make slides or videos properly” (S03), “I can’t tell if the information I find online is correct” (S16), and “I wish teachers could guide us more” (S48), reinforcing the importance of instructional scaffolding as emphasized by Fleming et al. (2021) and Mills et al. (2023).

Overall, the findings demonstrate that students possess functional digital fluency characterized by strengths in information access and communication but limitations in content creation, safety, and problem solving, alongside moderate reading comprehension levels with a mean score of 14.19. The statistically significant relationship between digital fluency and reading comprehension ($r = 0.68$, $p = 0.000$) confirms that digital competencies are closely associated with students’ ability to understand texts. The qualitative findings further reveal contextual barriers, including limited access, technical difficulties, distractions, and insufficient support, which influence both digital fluency and learning outcomes. Collectively, these results address the study objectives by establishing the level of digital fluency, identifying reading comprehension performance, and confirming the significant relationship between the two variables. The findings contribute to the growing body of literature emphasizing the role of digital literacy in academic achievement and highlight the need for targeted interventions that integrate critical thinking, ethical practices, and adaptive problem solving within digital learning environments, thereby providing a strong foundation for subsequent discussions on instructional implications and proposed interventions.

CONCLUSION

The findings of the study demonstrate that Grade 10 students of Tabuk Institute exhibit an overall moderate level of digital fluency, characterized by notable strengths in information and data literacy as well as communication and collaboration, alongside relative weaknesses in digital content creation, safety, and problem solving. In parallel, students’ reading comprehension was also determined to be at a moderate level, with the majority of learners performing within the proficient or basic stages. The results further revealed a significant, positive, moderate-to-strong relationship between digital fluency and reading comprehension, indicating that students who possess higher levels of competence in utilizing digital tools and navigating online environments tend to demonstrate more effective text comprehension. This relationship underscores the integral role of digital competencies in supporting literacy development, particularly within increasingly technology-mediated learning contexts.

The qualitative findings provided deeper insights into the challenges encountered by students in using information and communication technology for learning. These included limited access to reliable technological devices and stable internet connectivity, difficulties in navigating digital tools, susceptibility to distractions and misuse of technology, and insufficient digital literacy skills and institutional support. These constraints highlight that digital fluency extends beyond mere access to technological resources and encompasses the capacity to engage with digital tools critically, responsibly, and efficiently. Taken together, the results affirm that

both infrastructural and pedagogical factors significantly influence the development of students' digital and reading competencies.

In light of these findings, it is evident that enhancing students' digital fluency requires a comprehensive and sustained approach that integrates instructional, institutional, and learner-centered strategies. Teachers and school administrators are encouraged to design and implement targeted programs that strengthen students' competencies in digital content creation, safety, and problem solving, while also embedding these skills within regular classroom instruction. Ensuring equitable access to reliable devices and stable internet connectivity must be prioritized by schools and local education authorities to support inclusive digital learning environments. At the same time, students should be guided in developing self-regulation strategies that enable them to manage distractions, use social media responsibly, and maintain focus during technology-enhanced learning activities.

Moreover, continuous teacher support and scaffolding are essential in helping students effectively engage with unfamiliar digital tools and platforms, thereby fostering confidence and independent learning. The strategic integration of digital tools into reading comprehension instruction, such as the use of interactive e-books, online research activities, and multimedia presentations, can further enhance students' critical reading abilities and their capacity to synthesize information from diverse sources. Regular assessment of students' digital skills and reading performance, through mechanisms such as quizzes, digital portfolios, and online assignments, is likewise crucial to monitor progress, provide timely feedback, and address learning gaps.

Overall, the study contributes to the growing body of literature on the intersection of digital fluency and literacy by providing empirical evidence within a local Philippine context. The findings affirm that strengthening digital competencies can serve as a viable pathway for improving reading comprehension outcomes. Consequently, the study highlights the importance of adopting holistic and context-responsive interventions that not only improve access to technology but also cultivate students' ability to use digital tools meaningfully and effectively. These insights provide a strong foundation for future research and for the development of instructional frameworks that support technology-integrated literacy education.

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