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**MASTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE**

**TITULATION RESEARCH PREVIOUS OBTENTION OF MASTER'S DEGREE IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**TOPIC**

**DESIGN OF A READING COMPREHENSION BOOKLET TO IMPROVE  
READING SKILLS FOR A1 STUDENTS**

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## **Dedicatory**

I dedicate this work to my family and God, without their support, this would not have been possible.

To my beloved Father, Mother and Brother, who are my reasons for living day by day.

To my beloved grandmothers, peace on their graves and may God bless them.

To my beloved pets, daily happiness, those who live and those who left on a journey without return.

Kevin Morán.

I dedicate this research work to God, to my beloved family and dear friends, who were always supporting me at all time. Uris Chávez.

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## Abstract

The purpose of this research is to create and implement a reading comprehension booklet that can be used to improve Reading comprehension skills of A1 English language students in a college. This work took place at “Freire Stabile” Educational Unit, located in the rural area of the Guayas Province, Guayaquil Canton, Guayaquil Town. The proposed research “Design of a Reading comprehension booklet to improve reading skills for A1 students” relies on the effectiveness of guides that can improve the reading comprehension skills among A1 students that may have or not low English proficiency, it is justified by the need of improving language education for this age group students, which is crucial at this stage of language development. While reading activities have been shown to be effective in language education, there is a lack of research on their effectiveness for A1 students. The research aims to fill this gap in the literature and investigate the potential of booklets activities as a tool for language learning and improvement. We have determined that that implementation of the booklet improve the students scores and averages, the quantity of bad grades was decreased and the good grades increased significantly. We observed and infered that there was successfully Improved the English Reading comprehension skills on A1 students through the implementation of a reading comprehension booklet in the college Freire Stabile located on Guayaquil, Ecuador. It was diagnosed the level of students through a diagnostic assessment that determined their level through CEFR level qualifications and specifications.

*Keywords: Reading, Language, Booklet, English, Student*

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## Introduction

Language proficiency is a multifaceted skill that encompasses various aspects, with reading being a fundamental component. For A1 level students, who are at the threshold of their language learning journey, developing effective reading skills is of paramount importance. The ability to communicate confidently and fluently in a new language not only fosters better integration into a foreign culture but also opens doors to numerous opportunities in education, career, and social interactions. To facilitate this initial phase of language development, educators and learners alike must explore innovative strategies that go beyond traditional methods. This proposal delves into the exciting realm of interactive activities as a means to enhance reading skills among A1 students. By immersing themselves in engaging and interactive language experiences, A1 students can transform their language learning process into an enjoyable and effective adventure. This exploration will unveil a range of strategies, techniques, and benefits interactive activities offer in the quest for improved reading skills, ultimately paving the way for confident and proficient communicators.

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Pinker, 1995).

The finality of this investigation work is to mention all the factors that interfere in the development of the reading skills from A1 students, its problems, causes and solutions, this work is going to be based in a problem and will give possible solutions to it, by using reading

comprehension information to make a booklet and internet information with their respective bibliographies and citations.

In this proposal we will use the Innovation and applied technologies research line that the UBE (Universidad Bolivariana del Ecuador) allow us to use to meet their regulations and statements of the University, also the topic is qualified as a research, evaluation, or assessment, and application of educational models as the research topic regulations of the UBE.

In the experience as a teacher, we observed that the students that have most of the problems in the English language, it is due to the lack of training or learning experience during their early studying phase in the colleague, but, how can we bring a solution to the problem we mentioned before? That's why we have develop this research proposal to fill the gap that a lot of students have in the actual time during the learning process.

This proposal will be developed and implemented in the Educational Unit named "Freire Stabile" that is a colleague with more than 1200 students in their respective schedules from the morning and afternoon.

For this research named "Design of a reading comprehension booklet to improve reading skills for A1 students" we have found the dependent variable as reading skills and the independent variable as the design of the reading comprehension booklet.

The object of the research is the develop and implementation of a reading comprehension booklet to improve A1 english proficiency students. process of reading, we justify the research Reading comprehension is a foundational skill in language learning. It is not only essential for academic success but also for real-life applications. Improving reading skills at the A1 level lays the groundwork for further language development. Nowadays, the level of English is very important because every single person that wants a competitive advantage on other people needs

to know how the English language. For this reason, we have directed our research project, based on the reading skill development in the early state of the learning process.

This proposal is planned to use the quantitative method to quantify the initial points of the diagnostic test that we have developed to classify and verify which students match the A1 level proficiency following the CEFR requirements and the points that the students will have at the moment of the implementation and realization of the reading comprehension booklet.

This proposal is also planned to use qualitative methods as questionnaires or interviews to reach each student necessity at the moment of the learning process and to understand the problems that students present at the moment of the proposal topic that involves the reading comprehension skills.

The beneficiaries will be students from the institution from the 9<sup>th</sup> grade, their average age is between 12 to 14 years old including both girls and boys.

This research project will contribute to the development of innovative ways to improve the reading comprehension skill in the level A1 students as CEFR describes, it may help other students of the environment of the learning process, could be shared in the educational community or in the teaching community.

For this proposal will be used the following structure: three Chapters (I,II &III), in the Chapter I we will develop the contextual panorama of the proposal like the name of the Institution we will work about, the kind of research we will be doing, tell the lector about the permissions we will need the Institution to give to us so we can work properly, location of the Institution, number of students the Institution have, the aims and main goals of the research project and all the components and information we will need for the further research in the institution.

In the Chapter II we will talk about the type of research we will apply, the techniques and methods we will be using like the qualitative and quantitative, the instruments like questionnaires, diagnostic tests, interviews, data analysis, methods, techniques, obtention of data, expression in graphics of the information obtained, the interpretation of the data, predictions, and all data components that will be useful for the next chapter of the development of our research work.

In the Chapter III we will be developing the main objectives and the specific objectives, we have proposed the main objective as: “To Improve the English Reading comprehension skills on A1 students through the implementation of a reading comprehension booklet.” And the respective four specific objectives of the research project we have described as: “To diagnose the level of students through a diagnostic test.”, “To identify the problems that the students present at the moment of the reading skill development in the traditional learning process.”, “Design of a reading comprehension booklet for the students.” and “To evaluate the results obtained in students Tests before and after the implementation of the booklet.”

## Chapter I

### 1.1 The Theoretical Framework

#### *1.1.1 Research background of independent variable “design of a reading comprehension booklet”*

According to (Cambridge Dictionary, 2024), a booklet is “a very thin book with a small number of pages and a paper cover, giving information about something”. For this research the researchers want to take in account these research “*Improving student’s reading comprehension on descriptive texts by using booklets*”. According to (Rini, Sutapa Y. , & Riyanti Y., 2019), “having poor reading comprehension can make it difficult for readers to understand a text they read, identify themes in stories, associate what they read with prior knowledge and grasp the main idea of a text”. This research aims to improve the reading comprehension skills that EFL (English as a foreign language) of students with low level of English proficiency and to prove how booklets can be a useful tool to this objective. This research was realized in 8<sup>th</sup> Grade students from a SMP Negeri 12 Pontianak in the academic year 2018-2019. The sample of this research was of 30 students and the method was a Classroom action research (CAR). A Classroom action research (CAR) “is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching” (Mettetal, 2015). This research was taken in SMP Negeri 12 Pontianak which was located at Jalan H. Rais A. Rahman, Gang Lawu, Pontianak. This research was made in January 31<sup>st</sup>, 2019 and February 6<sup>th</sup> 2019. The sample of 30 students have to pass a 2 cycles process in which the researchers evaluated their initial and final condition, before and after taking the respective cycles. In the first cycle the teacher and researches prepared a ten question test and a booklet, they told them to work in pairs

and to read and discuss what they were looking on the booklet and their characteristics.

Meanwhile the researchers were observing all the process and taking notes about what they were observing. In the cycle 2 the teacher and researchers were discussing with the students which were the problems and complications they saw while reading the booklet and the make a lesson plan to focus on those fields like vocabulary or reading comprehension skills that students have failure. Due to their lack of confidence in their reading abilities and hesitation while deducing the text's ideas, the students were difficult to understand. The pupils feared making a mistake.

Instead of pressuring the kids to read, the teacher overcame the dilemma by providing them with stimulating activities, incentive, and positive reinforcement. Students' reading comprehension skills can be enhanced by using booklets as teaching materials, particularly when it comes to descriptive literature. The purpose of the pamphlet is to help pupils become more enthusiastic, focus well, and increase their reading comprehension. Based on the requirements of their students for reading class, teachers can produce booklets.

The study's findings lead the researcher to make a few recommendations. They are as follows:

1) If kids appear bored, don't force them to read; instead, try to understand why it happens and urge them to read in a constructive and feasible way. One of the teaching tools substitutes instructors might use in reading comprehension classes is the booklet. To help students improve their reading abilities, teachers must also produce engaging and practical teaching materials.

2) The researcher believes that future researchers who require data support to finish their studies might use this research as a reference. Future academics can also delve more into the topic of media instruction based on enhanced reading comprehension.

Another research investigation the researchers will consider for this research project is *“Improving students’ reading comprehension on recount text by using sq4r and media booklet”*. According to (Hananiel, Sada, & Novita , 2015), “booklets can be a useful tool to help students that have several English problems in their vocabulary mastering especially finding the meaning of words”.

This study aims to prove that a interesting media can capture student’s attention and activate the class in ways that traditional teaching can not. This research investigation was taken from ninth grade students of SMPN 1 Sungai Betung, the sample of students were 25 students in total of class 9C SMPN 1 Sungai Betung. This research use quantitative instruments like test of multiple choice and quantitative data collection inspection. This study was divided in two cycles respectively, in which, each one, the observers/researchers were carefully with the information they were taking from the students. The method the researchers applied was the Classroom action research (CAR). “Action research is a total process in which a problem situation is diagnosed, remedial action planned and implemented, and its effect monitored” (Hananiel, Sada, & Novita , 2015). This research work investigation was divided into two cycles where the students and researchers will have different stages. In the first cycle the classroom action research was divided in 4 phases, planning, action, observation and reflection. In the planning the researchers find the problem or problems and develop a plan of action in order to try to bring solutions to the problem, then the researcher prepare the lesson plan, the teaching and learning material by using SQ4R method and media booklet, written test and field notes. In the action stage the teacher implemented the method SQ4R strategy sheet and booklets to improve the reading comprehension skills from the sample of students selected previously. SQ4R “its an ideal study technique to be able to memorize a large amount of information based on reading

comprehension and the organization of the most essential information. This will allow students to be able to retain large amounts of data” (Estudios Rafer, 2024). In the action phase the teacher divided the students into 5 groups of 5 people each group, the students will discuss the test that was given by the teacher and show the teacher their difficulties. The third stage of the investigation research was observation and consists about researchers and the teacher observed the students comprehension by SQ4R and booklet. In this stage the test data was used to observe the results and have some previous hypothesis about the students. In the fourth stage, reflecting, the researcher and the teacher reflected and make a reflection about all the things that had happened since the first stage of the research investigation. At this point, the effectiveness of the technique was assessed, whether it continued to be flawed in the process or not. The field note would provide the researcher with the crucial comments. Replaying to the next cycle requires careful consideration of the feedback. In the next cycle the phases were exactly the same than the first cycle, but with the exceptions that the researchers and collaborators has made the students practice with the booklets and the SQ4R method to improve their reading comprehension skills.

There was an increase during the activities in cycle 2. The participants were able to ascertain the general structure of the text even as they were able to comprehend specific details when the researcher displayed the booklet and SQ4R sheet. At that moment, the researcher was taken aback. In cycle 2, the score was 86.40. The instructor chose to break the pattern. These are the results of the participants reading comprehension instruction. These results give us the necessary feedback as a researcher that the booklets and innovative methods can be very useful at the moment of the teaching and learning process, showing us an improvement in the test results of the students, with a good feedback this kind of activities can determine the future of a

child or young person reading comprehension skills or even their English proficiency general level and all their respective fields like grammar and listening.

The researchers refer also to the work named "*Application of Media Booklet to Improve Language Development (initial reading) on Children in Kindergarten Kemala Group B Bhayangkari 34 Kendal*". According to (Desi Karunia, Sularti Dewanti, & Tasu'ah, 2017) "Early Childhood Education (ECD) is a container that is very important for parents and educators. It is an education or training which began children aged birth to six years". This research project aims to determine the results in the improvement of the reading skills in early students, being more specific, in children by the use of media booklets. The method chosen for this investigation research work was the method of research education that can be defined in our own words as the scientific process of finding, developing, and proving a certain body of knowledge that may be applied to comprehend, address, and foresee issues in the field of education. The approach used in this research project is the quantitative one and with an experimental method. We define quantitative method as a method that uses the research data in the form of figures and statistical analysis using. The research investigation uses pre-experimental design with pre-test and post-test tools. We identify the independent variable as "Media Booklet" and the dependent variable as "language development (ability to read early)". The quality of research tools and data collection technique are the two key factors that influence the quality of this research data. as well as the caliber of data gathering. The integrity and dependability of research instruments, as well as the accuracy and quality of data gathering, are crucial factors to consider. In this research project investigation, the tools used were two, the observation and the documentation, both were used to the process of data collection during the investigation project. The sample in this research project investigation study were children aged 5-6 years of class B with a total of 33 children.

The research was carried in the afternoon between 07.00 to 10.00 pm, that was the starting hour of the experimental stage, it was done on July 25 to August 18, 2017, began at with the start-up activities in the form of pre-test conducted on July 25, 2017. The following day, which consists of the treatment activities using the media booklet, is a one-time activity posttest followed by up to twelve therapy sessions. Following the results of the pre-test 28 of the students have a “fairly good” criteria about what they have done in the pre-test, it represents the 84.92% of the student sample so they got the result that they could need help in the reading comprehension skill. After the stage of the implementation of the booklet they tested the post-test in the students and have the following result, 6 students have excellent criteria in the qualification of the post-test and 27 a good criteria qualification, we are observing that all the students shown a very significant improvement in their reading comprehension skills, and the final notes of the post-test demonstrate it. In the indicators to be evaluated by the researchers could be seen the following: the ability to name pictures, the ability to understand images, with article, phonemes (sounds), syntax, ability to appoint or mention the letter symbols known, the ability to recognize vowels and consonants and the reading and writing recite, 7 indicators in total. The media booklet used in this research investigation have some principles as they could be seen visible content and easily to be seen, interesting material, the simple as possible, have useful sources of knowledge for education purposes, accurate on the target they are aiming for, it is legit and reasonable in comparison to their structure and the target they were aiming for and well structured and coherent. The result for this research work demonstrate that there were variations in the children's early reading skills after using the booklet.

### ***1.1.2 Research background of dependent variable “reading comprehension skills”***

For this research the researchers want to mention the work named “*Improving Reading Fluency and Comprehension Among Elementary Students: Evaluation of a School Remedial Reading Program*”. According to (Hausheer, Hansen, & M. Dumas , 2011), the elementary school students can improve significantly their reading progression with a remedial reading program. This is a journal article, report - research type publication that was conducted by the Boise State University for the Journal of School Counseling. This research used the quantitative approach. In this sresearch the selection of the participants were based on scores from the Gates-MacGinitie and Curriculum Based Measurement (CBM) tests. Measures of reading fluency and comprehension were administrated in the fall and spring to students in the fourth, fifth, sixth grades. Those who qualified had the lowest fluency and comprehension skills givin us a sample of twenty four students in which include 18 males and 6 females that were selected from the fourth, nine students in total, fifth six students in total, and sixth grade, nine students in total. The majority of the students were Caucasian (70.8%), with 25% Hispanic, and 4.2% African-American. The age groups of the study from fourth to sixth grade were chosen base don the importance of fluency and comprehension at their academic Reading comprehension skills development and the early intervention that can stop progression of Reading difficulties. This investigation research Project was conducted overa n eight month period. The first hypothesis of the Project was that the remedial Reading program would increase the Reading fluency and Reading comprehension over the eight month period, but, it changed, then the researchers made a second hypothesis that is, that males would be overrepresented in the remedial programa n finally, they examined the gender differences in changing the Reading fluency and Reading comprehension skills.

The program used to these research is “Read Right”, is a program available on the web but is copyrighted. Students were assigned to a group based on their grade level and individual reading level. Each group of grade level students attended the reading program during the same 40-minute block of time each day, five days a week. In this research two parameters were quantified, the reading fluency and Reading comprehension. The main objective of these research was to examine the efficacy of a reading remedial program designed to improve the reading fluency and comprehension skills in male and female elementary school students. The process for this investigation research was that the students were assigned to groups that were based on their grade level and individual Reading comprehension level. Every group of kids at each grade level participated in the reading program for 40 minutes, five days a week. Based on the students' reading proficiency, each licensed instructor in the program was paired with a student who had completed at least two years of rigorous instruction. Students' issues were given a sense of normalcy through their interactions with peers who had comparable reading difficulties. Furthermore, learners encountered educators who functioned as mentors.

The result was that the students who participated in this Reading remedial program to improve Reading fluency and comprehension has a significant increase at their scores in the next year English subject. Also they concluded that these kind of research can help a lot of students in other ways, not only in the remedial exam or program context. It also contributes to the research environment at implementing a new concept of a program that is never seen before until these research work.

There will be mention also the research paper submitted in partial fulfillment of the requirements for the master of degree of Education with the title “*Reading Comprehension and Reading Strategies*”. According to (Baier J., 2005), this research work used the qualitative type of research using the qualitative reading inventory for sixth grade literature students. This study makes a self-questioning reading comprehension strategy. This research work was made at St. Mary’s Sixth Grade Literature Class. First the researchers find the level of readability of students, then, the students were taken a reading comprehension pre-test. The research lasts six weeks and finally the students were taken into a post-test. In this research work participated fourteen students in total. The technique of the data collections was the observation, it uses the qualitative reading inventory instrumentation, it determines the reading comprehension levels at different levels. The students were scored in their respective percentage which indicates the level of comprehension at the moment of reading, it could be independent, instructional or frustration. This study occurred during the finals of the semester of 2005 at St. Mary’s Tri-Parish Catholic school, for having the permission to perform this research investigation work they used a letter that were sent to the parents of the sixth-grade students, the letter informed the parents about what the study was about and allowed the researchers to accept the parent’s child participation and consent. After a data analysis process made by the researchers it was determined in the post-test that twelve of the fourteen students present an improvement at their scores after taking the process mentioned early in this paragraph. They concluded that after taking the students into this reading comprehension strategy the students received higher scores than before using the reading comprehension strategy. As we can observe these is a new angle of research and try to improve the reading comprehension skills of students by the method of self-questioning.

The researchers want to mention the work “*Reading Comprehension through the Use of Graphic Organizers*” made by (López, 2021), the primary aim of this study was to show how using graphic organizers can help students who are learning English as a second language with their reading comprehension. The study was made in a population sample of 25 university students of Language and Literature career who had understanding difficulties and deficiencies in narrative text details. In this research work were applied a Quantitative method with its respective instruments as a pre-test, a post-test and a survey, each one with their respective rubrics. Also, the use of a checklist provided quantitative data to later on investigation. The principal tool that was used to do the organizers was an app named “Cmap Tool”. “Cmap software is a result of research conducted at the Florida Institute for Human & Machine Cognition (IHMC). It empowers users to construct, navigate, share and criticize knowledge models represented as concept maps” (Institute for Human & Machine Cognition (IHMC), 2024). The methods used in this research work its explanatory and deductive with numerical data that was collected and then analyzed. The students that participated in this study were young teenagers from 17 to 20 years old which were more than the 50% men and the rest woman, with access to the use of the computer and digital tools for this research work.

The English level of the participants was B1 according to CEFR regulations and requirements. This research work was made in a public University of the city of Guayaquil, Ecuador. The test consists of exercise that will make you organize the ideas of a reading comprehension lecture in a organizer and different types of organizers. The results of these investigation research showed an improvement of 54% in the reading comprehension after the post-test was taken, the students that participated went from a total note of 5,2/10 to a 9.5/10,

successfully demonstrated that organizers are a useful tool that can help in the English field and students, even in ways we not expect to.

### ***1.1.3 Research background of Strategies to Improve Reading Comprehension***

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-based evidence for improving text comprehension. (Adler C. , 2024).

Improving reading comprehension involves using intentional strategies that help readers better understand, interpret, and apply what they read. Instead of passively going through text, effective readers actively engage with it by connecting new information to what they already know, setting a clear purpose for reading, and asking questions to guide their thinking. They visualize content to enhance understanding, summarize key ideas to reinforce retention, and make inferences to grasp deeper meanings not directly stated. Readers also monitor their comprehension, recognizing when they're confused and using techniques like rereading or slowing down to regain clarity. Additionally, taking notes or annotating the text helps organize information and maintain focus. These strategies work together to build stronger comprehension skills that can be applied across academic, professional, and everyday reading tasks.

**1.1.3.2 Hand pacing technique.** This technique is mostly use for read speed purposes, but it can help people to improve their fluency and overall understanding while Reading a text and understand what the autor is trying to transmit to the lector. According to (Ways, 2023),

hand pacing “is a simple and quick reading improvement technique allowing you to read faster while maintaining a steady level of apprehension”.

This method was created by Evelyn Wood, an Educator and businesswoman from the United States, she popularized the term “speed reading” but she always wanted her method to be named as “dynamic lecture”. Her method was created to make readers to know how to improve their Reading speed while having a good amount of Reading comprehension.

Hand pacing technique consists in using your finger while Reading a text, you must use your forefinger facing down and start Reading the text while passing your forefinger in the text while Reading it, this method can make not only improve your fluency, it can help readers of all types to improve their Reading comprehension skills that these research wants to improve like the main idea identification through questions and answers, the teacher makes the questions and the students must answer and using those answers and the further qualifications the teacher must examine the improvement or state of the student, the text structure comprehension, this field overalls the meaning or what the autor wants to transmit to the reader, the vocabulary because you can identify better if a Word its presenting problems or if the students do not know that word he/she can search for it or take notes and then keep Reading again, the overall understanding that encompasses that students understand all the text and the meaning of it.

**1.1.3.2 Read aloud technique.** According to the author (Taylor, 2024) read aloud technique:

Is a great way to slow down while reading and give you more time to process what you're reading, thereby improving comprehension. An added benefit of slow reading is that you

get to see the words on the page (visual learning) and hear them spoken aloud (audio learning)”.

This method helps students to prevent some kind of “mind blocks”, and help people to understand better what they are reading and the context and meaning of the text also. It is recommended that the lector use his loud voice so he can use also their hearing sense that will help him understand better the text, this is recognize scientifically as “meta-cognition” or “metacognitive” techniques or methods.

According to the author (Gemm Learning, 2024) metacognition could be defined as:

“Thinking about one’s thinking” or “knowing about knowing.” Metacognition refers to the process of considering and regulating one’s own learning. In reading this means the reader can think critically about her own understanding as she goes. She is aware of her own cognitive experience.

This kind of exercises of reading comprehension helps the students and people to have a deep understanding of what they are reading while thinking and understanding what they are reading. Also, part of these technique we can consider the “Use a “This Is Interesting” Voice”, It consists of make an effort to make a text interesting by taking normal information into something interesting by different media, like punctuation and other things, “Instead, try to show that the information you’re learning is interesting. Look to the ending punctuation to know whether you’re going to be giving information (periods, exclamation points) or asking questions (question marks)” (Serravallo, 2015, pág. 110).

**1.1.3.3 Skimming.** This technique is generally used to improve the Reading speed, but it can also help readers to improve their Reading comprehension skills, because it can help you to

identify the main ideas of the text what make the students to use a mix of all their Reading skills like their vocabulary, memory, fluency, etc... According to (The University of Tennessee Chattanooga, 2024):

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

Skimming consists in checking the full text and then analyze it to try to understand the main ideas or the importan tones so you can do a quick analyze of the vocabulary, the text complexity or other crucial factors in a Reading comprehension text, skimming combined with other Reading comprehension skills like memoriation could be very useful to English students in their early stages of learning and it could be useful toteachers that want to develop even more tha the traditional way of teaching the Reading comprehension skills of the students, and mostly in the early stages of the students so they go to further english courses in the collegue or in the university with their english readinc comprehension skills more developed than the average of the students at that respective ages.

**1.1.3.4 Generating questions/answering questions.** This is a crucial aspect of all the learning and teaching process, part of the traditional learning encompasses the questions and answers, questions made by the teachers and answers that the students give to the assignments that the teacher give to students, “by generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask

themselves questions that require them to combine information from different segments of text” (Adler C. , 2024). This is one of the most used technique at the moment of know if the student is learning properly because, in the case of the Reading field, you can verify the learning level by seing the notes that the students have in the questions and answers assignments. This technique is combined with others in our Reading comprehension improvement booklet for students with other many strategies like skimming or hand pacing so we can check the answers of the students and then analyze the final grades and know what is the problems at the learning process.

**1.1.3.5 Scanning.** “Scanning is reading a text quickly in order to find specific information, for example figures or names” (teaching english, 2024). Scanning is a quick and purposeful reading strategy used to locate specific information—such as names, dates, keywords, or facts—without reading the entire text. Instead of aiming for full comprehension, the reader focuses on identifying visual cues like bold or italicized words, numbers, headings, and other distinct patterns that stand out. This technique relies on having a clear objective beforehand and training the eyes to move swiftly across the page, often vertically or diagonally, to zero in on the desired details. Scanning is especially useful in situations like research, studying, or test-taking where finding information fast is more important than understanding every word.

**1.1.3.6 Memorizing.** According to (Cambridge Dictionary, 2024), memorizing is “to learn something so that you will remember it exactly”. For all the activities at the learning process we use the memory in a certain way, sometimes we use it more effectively tan others, this practice technique or method could be combined with others to develop a better effective

Reading comprehension skill like overall understanding of a text, a main idea identification, structure identification of a text, characters identification and characteristics.

**1.1.3.7 Developing Vocabulary.** Vocabulary is a fundamental part of all the english comprehension skills, as much vocabulary you know and understand, the most faster you learn and understand a text, listening, pronuntiation or other aspects of the english language.

“By constantly memorizing new vocabulary, you remove the bumps from the road. But you also give yourself the ability to guess at what words mean, especially when you focus on learning your suffixes and prefixes” (Metivier, 2023).

**1.1.3.8 Develop Your Concentration & Focus.** “The ability to perform deep work is becoming increasingly rare at exactly the same time it is becoming increasingly valuable in our economy. As a consequence, the few who cultivate this skill, and then make it the core of their working life, will thrive” (CalNewport, 1976). In today’s distraction-filled world, the ability to concentrate deeply is a rare yet essential skill. Developing focus requires intentional effort to train the mind, restructure habits, and create environments that support sustained attention. This concept centers on strengthening your “attention muscle” through mindfulness practices, single-tasking, and focus-enhancing routines. It involves identifying and eliminating distractions, both internal and external, optimizing your physical and digital space, and adopting daily habits that reinforce deep work. By managing stress, understanding the impact of emotions on attention, and learning how to enter a state of flow, you can build lasting mental clarity and focus. The ultimate goal is to make concentration a reliable skill that boosts productivity, reduces fatigue, and helps you take control of your cognitive energy in a world constantly competing for it.

**1.1.3.9 Read Actively.** “There is some feeling nowadays that reading is not as necessary as it once was. Radio and especially television have taken over many of the functions once served by print, just as photography has taken over functions once served by painting and other graphic arts.” (Adler & Charles Van doren, 1972). Active reading is a purposeful and engaging approach to reading that transforms the reader into an active participant rather than a passive observer. It involves setting clear objectives before reading, previewing the material to form a mental framework, and asking thoughtful questions throughout the process to maintain focus and curiosity. Active readers interact with the text by highlighting key points, taking notes, and regularly summarizing content in their own words to enhance understanding and memory retention. They connect new information to existing knowledge, reflect on its relevance, and critically evaluate the author’s arguments and perspectives. The ultimate goal is to foster deeper comprehension, critical thinking, and the ability to apply what is read in meaningful and practical ways.

## 2. Chapter II

### 2.1 Research approaches and methodologies to be used

A research methodology is a “specific technique for collecting and analyzing data in order to uncover new information. Research methodology provides a strategy by which the researcher can plot out a systemic process to understand a phenomenon” (Budert, 2023).

#### 2.1.1 *Qualitative*

“Qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups, it attempts to get an in-depth opinion from participants” (Dawson, 2009, pág. 14).

By attempting to gain a comprehensive knowledge of participant's perspectives, this method enables researchers to fully capture the breadth and depth of participants' thoughts. Qualitative research helps to explore complicated phenomena that may not be fully represented by quantitative methods by using open-ended questions and letting participants express themselves in their own words.

#### 2.1.2 *Quantitative*

“Quantitative research generates statistics through the use of large- scale survey research, using methods such as questionnaires or structured interviews” (Dawson, 2009, pág. 15).

The focus this method places on numerical data and statistical analysis enables researchers to measure and quantify a wide range of occurrences. The goal of quantitative research is to obtain data from a large representative sample in order to make conclusions about the larger population that may be applied to other situations.

## 2.2 Research Stages

We have divided this research work in five phases, the first one consists on the survey to know a little bit more from the students, like their names, their age, their gender, their strengths and weaknesses, and possible reasons that a student can't learn properly.

The second phase consists on the Diagnostic Assessment to determine the level that students have, as we said early, we expect all the students to be A1 CEFR Level, this assessment consists of all fields of English, like grammar, listening, writing and reading we expect the students to have a good A1 level proficiency.

The third phase consists of a Pre-Test to know more effectively the reading comprehension level of the students, the Test is based on A1 CEFR level statements and is focused only in the reading comprehension skills.

The fourth Phase consists on the implementation of the booklet to students to improve their reading comprehension skills.

The fifth phase consists of a Post-Test to know the improvement of the reading comprehension level of the students, the Test is based on A1 CEFR level statements and is focused only in the reading comprehension skill, this test is going to be done after using the reading comprehension booklet. For more details see **Appendix 11**: "Stages of the Research Process"

## 2.3 Technique of Collecting Data

We develop for this research Four type of test for the investigation process, the first one is a survey that will let us know who are our participants, their ages, genre, strengths and weakness, general opinion of the actual situation of their learning process of the English

language as a foreign language in school and their possible failures or lacks that don't let them learn properly. Second, we have the diagnostic assessment that will determine and verify the level of the students, we know that they must be over A1-A2 level students already but we want to prove it by the assessment and verify it by ourselves. Third one we have the pre-test to know how good is the reading comprehension skill of the students and for the last one, we have developed the post-test to quantify the percentage of improvement of the reading comprehension skills of the students.

### ***2.3.1 Survey***

“Surveys are a method of gathering information from a group of individuals by asking them questions. Surveys can be conducted through various mediums such as paper and pencil, online forms, telephone, or face-to-face interviews” (Bhat, 2024).

We develop a close ended questions survey, as (The Editorial Team, 2024) defines close-ended questions “as questions that ask respondents to choose from a predefined set of answer options. Typically, these are one-word answers, close-ended questions gather quantitative data that can be easily tallied into scores, percentages, or statistics and tracked over time.”

See the survey we have develop for this research work in the **Appendix 1**.

### ***2.3.2 Diagnostic Assessment***

“Is a form of pre-assessment or a pre-test where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction. These assessments are typically low-stakes and usually don't count for grades” (Hat-Blog, 2024).

See the diagnostic assessment we have develop for this research work in the **Appendix 2:** “Diagnostic Assessment”.

The teacher’s view for the answers and audio exercise can be seen in **Appendix 3:** “Diagnostic Assessment answers”.

See the teacher qualification rubric for the A1 diagnostic assessment in **Appendix 4:** “A1 Diagnostic Assessment Rubric”.

Here in the diagnostic assessment we are searching the student’s names, ages, gender, weakness and strengths, and also a possible motive why they could not be learning properly.

### ***2.3.3 Pre-Test***

“It’s an initial assessment designed to measure existing characteristics (knowledge, ability) before some intervention, condition, manipulation, or treatment is introduced. Pretests often are given to research participants before they take part in a study” (American Psychological Association, 2024). For example, in a study examining workers competence they must take a pre-test to know their knowledge first.

### ***2.3.4 Post-Test***

It’s an assessment carried out after the application of some intervention, treatment, or other condition to measure any changes that have occurred. Posttests often are used in research contexts, in conjunction with pretests, to isolate the effects of a variable of interest (American Psychological Assosiation, 2024).

For example, we will like to know if a training program have made effect in a group of workers, so we need to know quantitatively if its improvement or not, even if we can quantify the improvement percentage after the training program.

## **2.4 Delimitation of Population, Sample, and Sampling**

“Once we know what we want to measure we need to define who we are going to study, to whom we are going to survey” (Blanco, 2011).

All the students of the Freire Stabile Educational Unit are 1200 students, but not all of them are A1 CEFR English proficiency level. We choose the ones that have or may have A1 level so we choose the 9<sup>th</sup> Grade students. We choose three classrooms for these research project of the 9<sup>th</sup> grade of the Educational Unit Freire Stabile, the sample consists of 90 students from 12 to 14 years old as we can see in the next table samples of the survey.

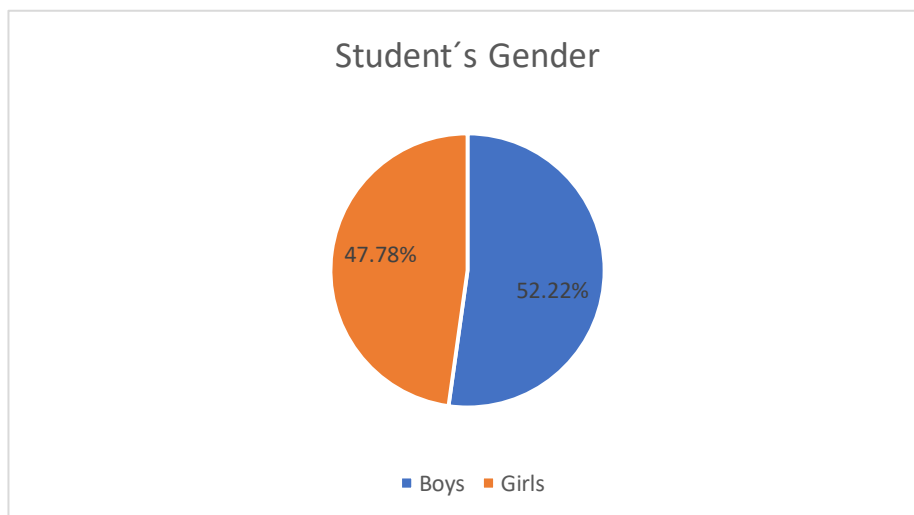
## **2.5 Survey Results and Interpretation**

After the survey was taken, we checked the results and for the diverse questions we have found different results. We are going to expose each question, then analyze, and make the respective interpretation for each information that was taken from the students.

### ***2.5.1 First question results and interpretation***

**Table 1***Student's Genders*

Genders	Students surveyed	Percentage
Male	47	52,22%
Female	43	47,78%
Total	90	100%

**Figure 1***Student's genders*

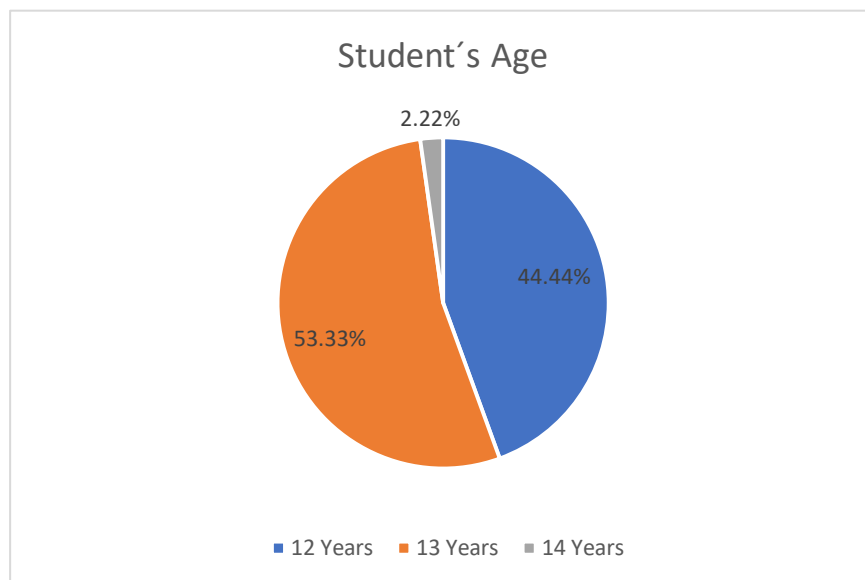
As it can be seen in **Figure 1**, in the question number two of the survey that is “Select your gender” we have obtained that 52,22% of the students surveyed were boys and 47,78% were girls.

### 2.5.2 Second question results and interpretation

**Table 2***Student's Ages*

Age	Students	Percentage
12	40	44,44%
13	48	53,33%
14	2	2,22%
Total	90	100%

Note. Total of students surveyed = 90.

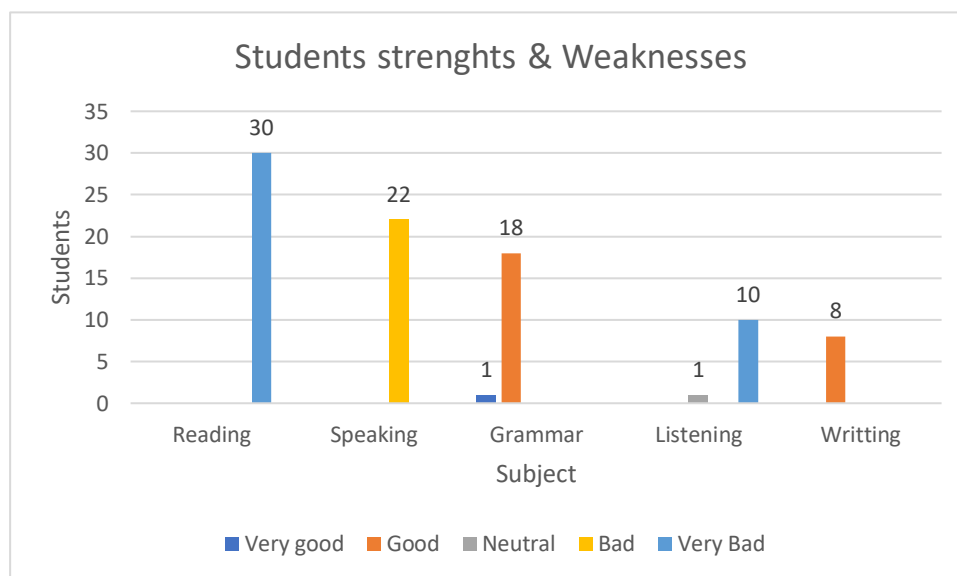
**Figure 2***Student's Ages*

As it can be seen in **Figure 2**, in the question number two of the survey that is “Select your age” we have obtained that 53.33% of the students surveyed were 13 years old, 44.44% were 12 years old and 2.22% were 14 years old.

### ***2.5.3 Third question results and interpretation***

**Table 3***Student's Strengths and Weaknesses*

Qualification	Reading	Speaking	Grammar	Listening	Writing
Very Good			1		
Good			18		8
Neutral				1	
Bad		22			
Very Bad	30			10	
Total	30	22	19	11	8

**Figure 3***Student's Strengths and Weaknesses*

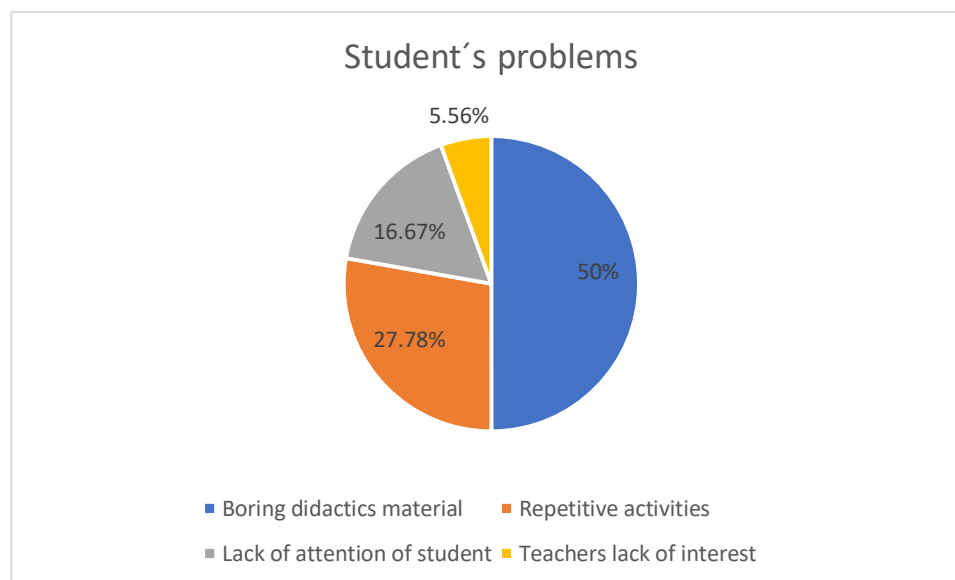
As it can be seen in **Figure 3**, 30 students consider themselves “very bad” at reading and 10 consider themselves “very bad” at listening too. 22 students consider themselves “bad” at speaking”, 18 consider “good” at grammar, 8 consider themselves good at “writing”, 1 consider himself “very good” at grammar and 1 last one, consider himself “neutral” at listening.

#### 2.5.4 Fourth question results and interpretation

**Table 4**

*Students Problems at Learning Process*

Problem	Students
Boring didactics material	45
Repetitive activities	25
Lack of attention of student	15
Teachers lack of interest	5
Total	90

**Figure 4***Students Problems at Learning Process*

As it can be seen in **Figure 4**, a 50% of students think that they could not learn properly because of boring didactics materials, a 27.78% of students think that is because repetitive activities, a 16.67% think its because lack of attention of students, a 5.56% think its because teachers lack of interests.

## **2.7 Conceptualization and Operationalization of the Main Categories (Independent and Dependent Variables)**

The researchers made an operationalization matrix for the variables of this research work, as we can see in **Appendix 10**: "Operationalization Matrix for Variables". As we can observe we have determined the independent and dependent variable. First, we have the dependent variable as "Reading comprehension skills" and the independent variable as "Design of a reading comprehension booklet".

### ***2.7.1 Reading Comprehension Skills***

“Reading skills are necessary for a person to be able to learn from texts and are essential for lifelong learning. An effective way to understand texts thoroughly is to use reading strategies” (Koch & Spörer, 2017).

We define reading comprehension as the ability to look, analyze and understand what we are reading.

Reading comprehension skills are essential for truly understanding and engaging with written information. They go beyond simply recognizing words, allowing readers to think critically, make connections, and extract meaning from text. Strong comprehension helps us learn effectively, make informed decisions, and communicate ideas more clearly. In a world filled with information, developing these skills is key to lifelong learning and personal growth.

### ***2.7.2 Design of a Reading Comprehension Booklet***

The design of a reading comprehension booklet refers to the overall layout, formatting, organization, and presentation of textual and visual elements within the booklet aimed at enhancing the reader's comprehension and engagement with the material.

Designing a reading comprehension booklet involves several key considerations to ensure it is effective, engaging, and suitable for the intended audience. It should begin with a clear understanding of the target readers—their age, reading level, and language background. The booklet must include specific learning objectives focused on core comprehension skills such as identifying main ideas, making inferences, and understanding vocabulary. Carefully selected texts of appropriate difficulty and genre variety help maintain interest and relevance. Each reading passage should be supported with structured activities, including pre-reading questions,

guided prompts during reading, and post-reading exercises. The content should gradually increase in complexity to build confidence and skill over time. A visually clear and organized layout with supportive graphics enhances usability, while built-in assessments and answer keys offer opportunities for feedback and reflection. To support all learners, the booklet should also offer differentiated options, along with clear instructions for both students and educators to maximize its effectiveness

## **2.8 Using AI generated images**

“Artificial intelligence (AI) image generation is a type of generative AI for producing visual content. It uses mathematical analysis to identify and duplicate patterns within photos and illustrations. In simpler terms, AI image generators create images based on a set of examples.”  
(Cloudflare, 2024)

AI-generated images are visuals created through artificial intelligence tools that transform text prompts or data into original artwork, illustrations, or realistic pictures. These images offer a fast and accessible way to visualize ideas, enhance creativity, and support communication across various fields such as education, design, marketing, and storytelling. They allow users to create customized visuals without needing advanced artistic skills, making it easier to illustrate complex concepts, prototype ideas, or enrich content. When used responsibly, with attention to ethics and accuracy, AI-generated images can be a powerful tool for boosting engagement, simplifying information, and expanding creative possibilities.

## 2.9 Using image edition programs

“Photoshop is an image creation, graphic design and photo editing software developed by Adobe. The software provides many image editing features for pixel-based images, raster graphics and vector graphics”. (Hanna, 2024)

When editing photos in Photoshop, a range of potent digital tools are used to improve, modify, or creatively alter visual information. With the help of this software, users can precisely and adaptably complete tasks like object removal, color correction, retouching, and image compositing. Photoshop enables the production of excellent, eye-catching photographs for personal use, professional photography, graphic design, and marketing. A creative approach to visual storytelling and an awareness of essential elements like layers, masks, filters, and correction tools are necessary for effective editing. Photoshop proficiency blends technical know-how with creative discernment to create polished, powerful outcomes that are suited to particular objectives.

Editing AI-generated images in Photoshop involves refining, enhancing, or customizing the output from tools like Leonardo AI to better suit your creative goals. Once you've generated an image, import it into Photoshop to perform tasks such as color correction, background removal, compositing with other images, or adding custom elements like text, logos, or effects. You can use tools like the Clone Stamp or Healing Brush to fix artifacts or distortions common in AI images, and apply adjustment layers for fine-tuned lighting, contrast, or color grading. For more advanced edits, layer masks and smart objects allow non-destructive workflows, while AI-powered Photoshop tools (like Generative Fill, Content-Aware Fill, or Neural Filters) can further enhance or alter elements of the image. This process turns raw AI outputs into polished, high-quality visuals ready for professional use in design, marketing, or storytelling.

## **2.10 Research Proposal Justification**

The information was collected at “Freire Stabile” Educational Unit. The research was conducted using different methodologies. To determine students’ strengths and weaknesses, a survey test was taken. This period of analysis lasted one day from March, 2024.

On 18/3/2024, after analyzing the results, researchers could identify that learner's main weakness was reading, learners were not able to comprehend ideas of a simple text from the Pre-Test, or answer adequately. The results obtained in this stage provided enough information to choose the methodology to improve their reading skills. The next stage consists of demonstrating the effectiveness of the reading comprehension booklets to improve as a strategy reading skills. In this stage, a pre-test was taken it lasted 1 week, 30 minutes from an hour-class in total.

## **2.11 Ethical Consideration**

The researchers Kevin Morán and Uris Chávez who are involved in this study must be treated with respect as researchers and give any tribute or citation for the use of this research work.

This research project adheres to ethical guidelines outlined by Freire Stabile Educational Unit, ensuring the protection of participant's rights and welfare throughout the study. Prior to the commencement of data collection, ethical approval was obtained from the Parent’s group.

Informed consent was sought from all participants, including A1 students and any other stakeholders involved in the research process. Participants were provided with detailed information about the study objectives, procedures, and benefits, and they were assured of their right to withdraw from the study at any time without penalty. Confidentiality of participants' information was maintained throughout the study, with all data anonymized and stored securely.

Additionally, measures were implemented to minimize any potential harm or discomfort to participants, and appropriate steps were taken to mitigate any adverse effects. Any conflicts of interest were disclosed and managed transparently. Furthermore, the research findings will be disseminated responsibly, ensuring accuracy and integrity in reporting, and acknowledging the contributions of all participants and stakeholders involved.

### 3. Chapter III

#### 3.1 Introduction to Chapter III

In this chapter there will be exposed the process that was taken in the designing and implementation of the reading comprehension booklet and the evaluation of the results of the post-test after the booklet was used by the students.

In the design there will be explores all the aspects that we took in consideration to make the exercises, structure, answers, and we will examine why did we take them in consideration based in the research made in the Chapter II, so we can comprehend better the reading comprehension booklet. Also we will take a look into the techniques that were applied to each exercise and combinations of skills that are required to solve them, such as Hand pacing, reading aloud technique, skimming, generating questions/answering questions, scanning, memorizing, developing vocabulary, develop your concentration & focus and read actively. Some images are AI generated, we used Leonardo AI in image such as the kid in the booklet, some squirrels, the characters in the readings, the characters in the exercises and some other attachments we made appart and the united them in one image.

#### 3.2 Design of the reading comprehension booklet for improving students reading comprehension skill

The authors used several improving reading comprehension techniques such as hand pacing, read aloud technique, skimming, generating questions/answering questions, scanning, memorizing, developing vocabulary, develop your concentration & focus and read actively.

To see the full Booklet go to the **Appendix 12: “Reading Comprehension Booklet”**.

The first exercise is to “Use your finger as mine to read the text! Quick!”, in this first exercise the authors try to mix the Hand pacing technique that consists of using your hand and finger to read the paragraph in your mind but it helps you not to lose concentration and focus in the reading. As you can see, this exercise consists of reading a paragraph but you need to use the help of your hand, more precisely, your finger, to follow where and what are you reading every second. For this exercise we have created a character based in existing fiction superheroes and in Ecuador country context for being more entertaining and attractive for students. The text is the following:

“Once upon a time, in Ecuador, lived a superhero named Steel Man. Steel Man wears a blue mask to hide his face. Every day, he eats bread and coffee for breakfast, he uses his super strength to help people in need and stop villains. Children enjoy when they see Steel Man flying in the sky, knowing that he is always there to keep them safe. With his kindness, Steel Man became a symbol of hope and inspiration for everyone in the country.”

Then you need to answer the respective questions of the exercise 1, the questions include some like the following ones: “Who is the main character of the story?”, “What does Steel Man wears to hide his identity?”, “What does Steel Man do to help people?”, “What does Steel Man eats for breakfast?”, “Of what exactly is Steel Man a symbol for everyone in the country?” and the students have to answer them correctly with the text information.

In the second exercise named “Read aloud this text with your voice “The Adventures of Whiskers”” consist in reading aloud with your voice, but, without disturbing other students reading, the reading comprehension text. The text is the following: “Whiskers is a fluffy cat that lives in a cozy house on Guayaquil. Every day, Whiskers stands by the window, watching birds and leaves. One sunny morning, Whiskers spotted a red butterfly flying outside. Curious, he

dashed out the door, he was very excited. He chased the red butterfly through the garden, jumping over flowers and bushes, but just as he reached out to catch it, the butterfly flew away.”. Then the students have to answer the questions, there are questions like: “Who is the main character of the story?”, “What does the cat see when he stands up in the window?”, “What does the cat spotted outside?”, “Where does the cat live?”, “What happened when the cat reached the butterfly?”.

The exercise 3 named “See the image and identify the elements” consist of looking the image and identifying the elements in them associated with the student knowledge including reading ones, then the students have to answer questions like: “Which is the animal in the image?”, “The animal has something in his head? What is it?”, “The animal has something in his neck? What is it?”, “What have the dog in his pawns?”, “What color is the dog nose?” and “Which color are the dog eyes? with an extra exercise that appart of identifying the elements, the students need to identify the characteristics of those elements like the color, it consists on put a check or a mark in the respective space of the correct answer. We will name the questions and answer options, the firs one is: “Which color are the dog ears?” Answers options: Red, Blue or Gray. The second one is “What color is the bandana?” Answers options: Brown, Red or Green. The third one is “What color is the scarf?” Answers options: Red, Yellow or Black.

The Exercise 4 named “Fill in the gaps with the words in the following table, use the image for reference” is a fill in the gap type exercise in which you have to choose the correct answer from a box full of words and put in the respective line. This exercise mix various improving reading comprehension techniques in which the student have to identify the elements in the image and complete the text with the correct word. The exercise is the following: “Matias is a \_\_\_\_\_ from \_\_\_\_\_. Matias wears a \_\_\_\_\_ T-shirt with the

\_\_\_\_\_ 10 in it, blue \_\_\_\_\_ and \_\_\_\_\_ shoes. He has \_\_\_\_\_ hair and dominates very well the soccer \_\_\_\_\_.”. The possible answers are. “Ball, Number, Orange, Ecuador, Yellow, Brown, Soccer player, Pants”

The Exercise 5 named “Match the objects with Ana description in the text Ana” and it consists of looking at the reading and then try to match the reading description of Ana with the respective items in the options, the text is the following: “Ana is student of highschool and she is wearing a red coat and blue shoes, she has a blue and red pen in her right hand and a doll in her left hand. She likes very much pets, specially dogs, that’s why she wears a cap with a dog in it.”. The options are images but we will put them in words for the explanation: “Red coat, Pen, Blue cap with a dog image, Blue shoes and Blue doll”.

The exercise 6 named “Give yourself 60 seconds to skim through the text, then answer the questions without seeing the text”. This exercise uses a improving reading comprehension technique named skimming that consists of proving the students knowledge to associate the text with the memorization. In this exercise the student have 60 seconds to read how many times the students want the reading and then answer the following questions: “Who went to the zoo yesterday?”, “What did Sarah like best at the zoo?”, “Why did Sarah's brother like the lions?” , “What animal did Sarah's mom enjoy watching?”, “Why did Sarah's dad find the giraffes interesting?”.

### ***3.2.1 Creation of the AI images in Leonardo AI***

To create AI-generated images using Leonardo AI, start by signing up or logging in at leonardo.ai, then choose an image generation model that suits your needs—such as Leonardo Diffusion for general use or DreamShaper for stylized art. In the AI Image Generation section,

enter a detailed text prompt describing the image you want, including style, subject, environment, and quality, and optionally add negative prompts to avoid unwanted elements. Adjust settings like resolution, guidance scale, and the number of images, then click "Generate." Once the images are created, you can upscale them, edit using inpainting, remove backgrounds, or remix them to make variations. Finally, download or share your favorite results, and remember that clear, detailed prompts—along with stylistic keywords—help produce better outcomes.

In this research we used the Leonardos AI prompts like “Animated boy, 3d, happy, soccer field background, animated illustration for kids, T-shirt with Ecuador logo, yellow t-shirt, soccer ball in his feet”, for the kid with the Ecuadorian T-Shirt in exercise 4 of the reading comprehension booklet, for the dog with the red scarf in exercise 3 of the reading comprehension booklet we used this prompt: “Animated colorful dog, full body, illustration for kids, with a red scarf in his neck, a pencil in his right paw, a book in his left paw, forest background”, and for the secondary dog in the top of the page we used this prompt: “Animated dog, 3d, happy, no background, animated illustration for kids”. For the girl with the red shoes in exercise 5 we used this prompt: “Animated girl, 3d, happy, no background, animated illustration for kids”, for the additaments options in exercise 5, like pen, cap with a dog, doll, blue shoes and red coat we used the following prompts: for the blue cap with a dog: “Animated hat with a dog logo in it, full body, 3d, no background, animated illustration for kids”, for the pen we used this prompt: “Animated pen, 3d, no background, animated illustration for kids”, for the red coat we used this prompt: “Animated red coat, 3d, no background, animated illustration for kids”, for the blue shoes we used this prompt: “Animated 2 girl blue shoes, 3d, no background, animated

illustration for kids” and finally for the blue doll we used this prompt: “Animated doll, 3d, no background, animated illustration for kids”.

For the lion in exercise 6 we used “Animated comic lion, fluffy appearance, full body, 3d, no background, animated illustration for kids”. For the cat in the yard with flowers of the exercise 2 of the reading comprehension booklet we used the following prompt: “Animated cat chasing a red butterfly through a garden, jumping over flowers and bushes, colorful”, and for the secondary cat in the up part of the exercise we used this prompt: “Animated cat, 3d, happy, no background, animated illustration for kids”. For the “steel man” character of the exercise 1 of the reading comprehension booklet we used the following prompt: “Give me a superheroe totally different to iron man, no background, animated illustration for kids”, and for the blue man of the character we used the following prompt: “Give me a hand of a superheroe totally different to iron man, no background, blue hand, futuristic, robotic, animated illustration for kids”. For the animated squirrels in the front page of the reading comprehension booklet we used this prompt: “An animated, illustration, of an animated book, for kids, happy, real animals, animated animals, no background” and for the kid in the front page we used this prompt: “An animated, illustration, of a kid, surprised, happy, no background”.

For all the images we used the following settings: Resolution: 1024x576, Preset Style: Leonardo Style, Init Strength: 0.3, Generation Mode: Fast, Finetuned Model: Leonardo Lightning XL, Image Guidance: Image to Image 0.30.

To see some of the AI Generated Images in Leonardo AI see the **Appendix 13**: “AI Generated Images”

### ***3.2.2 Edition of the AI images in Photoshop software***

The images generated by Leonardo AI not always were perfect, that's why we have to edit them with an image design software, in this case we used Photoshop. Some of the modifications you can perform are basic adjustments like brightness, contrast, saturation, and color correction, as well as advanced edits such as retouching with healing tools, object removal, and noise reduction. You can crop, resize, and reframe images, work with multiple layers and masks for non-destructive editing, and apply text, graphics, or custom effects using blending modes and filters. Photoshop also allows you to composite multiple images, replace backgrounds, and apply AI-powered features like Generative Fill, Neural Filters, and Sky Replacement for intelligent enhancements. Additionally, you can color grade using adjustment layers or LUTs, draw or paint with brushes, and convert elements into smart objects to preserve quality, making it a powerful tool for transforming AI-generated images into polished, professional-grade visuals. In this case, we used tools like, cut, background removal, quick options like quick background removal, pen tool, color correction etc...

To see an example of some images before and after edition see **Appendix 14**: "Image comparison after and before edition".

### **3.3 Location**

The research project takes place in "Freire Stabile" college, located in Guayaquil, Ecuador, all the research process takes place in a face-to-face modality with the students with the respective authorization of the parents and the colleague authorities.

### **3.4 Application of the Proposal**

#### ***3.4.1 Description of the intervention***

The students have taken the Pre-Test on March 18<sup>th</sup> of 2024. It was pretty simple and it only took 10 to 30 minutes. For the 9<sup>th</sup> “A” course, the Pre-Test was taken from 9:00 to 9:25 am. For the 9<sup>th</sup> “B” course, the Pre-Test was taken from 10:00 to 10:30 am. For the 9<sup>th</sup> “C” course, the Pre-Test was taken from 11:00 to 11:30 am.

The 90 students who participated in this research process attended English classes every day from March 25 to March 29, 2024. On Monday 25<sup>th</sup>, 2024 the implementation of the booklet was taken by the researches, the process took the researchers about one week. The booklet was colour printed in A4 format white printable paper. The researchers printed 30 booklets in total (11 pages each booklet) so they can work with every student in each course. The booklet teaching was divided into two parts so researchers can teach half of the booklet one day respectively to each course. There were 3 courses of 9<sup>th</sup> grade, divided in letters, the first one is 9<sup>th</sup> “A”, the second one is 9<sup>th</sup> “B” and the third one is 9<sup>th</sup> “C”, having 30 students each course respectively. The researchers only used 30 minutes of the 1 hour daily English class to teach the booklet to the students. The 9<sup>th</sup> “A” course had their English class on Mondays at 9:00 am, on Tuesdays at 13:00 pm, on Wednesdays at 14:00 pm, on Thursdays at 10:00 am, on Fridays at 11:00 am.

The 9<sup>th</sup> “B” course had their English class on Mondays at 10:00 am, on Tuesdays at 13:00 pm, on Wednesdays at 14:00 pm, on Thursdays at 11:00 am, on Fridays at 09:00 am.

The 9<sup>th</sup> “C” course had their English class on Mondays at 11:00 am, on Tuesdays at 15:00 pm, on Wednesdays at 10:00 pm, on Thursdays at 13:00 am, on Fridays at 13:00 am.

We used the following schedule order described below.

**Table 5***Students English Schedule*

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
9 th “A”	9:00 - 10:00	13:00 - 14:00	14:00 – 15:00	10:00 - 11:00	11:00 - 12:00
9 th “B”	10:00 - 11:00	14:00 - 13:00	9:00 - 10:00	11:00 - 12:00	9:00 – 10:00
9 th “C”	11:00 - 12:00	15:00 – 16:00	10:00 - 11:00	13:00 - 14:00	13:00 – 14:00

**3.4.2 Monday 25**

On March, Monday 25 th, 2024 the researchers started with 9<sup>th</sup> “A” grade course at 9 am, we started the presenting to students the booklet and the finality of it, that is to improve the reading comprehension skills so they can know which kind of exercises it will contain. The english teacher was Carlos Aguirre and with his help we could proceed with the teaching of the booklet.

Then, in the first 5 minutes, from 9 to 9:05, after explaining the students the first activity, we proceed to the development of the first exercise of the reading comprehension booklet. From 9:05 to 9:10 we develop the first exercise we develop first exercise that is “Use your finger as mine to read the text! Quick!” and we notice that the children where amazed because they were not accustomed to that kind of interactive activities and less with superheroes, it was pretty satisfactory how they enjoyed this activity. Of course, the teacher and the researchers have to help in any doubt the students had and reinforce any problem students had about the booklet or the exercises. Then, from 9:10 to 9:15 we explained and develop the second exercise that is

named “Read aloud this text with your voice”. From 9:15 to 9:20 we develop the exercise 3 named “See the image and identify the elements”. From 9:20 to 9:25 we develop exercises 4 named “Fill in the gaps with the words in the following table, use the image for reference” and 5 named “Match the objects with Ana description in the text Ana”. Finally from 9:25 to 9:30 we develop the final exercise 6 named “Give yourself 60 seconds to skim through the text, then answer the questions without seeing the text”.

On March, Tuesday 26 th, 2024 we started the same protocol made on Monday with 9 th “B” course, 14:00 to 14:30.

Finally, on March, Friday 29 th, 2024 we develop the booklet with 9 th “C” from 13:00 to 13:30.

### **3.5 Pre-Test Results**

The Pre-Test consists of 10 questions for 3 different exercises that will prove the student reading comprehension skills like main idea identification, vocabulary, Text structure comprehension and overall understanding. All of the components previous mentioned are qualified in the Pre-Test rubrics that we can observe in the **Appendix 5: “Pre-Test”**, and its respective answers in the **Appendix 6: “Pre-Test Answers”**.

In **Appendix 9: “Pre-Test & Post-Test Rubric”** we can observe all the parameters that we have in mind when we qualify the Pre-Test results, giving us results depending on the note that the student obtained when the test is qualified.

We are going to expose the results and then analyze, and make the respective interpretation for each information that was taken from the students.

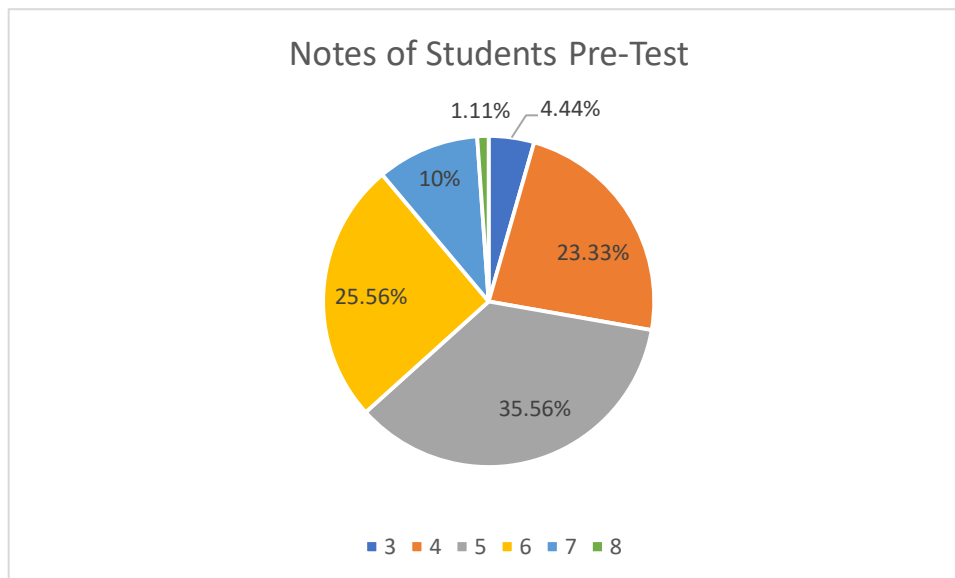
### 3.5.1 Pre-Test results and interpretation

We are going to present the results of the notes, how many students got each note based in their results.

**Table 6**

*Notes of the Students Pre-Test*

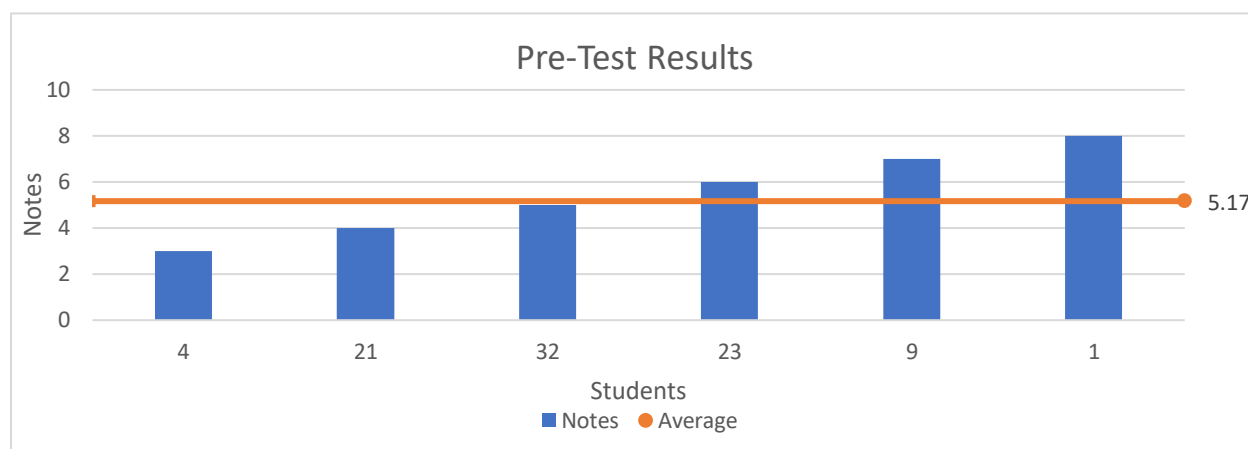
	Number of Students	Notes	Percentage
	4	3	4,44%
	21	4	23,33%
	32	5	35,56%
	23	6	25,56%
	9	7	10%
	1	8	1,11%
Total	90	-	100%

**Figure 6:***Notes of the Students Pre-Test*

As it can be seen in **Figure 6**, 1.11% of students got 8 as a final note of the Pre-Test results, 4.4% of the students got a 3 as a final note of the Pre-Test results, 10% of students got a 7 as a final note of the Pre-Test results, 23.33 % of students got a 4 as a final note of the Pre-Test results, 25.56% of students got a 6 as a final note of the Pre-Test results and 35.56% of students got a 5 as a final note of the Pre-Test results.

**Table 7***Note Average Pre-Test*

	Number of Students	Notes	Total Notes	Average (Total Notes /Total # of Students)
	4	3	12	0,13
	21	4	84	0,93
	32	5	160	1,78
	23	6	138	1,53
	9	7	63	0,70
	1	8	8	0,09
Total	90	-	465	5,17

**Figure 7***Note Average Pre-Test*

As it can be seen in **Figure 7**, we obtained an average of 5.17 in a general view of the results of the Pre-Test results so we can infer that the reading comprehension skill it is not one of the strongest abilities of the students of the Freire Stabile Educational Unit. The results of these average following our rubric qualification in the **Appendix 9**: “Pre-Test & Post-Test Rubric” its from bad to good of all the three classrooms to be studied.

### 3.6 Post-Test results

The Post-Test was taken after the implementation of the reading comprehension booklet, it consists of 10 questions for 3 different exercises that will prove the student reading comprehension skills like main idea identification, vocabulary, Text structure comprehension and overall understanding. All of the components previous mentioned are qualified in the Post-Test rubrics that we can observe in the **Appendix 7**: “Post-Test”, and its respective answers in the **Appendix 8**: “Post-Test Answers”.

In **Appendix 9: “Pre-Test & Post-Test Rubric”** we can observe all the parameters that we have in mind when we qualify the Pre-Test results, giving us results depending on the note that the student obtain when the test is qualified.

There will be exposed the results and then analyze, and make the respective interpretation for each information that was taken from the students.

### ***3.6.1 Post-Test results and interpretation***

There are going to be presented the results of the notes, how many students got each note based in their results.

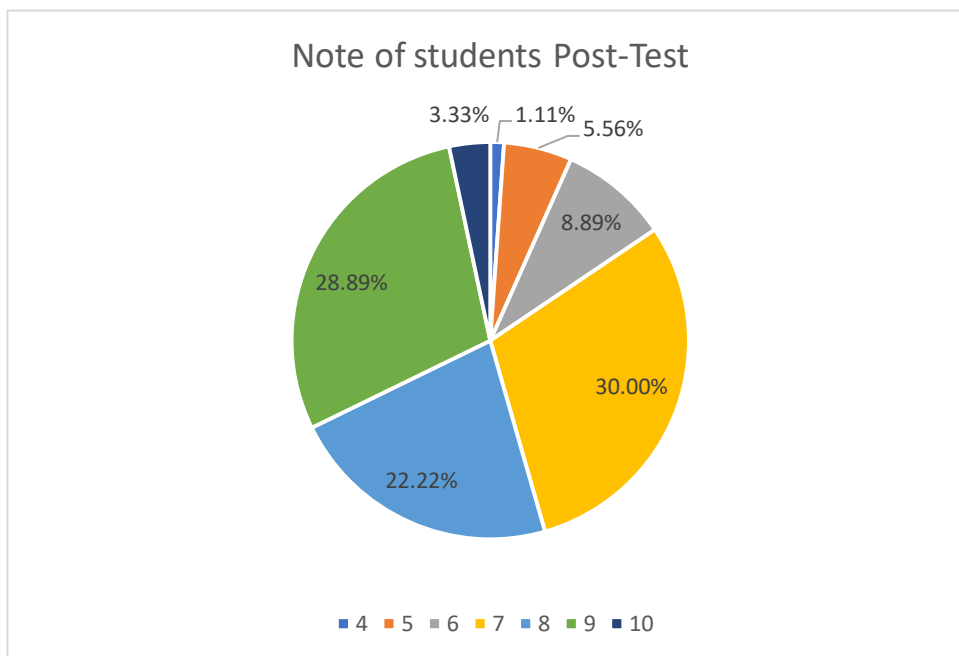
**Table 8**

*Notes of the Students Post-Test*

Notes	Students	Percentage
4	1	1.11%
5	5	5.56%
6	8	8.89%
7	27	30.00%
8	20	22.22%
9	26	28.89%
10	3	3.33%
Total	90	100%

**Figure 8:**

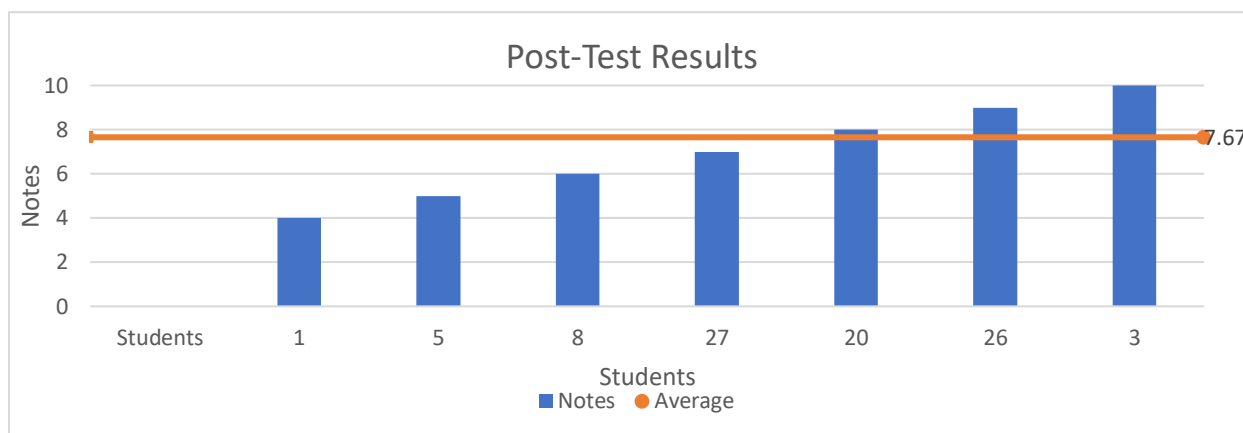
*Notes of the Students Post-Test*



As it can be seen in **Figure 8**, 1.11% of students got 4 as a final note of the Pre-Test results, 5.56% of the students got a 5 as a final note of the Post-Test results, 8.89% of students got a 6 as a final note of the Post-Test results, 30 % of students got a 7 as a final note of Post-Test results, 22.22% of students got a 8 as a final note of the Post-Test results and 28.89% of students got a 9 as a final note of the Post-Test results and 3.33 % of students got a 10 as a final note of the Post-Test results.

**Table 9***Note Average Post-Test*

Number of Students	Notes	Total Notes	Average (Total Notes /Total # of Students)
1	4	4	0.04
5	5	25	0.28
8	6	48	0.53
27	7	189	2.10
20	8	160	1.78
26	9	234	2.60
3	10	30	0.33
<b>Total</b>	<b>90</b>	<b>690</b>	<b>7.67</b>

**Figure 9***Note Average of Post-Test*

As it can be seen in **Figure 9**, we obtained an average of 7.67 in a general view of the results of the Post-Test results so we can infer that the reading comprehension skill are better than the ones of the Post-Test. The results of these average following our rubric qualification in the **Appendix 9: “Pre-Test & Post-Test Rubric”** its from bad to good of all the three classrooms to be studied.

### 3.7 Pre-Test and Post-Test comparison

Now there will be compared the results of the Pre-Test and the Post-Test after the implementation of the research proposal, the improving reading vomprehension booklet.

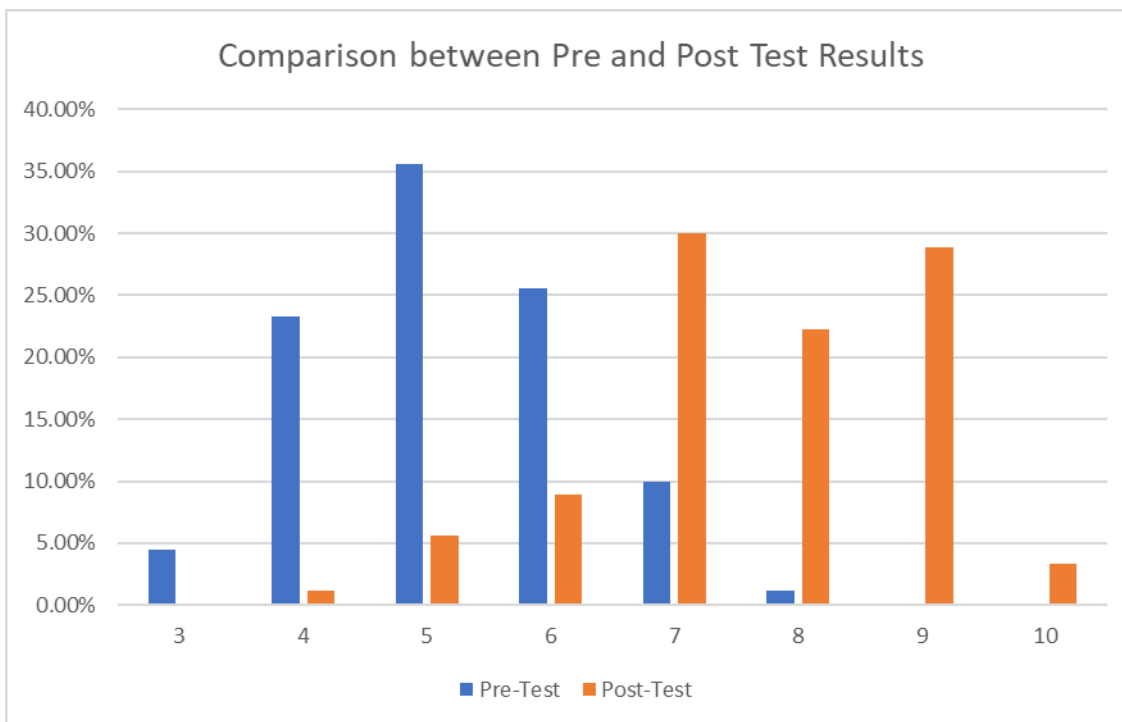
**Table 10**

*Comparison of results between Pre-Test and Post-Test after booklet implementation*

Notes of students	Pre-Test	Post-Test
3	4.44%	0%
4	23.33%	1.11%
5	35.56%	5.56%
6	25.56%	8.89%
7	10%	30.00%
8	1.11%	22.22%
9	0	28.89%
10	0	3.33%
Total	100%	100%

**Figure 10**

*Comparison of results between Pre-Test and Post-Test after booklet implementation*



As it can be seen in **Figure 10**, after the implementation of the booklet, we observed a diminution of 100% of the students that got a 3 score in the Pre-Test in comparison to the Post-test. We observed a diminution of 22.2% of the students that got a 4 score in the Pre-Test in comparison to the Post-test. The researchers observed a diminution of 30% of the students that got a 5 score in the Pre-Test in comparison to the Post-test. The researchers observed a diminution of 16.67% of the students that got a 6 score in the Pre-Test in comparison to the Post-test. We observed an increase of 20% of the students that got a 7 score in the Pre-Test in comparison to the Post-test. We observed an increase of 21.11% of the students that got an 8 score in the Pre-Test in comparison to the Post-test. The researchers observed an increase of 28.89% of the students that got a 9 score in the Pre-Test in comparison to the Post-test. We

observed an increase of 3.33% of the students that got a 10 score in the Pre-Test in comparison to the Post-test.

**Table 11**

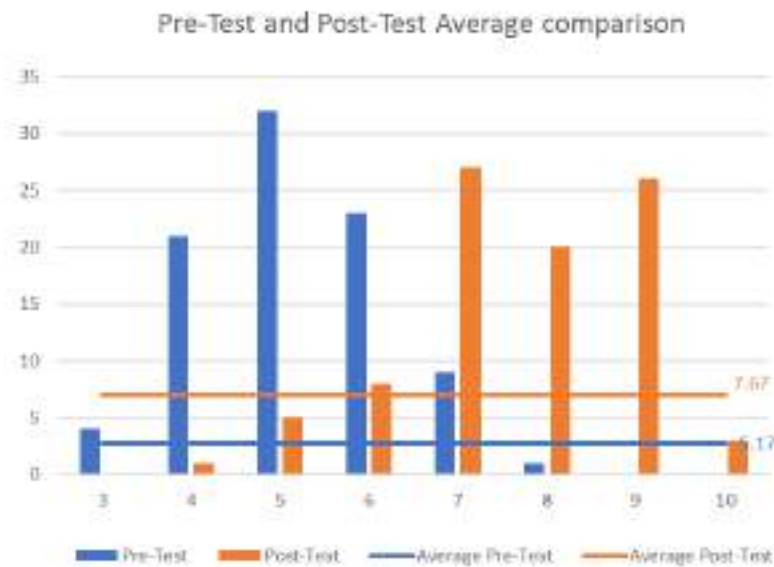
*Comparison of averages between Pre-Test and Post-Test after booklet implementation*

Notes	Pre-Test	Pre-Test	Post-Test	Post-Test
	Notes	Average	Notes	Average
3	4	0.13	0	0
4	21	0.93	1	0.04
5	32	1.78	5	0.28
6	23	1.53	8	0.53
7	9	0.70	27	2.10
8	1	0.09	20	1.78
9	0	0.00	26	2.60
10	0	0.00	3	0.33
Total		5.17		7.67

As it can be seen in **Table 11**, there was an increase of the good notes obtained by students after the reading comprehension booklet. The total score sum from the students went from 465 to 690 (see **Table 7** and **Table 9**), obtaining an improvement of 195 points, in percentage we have obtained an improvement in the total score obtained by students in a 28%.

**Figure 11**

*Comparison of averages between Pre-Test and Post-Test after booklet implementation*



As it can be seen in **Figure 11**, after the implementation of the booklet, we observed an increase of 2.5 Points in the average between the Pre-Test and Post-test comparison. It increased from 5.17 to 7.67. In percentage we observed an increase of 48.36% in the average between the Pre-Test and Post-test comparison

#### 4. Conclusions

As there can be seen in Chapter III, the researchers observed and inferred that there was successfully Improved the English Reading comprehension skills on A1 students through the implementation of a reading comprehension booklet in the college Freire Stabile located on Guayaquil, Ecuador.

It was diagnosed the level of students through a diagnostic assessment that determined their level through CEFR level qualifications and specifications.

It was identified the problems that students present at the moment of the reading skill development in the traditional learning process through the survey that we used to know about the student information and thinking.

It was designed a reading comprehension booklet for the students through the investigation of methods that can improve the students learning experiences through innovative exercises and type of guidance that make the students develop in a better way their learning process.

It was evaluated the results obtained after the implementation of the reading comprehension booklet and its effectiveness by evaluating and contrasting the results obtained in the research proposal. We have determined an increase of 2.5 points in the average notes obtained by students in the Post-test after being implemented the reading comprehension booklet. We have determined a notably increase in the final scores after the booklet implementation. We have determined and registered diminutions in bad grades and increases in good grades of the students that participated in the research proposal

## 5. Recommendations

Based on the findings of this study, it is recommended that the designed reading comprehension booklet be integrated into the regular curriculum to support the consistent development of reading skills in A1 students. Teachers should receive appropriate training to effectively implement the material, which should include a variety of pre-, while-, and post-reading activities tailored to different learning styles. To enhance accessibility, both printed and digital formats of the booklet are advised. Future research should explore its long-term effects, its adaptability to other CEFR levels, and its impact on specific reading sub-skills such as skimming and inference. Additionally, continuous student feedback should be used to check content, ensuring it remains engaging, culturally relevant, and level-appropriate.

Teachers of the institution and in general must constantly search for proved scientifically methods that help students to have a better learning process.

We highly recommend to the institution or future researchers not to limitate the filed of the improvements because this type of information and knowledge could be use to improve the students learning process in other fields like speaking, listening, grammar etc...

The teachers in global terms, must help students to reach their goals and even more, if there is a subject so important like the English subject, that can guarantee students future by helping them to reach more laboral opportunities, acces to better payments, know other cultures and languages.

Finally, we highly recommend to the authorities to promote this kind of research in institutions, private collegue and public colleges to seek constantly new innovative ways to improve the stundents learning process.

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**Appendix 3: “Diagnostic Assessment answers”**

**Source:** Made by author

**A1 English Proficiency Test****Part 1****Listening Comprehension****Task 1: Listen to the audio and choose the correct option.**

The audio: Sarah is at the school. She wants to borrow a book from the library next to the park, then she wants to go to the supermarket.

**Where is the library?**

- A) Next to the park (Correct Answer)
- B) Behind the school
- C) Across from the supermarket

**Where is Sarah?**

- A) Next to the park
- B) School (Correct Answer)
- C) Supermarket

**Part 2****Reading Comprehension****Task 2: Read the passage and answer the questions.****Passage:**

My name is Sarah. I am from London. I have a cat named Kitty. Kitty is black and white. I like to read books and watch movies in my free time.

**Where is Sarah from?**

- A) Paris
- B) London (Correct Answer)
- C) New York

**What is the name of Sarah's cat?**

- A) Fluffy
- B) Kitty (Correct Answer)
- C) Tiger

### **Part 3**

#### **Writing**

**Task 3: Write a short paragraph about your daily routine.**

### **Part 4**

#### **Speaking**

**Task 4: Answer the following questions.**

**4.1. Introduce yourself and say where you are from.**

**4.2. Describe your favorite food.**

### Appendix 4: “A1 Diagnostic Assessment Rubric”

Source: Made by author

Criteria	Poor (0-3 Points)	Bad (4-5 Points)	Good (6-7 Points)	Excellent (8-10 Points)
<b>Main Idea Identification</b>	Unable to identify the main idea or misinterprets it	Identifies the main idea with some inaccuracies or lacks depth	Identifies the main idea accurately and demonstrates a solid understanding	Clearly identifies the main idea with precision and insight
<b>Vocabulary</b>	Struggles to understand basic vocabulary, hindering comprehension	Understands most vocabulary but may encounter difficulty with complex terms	Demonstrates a strong grasp of vocabulary, enhancing comprehension	Displays a wide range of vocabulary and uses it effectively
<b>Text Structure Comprehension</b>	Struggles to identify the structure or how ideas are organized	Partially understands the structure but may miss connections between ideas	Recognizes the structure and effectively identifies relationships between ideas	Clearly identifies the structure and how ideas are interconnected
<b>Overall Understanding</b>	Demonstrates minimal understanding of the passage and its components	Shows moderate comprehension but lacks depth or consistency	Displays a solid understanding of most aspects of the passage	Exhibits comprehensive understanding with insightful analysis

**Appendix 5: “Pre-Test”****Source:** Made by author**Pre-Test****Reading Comprehension****Read the following short passages and answer the questions that follow each passage.****Passage 1**

Mary is a student. She has a dog. His name is Max. Mary and Max like to play in the park.

**What is Mary's pet's name?**

- A) Max
- B) Buddy
- C) Jake
- D) Spot

**Where do Mary and Max like to play?**

- A) Beach
- B) School
- C) Library
- D) Park

**What is Mary's occupation?**

- A) Teacher
- B) Doctor
- C) Student
- D) Chef

**What activity do Mary and Max enjoy doing together?**

- A) Playing
- B) Eating
- C) Sleeping
- D) Reading

**Passage 2**

Tom wants to buy a new book. He goes to the bookstore. He finds a book about animals. Tom buys the book and goes home.

**What does Tom want to buy?**

- A) Toy
- B) Clothes
- C) Book
- D) Food

**Where does Tom go to buy the book?**

- A) Park
- B) Bookstore
- C) School
- D) Restaurant

**What kind of book does Tom find at the bookstore?**

- A) About Animals
- B) Mystery
- C) Science Fiction
- D) History

**What does Tom do after buying the book?**

- A) Goes to Work
- B) Goes to the Park
- C) Goes to School
- D) Goes Home

**Passage 3**

Amy is going on a trip to the zoo with her family. They will see many animals like lions, giraffes, and elephants. Amy is excited to see the monkeys the most. She wants to take pictures of them.

**What animals will Amy take pictures at the zoo?**

- A) Giraffes
- B) Lions
- C) Monkeys
- D) Elephants

**What animal is Amy most excited to see?**

- A) Lions
- B) Giraffes
- C) Elephants
- D) Monkeys

**Appendix 6: “Pre-Test Answers”**

**Source:** Made by author

**Pre-Test****Reading Comprehension**

**Read the following short passages and answer the questions that follow each passage.**

**Passage 1**

Mary is a student. She has a dog. His name is Max. Mary and Max like to play in the park.

**What is Mary's pet's name?**

- A) Max (Correct)
- B) Buddy
- C) Jake
- D) Spot

**Where do Mary and Max like to play?**

- A) Beach
- B) School
- C) Library
- D) Park (Correct)

**What is Mary's occupation?**

- A) Teacher
- B) Doctor
- C) Student (Correct)
- D) Chef

**What activity do Mary and Max enjoy doing together?**

- A) Playing (Correct)
- B) Eating
- C) Sleeping
- D) Reading

**Passage 2**

Tom wants to buy a new book. He goes to the bookstore. He finds a book about animals. Tom buys the book and goes home.

**What does Tom want to buy?**

- A) Toy
- B) Clothes
- C) Book (Correct)
- D) Food

**Where does Tom go to buy the book?**

- A) Park
- B) Bookstore (Correct)
- C) School
- D) Restaurant

**What kind of book does Tom find at the bookstore?**

- A) About Animals (Correct)
- B) Mystery
- C) Science Fiction
- D) History

**What does Tom do after buying the book?**

- A) Goes to Work
- B) Goes to the Park
- C) Goes to School
- D) Goes Home (Correct)

**Passage 3**

Amy is going on a trip to the zoo with her family. They will see many animals like lions, giraffes, and elephants. Amy is excited to see the monkeys the most. She wants to take pictures of them.

**What animals will Amy take pictures at the zoo?**

- A) Giraffes
- B) Lions
- C) Monkeys (Correct)
- D) Elephants

**What animal is Amy most excited to see?**

- A) Lions
- B) Giraffes
- C) Elephants
- D) Monkeys (Correct)

**Appendix 7: "Post-Test"****Source:** Made by autor**Post-test****Reading Comprehension****Read the following short passages and answer the questions that follow each passage.****Passage 1**

Sarah has a cat. Its name is Mittens. Mittens its a male cat. Sarah and Mittens enjoy sitting by the window and watching birds outside.

**What is the name of Sarah's pet?**

- A) Mittens
- B) Whiskers
- C) Shadow
- D) Fluffy

**What do Sarah and Mittens like to do by the window?**

- A) Sleeping
- B) Eating
- C) Playing
- D) Watching Birds

**What is the pet's gender?**

- A) Unknown
- B) Female
- C) Male
- D) Not specified

**What do they watch outside the window?**

- A) Bird
- B) Cars
- C) People
- D) Trees

**Passage 2**

Alex goes to the beach with his family. They bring a picnic basket. Alex eats a sandwich and plays in the sand.

**Where does Alex go with his family?**

- A) Park
- B) Zoo
- C) Museum
- D) Beach

**What does Alex do at the beach?**

- A) Sleeps
- B) Plays in the Sand
- C) Swims
- D) Reads

**What do they bring to the beach?**

- A) Soccer Ball
- B) Camera
- C) Picnic Basket
- D) Umbrella

**What does Alex do after eating?**

- A) Sleeps
- B) Swims
- C) Plays
- D) Reads

**Passage 3**

John loves to play soccer with his friends. They meet at the park every Saturday morning. They kick the ball and score goals. After playing, they sit on the grass and eat sandwiches.

**Where do John and his friends meet every Saturday morning?**

- A) School
- B) Beach
- C) Library
- D) Park

**What do they do after playing soccer?**

- A) Play basketball
- B) Eat sandwiches
- C) Ride bikes
- D) Swim

**Appendix 8: “Post-Test Answers”**

**Source:** Made by author

**Post-test****Reading Comprehension**

**Read the following short passages and answer the questions that follow each passage.**

**Passage 1**

Sarah has a cat. Its name is Mittens. Mittens its a male cat. Sarah and Mittens enjoy sitting by the window and watching birds outside.

**What is the name of Sarah's pet?**

- A) Mittens (Correct)
- B) Whiskers
- C) Shadow
- D) Fluffy

**What do Sarah and Mittens like to do by the window?**

- A) Sleeping
- B) Eating
- C) Playing
- D) Watching Birds (Correct)

**What is the pet's gender?**

- A) Unknown
- B) Female
- C) Male (correct)
- D) Not specified

**What do they watch outside the window?**

- A) Birds (Correct)
- B) Cars
- C) People
- D) Trees

**Passage 2**

Alex goes to the beach with his family. They bring a picnic basket. Alex eats a sandwich and plays in the sand.

**Where does Alex go with his family?**

- A) Park
- B) Zoo
- C) Museum
- D) Beach (Correct)

**What does Alex do at the beach?**

- A) Sleeps
- B) Plays in the Sand (Correct)
- C) Swims
- D) Reads

**What do they bring to the beach?**

- A) Soccer Ball
- B) Camera
- C) Picnic Basket (Correct)
- D) Umbrella

**What does Alex do after eating?**

- A) Sleeps
- B) Swims
- C) Plays (Correct)
- D) Reads

**Passage 3**

John loves to play soccer with his friends. They meet at the park every Saturday morning. They kick the ball and score goals. After playing, they sit on the grass and eat sandwiches.

**Where do John and his friends meet every Saturday morning?**

- A) School
- B) Beach
- C) Library
- D) Park (Correct)

**What do they do after playing soccer?**

- A) Play basketball
- B) Eat sandwiches (Correct)
- C) Ride bikes
- D) Swim

### Appendix 9: “Pre-Test & Post-Test Rubric”

Source: Made by autor

Criteria	Excellent (8-10 Points)	Good (6-7 Points)	Fair (4-5 Points)	Poor (0-3 Points)
<b>Vocabulary</b>	Demonstrates extensive and accurate use of basic vocabulary appropriate for A1 level.	Shows competent use of basic vocabulary with occasional errors.	Demonstrates limited use of basic vocabulary with frequent errors.	Lacks basic vocabulary and relies heavily on guessing.
<b>Grammar</b>	Exhibits strong command of simple grammatical structures and minimal errors.	Displays adequate understanding of simple grammatical structures with occasional errors.	Demonstrates limited understanding of basic grammatical structures with frequent errors.	Struggles to produce grammatically correct sentences.
<b>Comprehension</b>	Shows full comprehension of simple written and spoken texts, answering questions accurately.	Demonstrates good comprehension of simple written and spoken texts, with minor inaccuracies.	Shows partial comprehension of simple written and spoken texts, with significant inaccuracies.	Struggles to understand simple written and spoken texts, providing mostly incorrect answers.
<b>Speaking</b>	Communicates ideas clearly and effectively using simple language and appropriate pronunciation.	Communicates ideas adequately, with occasional hesitations and minor pronunciation errors.	Communicates ideas with difficulty, often requiring assistance, and noticeable pronunciation errors.	Unable to communicate ideas effectively, with frequent hesitations and poor pronunciation.
<b>Listening</b>	Understands and accurately responds to simple spoken instructions and questions.	Demonstrates good understanding of simple spoken instructions and questions, with minor inaccuracies.	Shows partial understanding of simple spoken instructions and questions, with significant inaccuracies.	Struggles to understand simple spoken instructions and questions, providing mostly incorrect responses.
<b>Writing</b>	Writes simple sentences and short paragraphs with clear organization and minimal errors.	Writes coherent sentences and short paragraphs with occasional errors in organization and grammar.	Writes basic sentences with limited organization and frequent errors in grammar and spelling.	Writes incomplete or disjointed sentences with significant errors in grammar and spelling.
<b>Overall Proficiency</b>	Demonstrates consistent proficiency in basic English language skills at the A1 level.	Shows proficiency in basic English language skills, with some areas for improvement.	Demonstrates limited proficiency in basic English language skills, requiring further development.	Lacks proficiency in basic English language skills at the A1 level.

### Appendix 10: “Operationalization Matrix for Variables”

Source: Made by autor

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Reading comprehension skills	Refers as the abilities and strategies individuals use to understand and interpret written language. These skills encompass a range of cognitive processes that allow readers to understand meaning from written text	<b>Reading skill</b> is quantitatively measured by the students' scores on a English reading Pre-Test. This test evaluates students on aspects such as main Idea identification, text structure comprehension, Vocabulary and overall understanding	<b>Main idea identification</b>	Ability to identify the central theme or message of the text	Slow and halting Moderate Fluent Highly fluent
				Skill in recognizing the primary purpose or goal of the text	
				Capacity to distinguish between main ideas and supporting details	
			<b>Text Structure Comprehension</b>	Understanding of the organizational structure of the text (e.g., chronological, cause and effect, compare and contrast)	Poor Fair Good Excellent
				Skill in recognizing text features such as headings, subheadings, and bullet points to comprehend the organization	
				Ability to identify transitions between different sections or paragraphs within the text	
			<b>Vocabulary</b>	Range and depth of vocabulary knowledge	Limited Basic Proficient Advanced
				Ability to decipher meaning from context clues	
				Competency in using vocabulary in context	
			<b>Overall Understanding</b>	Comprehensive grasp of the content and key concepts presented in the text	Weak Developing Competent Advanced
Skill in making connections between different parts of the text and relating them to the overall message or purpose					
Capacity to synthesize information from multiple sources or sections within the text to form a coherent understanding					

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Design of a reading comprehension booklet	The design of a reading comprehension booklet refers to the overall layout, formatting, organization, and presentation of textual and visual elements within the booklet aimed at enhancing the reader's comprehension and engagement with the material	<b>Visual Appeal</b>	Use of relevant and engaging images Consistent and aesthetically pleasing typography Balanced use of colors and whitespace	Poor Fair Good Excellent
		<b>Textual Clarity</b>	Clear and concise language Appropriate font size and style for readability Consistent formatting (e.g., headings, paragraphs)	Unclear Somewhat clear Clear Very clear
		<b>Organization and Structure</b>	Logical sequencing of content Clear section headings and subheadings Adequate use of bullet points, numbering, or other organizational tools	Disorganized Somewhat organized Well-organized Highly organized
		<b>Interactivity</b>	Inclusion of interactive elements such as quizzes, exercises, or links to supplementary resources Opportunities for reader engagement and participation Incorporation of multimedia elements (e.g., audio, video) if applicable	Non-interactive Limited interactivity Moderately interactive Highly interactive

## Appendix 11: “Stages of the Research Process”

**Source:** Made by autor

Stage	Description	Activities	Performers
Planning and Preparation	This stage involves defining the research problem, setting objectives, and planning the overall research process	Identifying research questions, reviewing relevant literature, determining research methodology, establishing timelines and milestones	Researchers and Tutor
Literature Review	In this stage, existing literature related to the research topic is reviewed and synthesized to provide context and inform the research design	Searching and accessing relevant academic journals, books, and other sources, critically analyzing literature, identifying gaps and trends	Researchers
Design and Methodology	This stage involves designing the research study, selecting appropriate methods, and outlining procedures for data collection and analysis	Choosing research approach (quantitative, qualitative, or mixed methods), selecting sampling techniques, designing research instruments (surveys, interview protocols, etc.), planning data analysis procedures	Researchers and Tutor
Data Collection	In this stage, data is gathered according to the research design and methodology established in previous stages	Conducting surveys, assessments, experiments, observations, or collecting existing data through archival research	Researchers, students
Data Analysis	This stage involves processing, interpreting, and analyzing the collected data to derive meaningful insights and answer research questions	Coding qualitative data, entering and cleaning quantitative data, applying statistical analyses or qualitative analysis techniques	Researchers
Interpretation and Discussion	Here, the research findings are interpreted in the context of existing literature and theoretical frameworks, and implications are discussed	Synthesizing findings, comparing results with existing research, discussing implications for theory, practice, and policy	Researchers
Conclusion and Recommendations	In this final stage, conclusions are drawn based on the research findings, and recommendations are made for future research or practical applications	Summarizing key findings, drawing conclusions, making recommendations for further research or action	Researchers

**Appendix 12: “Reading Comprehension Booklet”****Source:** Made by autor