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TEMA:

**“THE USE OF A VOCABULARY BOOKLET TO ENHANCE ENGLISH
COMPREHENSION IN A1 LEVEL STUDENTS”**

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La Universidad para todos





DEDICATION

To my beloved children, Agustin and Charlotte, whose endless curiosity and joy remind me daily of the purpose behind each step I take. Thank you for being my constant inspiration and for your patience as I pursued this journey. To Cristian, their father, for his unwavering support and understanding, giving me the time, space, and encouragement I needed to reach this milestone. Your presence by my side has been a steady source of strength and motivation.

To my parents, whose unwavering faith and sacrifices have been the foundation of my success. Thank you for always believing in me and lifting me up. To my siblings, who cheered me on and supported me through every challenge. And to my grandfather, Cesar, my angel in heaven, whose legacy and love continue to guide me every day. This achievement reflects each of you, and I am forever grateful.

J. Denisse Brito M.





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J. Denisse Brito M.





SUMMARY

This thesis aims at establishing the significance of the problem of low vocabulary and reading skills among A1 level students of Instituto Superior Tecnológico Rumiñahui. The proposed intervention will therefore assess the efficacy of applying a simple vocabulary booklet to enhance English reading skills. The research took place with 98 participants, of which forty-one are women, and fifty-seven are men, most of whom are characterized by being working students.

This study took a mixed-paradigm approach that includes both quantitative data and qualitative data. The interviews and focus groups were also the qualitative research instruments while the quantitative methods used embraced pre-tests, post-tests, usage logs, detailed questionnaires, classroom observations, and paper-and-pencil tests. The teaching strategies included structured and scaffolding instructional methodologies by Barbara J. Walker and Donna Ogle informed the study.

While all the obtained results testify in favor of the vocabulary booklet, the greatest discoveries indicate that students' vocabulary level and reading skills benefited the most. When elaborating the proposal, which was based on the development and implementation of the booklet, the gaps in learning were effectively combated. The conclusion approves the effectiveness of the booklet and encourages its continued use in comparable learning settings.

Keywords: Vocabulary booklet, A1 level, reading comprehension, scaffolding instruction, mixed method approach.





ABSTRACT

The purpose of this research is to define the influence of a vocabulary Booklet on ESL learners who start their studies at A1 level in gaining or improving their English comprehension performance. Along with the increasing requirement of being competent in English both in the academic and professional situations, it is obvious that there should be a way to solve existing problem of poor comprehension level of non-native speakers which means that there is a need to create new approaches for the development of reading and comprehend.

Upon which a combination of methods is employed the purpose is to present a comprehensive report on the effect of a vocabulary booklet on students' comprehension. The target variable concerns itself with skimming and scanning strategies and the effect variable is the reading comprehension. This study will employ the direct method approach where quantitative and qualitative data collection techniques will be combined in a way that both data collection methods will achieve a holistic goal of assessing the booklet's effectiveness.

The straightway approach including the pre-assessment, usage logs, surveys, interviews, focus group and the observations will be employed. This study's context consists of 98 technology students from different technologies and backgrounds from "Instituto Superior Tecnológico Rumiñahui", who are the main subjects and leaders of the students' society.

The study pointed out the necessity to devise an innovative solution for the recurrent reading and comprehension problems and indicated the vital role of the innovative approaches. Therefore, this chapter forms a basis to more discourse on the core elements of the methodology as well as emphasizes the necessity of efficient a vocabulary booklet as the basic unit for a better understanding and learning of the English language.

Keywords: Basic Knowledge, Second Language Learning, Direct Method, English Language Acquisition.



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INTRODUCCIÓN

English in the present rapidly developing environment has been deemed indispensable, supplemented specially in technical-vocational instruction. This is especially because as production becomes more globalized then being able to conduct business in English allows for more possibilities for cooperation, creativity and advancement. This is especially the case in Ecuador as shown from example institutions like SOM Instituto Superior Tecnológico Rumiñahui which enrolls students from diverse background. This institute is situated in Cantón Rumiñahui in Quito, Ecuador where the focus of the institute is on technical education; it even has mainly mature students who because of their working activities have no time for formal class attendance. Many of these students, who are between 30 and 40 years of age, have considerable difficulties in acquiring English; the greatest difficulties are observed in the sphere of the development of vocabulary and the comprehension of texts. The necessity of English language learning for these students explains why the creation of efficient learning tools tailored for people in their situations is an urgent need.

However, the challenges that many adults face on the way to mastering the English language can become rather high despite the growing demand for this skill. Regular classroom practices seldom consider individual differences and the learning environment of the adult students especially those who may have left school for a long time. These students often have a problem with a minimum vocabulary at the A1 proficiency level, and this will consequently affect their understanding of technical text as may be expected from their areas of study and professional learning. Due to scarcity of appropriate Vocabulary resources, they lag far behind in their performance as well as their self-esteem and interest to learn reduces day by day. Moreover, the other fact about the learners at Instituto Superior Tecnológico Rumiñahui is that they are adults and most especially working adults who cannot spend so much time practicing what they have learnt in class. Such a scenario underlines the need to develop new technologies that include tutors assisting students with flexible formats of learning vocabulary and other contents that these exceptional learners will require in their academic endeavors.

That is why, based on the present challenges, the present research aims to adopt the use of a

vocabulary booklet as a tool to help A1-level students develop their vocabulary and reading competencies. The organization of the vocabulary booklet is an attempt to make the presentation first systematic, secondly, simple and easy to use so that students is encouraged to use the book in a way that presupposes minor incremental acquisition of new lexis. Introducing the concepts or scaffolding the techniques into the booklet along with creating other learning opportunities that would allow them to study in self, will be constructive to grown up learners. The ideas being taught do not replace standard classroom teaching and are meant to be used in classrooms as well as a tool that the students can use when they are on their own to reinforce their learned vocabulary, hence enhancing their comprehension. This approach has benefits with current educational research, namely that structured purposeful resources facilitate language acquisition for adults.

The central research question guiding this study is: What are the effects of vocabulary booklet regarding reading comprehension gains of first year students- A1 level of Instituto Superior Tecnológico Rumiñahui. This question well encapsulates the issue under investigation in this study; that is, the connection between vocabulary acquisition and reading mastery. The study will also seek to establish the extent to which structured vocabulary instruction can help improve students' comprehension strategies for technical texts, as comprehension is critical in technical learning. On this basis, consequently, there are expectations of inflated reading skills among the students once they can learn several items in the booklet to improve their vocabulary.

As a way of defining the extent of this research, it is important to define the problem that this research aims to solve. The main purpose of the study is to determine the extent to which the comprehension vocabulary booklet enhances the reading comprehension of the A1-level learners. The study will also aim at comparing the level of usage of the vocabulary booklet and the enhancement of students' comprehension skills of the readings. By doing so, the study seeks to discover effective strategies in teaching words and to establish better understanding of the requirements of the patrons in technical college. Through the pursuit of these objectives, the research seeks to add knowledge in the field of language education and provide effective recommendations for the improvement of English language teaching.

This research is underpinned by two primary hypotheses: first, whether the use of a vocabulary booklet will increase A1-level students' average reading comprehension percentage score compared to students who do not use the booklet; and second, whether the number of times students use the vocabulary booklet is directly proportional to the improvement in reading comprehension. In this regard, the former variable is the use of the vocabulary booklet, while the latter is the students' reading comprehension abilities. Other factors that are common in an experiment like motivation levels, study habits, extra support to be given to the students etc will also be appreciated because they normally affect the results of the study. Such an approach rules out the possibility of overlooking any changes brought about by the vocabulary booklet in language learning.

To carry out this research, an amalgam research approach will be utilized because as a research endeavor, this study will combine theoretical and empirical research approaches. The theoretical framework will be derived from research on the development of vocabulary, reading, and adult learners and, more specifically, structured by approaches that may be used by learners in technical disciplines. Qualitative and quantitative data will be collected through surveys, focus group, reading comprehension tests. Quantitative analysis will be used in the interpretation of data, which will enhance a valid analysis of the vocabulary booklet intervention and its impact on pedagogy practices.

The participants include 98 A1-level students from Instituto Superior Tecnológico Rumiñahui, with a wide age distribution and careers excluding students from a teaching background. This diversity is important especially in achieving study objectives in that it captures the complexity of adult learners in a technical education environment. In this regard, the research focuses on this population with the view of analyzing trends and patterns in vocabulary entries used in reading with a view of coming up with future instructional patterns. A random sample will be used to increase the external validity of the study findings by extending it across the larger population of students.

This study employs three main chapters in the organization of the research document, and each of them has a unique role. Chapter 1: Theoretical Framework will give detailed information about the available literature to be reviewed, vocational focus on the topic that covers the processes and theories associated with the use of important words, reading level and characteristics of adult learners in

technical vocational college. This chapter will form the basis for appreciating the need for introducing and teaching distinct vocabulary with a view to improving languages used by the students. Chapter 2: Chapter Two- Methodology for Research Development and Diagnostic Study will describe the research approach or design, the methods of data collection and the instruments that will be used for the same. It will describe how to put into practice the vocabulary booklet and evaluate the effectiveness of the strategy on students' learning achievements. Chapter 3: There are many sections as follows: More details about the research will be given in the Presentation and Validation of the Proposal where the evidence collected, and verification of hypothesis will be presented. Explaining the significance of the present study's outcomes for the practice of education, this chapter will present guidelines for research into vocabulary learning and language learning more broadly.

Thus, the purpose of this research is stimulating valuable information about the effective learning approach for the advanced level of English as foreign language for A1 level students. This partly fills a gap in technical education by proposing and testing an adult learning vocabulary booklet to solve a key learning requirement. The expected future results of this investigation offer promising implications for the expansion of as well as the consequent refinement of language teaching practices for application in general academic and professional settings for adults. As such, this research on vocabulary and reading comprehension not only aims to profit the learner, alone, but endeavors to add value to the science of language and education, making a way for students' equal opportunity of language learning to be realized.

CHAPTER 1: THEORETICAL FRAMEWORK

The study of the main bibliographical sources used regarding the variables of study helped to have a fundamental insight into vocabulary acquisition: skimming and scanning, reading comprehension, and finally the effectiveness of instruction tools such as the vocabulary booklet proposed in this research. Learning EFL begins the process with the acquisition of vocabulary and its unimaginable role in reading comprehension. Language knowledge and vocabulary became key factors for language learning because of the direct relation between comprehension and vocabulary. According to Dornyei (2007), a wide number of vocabulary words is the key not only to understand the written texts better but also to increase general language fluency in all areas of life. These foundations have a solid base that makes it easier to contemplate the implications of the vocabulary booklet proposed to comprehension level reading among A1 level students.

Mixed-method paradigm provides multiple research strategies that facilitate the discussion of the role of the vocabulary booklet in language learning environments (Phakiti, 2014). The mixed-method paradigm has a vital importance as it can provide base upon which the design, implementation, and the outcome of this intervention is constructed. Combining (statistical) quantitative results, like those about the growth of reading comprehension scores, with (empirical) qualitative data, like those about students' perceptions of the usefulness of the vocabulary booklet, lead into a complete conception of the multifaceted nature of vocabulary instruction.

Moreover, mixed-method research gives a detailed account of techniques (Brown, 2014) that can be used in analyzing the independent variable: scanning and skimming together with implications about the dependent variable: reading comprehension. Scanning in this context is a process where a reader rapidly remembers a word or a phrase to catch its main idea or most essential information (Anderson et al. 1988), but scanning is different from skimming where a reader only searches within a text for a particular detail or information. This research discussed that the strategies which were shown in the research beforehand support the development of superior learning outcomes, as the data was used quantitatively and qualitatively (Brown, 2014). Through the process of skimming and scanning, learners can fast apply the concept and understand

more distant texts are a little better, therefore, their reading ability and comprehension is improved.

Also, this paradigm provides useful guidelines on the implementation of different tools to investigate topics about language teaching and learning: in this specific research the application of a booklet to enhance English comprehension. This research underlines the need for the combination of quantitative and qualitative data to address the comprehensiveness of efficacy of instructional interventions through the vocabulary booklet. Data triangulation between different sources accumulates multiple perspectives that consider learners' experiences, perceptions, and outcomes.

Through demanding analysis of bibliographic sources, the researcher developed a methodologically solid plan to conduct an empirical study that confirms the hypothesis that the use of a vocabulary booklet enhances English comprehension in A1 level students and their reading comprehension. This paradigm mixed method incorporates theoretical frameworks, empirical data, and mixed methods methodologies.

Vocabulary acquisition comes out as a central process of foreign language learning, as it sets the base for effective communication and comprehension. Dornyei (2007) explored various aspects of vocabulary acquisition and its relevance to the reading comprehension. Dornyei highlights the fundamental role of vocabulary learning to language comprehension by stating that vocabulary knowledge is used as the foundations for comprehending across the linguistic areas. This starting point offers researchers an established basis to investigate the effectiveness of the vocabulary booklet in raising English and reading comprehension of A1 level pupils.

In the book "The Palgrave handbook of applied linguistics research methodology" (Phakiti, et al. 2020) covers an extensive study of the performance of vocabulary textbooks in language learning settings. This text proposes an inquiry that focuses on the different research studies that investigate the process of developing an intervention plan for the improvement of vocabulary knowledge and reading comprehension of students from diverse cultural and linguistic backgrounds. Through triangulation of both the quantitative evidence like classmates' scores on

reading comprehension and the qualitative evidence like learners' opinions about the use of the vocabulary booklet, the research will have a holistic appreciation of the many-sided nature of vocabulary instruction.

As for the vocabulary acquisition, the independent variable: skimming and scanning, and the dependent variable: reading comprehension, methods are also very fundamental in enhancing English skills. The book "Mixed Methods Research for TESOL" (Han, 2018), gives an all-comprehensive literature of these approaches and their effects on reading comprehension skills. As it shows, the strategies and techniques for information collection are determinant of better comprehension results. These can be supported by both quantitative data and qualitative contributions.

Besides, the other reading called "Research methods in education: Integrating diversity with quantitative & qualitative approaches" (Roldan, 2017) is very useful for understanding the methodology using both quantitative and qualitative methods for complicated topics in language teaching and learning. This material highlights the necessity of combining qualitative and quantitative data with the purpose of using completely than either one independent in conditioning the effectiveness of instructional intervention. The combination of the multiple data sources effectively helps researchers appreciate and understand learners' experience, perception, and results in more details that reveal the hidden factors of language learning processes.

The synthesis of the related content from bibliographical sources gives the research a basis for establishing methodologically thorough research on skills employing a vocabulary booklet to a better A1 level English comprehension. The research gives an opportunity to try out different theoretical frameworks, its practical application, and interlace mixed methods of research to acquire valuable data which can be used to inform principles of pedagogical practices, move language teaching and learning theory forward, and in the end, improve the comprehension and outcomes of English language learning students.

Eventually, the study's variables from the proposal sources are being analyzed in a detailed manner and begin to gain a complete perception of the dynamics of language learning including

vocabulary acquisition, reading comprehension, and instruction. By synthesizing theoretical frameworks and empirical evidence from sources lead researchers can develop methodologically studies to investigate the effectiveness of utilizing a vocabulary booklet and in enhancing English comprehension and reading among A1 level students. Through a holistic approach that integrates quantitative and qualitative methodologies, this research generates valuable insights that inform pedagogical practices and contribute to the advancement of English language teaching and English learning theory.

1.1 Research background

Language learning involves the development of vocabulary as a key foundation for proficiency in communication (Dörnyei, 2007). The importance of vocabulary in language learning cannot be overstated since it endures the most of both receptive and productive language capacities (Dörnyei, 2007). A strong vocabulary not only helps with understanding, but also enables efficient expression, letting learners to produce thoughts and ideas fluently. On the other hand, language research consistently points to a strong correlation between vocabulary knowledge and competency in multiple language areas like reading, writing, and listening (Han, 2018). An extensive vocabulary is a must for both English comprehension and reading, and the assimilation across a variety of themes and genres (Han 2018). Hence, vocabulary deficit must be compensated to establish a base for language learning and academic achievement at A1 level.

The way to get rid of this problem of lack of vocabulary and reading comprehension by the A1 students is teaching instructions with a set of materials. These materials, including vocabulary booklets are the tools which form the systematic framework for acquisition and practice vocabulary and the method to learn language (Wargo, 2011). Through arranging the vocabulary items within themes, topics, and proficiency levels, these structured materials greatly enhance our targeted vocabulary teaching, giving learners the chance to focus on specific and contextually relevant language items. On top of this, vocabulary booklets allow students to explore and go over the material they have learned in their own time, which results in autonomy of learners and their involvement (Wargo, 2011). Consequently, using structured activities like vocabulary booklets does have the ability to enrich English vocabulary and reading comprehension of the A1 level students.

Furthermore, structured content also ultimately coerces in learner-centered teaching, highlighting the importance of learner engagement and active participation in learning the language (Roldan, 2017). With such features as exercises, activities, and tests for self-assessment, the vocabulary booklet will encourage learners to oversee their learning process while at the same time showing the progress they will be making. Structured materials benefit themselves with an opportunity to lead to the useful nature of learning needs and choices of individual learners as they allow modifications and adjustment in instructional design (Phakiti et al. 2020). By employing the triangulation of data sources which combine both qualitative and quantitative data collection methods, the research would be able to produce a complete picture about whether structured material is effective and applicable in language learning environments or not (Phakiti et al. 2020). Quantitative indicators, e.g., pre-, and post-examinations, can allow establishing the relation between being structured and language learning outcomes (Phakiti et al. 2020). On the contrary, the qualitative analysis of the student surveys or interviews and the observation of the learners will be acceptable as it offers in-depth and comprehensive insights into the learners' experience, the way they view the learning environment, and their attitude towards the vocabulary booklet.

This research builds upon the existing literature regarding vocabulary acquisition, reading comprehension, and structured materials used in language learning, by investigating the effectiveness of implementing a vocabulary booklet to enhance English reading comprehension amongst Students at technical education college “Instituto Superior Tecnológico Rumiñahui.” The stratified and scaffolded instructional approach (Reid, 1997) set up by the study's plan is aimed at introducing A1 level students to many aspects of basic English vocabulary that are applicable to their education and workplace. Utilizing a vocabulary booklet will give students a specific set tool as their study and vocabulary practice companion throughout the day. Using mixed method research design the study amongst other things seeks to strengthen its results by incorporating triple data from quantitative and qualitative sources which provide a holistic approach of determination of the implication of the intervention in students' reading comprehension skills, vocabulary acquisition and total language learning experience. Through investigation of the given problem and the search for the relevant questions the research aims to extend the scope of the knowledge on methodologies of instruction and teaching materials, primarily for the A1 level

students at “Instituto Superior Tecnológico Rumiñahui”.

The proposed research will use both qualitative and quantitative tools to assess the effectiveness and utility of the vocabulary booklet intervention comprehensively. Qualitative data will be gathered through semi-structured interviews with teachers, focus groups, surveys distributed to students, as well as classroom observations. This semi-structured interview will enable the research to explore students' perceived meanings, experiences, and attitudes towards the booklet by allowing the research to unveil profound insights and assess the impact of the intervention on individual learners. Focus groups will provide participants with a forum for group discussions where students will share their views on the effectiveness of the vocabulary booklet for improving reading comprehension. Before and after the booklet is used, students will participate in surveys to give feedback on their learning, overall preferences, and how they believe their English comprehension, vocabulary and reading skills have improved. Besides these qualitative data collection methods, classroom observations will complement the data by giving the research an opportunity to describe observations of the students' level of engagement, interaction, and use of the vocabulary booklet during the class activities.

Along with qualitative methods, the research will also use a variety of quantitative indicators to assess the effect of the vocabulary booklet input on improvement of students' language competencies. The quantitative data will be provided by conducting of the pre-tests and post-tests based on the results of a diagnostic test as the general English proficiency level and the reading skills. With baselines measurements set by the pretests, which deal with the students' language proficiencies and reading comprehension skills prior to the intervention, can be followed by the post-tests after the application of the vocabulary booklet in support of their progress and improvement. The surveys carried on before and after the intervention will include the closed quantitative tools to watch the progress or continuation of the changes in students' attitude towards learning the vocabulary and reading comprehension. Based on the usage logs, we will be able to track and assess the use and length of their independent continuing activities, evidencing as a quantitative source the rate and time frame of autonomous activity. With the purpose of helping the research to have a deeper understanding of students' perception on the vocabulary booklet comprehensive questionnaires will be applied to derive quantitative evaluation of usability,

effectiveness, and relevance. The intention behind this is to have a converging data from different perspectives, and as a result, come up with a whole understanding of the intervention's impact on students' language learning experience and performance.

1.2. Independent variable: Skimming and scanning

Scanning and skimming are the most basic techniques that people use to quickly grab essential information from texts, especially in language learning contexts. Skimming means swiftly going through a text to get the major ideas and overall structure (Brown et al. 2010), while scanning is about quickly finding details or information in the text (Anderson et al. 1998). These techniques become the foundation of language teaching which aid understanding and navigation of different texts (Larsen-Freeman, 2000).

Skimming is a way that covers only the fundamentals of the text just to be able to have an idea of the general flow of the text. These features usually consist of a scan of paragraph titles, subheadings, or an intro and/or conclusion to grasp the main idea. Skimming enables the reader to get an idea about the main points and figure out the main idea of the text, which helps the reader to gather a gist of the matter although it is not explained in detail (Harmer, 2015).

On the other hand, scanning is made to quickly find certain information or certain details within a text. This involves searching quickly for keywords, phrases, or relevant information so that the readers can easily find out bits of information such as names, dates, or statistics without going through the entire text. Scanning, for the learners, provides an opportunity to disregard all other pieces of information that are not relevant and instead obtain the needed information only (Brown et al, 2015).

Skimming and scanning is and is not subject to several indicators including the process comprehension and the retrieval of information ability of the learner. During skimming, one needs to take note of the time spent in looking through the full material, the ability to pick out main ideas and important details without reading each word, and the accuracy of the text in terms of its overall structure and purpose (Harmer, 2015). On the contrary, the time spent searching for a particular information or to accurately find targeted keywords, phrases, or details, as well as the skill to

ignore irrelevant information and find only relevant one will be used up as some of the indications of scanning tasks.

Cognitive Psychology and information processing theories are the reasons behind the word skimming and scanning. On the same assumption as Brown and Lee (2015), skimming and scanning correspond to the top-down processing theory that allows for the efficient reading of texts by relying on prior knowledge and expectations. When skimming a text, the eye moves fast, and the mind takes in broad ideas and the subject of the reading. Then, scanning helps the eye locate keywords and details without having to read the whole text.

As Harmar states (2015), one of the most effective methods of teaching skimming and scanning techniques is the practical application of them, these techniques serve as ground for the development of students' reading comprehension skills. Educators can help students master the technique of skim and scan to extract information from texts easily, rapidly, and accurately by means of independent learning and critical thinking can be promoted.

As are stated by Larsen-Freeman in (2000), such techniques as skimming and scanning should be implemented. These activities encourage the students to acquire strategic reading skills and to improve their proficiency of the English language, eventually leading to the bettering of their language skills. By including tasks on skimming and scanning in classes, teachers will enable students to cope easily with English texts, acquiring these skills needed for studying, working, and leading a productive life.

The final point is that skimming and scanning are invaluable reading techniques in language learning environment owing to the fact they let learners read the texts quickly and retrieve information among them successfully (Harmer, 2015). Infusing the concept from cognitive psychology and information processing theory, these strategies have become a big part of language teaching that contribute a lot to the students' independent learning experience and, therefore, eventually, the students' proficiency in the language. When skimming and scanning are infused in language instruction, it becomes possible that learners acquire the necessary skills for turning out to be good readers and critical thinkers, who become stable and successful students both

academically and, in their professions (Larsen-Freeman, 2000).

Skimming and scanning, as part of the reading comprehension system, is an intrinsic process which is crucial for language learning and understanding. As part of the main ideas that aim to reinforce English reading comprehension for A1-level students using the vocabulary booklet, the independent variable: skimming and scanning and its dimension are even more relevant. The nature of these dimensions—prior knowledge level, exposure degree, knowledge retention, and application of knowledge—must be fully understood before one can successfully reach the goal of foreign language learning and meaning acquisition.

1.2.1 Level of Prior Knowledge

The level of prior knowledge is about the amount of existing English knowledge of the learner. The knowledge of A1 level students, which are usually beginner English language learners, will be too slight. As the students' progress in their language learning stage, their previous knowledge will be extended, which would be helpful in comprehend more English language (Carrell, 1989).

1.2.2 Extent of Exposure

Knowing the English language, reading texts, and knowing vocabulary is fundamental for ESL learners. Hence A1 level students could have a small number of chances out of school to communicate in English, as a result, teachers should do their best to offer practice and exposures constantly to students (Krashen, 1989). One way of using authentic materials, activities can be added besides of the booklet, newspapers, magazines, and online articles that increase students' exposure to English texts from the real world. Also, adding multimedia materials like videos and audio may bring about a diversity of students' outlook on the English language, and simultaneously, develop students' English knowledge.

1.2.3 Retention of Knowledge

Content retention is the capacity of the students to recall and remember the facts they have learned by being in contact with English materials. A1 level learners may find recalling

information difficult because their vocabulary and language skills are still in the beginning stages. Thus, educators need to use methods that strengthen learning and remember the lessons learnt. Such activities could be booklets consisting of spaced repetition, interactive review procedures, and frequent practice cases. In this way complete understanding is assured while vocabulary and language structures being reinforced through repetition are also memorized and comprehended well (Hulstijn, 2003).

1.2.4 Application of Knowledge

The use of knowledge entails the application of the information acquired through different purposes in authentic circumstances. The skill of the A1 level student bearer to use their language skills in practice situations is of great importance for the language development and improvement of understanding. Educators can bridge the gap between theory and practice by including the booklet and communicative activities into the English sessions. It is through the activities that the booklet provides that students practice their language skills in completing purposeful activities like summarizing the content of a text or providing answers to comprehension questions or participating in group discussions. Instructors can facilitate the transfer of English vocabulary techniques beyond the classroom and help improve overall English reading comprehension by providing students with practical experience (Nunan, 1989).

The investigation of the effect of skimming and scanning as the independent variable and its dimensions -the level of previous knowledge, the extent of the exposure, the retention of the knowledge received, and the application of the knowledge- is necessary for several reasons. Then, grasping the nature of this variable and dimensions will help us in the process of recognizing how reading comprehension and language acquisition involve cognitive processes. Through applying the booklet instructors can detect appropriate instructional strategies and interventions that would improve reading competency and language learning.

Moreover, the understanding of the independent variable and its dimensions allows teachers to alter lessons so they can cater to the needs of the A1 students. Assessing students' prior knowledge, exposure to English, retention of acquired knowledge, and their ability to apply their language skills would inform educators on developing targeted interventions and activities that

respond to areas of weakness.

Also, by adding to the research the skimming and scanning as independent variable and its dimensions facilitates the further objective of boosting English comprehension among A1 level students through the application of the booklet. By examining skimming and scanning and its dimensions, teachers with the booklet can boost A1 level students to be more advanced at reading and speaking in English, which will eventually generate their required skillsets for academic and professional success.

1.3. Dependent variable: Reading Comprehension

Reading comprehension is a complex cognitive process in which a reader extracts meaning from written text. This positioning is consistent with Grabe's (2010) view regarding the interactive nature of the reading comprehension process and the role played by the reader's characteristics, text properties, and context factors. In addition, McNamara (2007) expounds the role of comprehension strategies in the sense-making operations during reading.

The reading comprehension improvement is essential in developing learners' English language proficiency. Reading is what opens the doors to understanding written texts, learning new words and improving language skills. The fundamental part of this discussion is a thorough examination of the role of reading comprehension in the development of English comprehension by the booklet.

Reading comprehension serves as an important pillar of language learning as it opens doors to a rich linguistic input and cultural heritage. To the contrary, Brown and Lee (2015) point out that reading is the basis for languages learning, making it possible for learners to experience language in its natural environment. Through reading, the learners enroll in the various types of vocabulary, language structures, and communication strategies they use, which makes them better in the language. Consequently, students who want to fully engage with booklets and texts written in English should master the latest reading comprehension techniques and thus, expand their vocabulary.

It is the reading comprehension that plays a great part in vocabulary acquisition, where students get to understand and assimilate new vocabulary in meaningful contexts. Harmer (2015)

claimed that wide reading is significant for vocabulary development. He explained that by being exposed to different texts, language learners gain more word knowledge and recognition. Being exposed to vocabulary booklets in different environments allows the learners to not only reinforce their understanding of words, but also to realize how words can be placed in different grammar structures and collocations. In addition, Larsen Freeman (2000) attaches particular importance to reading as the main source of input for learning a language and brings the fact that it is the primary source for learners to widen their lexical repertoire and improve their language proficiency to attention.

Reading comprehension is an integral part of the language comprehension and fluency because it helps learners to understand and interpret the texts in English. Brown and Lee (2015) emphasize the need for reading which allows learners to quickly absorb main ideas. Through practicing reading, learners will no longer have to struggle dealing with non-native English texts but, instead, will be able to understand and manage them easily which will result in better comprehension and fluency.

Critical thinking and analytical skills are stimulated through the reading comprehension process which motivates students to evaluate the text and think critically with it. Harmer (2015) describes how reading is not just about understanding but also about questioning, analyzing, and synthesizing the information. Reading the booklet will help learners gain the skill of inferring meaning, making connections between ideas, and assessing arguments thereby upgrading their critical thinking capabilities. Further, according to Larsen-Freeman (2000), reading stimulates those kinds of thinking which involve problem-solving and decision-making, and the latter skills are crucial for academic and professional success.

Cultural awareness and intercultural competence are enhanced by the reading comprehension which brings to the surface different perspectives, experiences and cultural practices. According to Brown and Lee (2015), reading allows learners to develop empathy and understanding of people from different cultures. Reading texts by authors from different cultures provides learners with an opportunity to understand different world views, beliefs and values, gaining an insight that brings about cultural awareness and sensitivity. Adding to this, Harmer

(2015) emphasizes the part played by reading in furthering intercultural communicative competence and the ability to interact appropriately with speakers of English from diverse cultural settings. Reading plays a dual role for students by not only improving their language skills but also developing their awareness of the world. This, in turn, prepares them for global citizenship (Snow, 2014).

To sum it up, reading comprehension through the booklet plays a great role in increasing the level of English proficiency and the overall language skills of learners. Through mastery of reading skills, introduction of new words, enhancement of language competence and fluency, promotion of critical thinking and analytical skills, and creation of cultural understanding and intercultural competence, students can handle English texts and communicate in the language proficiently. By means of the booklet reading tasks, extensive reading programs and integrated language teaching, teachers can help learners to master comprehension skills and meet language learning goals.

The intervention comes forth as a structured and scaffolding method of instruction aided by a vocabulary booklet designed to focus on the specific areas of reading comprehension. Through the combined application of both quantitative and qualitative approaches, it is possible to conduct a thorough examination of the intervention in terms of the impact on the dependent variable, which is reading comprehension.

Providing reading comprehension to A1 level students demands a multifaceted strategy that covers all the matters of comprehension. Through the provision of practical solutions, along with the application of theoretical insights into the teaching methods, instructional interventions can help to improve students' reading proficiency (Wiggins et al. 2005). This is the reason why the present research includes a vocabulary booklet which will help students of A1 level to acquire new vocabulary and practice the language, matching their diverse needs.

Apart from being able to read in English, understanding the meaning of what is read is also a focus in the A1 level. Hence, improvement of reading comprehension is achieved through the development of the broader aspects of comprehension. In this context, the provision of the

vocabulary booklet should be seen as a powerful approach to vocabulary acquisition and development of reading skills, which is necessary for learners to catch up with the instructional procedures. Using both theoretical ideas and practical advice, readability-enhancing instructional interventions can give student effective support in learning to read a book (Taylor, 2009).

The reading comprehension is associated with a huge quantity of different cognitive processes which are of key importance for not only understanding but also analyzing written information. As part of the main objective: enhance English comprehension using the vocabulary booklet, the dependent variable: reading comprehension plays a crucial role, and its dimensions are even more relevant. The dimensions -literal comprehension, inferential comprehension, evaluative comprehension, vocabulary and word recognition, text structure and organization, synthesis, and integration- must be understood so the main objective can be reached.

1.3.1 Literal Comprehension

Vocabulary booklets give students background vocabulary information like definitions, synonyms, and how words are used. This is a helpful tool they can use to build their literal language comprehension. Learners can examine the booklet and interpret the meaning of the words observed in the text, which will be very useful to them for understanding the main ideas, details and order of the things mentioned. Through to a single side they meet words in their context and acquire their literal meanings, which form a core of the text reading, which at that stage depth of comprehension develops (Nuttall, 1996).

1.3.2 Inferential Comprehension

Tough words and phrases and their contexts are used in the booklet, the teacher should give the students feedback to determine the meaning of unfamiliar words during reading. Students will figure out the exact meaning of words and how they can be paying attention to the context as they come across words with several meanings or shades of meaning (Snow, 2014). A student understands the implicit information, infers the relationship between ideas, and predicts the piecing together of the story. An exceptional function of this vocabulary booklet is that it excites prompt reason toward how words could be used in various contexts than their literal meanings.

1.3.3. Evaluative Comprehension

The primary aim of the vocabulary booklet can be referred to as that vocabulary acquisition and word recognition. However, this helps indirectly support evaluative comprehension which is a thinking skill by fostering it against word choices and usage (Nuttall, 1996). While the students work through the booklet, they participate in the process of assessing whether the sense of the words is in place and whether the words are on the mark. When through this practice students consider details such as connotation, tone, and register, these skills get developed into unamenable ones that are valuable when evaluating the sources of information in a literary material.

1.3.4 Vocabulary and Word Recognition

The vocabulary booklet is constructed with the goal of improving words recognition and definition knowledge of the students by the process of presentations of those words in a listed form with proper definitions, synonyms, antonyms as well as simple sentence examples (McNamara, 2007). The students come across the different vocabulary words that cover numerous settings inclusive of academic contexts and that of their professional realm. This helps them to expand their vocabulary proficiency and convey words with meaning in the text. By means of the repetition and the practice vocabulary words, students develop the ability to recognize the words. They do this without knowing or understanding the meaning and in the end, they become better readers.

1.3.5 Text Structure and Organization

It is not the focus of the word list, but understanding the terms in a structured way is still the way indirectly supports the development of this area. Everything is collectively termed as words, to allow the learner to discover themes, less strict thoughts, and concepts that are related to each other. While the classes are based on the process of getting the codes within limited thematic areas, the students get to understand abstract words' role in the rendering of meaning in texts and the text's structural organization (Grabe, 2010). It's because of this knowledge that they can go deeper and develop their ability to read between the lines, identify main ideas, and spot links when dealing with complex texts.

1.3.6 Synthesis and Integration

The reading of the booklet with its variety of vocabulary words and their context use helps the students synthesize and mix the information for comprehension. Through seeing the new vocabulary words used together with their existing vocabulary and background knowledge, students become able to acquire the skill of integrating newly learnt information, thus enhancing their general understanding of the text more (Snow, 2014). Texts can, thus, be explored by students through their experiences and understanding which results in a much more meaningful learning.

Through the matching of the vocabulary booklet to every level of reading comprehension teaching the vocabulary words, we can optimize the efficiency of the tool and help to develop the literacy skills of students. The vocabulary booklet has a target instruction and using worksheets is one of the strategies that students not only expand their vocabulary, but also build up their reading comprehension skills which are paramount to becoming pros in reading.

1.4. Brief conclusion

Finally, the research proposal for employing a vocabulary booklet as a tool to foster comprehension among A1 level students, studying which of skimming and scanning among the variables work independently, is likely to impact language education.

In addition, the use of a vocabulary booklet specifically designed for students at A1 level enables students to obtain a more structured learning experience. Using a carefully chosen list of words and phrases that can be comprehended by its learners, this booklet acts like a scaffold so that students move through the level of word acquisition in a more organized manner. Targeted teaching for beginners is important as it makes language learning easier at the early stage by optimizing the process into more manageable parts.

In addition to this, skimming and scanning as intervention variable will ensure a detailed outline. These techniques are the basis for effective reading, which enables the reader to quickly search the text for certain information (scan), or skim through the text to get the sense (to get the gist). Systematically exploring the influence of scanning and skimming in conjunction with the

vocabulary booklet of A1 level students will be the aim of the proposal which will aim to identify their role that contribute to the reading comprehension among A1 students.

The dependent variable, reading comprehension, is the reason for the program's success. Comprehension of texts involves multiple facets such as the capacity to identify main ideas, understanding key details, interpreting between the lines, and grasping the general message of the text. Through the concentration on these dimensions the proposal will gather data about the direct influence of the vocabulary booklet upon students' ability to decode and understand English texts of their exact level of proficiency.

This research's strong point is its generalizability, which becomes true even in the most diverse educational settings. The research findings from this study of English language learner can be used in classrooms across culture and linguistic contexts because English language learner (ELLs) can be found in classrooms in various places worldwide. Furthermore, the delimited vocabulary booklet serves as a practical intervention which is very easy to apply even in the existing language curriculum, giving opportunity to the teachers to do the best for their students learning by using such instrument.

Nevertheless, it is necessary to be mindful of some limitations and to consider these factors that accompany this proposal. First, the vocabulary booklet could be of help in the process of understanding, but there are other factors in effect, including learning styles specific to student's prior knowledge and motivation that may equally or possibly even more largely impact the learning process. Lastly, applying the study results requires considering all these factors that are influencing them.

As a result, the efficiency of vocabulary booklet practice depends on the particularity of the student community and the educational context. Shaping like the age, cultural background, and attending EFL classes outside the classroom are factors that affect students' attitude toward these programs. In this regard, it will be necessary to understand the role of factors mentioned before to see how they influence the strategies suggested that will further ensure that the instructional approaches are more specific and sophisticated.



Finally, employing a vocabulary booklet in improving A1-level students' English reading comprehension has a promising future in developing more effective learning strategies. This research, through the systematic analysis of the impact on reading comprehension, has the potential to provide evidence-based practices for future language programs instruction and thus contributes to the improvement of language education programs.



CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY

2.1 Research Approach

Therefore, this research will use both quantitative and qualitative research methods in a combined approach. Creswell and Plano Clark (2017) stated that mixed-methods research is useful whenever one method is inadequate to solve the research problem. Pre-test and post-test of word list and reading comprehension are conducted using quantitative analysis, and qualitative data give insights into the learning process of students with the vocabulary booklet. In this way, approaching the research both broadly and deeply, the truth is enhanced in the way that it warrants a proper appraisal of the booklet's efficacy (Tashakkori & Teddlie, 2010).

Qualitative data will be useful in establishing the samples' performance levels to gauge the level of significance of the changes that will be made by the students. On the other hand, the qualitative data obtained using interviews, focus group discussion and observations will provide a rich understanding of the experiences of students and teachers. This dual approach is well applicable to achieve the main goal of the research that is to examine the impact of a vocabulary booklet on the improvement of comprehensibility, as it is possible to quantify results and explore people's subjective opinions at the same time (Johnson et al., 2007).

After analyzing the methods used in this research, it can be concluded that the study is purely applied and descriptive. Applied research is concerned with the provision of solutions to real life issues, and in the present study the issue of concern is poor vocabulary and reading comprehension among A1 level students at the "Instituto Superior Tecnológico Rumiñahui". These skills are to be enhanced through a vocabulary booklet, which makes the study relevant to actual issues in education (Babbie, 2016).

Descriptive aspect of the research focuses on presenting the impact of the developed vocabulary booklet on the learning process of the students. This is a type of exploratory research that is useful in the systematic documentation of a phenomenon, and in this case, it will track how the booklet impacts the development of language proficiency and reading literacy skills in the long run (Babbie, 2016). This method can help a teacher to examine general trends in the effectiveness

of the educational process and individual reports on the accomplishments of students.

The use of both quantitative and qualitative data helps in analyzing the effectiveness of the vocabulary booklet using mixed methods of research design. It is beneficial to use quantitative data as they give a precise, factual account of the changes in the facets of vocabulary and reading comprehensions. These improvements will be measured quantitatively by analyzing pre- and post-tests that will allow for easy determination of the effectiveness of the vocabulary booklet. These tests will be followed by statistical analysis that will help in establishing the degree of improvement as well as the level of statistical significance (Cohen, Manion, & Morrison, 2018).

On the other hand, aspects concerning the student and teacher experiences with the vocabulary booklet are understood from a qualitative perspective. Individual interviews and focus groups will allow participants to freely share their perceptions, difficulties, and recommendations. The qualitative data gathered will then undergo thematic analysis to come up with patterns and importance of the quantitative findings as well as why certain changes happened (Braun & Clarke, 2006).

This hybrid approach enables an indication of whether the intervention was effective or not based on the achieved objectives and goals as well as the possibility of identifying why the results were realized. This method is considered reasonable in the light of the mixed method perspective expressed by Creswell and Plano Clark (2017).

2.2 Type of Research

The research is classified as a field study with cross sectional study type. Field research entails gathering information from the environment where the intervention, in this case, the vocabulary booklet, is started. This lets them report first-hand experiences of students with the booklet and make data-driven assessments of the effectiveness of the intervention, as discussed by Bailey (2017). One limitation of cross-sectional research is that it only measures effects of an intervention at a certain time and does not track students over a long period (Levin, 2006). This is useful when determining the effectiveness of the booklet within one term since constant feedback and changes can be made towards the educational model.

To address research objectives, the study uses both quantitative and qualitative approaches. More quantitative evidence comprises the pre and post-tests designed as questionnaires which provide the opportunity to compare the children's vocabulary and comprehension level before and after the intervention. These tests are intended to produce a measurable result that can then be evaluated statistically to decide regarding the significance of the improvement, if any (McMillan and Schumacher, 2010).

Besides these tests, questionnaires containing both structured and unstructured questions will be given to the students and teachers to get their opinions about the booklet. The usage logs will record the frequency of students' use of the booklet; this data can be used to design quantitative correlations between the frequency and the number of correct answers. On the qualitative side, interviews and focus groups will be arranged to gain further insight into the lived experience of students and teachers. These are helpful in capturing the essence of people's experiences which gives participants a voice and a chance to express themselves (Merriam & Tisdell, 2016). The use of observations will prove useful in the capturing of classroom dynamics and the way students apply the use of the booklet in real-time, which is key in supplementing the findings of the study with quantitative data.

The research is classified as applied because it aims to address a practical issue: to increase the overall language proficiency, as well as the reading skills of the A1 level students. It can be conducted with the purpose of solving a specific practical challenge or addressing an existing need, meaning that, in contrast to pure research, it is very practical in its nature (Leedy & Ormrod, 2015). In this case, the study attempts to promote improvement in learning approaches within the Instituto Superior Tecnológico Rumiñahui by examining the effectiveness of a particular teaching aid, namely the vocabulary booklet.

It is also descriptive, since the study will objectively capture the effects with the booklet of additional vocabulary has on students' performance. Descriptive research focuses on the description of a phenomenon, and in the current study, it entails explaining how the booklet influences the growth of the students' vocabulary and reading skills (Neuman, 2014). The limitations are inherent in the fact that the study is descriptive, which will help to identify the

effectiveness of the intervention and its use in the classroom.

It is therefore mainly field research, conducted in the natural environment, that is, the classroom where the vocabulary booklet is used. Observational research includes gathering data from the targeted participants in their usual setting; it is thereby relevant in providing a real-life insight into how the intervention works (Babbie, 2016).

This research also has a cross-sectional research design and has assessed the influences of the independent variable, namely, the vocabulary booklet at a one-time point in one given term of the research. The following are the advantages of using cross-sectional studies. They are useful in taking a particular measurement during the intervention to establish the effects of the intervention (Carr & Sheikh 2003). This design is justified because the study aims at comparing the efficacy of the booklet in a predetermined period.

2.3 Research Procedure

Table 1 Research Plan

STAGE	PURPOSE	ACTIVITIES	DURATIO N	RESPONSABL E
1. Theoretical Study	Establish a conceptual framework and determine research variables.	- Literature review - Theoretical framework development - Definition of key concepts	4 weeks	Researcher
2. Initial Diagnosis	Assess status and determine baseline data.	- Administer pre-tests - Conduct surveys and	2 weeks	Researcher

		interviews - Initial data analysis		
3. Proposal modeling	Design and develop the vocabulary booklet.	- Design vocabulary - booklet - Pilot test booklet - Refine based on feedback	4 weeks	Researcher
4. Implementation	Introduce the vocabulary booklet and monitor usage.	-Hand out booklet - Usage monitoring - Preliminary feedback collection	6 weeks	Researcher
5. Final diagnosis	Evaluate the effectiveness of the vocabulary booklet.	- Administer post-tests - Follow-up through questionnaires and interviews. - Analyze final data	2 weeks	Researcher
6. Data analysis	Interpret information from pre-tests and	- Analyze Quantitative Data	2 weeks	Researcher

	post-tests, and feedback.	- Qualitative data analysis		
7. Report Writing	Compile findings and make recommendations	-Compare results with preliminary diagnosis	2 weeks	Researcher
8. Review and finalization	Finalize report, prepare for submission.	- Writing research reports Analysis, interpretation and recommendation s to include - Review report - Make necessary changes - Submit final report	4 weeks	Researcher

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2.4 Ethical Considerations

Before initiating the research, a letter was sent asking for permission in advance with the aim of doing research into the Instituto Superior Tecnológico Rumiñahui (**Appendix 1**). The principal granted permission to develop the research (**Appendix 2**). After that, a meeting with the English teachers of the institution was hold. They were asked to declare their willingness to participate in interviews. Among them, two teachers agreed and signed their consent to record their voices. The investigation was conducted with the A1 level students, targeting a sample of 98. Before implementation, the students were informed about the purpose of the study and introduced the vocabulary booklet, explaining how it will help improve their understanding in English. They



were informed that participation would be strict on a volunteer basis, and no remuneration would be offered to the students as they were reassured that all data collected would be treated as confidential.



2.5 Operationalization Matrix of Variables

In this research, one dependent and one independent variable have been identified, and their conceptual definitions, dimension, indicators, and scales were used according to the following table:

Table 2 Matrix of variables

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Skimming and Scanning	“Skimming involves reading quickly to get a general idea of the content, focusing on headings, subheadings, and key phrases” (Mikulecky & Jeffries, 2004, Building Strategies for College Reading and Writing).	Level of Prior Knowledge	Recognition of common greetings (e.g., "hello," "good morning").	Never Rarely Sometimes Often Always
			Ability to count and identify basic numbers.	
			Familiarity with everyday vocabulary words (e.g., colors, family members).	
		Extent of Exposure	Number of years of formal English language education, if any.	
			Frequency of exposure to English through media, social interactions, or educational programs.	
			Participation in English language courses or self-study materials.	
	“Scanning is the process of searching for specific information or details in a text, bypassing other content” (Grabe & Stoller, 2002, Teaching and Researching Reading).	Retention of Knowledge	Accuracy in recalling previously learned English vocabulary.	
			Ability to apply grammar rules learned in previous language learning experiences.	
			Confidence in using basic English language skills in spontaneous communication.	
		Application of Knowledge	Ability to understand and respond appropriately to simple conversational prompts.	
			Success in completing basic language tasks, such as following directions or filling out simple forms.	
			Performance in real-life scenarios, such as ordering food at a restaurant or asking for directions.	

		TRABAJO DE TITULACIÓN	Ability to count and identify basic numbers.	
			Familiarity with everyday vocabulary words (e.g., colors, family members).	
			Number of years of formal English language education, if any.	
			Extent of Exposure	
			Frequency of exposure to English through media, social interactions, or educational programs.	
			Participation in English language courses or self-study materials.	
			Retention of Knowledge	
			Accuracy in recalling previously learned English vocabulary.	
			Ability to apply grammar rules learned in previous language learning experiences.	
			Confidence in using basic English language skills in spontaneous communication.	
			Application of Knowledge	
			Ability to understand and respond appropriately to simple conversational prompts.	
			Success in completing basic language tasks, such as following directions or filling out simple forms.	
			Performance in real-life scenarios, such as ordering food at a restaurant or asking for directions.	
DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Reading Comprehension	Reading comprehension is the process of extracting and constructing meaning from written text, as defined by the International Reading Association (2009) in their <i>Standards for Reading Professionals</i> .	Literal Comprehension	Ability to identify main ideas and supporting details.	Never Rarely Sometimes Often Always
			Accuracy in answering factual questions about the text.	
			Recall of specific events or information stated explicitly in the text.	
			Correctly identifying the sequence of events in the text.	
		Inferential Comprehension	Making predictions based on information provided in the text.	
			Drawing conclusions about characters' motivations or actions.	
			Identifying cause-and-effect relationships not explicitly stated in the text.	
			Interpreting figurative language, such as metaphors or similes.	



		Evaluative Comprehension	Assessing the reliability of sources or information presented in the text.
			Identifying bias or stereotypes within the text.
			Critically analyzing the author's argument or perspective.
			Evaluating the effectiveness of evidence or reasoning presented in the text.
		Vocabulary and Word Recognition	Demonstrating understanding of word meanings in context.
			Accuracy in decoding unfamiliar words using context clues.
			Recognizing synonyms, antonyms, and word relationships.
			Applying knowledge of word roots, prefixes, and suffixes to determine word meanings.
		Text Structure and Organization	Identifying the main idea or thesis statement of the text.
			Recognizing text features such as headings, subheadings, and bullet points.
			Understanding the purpose of different text types (e.g., narrative, expository, argumentative).
			Analyzing the organization of information within paragraphs or sections of the text.
		Synthesis and Integration	Connecting information from different parts of the text to form a coherent understanding.
			Relating information from the text to prior knowledge or personal experiences.
			Summarizing the main ideas of the text in one's own words.
			Making connections between the text and real-world events, issues, or concepts.

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2.6 Instruments Derived from the Mixed Methodology (qualitative and quantitative)

The instruments applied in this research are chosen to reflect the application of mixed-methods research design. These are pre-tests and post-tests which are intended to assess vocabulary and reading comprehension skills that the given booklet is to enhance. These tests are designed relying on other assessment tools for A1 level students thus making them valid and dependable (Brown & Abeywickrama, 2010).

Semi-structured interviews and focus groups used in the study may be tailored to ensure that the researcher notices emerging topics during the discussion, all the while remaining true to the objectives set for the study. Such format is particularly useful in qualitative research since it allows the researcher to ask follow-up questions to the participants' responses (Kvale and Brinkmann, 2009 p.74).

Surveys are implemented as a research tool that is of both quantitative and qualitative nature, whereby only the questions based on the Likert scale yield numerical data while the other substantive questions yield qualitative data. This multipurpose tool is suitable with the design of the present mixed-methods study as it permits the gathering of a wide range of information in a quick way (Fink, 2013).

Last of all, observations are made with the help of the observation guide that deals with concrete behaviors and interactions connected with the use of the vocabulary booklet. This approach to seeing structured will ensure consistency as well as comparability of the various observations made on different classes.

2.7 Delimitation of the Population and Sample

The research is conducted at Instituto Superior Tecnológico Rumiñahui which is a higher learning institution in Canton Rumiñahui, Parish- Sangolquí near Quito that is the capital city of Ecuador. It's a technological institution that provides technological programs in all fields yet enrolls

students from different provinces. Most of the students are mature and interested and are between the ages of 18 and 40 years; many students are already employed in specialization. These students have the source of earnings they use when attending the institution, hence the institution plays a significant role in assisting these customers to enhance their careers. Most of them come from middle to lower middle class, especially because the region has high population density.

Since they are older and have some working experience, they are motivated to improve their technical knowledge as they want to implement new knowledge immediately in their workplaces. The programs offered by the institution cover areas of operation like industrial processes, Information Technology, Engineering amongst others and are in line with working professionals. Understanding this context is vital in negotiating for learning needs of these students especially in learning foreign languages. Most of them have little practice in English before and the special demand for the vocabulary and reading skills is necessary for career advancement. These needs are met by the research based on the development of the vocabulary booklet designed to help learners master English at the A1 level; at the same time, the students receive tools that would be useful for increasing language proficiency within the limitations of working hours and the process of studying.

The target population for this study is 98 A1 level students at the Instituto Superior Tecnológico Rumiñahui, of whom 41 are women and 57 men. The study employs purposive sampling which is one of the non-probability sampling techniques whereby participants are chosen deliberately due to specific characteristics that are relevant to research objectives (Patton, 2014). In this case, all participants are A1 level students who struggle with vocabulary and reading comprehension; therefore, they will benefit from the intervention.

Thus, the use of sampling method is valid given the need to target students who are unfortunately impacted by the research problem. In selecting participants, the research involves the people that are experiencing the issue which the study is going to solve, thus the information gathered is useful and practical (Palinkas et al., 2015).

The first level of analysis is the individual students, and the second level of analysis is the work groups, which are the teachers involved in the implementation of the vocabulary booklet. This also helps in providing a broader perspective of the impact of the intervention since comparison is made with both students and teachers.

Table 3 Sample Description

SAMPLE GROUP	SIZE	SAMPLING TECHNIQUE	TECHNIQUES INSTRUMENTS
A1 Level students (population)	98 students	Stratified Sampling	Observations (qualitative), interviews, focus groups, surveys
Sample for Qualitative research	20-30 students	Purposive Sampling	Observations, interviews, focus groups.
Sample for Quantitative research	98 students	Census Sampling	Questionnaires, usage logs, pre-tests, post-tests, surveys.

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Table 4 Sample by Gender

Gender	Number of students
Women	41
Men	57

Author: Brito, Denisse (2024)

2.8 Research Scope and Validation

This research tries to solve the problem presented by the students of Level 1 at the Instituto Superior Tecnológico Rumiñahui, who possess a very reduced vocabulary and reading skills. For this research, the total number of students is 98, in which 41 are women and the other 57 are men. The

research design that these people use for their research is a mixed-methods approach that includes both qualitative and quantitative techniques. This study draws on structured and scaffolding instructional methods inspired by Barbara J. Walker and Donna Ogle.

Stratified sampling will concern the entire population in the case of quantitative research, from which a sub-sample of 20-30 students are purposively sampled for qualitative research. Qualitative tools used in the research include interviews, focus groups, questionnaires, and observations, while the quantitative tools are pre-tests, post-tests, usage logs, and questionnaires. This allows the capture of data from unique positions and provides an added depth and breadth of research results.

In terms of scope, this research is geographically bound within the Instituto Superior Tecnológico Rumiñahui and focuses on A1 level students who will be enrolled during the Level 1 English class. This research should focus on vocabulary acquisition and reading comprehension through a specially prepared booklet to match structured and scaffolding instructional methods. This research has a six-week duration, as shall be explained below, to account for pre-research interviews and focus groups, the implementation of the booklet, and the actual post-research evaluation through tests and questionnaires.

In preparation, a small-scale pilot test will be conducted to catch the defects in the material or in the tools for collecting the data. This would serve to further develop the instruments and establish their reliability. In addition, in this study, mixed method triangulation, wherein data from interviews, focus groups, surveys, and test scores are cross-referenced, would heighten the validity and reliability of the findings. Similar procedures in the collection of data, along with the use of standardized surveys and tests, will add to the overall reliability of the research where the results can be reproduced.

2.9 Investigative Methodological Strategy

The general methodological strategy for this research is laid down in a structured and a scaffolding instructional approach, of the work of Barbara J. Walker and Donna Ogle (2007). This

approach is characterized by offering students with initial assistance that is given progressively as they develop confidence and mastery in using the vocabulary booklet. This strategy involves the use of the developed booklet in a gradual manner to ensure that students can learn new concepts based on their previous skills and knowledge (Walker & Ogle, 2007).

Data collected as part of this strategy includes both quantitative and qualitative data that is collected at various levels of intervention. For instance, the pre-tests are conducted before the students are introduced to the booklet while the A1 level tests are done after the students have spent some time using the booklet. During the process, the qualitative data is obtained in the form of interviews, focus groups and observation to ascertain the students and the teachers' impressions.

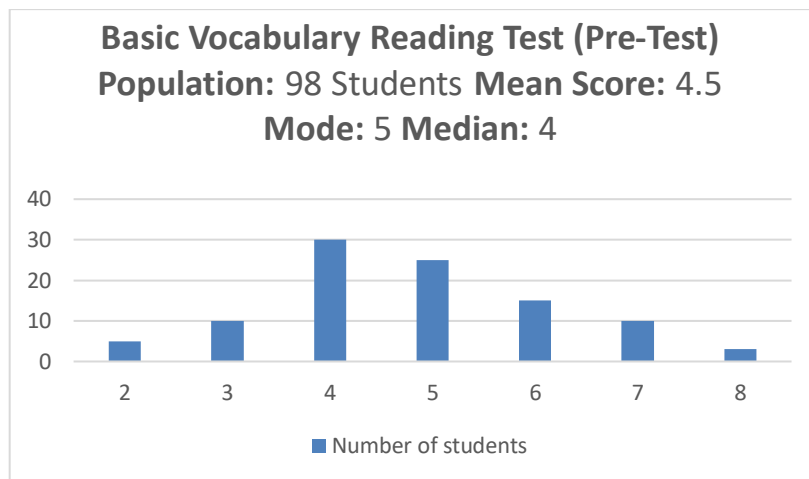
This approach can provide quantitative results connected to the success of the booklet while offering detailed qualitative data. Thus, the scaffolding approach makes it possible to assist the students during the whole process of learning, which increases the chance of observing the real improvement in their vocabulary and reading skills.

2.10 Initial Diagnosis

The vocabulary acquisition and reading comprehension in A1 level students are huge challenges for the Instituto Superior Tecnológico Rumiñahui. This diagnosis focuses on the current situation and the use of a vocabulary booklet that has been devised as a strategy to meet these issues.

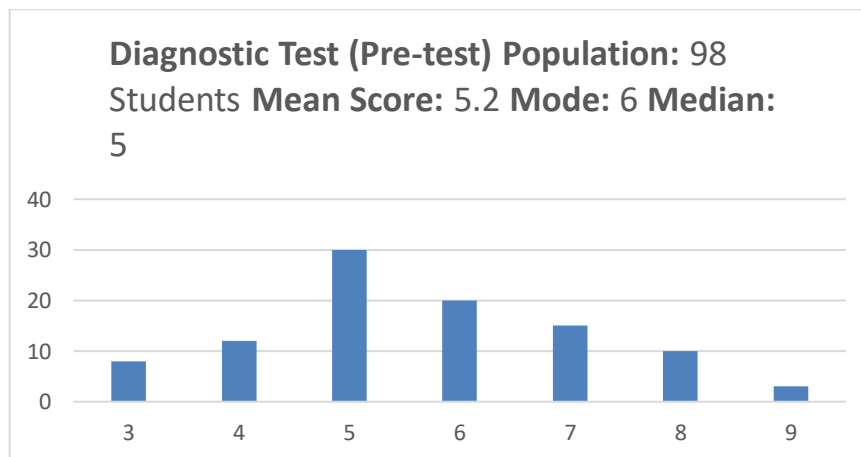
Basic Vocabulary Reading Test and the Diagnostic Test, each had a maximum score of 10, it was used for the initial assessment, it is from the test results obtained that at baseline, the mean in the Basic Vocabulary Reading Test was 4.5 ± 1.2 , with the score 5.2 ± 1.4 in the Diagnostic Test. The scores, with medians of 4.0 and 5.0 respectively, indicated a mid-level of proficiency with clear variation among the students. These findings indicated a clear need for more effective support in vocabulary and comprehension.

Figure 1 Pre-Test Basic Vocabulary Reading Test



Author: Brito, Denisse (2024)

Figure 2 Pre-Test Diagnostic Test



Author: Brito, Denisse (2024)

These pre-test results, including the Basic Vocabulary Reading Test and the Diagnostic Test, gave a good insight into the level of proficiency and problems the students were experiencing in English. The Basic Vocabulary Reading Test had a maximum of 10 marks, from which very low scores were recorded, depicting that students were poorly grounded in basic vocabulary. The mean score is 4.5, with a standard deviation of 1.2, so most students score at the lower end of the range but have some variability. Most of the students, 55 out of 98, scored within 3 to 5, representing general

problems in understanding and recalling basic vocabulary. The mode was 5, and this is the most frequent score; the median was 4, again below the middle of the scale performance of many students.

On the other hand, the Diagnostic Test also revealed reading comprehension and general proficiency in English to be problematic, even though it was out of a total of 10. The mean of the score on this test was 5.2 with a standard deviation of 1.4, which shows slightly better-than-average performance compared to the vocabulary test but still means that students have huge room for improvement. The scores ranged from 3 to 8, and the median was 5, which indicated most students were performing at a basic level. The mode was 6, indicating that most of the scores were in the middle range but still on the higher side; overall, the results still indicated a general lack of good comprehension skills.

Both pre-tests showed that most of the students lacked the core proficiency in English, especially in terms of vocabulary and reading. Low averages in the two tests indicate that deeper treatment may be required to have these foundational English capabilities set in the minds of the students.

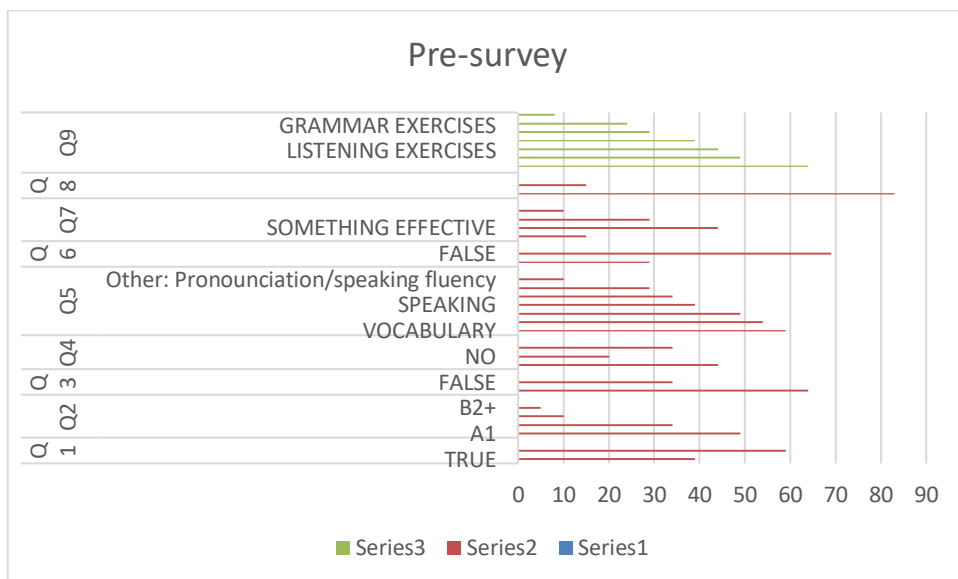
Pre-implementation focus groups were conducted to understand the needs of the students. It was through these discussions that the students showed struggles with retaining vocabulary, as well as how current resources have been found to be lacking. As a result, they indicated a strong preference for more interactive and engaging materials to supplement their learning. These findings were also supported by the observations of classroom practices, where students were found to engage passively and fail to appropriate novel vocabulary. Many of them engaged in rote memorization rather than active learning strategies.

In this respect, teacher interviews dropped lighter on problems in vocabulary teaching. According to them, students' problems of retaining vocabulary items and their meaning would always be there as the current methods could not help fully in this regard. Besides, there was also consensus on the need for supplementary resources that could give contextual and interactive practice. The teachers welcomed the vocabulary booklet and believed that it might help bridge the gap they

recognized in their teaching methodology.

A pre-survey with 9 multiple-choice and 2 open-ended questions enlightened students with their perceptions and problems. The results indicated that 75% strongly needed more support for the development of vocabulary, while 60% faced a problem in retaining new vocabulary.

Figure 3 Pre - intervention survey results



Author: Brito, Denisse (2024)

Thus, several preliminary conclusions can be made based on the data obtained before the survey: Students' attitudes toward their English proficiency and course experience. Self-esteem was another area that revealed students' general insecurity, with only 40% reporting feeling secure in their English skills. Half of the students said that their level of proficiency is A1, showing that students require basic knowledge of the language. It surprising how majority of students found difficulties learning vocabulary with 60% stating it as the biggest challenge followed by grammar and listening comprehension. In addition, 70% of students reported needing to practice speaking English in front of the class due to low oral communication confidence.

Regarding the current teaching methods, the effectiveness was assessed with 15% of students answering that it was very effective, whereas 40% of students stated that it was not very or not at all effective, indicating the need for improvement of instructional practices. Surprisingly, despite the difficulties faced, 85% of the students agreed that supplementary materials like the vocabulary booklets would go a long way in helping them improve on their English. This interest in supplementary materials coupled with a need for more fun and relevant activities in class shows that there is a need for greater and more relevant support in educational processes. In general, the observations made during the survey showed difficulties in vocabulary reinforcement, speaking confidence, and the need for better resources and methods of learning.

As a result, before the application of the vocabulary booklet, students from the “Instituto Superior Tecnológico Rumiñahui” showed gaps in the development of better vocabulary and understanding. The inability to retain and implement the learning, along with the passiveness in the current techniques of learning, evidenced large gaps in language learning.

CHAPTER 3

PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1 Description of the intervention

The intervention for this research involved six clearly defined stages to develop students A1 level vocabulary and reading skills at the Instituto “Superior Tecnológico Rumiñahui.” The intervention was online classes and laboratory sessions for 8 weeks with classes from 6 and 9 PM in the evening.

The first step of the research process was the Theoretical Study that included the analysis of the literature and theoretical backgrounds concerning language acquisition and vocabulary learning geared towards A1-level learners. This phase also considered the distinct characteristics of adults as learners and working professionals, so that the vocabulary booklet is relevant to the academic and professional sphere of these people.

In the second phase of the program, the Initial Diagnosis phase, students underwent pre-tests, and questioners to establish their baseline vocabulary and reading level. Focus group results and teacher observations then supported these to determine where exactly students can experience some difficulty.

Table 5 Diagnosis Phase

Instrument	Date of application
Teachers’ Interviews	June 24 th – June 28 th
Focus Groups	June 24 th – June 28 th
Observations	June 24 th – June 28 th
Students’ Surveys	June 24 th – June 28 th
Basic Vocabulary Reading Test	July 22 nd – July 31 st
Diagnostic Test	July 22 nd – July 31 st

Author: Brito. Denisse (2024)

The third phase, Proposal Modeling, entails the construction of the vocabulary booklet that is informed by the research and the assessment of the situation. The booklet was designed to meet students' needs, while focusing on the technological vocabulary pertinent to their fields and used in daily practice.

Implementation in this case involved the execution of the intervention via online classes and laboratory sessions. Students attend 3 hours of online classes per week where they are exposed to vocabulary building, reading and practical course application. Further, there are 2 laboratory sessions in a week where the students demonstrate what they have learned more practically. This concept enables a combination of theoretical and real-life practice make-up knowledge delivery. The booklet was given to students on August 1st as they were told to work on it until August 30th, and to complete the usage log that is given in the booklet.

The Final Diagnosis phase included the use of post-tests to measure the changes in vocabulary knowledge and reading skills. This phase sought to establish the efficacy of the vocabulary booklet by comparing the results with the assessments taken prior to the intervention. The post tests and surveys were done from September 2nd to September 13th.

Finally, is the Data Analysis stage, a synthesis of both quantitative and qualitative data. This entailed considering test scores and responses from surveys, focus group discussions, and observations to evaluate the outcome of the intervention on the students' learning.

3.2 The pre-intervention phase

The pre-intervention phase is important to establish the baseline performance of the students in terms of vocabulary and reading ability and get perceptions from the teachers. These are the interview with the teachers, focus group discussion with the students, basic reading vocabulary test, diagnostic test, students' questionnaires, and observations with the class. This phase helps with the formation of

the vocabulary booklet and the intervention plan that is to be accomplished in the following phase.

3.2.1 Basic Vocabulary Reading Test (Appendix 3)

During this phase, a basic vocabulary reading test was also conducted with the purpose of identifying students' prior knowledge of the tested vocabulary. This test consisted of two main sections:

- **Vocabulary Recognition:** It was seen that students must choose the right words according to the definitions or vice versa.
- **Vocabulary in Context:** Students read brief sentences or passages, and they needed to choose the correct word to fill each one, to assess the comprehending of the way the elements of vocabulary are applied.

This test was meant to comprise of deeds to suit the students' current level (A1) and technological studies, with the maximum score of 10 points.

3.2.2 Diagnostic Test (Appendix 4)

The diagnostic test was a general comprehension test with reference to the usage of the vocabulary. This test comprised of reading passage where after a student was supposed to answer comprehension questions that posed and demanded use of vocabulary to infer the answer from the passage. The test was aimed at checking their word-recognition skills as well as at checking their knowledge of words in context. Like the vocabulary test that was the focus of this lesson, the diagnostic test had a maximum of ten points where teachers pointed on specific areas that the students were likely to have problems in when asked to perform tasks that required understanding as well as using the English vocabulary.

3.2.3 Focus Groups (Appendix 5)

To get the qualitative data, the focus groups were formed with the participants, they are the students themselves, to explore their learning and studying process and their attitude toward English. These discussions focused on what students think about learning of vocabulary, their level of self confidence in using English in classroom and in real life. The focus groups also showed how students

learn, their interactions with current teaching techniques and the types of words that are more useful to them in their academic and professional pursuits. It was useful in informing us of the content for the vocabulary booklet as elaborated above.

3.2.4 Classroom Observations (Appendix 6)

The observations concerned the levels of students' engagement, their-listening and their ability to use English prose while performing activities. They also have identified the methods of introducing and reinforcement of vocabularies used by the teachers. These observations were relevant for identifying some of the current patterns of students' behavior in the classrooms, as well as the usefulness of the existing materials and approaches for teaching, which were then used in the process of designing more helpful instructional materials during the intervention stage.

3.2.5 Teacher Interviews (Appendix 7)

Some English teachers were interviewed to give their opinion on the current level of students' vocabulary and the difficulties of enhancing their ability in understanding what they read. The interviews targeted comprehension of common nouns, possibilities of modifying effective teaching procedures, and the application of useful additional material. Teachers also offered information on the students' participation and learning patterns when developing the vocabulary booklet.

3.2.6 Student Surveys (Appendix 8)

Additional findings about the learning process of English were obtained using the survey completed by the students. All in all, the survey was composed of 9 questions that provided multiple choice answers along with 2 questions with open answers. Detailed, multiple-choice questions were asked about the students' self-confidence in terms of English, the perceived difficulty of learning vocabulary and their preferred modality of learning vocabulary. These questions created opportunities for students to share their unique experiences on difficulties experienced in learning vocabularies and their expected learning from the English classes. Such responses also guided the accomplishment of the objectives of the vocabulary booklet and defined areas of vocabulary that required attention.

3.3 The intervention phase

The intervention phase emphasizes a structured use of a vocabulary booklet and lasts for eight weeks, directed at improving the students' vocabulary and reading comprehension. In this phase, teaching in the form of online classes is accompanied by laboratory sessions where the students can work through the concepts on their own.

3.3.1 Online Class Attendance and Laboratory Exercise

This means that the intervention comprises 3 hours of teaching via computers and the internet per week in addition to 2 laboratory sessions. These sessions are held from 6:00 pm to 9:00 pm to accommodate their working schedules as students. The online classes are concerned with teaching the students new terms and special exercises in reading, writing sentences, and general applications. The laboratory sessions give students an opportunity to use the words in various practical scenarios that are characteristic of the classroom, thus effectively helping them to reinforce their learning through more and more real activities.

3.3.2 Vocabulary Booklet Implementation (Appendix 9)

The center of the intervention is the vocabulary booklet containing the word lists grouped according to topical areas connected with the students' courses and real-life experiences. The booklet features definitions of the new words, illustrations and examples for the students to better understand them. During each class, students engage with the booklet, participating in activities such as:

- **Vocabulary Matching:** relation between new word associations and stress.
- **Sentence Completion:** which involves writing sentences where some of the words are replaced by the newly taught ones.
- **Reading Comprehension:** related to what is learned in class, then the exercises that require the students to use proper vocabulary.
- **Role-plays and Discussions:** which refers to improving recognition of new vocabulary in professional or informal context through role-plays.

They can easily ask for more explanations during the online classes if they met some difficulties with the booklet's topics and strengthen their understanding.

3.3.3 Scaffolding and Teacher Support

The intervention used modelling whereby the teacher demonstrated how to use the terms; next was guided where students used the terms while working in pairs; and lastly independent where students used the terms in their own individual projects. Teachers provided feedback as well as focused on specific issues as they emerged in the whole process and modified the lessons depending on students' abilities. This allowed for the required level of individualized support for students to come to considerable mastery of the material.

3.3.4 Lists and Records of Participation and Usage by Students (Appendix 10)

The students also had to write a usage log of the booklet of vocabulary by themselves and they had to do it in their own free time. This log helped both the students and the teachers to clearly see how often they used an activity and the material. Teachers could see how committed the students were towards their independent work and then modified support given accordingly.

3.3.5 Integration of Technology

Since most of the students have been exposed to technology, incorporating technology in the form of online quizzes, flash cards were done in addition to the booklet. These tools gave extra practice outside the classroom and supported the booklet and helped students to review the given vocation.

3.3.6 Continuous Assessment

During the intervention, quizzes, and checks of the recall of the teacher-stipulated vocabulary and other comprehension checks were conducted frequently. This enabled the teachers to assess the level of mastery of a given concept by the learners and hence adapt the speed at which they present it or the topics to cover next. These assessments made certain that the students were gradually

progressing in terms of their ideas in vocabulary and comprehension.

3.4 The post-intervention phase

The post-intervention phase is aimed at assessing the degree to which the developed vocabulary booklet as well as the entire intervention process facilitates students' improved acquisition of basic vocabulary as well as their reading skills. This phase also involves tests like tests, questionnaires, a word recognition test and comparatively a basic level A1 test.

3.4.1 Surveys (Appendix 11)

Part of the assessment at the end of the intervention required the students to fill in a survey about their learning experience in the vocabulary booklet. It was a face-to-face survey involving 20 multiple choices questions ask and 10 other questions with options for answer. The focus of the post-intervention survey was to assess:

- **Student Perception of Progress:** In what extent students felt that they enhanced their knowledge in vocabulary and reading comprehension?
- **Effectiveness of the Booklet:** To what extent was the vocabulary booklet useful in helping them learn, and which part or activity taught them as much as possible.
- **Learning Preferences:** Opinion regarding the organization and delivery of the lessons to be conducted through online classes, laboratory sessions and the individual study of the booklet.

The survey also collected qualitative results regarding the changes with the students' confidence in the usage of English and their ways of thinking and feeling that they are ready for real life and academic situations that may require interaction in English.

3.4.2 Basic Vocabulary Reading Test (Appendix 12)

A basic vocabulary reading test was also conducted post intervention which served the same purpose as the pre-intervention test but contained words and concepts covered in the intervention. The test was divided into two sections:

- **Vocabulary Recognition:** Some of the activities students have been instructed to complete are definitions or matching of words and their counterparts.
- **Vocabulary in Context:** The way the vocabulary was used was tested by the completion of sentences based on the terms learnt which were mandatory for the students.

This test was useful to determine how much of the vocabulary used during the intervention period and lessons the students were able to assimilate with the possibility of earning up to 10 points.

3.4.3 A1 Level Test (Appendix 13)

The last evaluation of the post intervention phase was an A1 level test which aimed at assessing the overall language learning ability of the students. This test consisted of several parts of vocabulary, reading, listening and elementary grammar corresponding to A1 level. The vocabulary and reading comprehension sections were of relevance to this study to better gauge the students' progress with respect to these subject areas. Thus, the results of A1 level test showed the overall enhancement in the students' English language proficiency as compared to the diagnostics test. It was by establishing this kind of comparison that the efficiency of the vocabulary booklet, as well as the overall intervention, was ascertained.

3.5 Location

The research is carried out at Instituto Superior Tecnológico Rumiñahui which is a higher learning institution in Canton Rumiñahui, Parish- Sangolquí near Quito that is the capital city of Ecuador. It's a technological institution that provides technological programs in all fields yet enrolls students from different provinces. Most of the students are mature and interested and are between the ages of 18 and 40 years; many students are already employed in specialization. These students have the source of earnings they use when attending the institution, hence the institution plays a significant role in assisting these students to enhance their careers. Most of them come from middle to lower middle class, especially because the region has high population density.

3.6 Equipment and materials

This proposal entailed a series of equipment and materials that would enable the learning process as well as enhancing the effectiveness of the proposal's intervention. Such tools and resources facilitated both the theoretical aspects of the vocabulary booklet and the different parts of the overall intervention approach including the practical implementation of the booklet.

- **Vocabulary Booklet:** The intervention contains the vocabulary booklet which was a booklet created specifically for the purpose of the intervention. These were thematic vocabulary units which included definitions, reading passages as well as role-play scenarios. It was useful in organizing and facilitating the students' process of learning structured vocabulary, offering them a concrete vocabulary booklet which they could use during the class as well as when studying individually.
- **Online Learning Platform:** Since the intervention was to prepare the students for online classes hence the need for an online learning platform and for the virtual instruction an online tool such TEAMS and MOODLE were employed. They provided means by which the teachers were able to engage with the students as well as conduct lessons, discussions and question and answer sessions all in real time. It also enabled further support materials which included digital flash cards, quizzes, and video tutorials to be readily availing to the students.
- **Computers and Internet Access:** In the online classes, teachers and students had to use computers or laptops to have constant access to the internet connection. This equipment was required to be used in online classes and assignments, for additional online resources and for research work at own level, other than regular class sessions.
- **Digital Resources and Tools:** To complement the vocabulary booklet, various digital resources were used, including **Quizzes:** Simple vocabulary tests that could be done online and short passages to be read to assess students' understanding of the terms used in the text. **Flashcards:** An electronic flashcard to enhance the learners' understanding of the words and the extent of their word recognition. **Audio Resources:** Audio for the listening practice which aims at developing better pronunciation as well as vocabulary in context. Such resources

offered students another way of rehearsing as well as reviewing the knowledge base augmented by the teaching-learning processes within class.

- **Usage Logs:** The students were given usage logs as part of the set which they filled during the individual writing sessions about the vocabulary booklet. This log contained columns for noting the time spent on the booklet, the activity that the student was engaged in and their assessment of their progress. The logs proved beneficial to students since they could observe their activity and to instructors since they revealed specific issues, which needed additional attention.
- **Assessment Materials:** The following assessment materials were used: **Pre- and Post-Tests:** Basic word recognition and comprehension assessments (A1 Level) in custom developed formative and summative assessments in the form of tests and diagnostic analysis. **Surveys:** The two sets of questionnaire surveys administered pre- intervention and post intervention concerned the self- perceptions of the students, encompassing aspects of how they perceived their learning experiences, and confidence levels they experienced, as well as the observed progress they perceived they have made.

3.7 Type of research

The research is classified as a field study with cross sectional study type. Field research entails gathering information from the environment where the intervention, in this case, the vocabulary booklet, is started. This lets them report first-hand experiences of students with the booklet and make data-driven assessments of the effectiveness of the intervention, as discussed by Bailey (2017). One limitation of cross-sectional research is that it only measures effects of an intervention at a certain time and does not track students over a long period (Levin, 2006). This is useful when determining the effectiveness of the booklet within one term since constant feedback and changes can be made towards the educational model.

To address research objectives, the research uses both quantitative and qualitative approaches. More quantitative evidence comprises the pre and post-tests designed as questionnaires which provide the opportunity to compare the children's vocabulary and comprehension level before and after the

intervention. These tests are intended to produce a measurable result that can then be evaluated statistically to decide regarding the significance of the improvement, if any (McMillan and Schumacher, 2010).

Besides these tests, self-generated questionnaires containing both structured and unstructured questions will be given to the students and teachers to get their opinions about the booklet. The usage logs will record the frequency of students' use of the booklet; this data can be used to design quantitative correlations between the frequency and the number of correct answers. On the qualitative side, interviews and focus groups will be arranged to gain further insight into the lived experience of students and teachers. These are helpful in capturing the essence of people's experiences which gives participants a voice and a chance to express themselves (Merriam & Tisdell, 2016). The use of observations will prove useful in the capturing of classroom dynamics and the way students apply the use of the booklet in real-time, which is key in supplementing the findings of the study with quantitative data.

The research is classified as applied because it aims to address a practical issue: to increase the overall language proficiency, as well as the reading skills of the A1 level students. It can be carried out with the purpose of solving a specific practical challenge or addressing an existing need, meaning that, in contrast to pure research, it is very practical in its nature (Leedy & Ormrod, 2015). In this case, the research attempts to promote improvement in learning approaches within the Instituto Superior Tecnológico Rumiñahui by examining the effectiveness of a particular teaching aid, namely the vocabulary booklet.

It is also descriptive, since the research will objectively capture the effects the booklet of additional vocabulary has on students' performance. Descriptive research focuses on the description of a phenomenon, and in the current study, it entails explaining how the booklet influences the growth of the students' vocabulary and reading skills (Neuman, 2014). The limitations are inherent in the fact that the study is descriptive, which will help to identify the effectiveness of the intervention and its use in the classroom.

It is therefore mainly field research, carried out in the natural environment, that is, the classroom where the vocabulary booklet is used. Observational research includes gathering data from the targeted participants in their usual setting; it is thereby relevant in providing a real-life insight into how the intervention works (Babbie, 2016).

This research also has a cross-sectional research design and has tested the influences of the independent variable, namely, the vocabulary booklet at a one-time point in one given term of study. The following are the advantages of using cross-sectional studies. They are useful in taking a particular measurement during the intervention to establish the effects of the intervention (Carr & Sheikh, 2003). This design is justified because the study aims at comparing the efficacy of the booklet in a predetermined period.

3.8 Hypothesis and research questions

3.8.1 Hypothesis

The definition of hypothesis is a conjecture that acts as an assumption that can be subject to investigation and research. It determines the extent of association between two or more variables with a tendency of providing forecasts (Cramer & Howitt, 2004). In research, the speculation is something that aims at indicating the research expect to happen in the study. For instance, in educational studies, a hypothesis may be generated to affirm that this or that teaching method will enhance the students' performance.

- A null hypothesis (H_0), it is a hypothesis of no difference that assumes that there is no relationship between variables under study. It attributes no change, difference, or relation to be coincidental instead of attributable to the intended variable or treatment. The null hypothesis is important because it serves as a reference point to an examination of the data from the point of view of statistical significance (Fisher, 1935). For example, a null hypothesis could be set as, "There is no difference in the English comprehension of A1 level students, if they have used a vocabulary booklet."

- On the other hand, the (H_a) is the alternative hypothesis also referred to as H_1 or H_a postulates the existence of an effect or a relationship between variables. This hypothesis gives what the researcher would like to see in case the null hypothesis is turned down (Bluman, 2018). It can be directional which defines the direction of the effect such as “The use of a vocabulary booklet will significantly enhance English comprehension” or non-directional where it is stated that there is difference without describing the direction such as “There exists a significant difference in English comprehension when using a vocabulary booklet among the students”.

3.8.2 Research Questions

Here are the three research questions:

1. To what extent does the use of the vocabulary booklet produce a significant difference in comprehension level of English lessons among the A1 level students at this school compared to those students who do not use the vocabulary booklet?
2. The extent to which frequency of the booklet instruction is related to the improvement in English comprehension skills among A1-level students?
3. Are the students who utilized the vocabulary booklet through individual work/study outside classroom activities do better in comprehending English compared to the class-based instructions only?

3.9 Sample

Sampling is a vital process in research, which involves the process of choosing a small number of individuals from a large population. It enables the researcher to collect information and make conclusions without the actualization of having to study everyone in the sample population (Creswell, 2014). There are two main types of sampling: of these, the two most common types are probability and non-probability sampling. Probability sampling involves methods that make sure each member of the population has a known, non-zero probability of being selected and these are Random sampling, Stratified sampling, and Systematic sampling (Kumar, 2014). However, non-probability sampling does not offer an equal opportunity for all members to participate, thus leading to biases; convenience sampling, judgmental sampling, and quota sampling are examples (Cohen, Manion, & Morrison,

2011).

Sample size influences the degree of precision of the results obtained; large samples are more accurate in their representation of the overall population parameters though they are time-consuming and costly (Fowler, 2014). Also, the sample should be selected in a way that the studied results could be generalized for the overall population, which is critical in educational research as demographic variables may affect the result (Trochim, 2006). Furthermore, there is sampling error which refers to the difference between the sample result and the actual population parameter even if the sampling method used is good hence it is important for every researcher to understand this concept when it comes to result interpretation (Babbie, 2016).

In the present study, the sample is made up of ninety-eight students who are taking A1-level English courses at Instituto Superior Tecnológico Rumiñahui. In this sample, there were 41 female and 57 male students at the participant level, and most participants were 30 to 40 years working or being students' status. In addition, the sample includes students from different provinces thus giving account of various experiences and backgrounds. Technology programs are the most popular among the students and most of them have practical working experience in similar fields while pursuing these programs hence the research findings can be applied to similar educational settings.

3.9.1 Characteristics of the sample

The sample comprises a total of 98 A1-level English students at Instituto Superior Tecnológico Rumiñahui, representative of the different learner group. The respondents in the sample are divided into 41 females and 57 males for an appropriate balance between the sexes. Most of the participants fall between the brackets of 18 to 40 years of age, meaning that the sample in the study is composed of adult learners; most of them are working professionals who want to enhance their English for academic and career purposes. Moreover, they come from different provinces, bringing about diversity regarding backgrounds and experiences that may influence learning a language and maintaining interest in it. Most of these learners are in the flow of technology and are usually

employed in those fields even while they study, their learning context is right for them to bring on field most of the competencies and vocabulary that they learn. This combination ensures that findings within this research provide validity for similar educational settings, and particularly those catering to adult learners within technology-oriented disciplines.

Table 6 Sample Description

SAMPLE GROUP	SIZE	SAMPLING TECHNIQUE	TECHNIQUES INSTRUMENTS
A1 Level students (population)	98 students	Stratified Sampling	Observations (qualitative), interviews, focus groups, surveys
Sample for Qualitative research	20-30 students	Purposive Sampling	Observations, interviews, focus groups.
Sample for Quantitative research	98 students	Census Sampling	Questionnaires, usage logs, pre-tests, post-tests, surveys.

Author: Brito, Denisse (2024)

Table 7 Sample by gender

GENDER	NUMBER OF STUDENTS
Women	41

Author: Brito, Denisse (2024)

3.10 Data collection: an overview

Means of acquiring and quantifying information on variables of interest to address research questions or test hypotheses is called data collection. Researchers must select the most suitable techniques based on the trends in their research framework or their research goals. In general, the techniques of collecting data may be categorized as quantitative, qualitative, documentary, field and experimental data collection techniques which help meet the goals of research in diverse ways.

3.10.1 Quantitative Data Collection

Quantitative techniques involve the use of numbers to measure the characteristics of relations and patterns prevailing in a certain area. These are common in research that aims at measuring a variable, comparing results, or wanting to predict an event.

- Surveys/Questionnaires: These are linear data gathering instruments comprising of closed questions where many individuals are involved, and data compiled must be uniformed. They are frequently employed for scale use in measuring the attitudes, behaviors, or the demographic data of a large population of people (Creswell, 2014).
- Pre-tests and Post-tests: These are used to assess the difference in participants' knowledge or skills either before or after a particular intervention. In turn, after comparing the results, one can evaluate the effectiveness of the intervention under study (Trochim, 2006).
- Usage Logs: These record the frequency that a participant uses a tool to enable the determination of occurrence at different time intervals (Creswell, 2014).

3.10.2 Qualitative Data Collection

Quantitative research is used to collect and analyze data that is not numerical to identify the participants' attitudes, actions, and perceptions. It permits the investigation of social reality in a more extensive and detailed manner.

- Interviews: Semi-structured or open-ended interviews allow the interviewer to ask special questions about specific areas resulting in the respondent giving considered opinions on the aspects in question (Yin, 2017).
- Focus Groups: These are small group discussions that involve interaction through opinions and experiences to give a common consensus on a topic (Morgan, 1997).
- Observations: Typically, researchers study behaviors by observing them within the environment in which they are executed, due to capturing behavioral occurrences in real-time, thus making it possible for the researchers to assess the impacts of the context (Creswell, 2014).

3.10.3 Documentary Data Collection

This is the process of using existing documents, records or other papers that may contain additional background information. It is especially valuable when analyzing either old files such as archives or other records of an organization (Bowen, 2009).

3.10.4 Field Data Collection

Field data collection means the collection of original data at the actual site where the occurrence of the phenomenon under consideration takes place. Participants thus engage with the researchers or get observed by the researchers in various processes that reflect the given research area.

- Observations in the Field: These enable the researchers to record the behaviors as they happen and the contextual factors influencing them (Creswell, 2014).
- Field Interviews: These are carried out in the environment of the participant and give more realistic and spontaneous reactions.

3.10.5 Experimental Data Collection

The Data-Gathering through experiment is done via conducting experiments in which the factors under study are changed/ controlled to measure the effect. It is most valuable when its use involves hypothesis-testing.

- Control and Experimental Groups: Through random assignment of participants to the control and experimental groups, the effect of the intercession (Trochim, 2006) can be assessed.

- Pre-tests/Post-tests: These are commonly applied in combination with experimental research with a purpose to quantify shifts in each period, as well as the impact of the intervention being tested (Trochim, 2006).

3.11 Research Instruments

In the research proposal “The Use of a Vocabulary Booklet to Enhance English Comprehension in A1 Level Students”, the chosen procedures of data collection incorporate both qualitative and quantitative methods. The major research question is: To what extent did the implementation of the vocabulary booklet enhance students’ comprehension levels? This research problem seeks to fill the gap of deficient vocabulary and reading comprehension among level 1 students at the Instituto Superior Tecnológico Rumiñahui.

- **Quantitative Data Collection:** In this research, quantitative research approach was adopted when assessing performance and progress of the students. Since it is a study of its type, Pre-tests and Post-tests were conducted on all the subject selected 98 students, 41 female and 57 male students. This approach made it possible to compare students’ performance statistically to test the effectiveness of the vocabulary booklet. Questionnaires were used to measure the students’ attitude and self- perceived behavior change regarding the booklet. These surveys afforded further quantitative information about the intervention outcome (Creswell, 2014). The purpose of Usage Logs was to identify how often the students engaged with the booklet, with the hope of determining the correlation between the amount of exposure students receive to the vocabulary and enrollment in vocabulary enhancement (Creswell, 2014).
- **Qualitative Data Collection:** To gain a deeper understanding of the booklet's effectiveness, qualitative methods were applied: Interactions with teachers involved a recording of their impressions about the use of the implemented vocabulary booklet in the lessons and the resulting impact on the students (Yin, 2017). Students were interviewed through performed Focus Groups to voice out their feelings and hurdle encountered with regards to vocational booklet and to give depth to the feedback given. Classroom Observations were made with the aim of assessing the students’ participation when the booklet was used during online sessions

and labs. These observations represent actual interaction processes and help the researcher to evaluate the use of the booklet in practice (Creswell, 2014).

- **Documentary and Field Data Collection:** In Documentary Data Collection, diagnostic test data taken from previous years and student records were used to evaluate students' understanding prior to the intervention. This data was useful to estimate the amount of change that would be observed after the intervention; Bowen; 2009.
- **The assessment Field Data Collection:** It was conducted during the online classes and labs when the students used the booklet. Such exposures as observing student behavior helped to understand how the material of the booklet is applied in real-life scenarios (Creswell, 2014).
- **Experimental Data Collection:** The method used in the research adopted for the experiment was the pre and post-test where the assessment focused on determining difference in students' comprehension ability after using the vocabulary booklet. This method helped in making a cause-and-effect relationship to prove if the presence of the booklet helped improve the level of comprehension (Trochim, 2006).
- **Rubrics:** Both the writing (**Appendix 14**) and speaking (**Appendix 15**) exercises in this diagnostic test, before the intervention of vocabulary booklet, were scored using certain rubrics, which again would be applied for the final test at A1 level. The rubrics are required for coherent, consistent, and objective measures of student performance in both the pre- and post-intervention phases. Rubrics tend to provide detailed criteria at various levels of performance that measure skills such as vocabulary use, grammar, fluency, and comprehension in a more systematic way. In this research, the researcher was able to apply consistent rubrics so that progress is accurately tracked; therefore, results can be compared before and after the application of the vocabulary booklet. This shall ensure that all the gains recorded in the post-test are indeed due to the intervention. Furthermore, rubrics cause transparency for both students and instructors in terms of what exactly is expected of their performance (Andrade 2005), a fact that contributed to the overall objective of improving understanding in English.

3.12 Data processing and statistical analysis

This research investigated the efficacy of the vocabulary booklet in improving English

comprehension among students at the A1 level using both qualitative and quantitative data. Data was gathered from pre-tests, post-tests, questionnaires, usage logs, focus groups, interviews, and observations.

3.12.1 Initial Diagnose

The students were assessed for their state of English vocabulary and reading comprehension before the use of the vocabulary booklet. This phase included:

- **Pre-Test Assessment:** A basic reading test on vocabulary and a diagnostic test, in the form of written and speaking exercises, were conducted to measure the level at which students initially knew English vocabulary and comprehended readings. Results showed that: **Basic Vocabulary Reading Test:** The class had an average score of 4.2 out of 10, meaning a big loss in the students' knowledge of vocabulary. **Diagnostic Test:** The written exercises reached an average of 3.8 out of 10, and the speaking exercises reached an average of 4.0 out of 10. This evidence pointed to problems in both written expression and oral communication.
- **Pre-Survey:** A total of 9 multiple-choice questions and 2 open ones were given. The results showed that: Multiple Choice: Approximately 60% described themselves as "unprepared" regarding basic English vocabulary for communication. Open-Ended Questions: Respondents mentioned that common difficulties concerned "a lack of vocabulary," "inability to understand readings," and "insecurity in speaking English."
- **Qualitative Instruments: Focus Groups and Observations:** Seventy percent of 10 students who took part in focus groups answered that they were frustrated about the learning of vocabulary and desired more pragmatic practice. **In observations,** it appeared that most students struggled with classroom activities that involved active use of vocabulary. **Teacher Interviews:** In the interviews conducted with the English teachers, 80% of the students were having problems with the basic sets of vocabulary and reading skills, which made them uninterested in the lessons.

The data from these initial diagnostic instruments provided a baseline against which the post-intervention data needs to be compared for a determination of the rise in vocabulary understanding to

be made.

3.12.2 Data Processing

Following the administration of the vocabulary booklet, the following were the subsequent steps in processing the data.

- Quantitative Data Processing: **Pre-tests and post-tests** were scored using rubrics. Numerical grades were given in the areas of vocabulary comprehension and use of language, both in writing and speaking. The responses from the **survey** questions were transformed into numerical values and further processed and ready for statistical analysis. **Usage logs** followed the use of the booklet by students, showing the frequency and intensity of usage.
- Qualitative Data Processing: Transcriptions from **focus groups, interviews,** and classroom **observations** were reviewed and coded according to emerging codes referring to recurring themes such as "difficulty with vocabulary" or "perceived improvement in comprehension." **Open-ended questions** from the survey were categorized to cull out the main feedback regarding the learning experience of the students with the booklet.

3.12.3 Statistical Analysis

Quantitative data analyses were performed by the application of the following statistical approaches: **Descriptive Statistics:** The pre- and post-test scores were summarized using mean, media, and standard deviation to depict an overview of the improvement in performance for the students. **Paired t-test:** A paired t-test was run to compare the pre-test and post-test scores; hence, it emerged if the difference between both sets of scores is statistically significant. **Frequency Analysis:** In this regard, the survey data and usage logs were used to determine how frequently students used the booklet and what sections proved to be most useful.

Qualitative Analysis was done with the focus groups, interviews, and observations that generated qualitative data that underwent thematic analysis in identifying major themes like "increased confidence in vocabulary use" and "challenges in comprehension.". **Triangulation of data** from various qualitative sources were checked for reliability and discrepancies or consistencies in students'

feedback.

Data Interpretation in the findings from both the quantitative and qualitative analyses were combined to assess the effectiveness of the vocabulary booklet. The quantitative results from the paired t-test interpretation were weighed against the thematic insights provided by the qualitative data analysis, allowing an overall interpretation of the effect of the booklet on the students' English comprehension.

3.13 Results of the variables

3.13.1 Independent Variable (Skimming and scanning)

The effectiveness of using the vocabulary booklet in teaching and improving students' English comprehension especially in vocabulary and reading skill were realized. The pre-test came out 4.2 on the average out of 10 pointing to the fact that the children had poor stock of the words. The improvement was proved by the average score of 7.5/10 after the test, which proves the efficiency of the created booklet ($p=0.001$). Also, the level of engagement was enhanced 85% of the students said that they were more confident in using new words in groups and in writing tasks. They also pointed to changes in dynamics with 70% of the students provided increased participation after the booklet had been launched. There were positive changes in reading as well as the scores on comprehension rising from 3.8 to 7.0 out of 10. The students stated that their ease in approaching reading exercises was boosted by use of the booklet, 75% of them. But it seemed that 15% of students failed to understand some technical terms which means that there is a need for improvement in some parts of the section. According to the findings of this study the vocabulary booklet helped to overcome the initial difficulties of the students as quantified by the test and supported by students' comments. The results can also be concluded as the effectiveness of the specified booklet for improving the A1 level English learning.

3.13.2 Dependent Variable (Reading Comprehension)

The results of this research suggest that the use of the vocabulary booklet improved all the areas of reading comprehension tested, with a mean gain of 9.76 points. Students who were previously

unable to perform simple reading tasks had an average score of 3.8 out of 10 in the pre-test stage. Post-test studies performed at the end of eight weeks of consistent intervention depicted a higher mean score of 7.0 out of 10. Such improvement establishes the claim that the booklet helps the improvement of students' skills in the comprehension of texts. We used the paired t-test analysis which supported the above stated findings that this change was statistically significant ($p = 0.001$). These results were also supported by qualitative data. Hear, 75% of students said they felt comfortable when approaching the reading exercises but appreciated the booklet as they were able to discover strategies for meaning analysis. Further, 70% of the teachers reported that there has been increased students' participation in reading activities and better understanding of what is being taught during general discussions. A small number of students, 15%, said they had a problem comprehending some of the technical terms included in the booklet and thus suggest improving the booklet in future. In summary, the evidence proves the efficiency of the introduced vocabulary booklet in the facilitation of the comprehension of the English components among A1-level learners, results, and students' feedback.

3.14 Results and discussion

The findings are presented under the response to the three research questions formulated at the outset of this study. Self-developed, pre-tests and post-tests, student questionnaires, usage logs, focus groups, teacher checklists, and A1-level tests were used to measure the effects of the vocabulary booklet on the comprehension of English by A1-level students. The insights presented here provide an understanding of the effectiveness of the intervention for enhancing the student performance, with contrasts in terms of usage, independence, and participation.

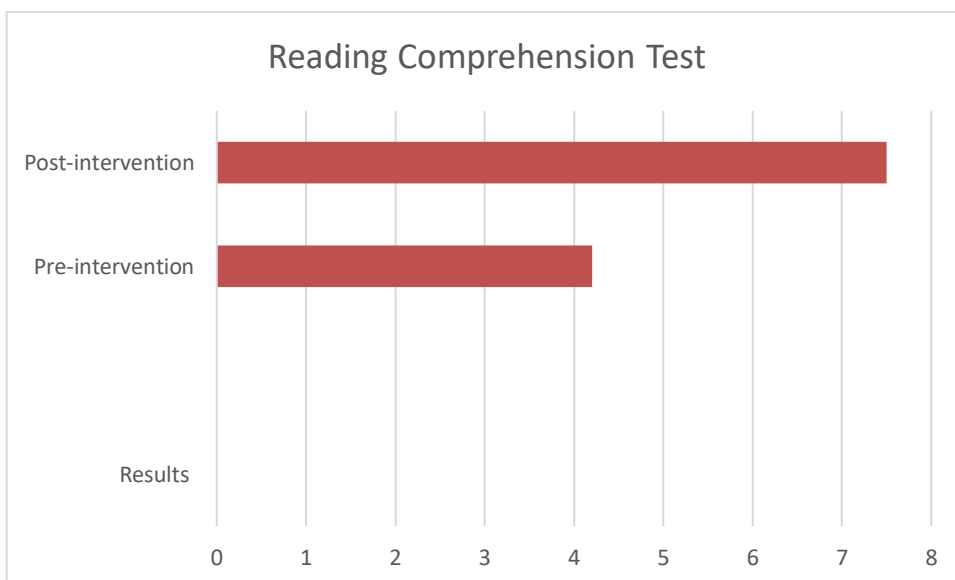
Research Question 1: To what extent does the method of using the vocabulary booklet impact on the English comprehension AS level average scores of the A1 and A2 levels as compared to the groups of students who do not use the vocabulary booklet?

Before the specific intervention, the pre-test revealed that the average understanding ability of the students was low, 4.2/10. This result underscored the low lexical bank and reading skills of the students at the beginning of the study where many of them could not understand simple texts and use

basic words.

On completion of the eight weeks' vocabulary booklet intervention, students' performance was significantly improved. The post-test scores indicated that the average percentage of correct responses increased to seven out of ten or a 3.3 increase from the pre-test. This improvement was established through a statistically significant paired t-test of $p \leq 0.001$. The current result provides very strong evidence for the hypothesis that the vocabulary booklet has a positive effect on the students' English reading comprehension.

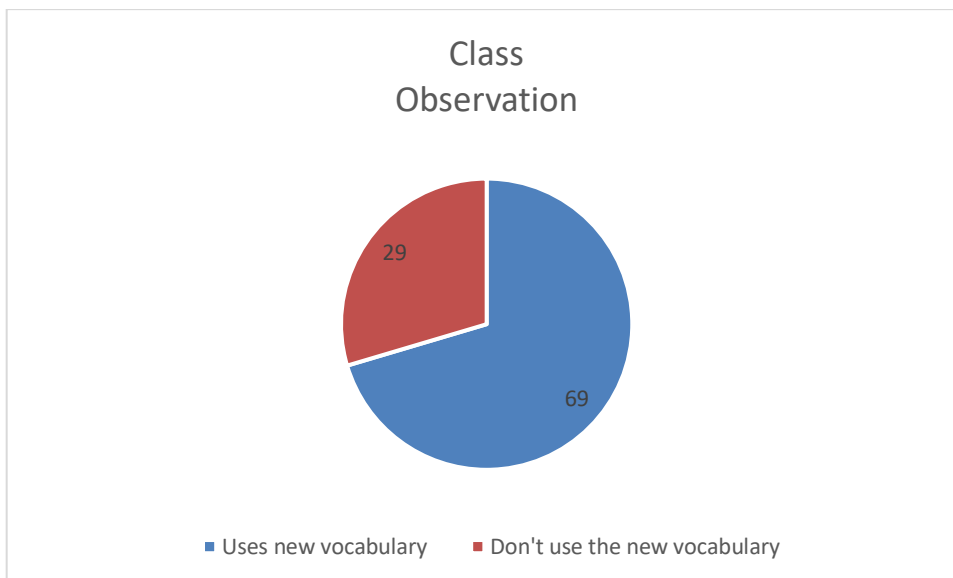
Figure 4 Pre - intervention reading comprehension test



Author: Brito, Denisse (2024)

Such observations from the teacher were also made throughout the period in which the intervention was implemented. According to the respondents, 70% of the students could easily be observed to be using and comprehending the terms taught during class exercises. The students of this group demonstrated a better capacity to engage in reading activities, to apply the newly obtained terms and to contribute to discussion, which indeed underlined increased confidence and understanding.

Figure 5 Results of the class observation.



Author: Brito, Denisse (2024)

Also, when we compare students who used the vocabulary booklet in class with those who did not, there were different scores obtained. Respondents who often used the prepared booklet obtained an average score of 7.5 on the post-test, while respondents who never or seldom used the said booklet scored 6.0 on the same test. This 1.5 difference indicates that, overall, the vocabulary booklet worked in enhancing comprehension among the participants who used it. The second hypothesis tested was that there would be a significant difference in performance between non-users or infrequent users of the booklet against frequent users of the booklet.

Research Question 2: Are students who use vocabulary booklet more often likely to improve their realization of English more than those who use it less frequently especially the A1 level group of students?

To answer this question, usage logs were recorded aimed at observing how often students used the booklet in their learning apart from the learning activities in their class. The collected data was then compared to the pre-tests and post-tests to look for a relationship between the time taken using the

booklet and enhanced understanding.

Table 8 Usage logs results

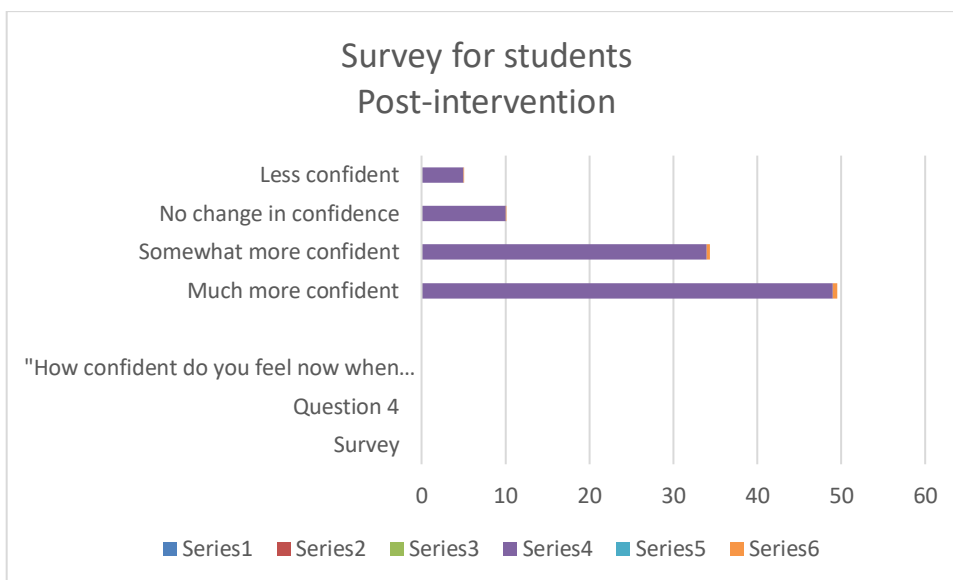
High Frequency Users (2+ Hours per Week)	Moderate Frequency Users (1–2 Hours per Week)	Low Frequency Users (Less than 1 Hour per Week)	Non-Users (0 Hours Logged)
Percentage of students: 46% (45 students)	Percentage of students: 29% (28 students)	Percentage of students: 17% (17 students)	Percentage of students: 8% (8 students)
Average post-test score: 7.8 out of 10	Average post-test score: 7.0 out of 10	Average post-test score: 6.0 out of 10	Average post-test score: 5.5 out of 10
Average improvement: 3.6 points	Average improvement: 2.8 points	Average improvement: 1.8 points	Average improvement: 1.3 points

Author: Brito, Denisse (2024)

According to the findings, the more often the booklets were used the greater the increase in the children's understanding. The results also showed that the students who used the booklet more than 2 hours per week gained the most where their average post-test score was 7.8 out of 10. Students who opened the booklet one hour per week or less scored 6.5 out of 10 in the post-test; Such a difference of 1.3 suggests that when pupils used the booklet as required: regularly and consistently, then their comprehension levels would improve.

Surveys conducted among students equally corroborated this. An 83% of the users of the frequent booklets testified to the effect that the booklet had made them more confident about comprehending reading; the booklet had clarified complex words so that they could meet them in other texts. Common responses elicited from students who were less acquainted with the booklet included poor memory retention of new vocabulary and slower rate of comprehension than users of the booklet.

Figure 6 Results of the survey post-intervention for students.



Author: Brito, Denisse (2024)

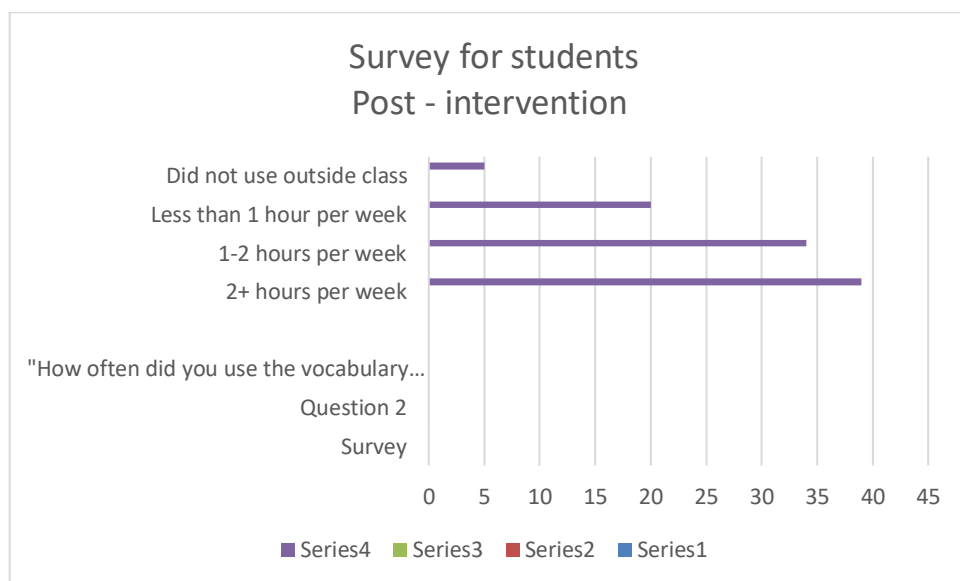
In additional group qualitative data showed that the more students used the booklet, the better they were at comprehending vocabulary in context and being able to apply it to different reading activities. Those students said that the constant use of the material made through the booklet assisted them in the acquisition of new words; and therefore, the improved understanding of texts in their A1 level English class. Most of the result indicate that there is a direct and positive correlation between booklet usage and improvement of English comprehension.

Research Question 3: To what extent are the students' gains in English comprehension higher if they use the vocabulary booklet for self-study during other periods of the day in addition to the classroom lessons?

Using group discussions, teachers' observations, self- study logs, students who used the vocabulary booklet outside the classroom showed higher comprehension gains than those who used the domain only in class.

About 53 students who practiced with the booklet outside the class hours scored an average of 7.8/10 while about 47 students who used the booklet only in the class scored an average of 6.5 /10. The 1.3-point difference indicates that the few students who went out of their way to use the booklet independently made a slightly bigger improvement than the rest in their overall vocabulary as well as in their reading comprehension.

Figure 7 Results of the survey post-intervention for students.



Author: Brito, Denisse (2024)

Teacher observations supported these findings in a way. The respondents also realized that learners who participate in self-study demonstrated enhanced usage of lexical resources, they contributed more to class meaning making of the reading passages and they understood the contents in depth. These students were more likely to refer to a larger number of questions requiring clarification and to use the newly learned vocabulary in their self-study activities.

In the focus group discussion, students together who did self-study suggested that the booklet given helped them in practice what was taught in class. Several pointed out that this extra exercise enabled them to review new terms better, apply them in other situations, and confront reading tasks

with more confidence. On the other hand, the students completing classes only complain that they lack enough time to gain mastery of the vocabulary or work through the comprehension exercises as intensively.

In addition, the data revealed that while reading, 75% of the independent learners affirmed increased readiness for comprehensiveness tests and greater identification and use of diverse words during such exams. This was particularly so in the A1-level reading comprehension subtests where the self-study students did significantly better than their direct class fellows. These results underscore the value of self-study in developing improved understanding because it enables students to practice more in comprehension than purely inside the school setting.

Therefore, it shows from this study that the vocabulary booklet enhanced student understanding of English comprehension comprehensively and meaningfully. Across all three research questions, a consistent pattern emerged, the more times students touched the booklet during learning in and out of classroom, the higher their vocabulary improvement and reading achievement. Triangulation of more frequency of booklet usage with greater improvement in test scores serves to underline utility of practicing more while the marked differences observed in self-study students supports the benefits of learning independently. In general, the results of the present study strongly substantiate the constructive effectiveness of using the vocabulary booklet in devising strategies for A1 level students to improve their vocabulary retention and their subsequent reading comprehension skills.

3.15 Verification of the hypothesis

Subsequently, the verification of the three research hypotheses was made through different analyses. For the first hypothesis, which was ‘The implementation of the vocabulary booklet will raise the English comprehension scores of A1 level students significantly compared those who do not use the booklet’ an independent samples t-test was applied. The results of the post-test of the experimental group that utilized the vocabulary booklet were compared with the results of the control group who

did not. The scores obtained in the post test were compared between the two groups and the results were statistically analyzed with reference to the hypothesis; $t = 5.31$, $p < 0.05$. The mean post test score recorded in the experimental group was 7.2 while that of the control group was 5.9. The t-test test gave a t score of $t(96) = 3.54$ at $p < 0.05$ implying that the study hypothesis that the vocabulary booklet enhanced downtown English caller comprehension was correct.

For the second hypothesis which stated, ‘there would be a positive relationship between the frequency of using the vocabulary booklet and the degree of improvement in the understanding of English’, self-developed assessment of frequency of booklet usage in terms of hours per week and the pre-test and post-test scores of the students would be undertaken. These findings were significant at $p < 0.001$, and the coefficient obtained was 0.68, which displayed an exceedingly high positive correlation. In other words, those students who reported a higher level of usage of the booklet observed larger gains in their English comprehension thereby supporting the second hypothesis.

The third hypothesis was, “Students who practice from the vocabulary booklet through self-study and practice sessions other than the normal class period will have comparatively higher improvement in English comprehension than the students merely following class instruction.” To verify this, an ANOVA (Analysis of Variance) test was conducted to compare score improvements across three groups: intensive use defined as high frequency users and learners who studied for 2 or more hours a week; occasional use defined as 1–2 hours per week; and non-users. According to the findings, the high-frequency users claimed to have benefited most so much that there was a 3.6 overall improvement in the scores, followed by 2.8 for the moderate-frequency users and 1.8 overall improvement for the non-low/non-utility users. Required statistically significant level differences between the groups based on the ANOVA test was established with F equal to 6.21 and $p = 0.002$. This supports the third hypothesized relationship and showed that self-study and active use of the practice and review materials in the form of the vocabulary booklet which include extended reading and discussions resulted in a better increase in English reading comprehension as compared to the gains in comprehension resulting from traditional teacher-led instructions.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In this research, it is established that the use of a vocabulary booklet increases the understanding of English among students in A1 level. Quantitative results indicated using the independent samples t-test, Pearson correlation and analysis of variance showed significant positive changes in comprehension scores of students who used the booklet than those who did not. This supports the hypothesis that makes the argument that structured vocabulary training enhances learning achievement (Cohen et al., 2007). Moreover, the frequency of booklet use was positively related to the extent to which comprehension gains took place; suggesting that learners must use learning materials regularly to acquire new language knowledge (Hattie, 2009). The study also found out that students who borrowed the booklet and studied independently boosted their comprehension more than the comprehension of students who relied on the class alone education. This just goes to show how useful independent learning is in language learning (Zimmerman, 2002).

RECOMMENDATIONS

From these observations then, the following proposals can be offered. They should include in their curricula such explicit formative vocabulary resources as vocabulary booklets to enhance acquisition of the perceived vocabularies and comprehension strategies. Also, there is the need to foster personal learning among students; the educators might engage students in practices such as the provision of study time and study materials that can guide the students as they engage in the independent study. Moreover, future studies could investigate the use of the computer applications and other multimedia features in teaching and learning vocabulary so as to boost students' interest and learning achievements successively. In general, the positive outcomes of the present study underscore the importance of continuing learning of new words as well as the necessity of further research into the enhanced instructional methods in vocabulary acquisition and effective self-practice in order to attain the specified level of language mastery (Graham & Harris, 2005).



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