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THE USE OF BOOK CREATOR TOOL TO IMPROVE THEIR READING
COMPREHENSION OF A2 LEVEL STUDENTS

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DEDICATION

This thesis is dedicated to my family, whose unwavering support and encouragement have been my source of strength throughout this journey. To my parents and siblings, for instilling in me a love for learning and for always believing in my abilities. To my husband, for being my rock and my inspiration and for his understanding and patience in my busiest times. This achievement is as much his as it is mine.

Zoila Tamara Suquilanda Gaibor

DEDICATION

I dedicate this thesis especially to my beloved son ‘‘Alan’’ who brightens my days with his smile and inspires me to achieve my dreams. His love and unconditional support have been my strength during this journey, as I strive to be a mother he can be proud of. To my dear parents, Leonardo and Mariela, for teaching me the values of courage, responsibility, and never giving up. Thank you for your constant encouragement and unwavering belief in me, even during moments of self-doubt. Lastly, I extend my gratitude to all those who have offered their steadfast encouragement and support, including my brothers, Byron and Kevin, my sister, Lady, and my aunts.

Marshory Alexandra Fernández Jima

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Marshory Alexandra Fernández Jima

Título: El uso de la herramienta Book Creator para mejorar la comprensión lectora de los estudiantes de nivel A2.

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RESUMEN

El presente trabajo de investigación trata acerca del Uso de la herramienta Book Creator para mejorar la comprensión lectora de los estudiantes de nivel A2. Se plantea como objetivo general “Determinar la efectividad de la herramienta Book Creator en la comprensión lectora en estudiantes A2 de la Unidad Educativa Diez de Agosto”. La metodología utilizada fue bajo la investigación cuantitativa, para cuantificar el impacto de una plataforma de aprendizaje adaptativo en la capacidad de los estudiantes de octavo grado para extraer información fáctica de textos narrativos. Los instrumentos de recolección de datos consistieron en un pretest, posttest y una encuesta que se aplicaron a 20 estudiantes para reunir información veraz sobre Book Creator en relación con la comprensión lectora en las habilidades de los estudiantes de nivel A2. La información obtenida permitió analizar los resultados, entre ellos, las actividades a través de Book Creator mejoraron la comprensión lectora en los estudiantes de octavo grado. Se demostró un aumento significativo de la Media en cada una de las dimensiones. Además, al participar en el proceso creativo de construir un libro, los estudiantes pudieron desarrollar una mejor apreciación por la lectura y el contenido, lo que a su vez puede mejorar su capacidad para comprender y retener lo que leen. Por último, se concluye que la herramienta educativa digital Book Creator, fue efectiva para mejorar la comprensión lectora además se demostró que es una plataforma valiosa para fomentar la creatividad, al tiempo que facilita la creación de libros electrónicos interactivos y educativos.

Palabras claves: Comprensión lectora, Book Creator, herramientas digitales.

Title: The use of book creator tool to improve their reading comprehension of a2 level students

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ABSTRACT

This research work deals with the use of the Book Creator tool to improve the reading comprehension of A2 level students. The general objective is to “Determine the effectiveness of the Book Creator tool in reading comprehension in A2 students of Unidad Educativa Diez de Agosto.” The methodology used was quantitative research, to quantify the impact of an adaptive learning platform on the ability of eighth grade students to extract factual information from narrative texts. The data collection instruments consisted of a pretest, posttest and a survey that were applied to 20 students to gather accurate information about Book Creator in relation to reading comprehension skills of A2 level students. The information obtained allowed us to analyze the results, among them, the activities through Book Creator improved reading comprehension in eighth grade students. A significant increase in the Mean was demonstrated in each of the dimensions. Additionally, by engaging in the creative process of constructing a book, students were able to develop a better appreciation for reading and content, which in turn may improve their ability to understand and retain what they read. Finally, it is concluded that the digital educational tool Book Creator was effective in improving reading comprehension. It was also demonstrated that it is a valuable platform to encourage creativity, while facilitating the creation of interactive electronic books and educational.

Keywords: Reading compression, book creator, digital tools.

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INTRODUCTION

1.1 Description of the general background and analysis of the situations that justify the presentation of the proposal

A2 level students in Diez de Agosto struggle with English reading comprehension due to limited exposure to English outside the classroom and traditional teaching methods that emphasize memorization over key comprehension skills. A major hurdle for educators is students dwindling motivation in learning English. According to Putri and Santosa (2021) students often lack the drive to engage with the language. This can be attributed to factors like low confidence and a perceived lack of relevance in their studies. This demotivation can create a vicious cycle, where struggling students see even less progress, further dampening their enthusiasm for learning English.

Technology is transforming reading education with games and virtual environments. A proposed solution for A2 students in Diez de Agosto included Book Creator in a language-rich environment to improve English reading comprehension. Solís et al., (2022) analyze the potential of Book Creator as a didactic tool to promote creative writing in students. They conclude that this tool can contribute to improving motivation, participation, and the quality of the texts produced by students. The approach aims to revolutionize English instruction in Diez de Agosto by replacing rote memorization with engaging activities like reading comprehension workshop.

1.2 Description of the problem to be investigated and the elements that justify the problem

The research explored using Book Creator in Quito's educational context to enhance reading skills. Teachers used it to create multimedia-rich textbooks and students practiced it for projects and creative reading. The study targeted the lack of reading comprehension in eighth graders, implementing the Book Creator tool project aimed to improve reading comprehension.

1.3 Statement of the Problem

The research examined how Book Creator tool affected English reading comprehension for A2 students. Unidad Educativa Diez de Agosto adopted

technology, with smartphones, social media use, and digital tools in education, though not fully immersed. According to García-Valcárcel (2021) technological resources can provide students with access to a wide range of reading materials, as well as opportunities to practice their reading skills in an interactive and personalized way. Hernandez-Serrano and Fernández-Córdoba (2022) add that technological resources can help students to engage more in reading and develop their reading comprehension skills. It advocates for using tools like Book Creator with built-in dictionaries and multilingual support to enhance vocabulary, fluency, and cultural understanding. The aim was to empower students at Diez de Agosto to actively engage in their learning, leading to a transformative approach to literature and improved reading skills.

1.4 Precision of the topic

The research focused on using ICTs to enhance reading comprehension in education. It expected to empower students from diverse backgrounds by equipping them with navigational skills and curiosity to explore reading expressions. Book Creator stood out as a tool that fostered a passion for reading and comprehension by allowing students to create their own digital books based on the texts read, thus becoming active learners in the process.

1.5 Description of the Research Project

The object of the research encompassed the use of Book Creator which enabled A2 level students to become deeper thinkers through features such as: integrated multimedia, built-in comprehension tools, personalized learning paths, and collaborative reading experiences to enhance reading comprehension.

1.6 Research aim.

To determine the effectiveness of Book Creator tool on reading comprehension on A2 students from Unidad Educativa Diez de Agosto.

1.7 Specific research objectives

To diagnose the current situation of the students before the intervention applying a diagnostic test.

To assess the effectiveness of the Book Creator tool on reading

comprehension skill of A2 level students from Diez de Agosto using a pretest-posttest.

To examine how the integration of readings using Book Creator impacts A2 students' motivation and engagement in learning English by using the survey.

1.8 Description of the conceptual and operational categories

1.8.1 Independent variable: Book Creator

Regarding Putri and Santosa (2021) Book Creator is a digital tool that empowers students to become active participants in their learning by crafting personalized digital books. This process of creation fosters deeper understanding through content customization and the incorporation of multimedia elements like audio, video, and images. Additionally, the authors mentioned above expose that Book Creator offers tools like annotations and questioning prompts, encouraging critical engagement with the text, and promoting active.

1.8.2 Dependent variable: Reading comprehension.

Reading comprehension is not simply decoding words on a page. According to Elleman and Oslund, (2019) it is a dynamic, multi-faceted cognitive process where readers actively construct meaning from written text. This complex process involves a range of skills, from decoding vocabulary and activating background knowledge to making inferences and monitoring understanding. The article delves into research findings to illuminate the intricate workings of comprehension, highlighting its significance for educational practice. By understanding these complexities, educators can develop more effective strategies to cultivate strong reading abilities in individuals, ultimately empowering them to navigate the vast world of information and ideas.

1.9. Description of the research approaches and methodologies to be used

This study adopted quantitative methodology to navigate the landscape of the research. Quantitative research, as (Dörnyei, 2018) describes, provides a 'powerful lens' for empirical relationships and generalizable patterns within large datasets. By employing robust statistical tools and objective measures, it aimed to quantify the impact of the study. This numerical approach allowed statistical testing

and generalize the results to this population. Moreover, quantitative data facilitates systematic comparisons across groups and contexts. In this line, to test the impact of an adaptive learning platform on eighth-grade students' ability to extract factual information from narrative texts. Data was collected through a pretest, posttest and a survey which were applied to 20 students in the school. Informed consent was obtained from all participants and their parents. The study adheres to the ethical guidelines outlined in the Code of Ethics: American Educational Research Association (AERA) approved by the AERA Council in February 2011 (The American Educational Research Association [AERA], 2024).

1.10 Description of the research instruments

The research instruments for the research project consisted of data collection tools to get together with truthful information about Book Creator in relation to reading comprehension in A2 level students' skills.

1.10.1 Quantitative Instrument

The designed pretest and posttest established baseline English reading comprehension levels and quantify initial receptiveness to the intervention through the chosen tool. In that way, having a reaction through the second test mentioned on the students. A survey was also conducted to gather student perceptions and experiences, providing quantitative data to complement the quantitative measures and improve the internal validity of the study.

1.11 Description of the beneficiaries of the proposal

The proposed research on the use of the Book Creator tool to improve reading comprehension in 20 8th grade students of A2 level pointed to benefit students, teachers, and the institution itself. By implementing Book Creator with interactive reading, the learners had the opportunity to develop their reading comprehension skills in a practical and meaningful way. This proposal helped students to better understand the texts and to be able to communicate in this way, through reading. The research also benefits the language instructors of the Unidad Educativa Diez de Agosto by providing valuable knowledge and practices based on the use of the Book Creator to improve the methodology of comprehensive reading.

Furthermore, the positive outcomes of the research contributed to the reputation of this institution as a provider of quality language education, attracting more learners and fostering the growth and success of the institution.

1.12 Description of the research context

The research will take place at Unidad Educativa Diez de Agosto. The school has 1200 A2 level students and operates classes from 7 a.m. to 1 p.m., Monday to Friday. English is compulsory for all students, and the institution has a 50-year history, initially as a women's school and later unified with Cuba school in 2013. This institution offers preschool, basic education, higher education, and bachillerato programs.

1.13 Description of the practical contributions of the proposal, its importance, and its social needs

This proposal promoted strategic reading instruction using engaging materials for A2 learners. It meant to build strong reading comprehension skills, leading to better overall language ability. This initiative went beyond just improving comprehension. It intended to create confident learners who can apply their skills broadly, including in other subjects. It also helped teachers improve their methods by providing research and best practices. Additionally, the proposal's impact went beyond immediate benefits. Success enhanced the institution's reputation, attracting more students. Likewise, it pioneered a new model for integrating technology in language learning.

1.14 Description of the contents of each chapter

This study used surveys and tests to see Book Creator improving reading comprehension. Data was analyzed to measure its effectiveness and suggest future research.

Introduction: The introduction sets the stage for the research by providing background information on the topic. It likely discusses the research question or hypothesis, highlighting the study's significance. It briefly mentions the methodology used to collect data.

Chapter I - Literature Review: The literature review lays the groundwork

by defining Book Creator (independent variable) and exploring its potential influence on reading comprehension (dependent variable). This comprehensive overview provides a clear illustration of the research topic.

Chapter II - Research Methodology: The methodology chapter acts as the blueprint for the research, detailing the chosen quantitative approach, data collection methods (survey, pretest, posttest), and analysis plan. It acknowledges ethical considerations and limitations, strengthening the research's credibility.

Chapter III - Data Analysis and Results: This chapter analyzes data from surveys and pretest and posttest to assess student progress using Book Creator. The Results was visualized, and improvement percentages calculated. Limitations was discussed.

Conclusion and Recommendations: This conclusion summarizes the research, interpret key findings, propose future directions, and acknowledge any methodological limitations encountered.

CHAPTER I

THEORETICAL FRAMEWORK

2.1 Research Background

Throughout time with the innovation of technology usage for teaching, the link between imagination and executive functions in children is an engaging task: "Complete the Drawing!" Their study, published in Education Sciences, involved assessing 206 children aged 6-7 on specific areas of imagination and executive functions. The results were fascinating since children with more developed imagination displayed stronger visual-spatial working memory and cognitive flexibility. However, children demonstrating high imagination scores tended to score lower on inhibited tasks. While further research is needed, "Complete the Drawing!" offers a valuable glimpse into the complex interplay between imagination and how cognitive processes on a tool as Book Creator work Veraska et al., (2022).

A second study was conducted by Solís et al., (2022) who explored the potential of Book Creator as a teaching tool to promote creative writing in students. The research analyses its impact on the teaching-learning process of writing, highlighting its benefits for motivation, participation, and the development of creative skills in students. It is based on a qualitative methodology, using interviews with teachers and students as the main instrument. The experiences and opinions on the use of Book Creator in the teaching-learning process of writing were straightly analyzed. In this way, the results of the study showed that Book Creator has a positive impact on promoting creative writing in students.

In the line of mentioned studies, a third one goes by hand of Muhsom and Destiani (2023) in their study "Utilizing Book Creator as a Digital Module to Improve Student Listening Skills in Elementary School". It is shown that elementary school students who used book creator modules showed notable improvement in their listening skills compared to those who did not. They followed it into a quantitative method using a questionnaire to examine the population or sample. A preliminary study was conducted at the same time to intertwine a problem identification. This way, the result was clear and concise.

As a clear and key point to the nowadays educational reality, traditional language teaching methods often face limitations in fostering fluency and real-world application. A study by Ajaj (2022) highlights this challenge, suggesting that grammar-heavy approaches can demotivate students and fail to create opportunities for them to practice using the language in communicative contexts. This lack of practical application can make the learning process seem irrelevant and discourage students from persisting with their studies. Book creator as part of the emerging tools for ICTs is presented in the work of (Carter, 2019) whose article explores the potential of Book Creator as a tool for creating interactive digital books in the classroom.

Research confirms that digital tools have the power to revolutionize education. The future of learning will be marked by the integration of these technologies to empower student development. It allows for the creation of personalized experiences, fostering collaboration and communication, and providing real-time feedback. Examples such as adaptive learning software, online learning platforms, and online assessment tools show us the path towards a more personalized, interactive, and effective education. The integration of digital tools in the classroom has the potential to transform teaching and learning, allowing students to reach their full potential (Carter, 2019).

2.2 Independent variable: Book Creator

According to Horton and Horton (2003) teachers can apply technology to many subjects, as English. That allows them to create their virtual classroom. According to the authors, the tools to create e-learning can be course authoring tools, this refers to simple design implementation strategies, with short learning techniques. web site authoring tools to create associated html with the courses, which allows to create dynamic content. Others are testing tools, they are used to create multiple choice tests, short answers, and others. Media editing tools, with which can create animated lectures, videos, and other media for e-learning. Finally, the authors comment on conversion tools that consist in converting certain document formats for easier e-teaching. In this line, Book Creator is a free application that allows learners to create and read enticing digital books. Learners

can use this application by connecting to the internet to create or find digital books such as a long-form story, poetry, writing up a science experiment, creating a class news magazine, reflecting on their learning at the end of the study unit, or illustrating and writing a comic strip Putri and Santosa (2021).

In this sense, the Book Creator application is considered by Santafé and Velásquez (2022) as a tool that allows individuals to quickly generate e-books. The essence of this application lies in providing the individual with a blank canvas and a set of text and sound tools, indicating that this activity is primarily aimed at creating a digital text. This tool provides a variety of templates that allow users to design magazines, teaching materials and comics, as well as enabling the creation of digital texts with great ease.

2.2.1 Book Creator as a Learning application

In today's digital age, educational applications have become a fundamental component of daily routines, transforming the process through which people acquire knowledge and skills. The app development process for educational purposes involves the creation of mobile applications designed to support knowledge acquisition by delivering educational content in an interactive and engaging format. Due to the rapid advancement of technology and the increasing prevalence of smartphones and tablets, educational applications have attracted significant attention (Benson, 2023).

For Kuku et al., (2022) the use of Book Creator for developing problem-based learning e-books is viable. His research explores the development and implementation of e-books on problem-based learning (PBL) and project-based learning (PBL) assisted by Book Creator. It is also shown that Book Creator improves science learning and problem-solving skills which supports using Book Creator for interactive learning across disciplines. Further research on different ages and subjects is recommended in his paper Kuku et al., (2022).

In this regard, Handayani et al., (2023) Book creator believes that it is a simple web-based application that helps students to create engaging digital books. This application can be used by a teacher in the learning process especially in writing activities to improve students' writing skills, where through this application

can help students to write and explore their ideas in the most creative and innovative way possible, therefore students can create various types of writings by developing their own ideas.

Software Book Creator for portable devices. Stephen (2016) discusses the definition and implications of e-books. While dictionaries have provided definitions for traditional books, defining e-books presents challenges. The Oxford English Dictionary's (OED) draft definition from 2001 did not conclusively settle a key debate: whether an e-book's classification depends on its physical form or its digital content. Stephen proposes a definition: an electronic book is a portable electronic device designed to read text accessible in digital format on electronic devices or screens, often through the Internet. E-books offer accessibility and transform educational engagement and research. They allow reading without time or space constraints on various devices, easy updates, and storage of multiple titles. Features such as search, customization, annotation, and multimedia integration enhance the reading experience. Taking notes improves information usability, and e-books can blend text with audio and visual elements for innovative monographic composition.

The advent of digital technology has facilitated the convenient, rapid, and efficient utilization of stored intellectual capabilities. Electronic resources can be easily accessed in remote regions. Digital technology has facilitated faster access to information, leading libraries to reconsider and renew their services by integrating technological advances. Currently, mobile devices are acquiring a fundamental role in people's daily lives, transforming the way in which connections and interactions are established with the environment. In this dynamic environment, mobile technology plays an important role in improving library relationships and offering better user-oriented services to existing library users (Raja & Bharani, 2018).

As a software, Book Creator has many qualities as reflected in the article of (Handler, 2019) this research delves into the use of mobile digital storytelling (MDS) as a tool for experiential learning. The author highlights the potential of MDS using mobile devices like iPads to enhance student engagement, promote active learning, and improve knowledge acquisition in field trip settings and also

supports the benefits of technology tools in facilitating student-centered learning experiences (Handler, 2019)

Beyond the findings presented in Martin's (2017) research, Book Creator offers a user-friendly and feature-rich alternative to explain everything for mobile storytelling. It allows creating interactive narratives, collaboration, and wider audience sharing, and making it a valuable tool for educators.

Book Creator tool for educational purposes. So far, it is not a mystery that Book Creator helps in the educational area. Going deeper and involving English skill, the study of (Chen, 2020) shows that the use of digital storytelling as an effective tool for enhancing ESL/EFL learners' speaking skills by promoting engagement, collaboration, and opportunities for authentic language practice. In this regard, (Rasio & Perdana, 2020) indicates that one of the crucial factors that influence the adoption of software, or applications lies in the requirements and emotional reactions of the users. User experience (UX) becomes very important when investigating and satisfying product needs from the users' perspective.

Likewise, Jesse (2011) considers that User Experience is defined as the user's interaction with the product or application, and a satisfactory experience occurs when users achieve their goals when using said product. Transformation emanates from experience and learning represents a process that improves current learning capacity and improves future performance. In summary, as users accumulate positive experiences when interacting with educational resources, the positive impact on their learning experience will be significantly reinforced.

Considering previous concerns, the present study highlighted the potential of Information and Communication Technologies (ICT) to cultivate creative and innovative learning environments within educational settings. Consequently, to analyze the experience of students when using technology, particularly Book Creator, as part of their educational experience (Hayati, 2023).

2.2.2 Interactive digital books

The study conducted by Yen et al., (2021) mentioned that a literature review and analyzed existing research on mobile learning, digital storytelling, and language learning. It further evaluated the features and affordances of various

mobile storytelling apps like '*Story Jumper*' and '*SockPuppets*' for their potential in language learning. The key findings were that interactive features and multimedia elements in mobile storytelling apps can enhance learner engagement and intrinsic motivation. Also, learners can create stories on relevant topics to their lives, promoting the use of authentic language in meaningful contexts. Within the device, mobile storytelling apps allow for collaborative story creation, fostering communication and peer interaction Yen et al., (2021).

According to Prasetya et al., (2018) today, there are numerous e-book formats available. One that shows potential in both the academic and industrial sectors is the EPUB (Electronic Publishing) format. Compared to the traditional and predominant PDF format, the EPUB format offers greater visual richness, interactivity, and adaptability of content, which can be accessed through a wide range of mobile and desktop devices, such as tablets, computers, and smartphones. The OEBPS (Open E-Book Publishing Framework) is an open standard document file format developed by the IDPF (International Digital Publishing Forum) for an e-book/digital book. The IDPF constitutes a body that brings together participants in the digital publishing industry Prasetya et al., (2018).

Similarly, (Fajri, 2023) states that the Lectora Inspire application can be used to create digital educational content (e.g., e-books) and interactive multimedia testing materials in a dynamic, easy-to-use, and high-quality way, without the need for design, artistic, or graphic experience.

Digital texts with interactive story assessments. Lobato et al., (2014) expresses that the experimental group using interactive fiction showed gains in both reading comprehension and motivation, suggesting this technology's potential to revolutionize literacy education Lobato et al., (2014).

Gupta et al., (2023) argues the benefits of digital storytelling and computational thinking in education highlight how digital narrative can enhance interdisciplinary skills in language and STEM, while computational thinking aids problem-solving across disciplines, combining these approaches offers great potential but requires guidance to avoid overwhelm. In addition, students can use

the learning environment to create interactive digital stories, showcasing their understanding and receiving real-time feedback and support.

E-book with Book Creator. A study by Moorthy (2012) investigated the potential of e-books in middle school science education which findings suggest that integrating multimedia elements and interactivity within e-books can contribute to a more positive learning experience and potentially improve knowledge acquisition in science education.

Pravitasari and Afiyattena (2022) made e-books for the Grammar in Written Speech course with the Book Creator app. Using different ways to learn in this digital book can help students understand better and become better at learning on their own.

2.2.3 Digital storytelling

As stated in the paper of Alsabbagh and Al-Rashidy (2023) the engaging nature of digital storytelling in Book Creator, as in the case, animation and personalized stories can enhance knowledge retention, promote positive behavior changes, and contribute to better health outcomes. This suggests that animated storytelling can be an effective method for conveying complex medical information in an engaging and easily understandable way. In brief, study suggests Book Creator's animated stories are effective for patient education, improving knowledge and engagement. This finding highlights the potential of digital storytelling in healthcare, empowering patients to manage their health Alsabbagh and Al-Rashidy (2023).

The term digital storytelling according to Lambert (2009) refers to a 2- to 5-minute audiovisual clip that integrates photographs, voice-over narration, and other forms of audio, originally used for community development, artistic, and therapeutic purposes, and more recently repurposed. as a form of artistic expression. In this sense, De Jager et al., (2017) in the study offers a systematic review of digital storytelling in research. The results show that digital narrative constitutes a resource that facilitates the transmission of pre-prepared knowledge, with few research projects that have used digital narratives for this purpose. Participants

revealed numerous benefits associated with using digital storytelling as a method for conducting respectful and participatory research.

Multimedia content of storytelling with book Creator. Following the mentioned above, the study of Eteokleous (2009) highlights the potential of collaborative digital storytelling for developing essential digital literacy skills in educational settings. Integrating multimedia elements and collaborative learning fosters engagement, critical thinking, and effective communication, preparing students for a digital world Eteokleous (2009).

According to Burns (2018) digital storytelling extends beyond stories that begin with the phrase "once upon a time". The goal is to use multimedia to document the students' learning journey. Book Creator stands out as a very useful tool for incorporating lessons into digital storytelling. By using Book Creator, students can play the role of generators of various types of content.

According to Robin (2009) the practice of digital narrative in the educational context is defined as the act of developing short stories that enable students and teachers to enrich their competence in data collection, as well as in the development of skills, for problem solving, while promoting the ability to collaborate as a team.

Visual storytelling with book creator. Based on Chhabria (2023) visual storytelling goes beyond aesthetically pleasing illustrations. It is a discipline that plays an essential role in fostering understanding, encouraging creativity, and promoting appreciation for literature throughout life.

Educational digital storytelling as reported as Addone et al., (2020) is defined as a powerful approach to develop literary skills, experience problem solving and computational thinking, visualization of information and knowledge, develop creativity and divergent thinking supported by technological solutions. Therefore, Addone et al., (2020) proposes a digital learning environment, called Novelette, to support both educators and students in the realization of visual storytelling, supporting them in the invention and creation of stories. Novelette has been designed as a learning environment for educators, the result of a participatory and user-centered design methodology to actively involve the user in the entire design and development process Addone et al., (2020).

2.2.4 Reflecting on learning experiences with Book Creator

Dee (2018) emphasized in an interview that learning with Book Creator involves not only the actual experience but also reflection. He described "significant learning" as meeting two criteria: first, that the learning endures beyond the course, meaning students retain it; second, that it impacts their personal, professional, social, or civic life, changing how they think, feel, or act. This implies that knowledge and skills gained should last beyond the course and have a meaningful impact on students' lives. In essence, significant learning is not just about acquiring information but about gaining knowledge and skills that persist and influence students' lives beyond the classroom. Book Creator facilitates this by combining creation with reflection, making learning meaningful and enduring. It enables students to move beyond rote memorization and apply knowledge in real-world situations Dee (2018).

Students who use the bookcreator.com platform to create digital books to demonstrate and evaluate their progress, as (Caukin & Trail, 2019) states, facilitate a notable improvement in activities as they advance through the stages of the SAMR model and the Taxonomy of Bloom. Using digital tools such as Canva or Adobe Spark to create brochures or posters allows you to expand your creative capabilities beyond what can be achieved with cardboard and markers. In fact, Adobe products offer a wide range of tools that can be used to creatively modify learning experiences (Caukin & Trail, 2019).

Understanding Digital Storytelling. (Gallagher, 2011) suggests that while storytelling is important in educational research, it lacks a strong theoretical basis. Although narrative methodologies are popular, they often overlook the ethical and methodological challenges of using stories as research tools. The author proposes using ideas from thinkers like Hannah Arendt and Bertold Brecht to develop a more thoughtful and critical approach to storytelling in educational research. Book Creator enables users to create impactful digital publications on various devices, promoting engaging storytelling for all (Gallagher, 2011).

Succeeding the above-mentioned, the study of Mannion (2023) discoveries indicated participants perceived their digital storytelling experiences to be largely

positive, including collaborative aspects of the project. They believed benefits of digital storytelling included improvement in Educational Technology knowledge, skills, and dispositions. Challenges for the participants included employing unfamiliar technology to create digital stories, acquiring suitable or effective resources for their digital stories (e.g., hardware, software, copyright-free images), and coordinating group efforts. These discoveries support the findings of other studies indicating education majors may find digital storytelling projects a motivational way to collaborate with peers (Mannion, 2023).

In this regard, Mambetova (2021)) considers that digital storytelling is commonly used in all areas of the educational process. The value of digital storytelling is significant for both teachers and students in academia. The new era demands that teachers have knowledge in technological pedagogy and digital skills to perform effectively.

Exploring the Features of Book Creator. Ahn (2018) notes that Book Creator is gaining popularity among educators for its ability to enhance engagement and creativity in learning. Researchers are interested in how these features can improve student learning by increasing their involvement in knowledge creation. Existing research suggests that digital tools like Book Creator can facilitate collaboration, critical thinking, and subject understanding among students. The study delves into specific features like audio recording, collaborative editing, and text-to-speech, going beyond a mere list of features to explore how they can be effectively utilized (Ahn, 2018).

Some interactive features of Book Creator that were highlighted by Pelegrin (2020) were the integration of audio recordings and quizzes, which can turn passive reading into an active process, thus improving engagement and knowledge retention. Lin et al., (2018) highlights the capabilities of the tool in facilitating personalized learning, allowing students to generate material based on their preferences and level of understanding, which ultimately contributes to a greater understanding of a variety of texts. Book Creator allows students to become active participants in the reading process, facilitating a deeper connection with the material and improving their overall understanding.

2.3 Dependent Variable: Reading comprehension.

Reading comprehension, according to Elleman and Oslund (2019), is a dynamic, multifaceted cognitive process in which readers actively construct meaning from written text. This complex process involves a range of skills, from decoding vocabulary and activating prior knowledge to making inferences and monitoring comprehension. By understanding these complexities, educators can develop more effective strategies for cultivating strong reading skills in students. The authors redefine reading comprehension as an active process of constructing meaning, not just decoding; strategies for cultivating strong reading skills are urged to be developed (Elleman & Oslund, 2019).

In this regard, Van den Broek et al., (2012) define reading comprehension as a nuanced interaction between automatic and strategic cognitive processes that allows the reader to construct a mental representation of the text.

The degree of comprehension according to Yovanoff et al., (2005) is not exclusively influenced by individual properties of the reader, such as knowledge background and memory capacity, but is also affected by linguistic aspects such as competence in reading skills, decoding, lexical repertoire, sensitivity to textual organization, inferential skills, and level of motivation. Adequate comprehension depends on the effective use of strategic processes such as metacognition and comprehension monitoring. As readers advance in their comprehension skills, they effectively move from the process of reading acquisition to the ultimate goal of reading for instructional purposes Yovanoff et al., (2005). Likewise, Moore (2015) believes that components of reading comprehension, such as prior experience and vocabulary, are acquired over time, which makes them difficult targets for training and intervention.

2.3.1 Reading and the meaning process

Delving into reading and the process involved according to Keith et al., (2011) is a valuable resource for anyone interested in understanding the cognitive processes involved in reading. People recognize words when they read, covering theories such as dual-route and interactive models. It considers vocabulary knowledge, syntactic processing, and the generation of inferences to be elementary

parts of the text comprehension process Keith et al., (2011).

According to Moore (2015), some cognitive skills in reading comprehension are:

Fluency is a prerequisite for comprehension. It is the automatic recognition of words that releases the cognitive capacity needed to understand the meaning of words. Fluency is considered a bridge between decoding and comprehension.

Vocabulary and Semantic Processing. To extract meaning from text, a strong sense of semantics is required. That is, students must understand what words mean before they can construct by understanding the text.

Visualization. according to Woolley (2010) another key component of reading comprehension is the active construction of a mental image of the text. These mental images are fluid and change as the reader continually assimilates new texts.

Reading and a systematic series of actions. In this regard, Dixon et al., (2023) state that phonological awareness and decoding were significant predictors of word reading accuracy and fluency growth in reading comprehension.

The three-phase model of teaching reading comprehension (before reading, during reading and after reading), according to (Thu, 2018), has been researched and successfully applied to teach reading. Readers make sense of the text by performing different actions to simultaneously achieve decoding and comprehension of the text. The post-reading phase involves remembering something that has been done before, analyzing in depth the elements of the text, connecting to expand on the topic and applying what has been learned in daily life. According to (Elleman & Oslund, 2019) improving comprehension will require an early and ongoing focus on the development of background knowledge, vocabulary, inference, and comprehension monitoring skills throughout development. Similarly, the author believes that teacher preparation and professional development must be strengthened to improve the teaching of reading comprehension, in addition to developing and disseminating effective practices and research programs.

Reading and the understanding process. According to Baki (2020) states

that reading shows a shift from physical to digital texts in today's society. This may include re-evaluating students' reading processes. Reading is a lifelong skill consisting of five key steps: knowledge acquisition, comprehension, building on prior knowledge, critical analysis, and creative exploration. These steps reflect the need for adaptive readers in the changing information landscape (Baki, 2020).

According to (Jay, 2019) reading comprehension skill is affected by a combination of external elements such as the visual presentation and content of the text, as well as internal elements of the reader such as their prior knowledge, decoding skills, perspective, and goals when reading, and their cognitive resources in general reading. An analysis of these factors together with a reading model sets the framework for diagnostic and remedial approaches to reading difficulties (Jay, 2019).

According to Reichle and Rayner (2010), reading is characterized as a multifaceted skill that requires the coordination of various elements. The following are prominent models designed to address (1) lexical identification, (2) grammatical analysis, (3) discursive expressions, and (4) comprehension of certain elements of linguistic processing. Similarly, it is important to note that these various models that address specific aspects of the reading process rarely intersect with models that focus on other facets of reading. Consequently, it is uncommon for word identification models to collaborate with eye movement control models, and vice versa. While this situation may be unfortunate in some respects, it is largely understandable in others due to the inherent complexity of the reading process.

2.3.2 Reading and the interconnecting abilities

“Reading comprehension is a complex cognitive process that involves various interconnected abilities and skills. These abilities work together to help individuals understand and make meaning from written text” (Dolba et al., 2022, p. 63), it confirms that reading comprehension is a complex cognitive ability that includes not only linguistic skills e.g., vocabulary, grammatical knowledge, but also cognitive ones e.g., working memory, and metacognitive both for knowledge and control, skills, as well as higher-order comprehension skills such as the generation of inferences (Dolba et al., 2022).

According to Sari et al., (2020), the appropriate selection of pleasant readings for students is one of the skills that teachers must develop for reading motivation. Reading activities at school only take place when there are teaching and learning activities. Students generally occupy free time in recreational activities other than reading. Reading in the library is done when there are learning activities. One of the causes of the difficulty in reading comprehension and reading fluency of the students is due to the low motivation received.

Word reading. Austin and Boucher (2022) assert that word reading is only theoretical, believing that teachers should focus on students with basic phonetic skills who have difficulty with complex vocabulary. This approach enables teachers to improve both accuracy and fluency and ultimately boost reading comprehension (Austin & Boucher, 2022).

Reading and language comprehension. Reading fluency and comprehension are two intricately linked skills essential for academic and personal success Rodrigues et al., (2023). Reading fluency refers to the ability to read accurately, quickly, and effortlessly. Comprehension, on the other hand, refers to the ability to understand the meaning of the text being read. In this case, research has established a strong connection between reading fluency and comprehension. Students who read fluently are more likely to understand what they read, while those struggling with fluency also face comprehension difficulties. As a conclusion, reading fluency and comprehension are two essential skills that work in tandem. Developing both in students is vital for their success in school and life Rodrigues et al., (2023).

In this regard Francia et al., (2022) tools, such as educational software, allow students to better understand the readings. In this way, they can acquire the appropriate knowledge through technology-enhanced environments, characterized by a rich, dynamic, and fun graphic environment, incorporating images, texts, sounds and videos. It moves away from the traditional techniques that have been used in the past. Additionally, students cultivate a passion for reading, progress at their own pace, and actively participate in their educational journey. According to the findings, it was concluded that the adoption of technological strategies improves

the students' ability to concentrate and gives them a proactive role in strengthening and energizing their learning process Francia et al., (2022).

2.3.3 Engaging reading and understanding

According to Cain and Oakhill (2014) engaging with a text and achieving true understanding goes beyond simply decoding words. It is an active process that requires people to build mental models as they read. It can be achieved by predicting what is coming based on clues in the text, clarifying unfamiliar vocabulary, and actively searching for key points and overarching ideas. By annotating as the reading is done and reflecting on the information afterwards, the learning is solved and transforms people from passive consumers of information to active participants in the construction of meaning (Cain & Oakhill, 2014).

Reading and intrinsic motivation. In accordance with Delaney and Royal (2017) many factors contribute to successful reading. One of the most important, though less readily apparent, is intrinsic motivation. This refers to the internal desire to read and learn, driven by enjoyment and a natural curiosity about the world. Unlike extrinsic motivators, such as grades or rewards, intrinsic motivation fuels a genuine interest in reading that can last a lifetime. Intrinsic motivation comes driven by enjoyment, challenge, and personal satisfaction. It is fueled by a sense of accomplishment and aligns with our values. This type of motivation has a lasting impact on learning and is crucial for engaging students at all levels ((Delaney & Royal, 2017).

Student's needs, abilities, and interest for reading. Effective reading instruction caters to the unique needs, abilities, and interests of each student. Some students may require additional support with foundational skills like decoding, while others might excel in fluency but struggle with deeper comprehension strategies. Identifying a student's reading level and preferred genres allows educators to tailor instruction and provide engaging materials that spark curiosity and ignite a love for reading. This personalized approach ensures that all students can develop strong reading fluency and comprehension, empowering them to become successful learners (Moeller, 2023).

2.3.4 Important details for reading.

Pradani (2021) highlights the crucial role of reading in acquiring information, noting that its significance extends much further. Reading stimulates cognitive development, enriching understanding and shaping future perspectives. It is an active process of constructing meaning from text, transforming information into personal knowledge. This engagement fosters critical thinking skills and expands vocabulary, broadening horizons to new ideas and perspectives. Reading is a transformative journey, offering focused attention and fresh insights. It serves as a cornerstone of human experience, unlocking new worlds, fostering empathy, and connecting individuals with the thoughts and experiences of others. Beyond the printed pages, reading enriches lives in enduring ways (Pradani, 2021).

Phases of reading. In the model of Chall, (1983) it is painted a compelling picture of reading development as a lifelong journey. It starts with playful exploration of words in infancy (Stage 0) and reaches critical analysis in adulthood (Stage 5). Along the way, readers crack the code (Stage 1), refine their skills (Stage 2), use reading to learn new things (Stage 3), and grapple with different viewpoints (Stage 4). Chall's model offers a valuable framework for understanding this journey, highlighting the complexity and importance of reading in human development (Chall, 1983, cited by Jones & Christensen, 2023).

Reading and note taking technique. The formula for success in reading involves strategic planning, active participation, and consolidation of learning. Before diving in, people should develop a mental model and address any uncertainties. At the end of the reading material, it is recommended to summarize, reflect, and take notes. This approach improves comprehension, critical thinking, and knowledge retention, moving individuals from passive readers to active learners (Rusdiansyah, 2019).

CHAPTER II

RESEARCH METHODOLOGY AND DIAGNOSTIC

3.1 Overview

Book Creator, a digital tool for crafting multimedia e-books, has emerged as an asset in fostering reading comprehension according to recent studies. Research by Pelegrin et al., (2020) highlights how Book Creator's interactive features, like embedding audio recordings and quizzes, can transform passive reading into an active process, boosting engagement and knowledge retention. Furthermore, Lin et al., (2018) explores the tool's potential for personalized learning, allowing students to create content based on their interests and reading levels, ultimately deepening their understanding of various texts. This aligns with the core tenets of student-centered learning, where students take ownership of their learning journey Lang and Moos (2019). Book Creator empowers students to become active participants in the reading process, fostering a deeper connection with the material and enhancing their overall comprehension.

This chapter describes the research methodology employed in this investigation. It details the specific techniques and tools utilized for data collection and analysis, thereby demonstrating the methodological consistency and comprehensiveness. The chapter further addresses foundational concepts such as population and sample definitions, along with a rationale for the chosen sampling procedure. This selection is critical to ensure the research findings can be accurately described and appropriately generalized. Additionally, the chapter explores the statistical techniques employed in data processing and quantification, providing insight into the analytical tools utilized. Finally, the chapter comprehensively outlines the entire research strategy, encompassing the initial research question, proposal modeling, and culminating in the final validation stage. This detailed exposition of the research methodology empowers readers to critically evaluate the procedures undertaken and the methods used to arrive at the presented results.

3.2 Conceptualization and operationalization of variable and categories

The application of Book creator to improve reading comprehension in A2

level students aims to implement the usage of the technological tool that is adequate for eight graders at Unidad Educativa Diez de Agosto. The topic is divided into two variables: 'Book Creator' as the independent variable which comprehends four dimensions with seven indicators in total. Also, 'reading comprehension' as the dependent variable that comprises four dimensions as well and has eight indicators.

3.2.1 Independent Variable: Book Creator

According to Putri and Santosa (2021) Book Creator is a digital tool that empowers students to become active participants in their learning by crafting personalized digital books. This process of creation fosters deeper understanding through content customization and the incorporation of multimedia elements like audio, video, and images. Additionally, the authors mentioned above expose that Book Creator offers tools like annotations and questioning prompts, encouraging critical engagement with the text, and promoting active.

3.2.2 Dependent variable: Reading comprehension.

Reading comprehension is not simply decoding words on a page. According to (Elleman & Oslund, 2019) it is a dynamic, multi-faceted cognitive process where readers actively construct meaning from written text. This complex process involves a range of skills, from decoding vocabulary and activating background knowledge to making inferences and monitoring understanding. The article delves into research findings to illuminate the intricate workings of comprehension, highlighting its significance for both educational practice and policy. By understanding these complexities, educators and policymakers can develop more effective strategies to cultivate strong reading abilities in individuals, ultimately empowering them to navigate the vast world of information and ideas.

Table 1*Chart of Variables, Dimensions, and Indicators*

Independent Variable		Dependent Variable	
Book Creator		Reading Comprehension	
Dimension 1: Learning Applications		Dimension 1: Reading and the meaning process	
1	Software Book Creator for portable devices	1	Reading and a systematic series of actions
2	Book Creator tool for educational purposes	2	Reading and the understanding process
Dimension 2: Interactive digital books		Dimension 2: Reading and Interconnecting abilities	
1	Digital texts with interactive story assessments	1	Word Reading
2	E-book with Book Creator	2	Reading and Language comprehension
Dimension 3: Digital Storytelling		Dimension 3: Engaging Reading and Understanding	
1	Multimedia content of storytelling with Book Creator	1	Reading and intrinsic motivation
2	Visual storytelling with Book Creator	2	Student's needs, abilities, and interests for reading.
Dimension 4: Reflecting on learning experiences with Book Creator		Dimension 4: Important details for reading	
1	Understanding Digital Storytelling	1	Phases of reading
2	Exploring the Features of Book Creator	2	Reading and the note taking technique

Elaborated by: Suquilanda and Fernandez (2024).

3.3 Research approach and design

This study delves into the research landscape using quantitative methodology. As described by Dörnyei (2018), quantitative research serves as a *'powerful lens'* to uncover hidden connections within data and identify generalizable patterns across large data sets. This approach is particularly valuable when it comes to educational interventions, as it allows for a nuanced understanding of their effectiveness. This numerical approach provides several advantages. First, it facilitates accurate assessment of effect sizes. Secondly, quantitative methods according to Arias and Covinos (2021) allow us to statistically test pre-established

hypotheses. This process provides a level of rigor that strengthens the claims that can be made about the effectiveness of the intervention. Likewise, the research was quasi-experimental, non-probabilistic because the independent variable was deliberately manipulated to observe its effect on the dependent variable and the sample selection was non-probabilistic.

To strengthen the analysis of the adaptive learning platform's impact, this study incorporated both pretest and posttest. The pretest, administered before students engaged with the platform, served as a baseline measure of their ability to extract information from narrative texts. This initial assessment established a reference point for gauging student improvement after interacting with the platform. The post-test, conducted after students had utilized the platform for a designated period, allowed to quantify the learning gains achieved. By comparing the pretest and post-test scores, can statistically evaluate the effectiveness of the platform in enhancing this specific reading comprehension skill. This approach provides a clearer picture of student progress attributed specifically to the intervention offered by the adaptive learning platform.

3.4 Scope of the research

The method used in this study was descriptive research, which Taherdoost (2021) defines as research that aims to achieve a description of the data as they occur or, in other words, the phenomena occurring within the data. Thus, the researcher needs a descriptive base theory to obtain as a result the description of the phenomenon. Similarly, it details the research problem, sample size, inclusion criteria, methodology, geography and the context. The design of this project is a quasi-experimental, non-probabilistic and quantitative project. It is important to mention that this study application is restricted since the selected sample is made up of a small group of only 20 students.

3.5 Research purpose.

Eighth graders at Unidad Educativa Diez de Agosto were at the center of this quantitative research project. The aim is to investigate the effectiveness of the Book Creator program in enhancing their reading comprehension skills. By implementing

this interactive tool, hope to see significant improvement in their ability to extract information from narrative texts. The study was employing pretest and posttest to measure any learning gains achieved through the Book Creator program. This data-driven approach had allowed us to assess the program's impact and determine its potential for improving reading comprehension skills within this specific student population. In that line, the objective of the research is to enhance the reading comprehension skills of eighth graders at Unidad Educativa Diez de Agosto through the implementation of Book Creator program.

3.6 Research questions

Based on the specific objectives, three questions are stated:

1. What is the current status of the students in terms of understanding the texts?
2. How does the implementation of a Book Creator program in eighth-grade English language classes at Unidad Educativa Diez de Agosto influence students' ability to effectively comprehend an English reading?
3. To what extent does the use of a Book Creator program in eighth-grade English language classes at Unidad Educativa Diez de Agosto influence student engagement in reading activities?

3.7 Research proposal justification.

The eighth graders at Unidad Educativa Diez de Agosto face a critical period on their current English language instruction since it is not equipping them with the necessary tools to communicate effectively. This has resulted in a concerning low level of overall communication skills in English. This research project investigates the potential of a Book Creator program to address this pressing issue. Traditional methods may not be fully engaging students or providing them with the tools they need to express themselves confidently. Here is where Book Creator steps in, offering a unique and potentially transformative approach.

Imagine a learning environment where students are not just passively absorbing information, but actively creating and shaping their understanding. Book Creator, with its ability to incorporate multimedia elements like images, audio, and even video, fosters a more engaging and interactive learning experience. This can

go a long way in capturing student attention and sparking their interest in the English language. Furthermore, Book Creator empowers students by putting them at the center of the learning process. By allowing them to create their own narratives and projects, the program fosters a sense of ownership and encourages them to actively use their English language skills in a meaningful way. This shift in focus from passive learning to active creation has the potential to bridge the communication skills gap currently faced by the students at Unidad Educativa Diez de Agosto. This study delved into this potential by exploring how the features and functionalities of Book Creator influence reading communication skills. Through a combination of pre and post reading assessments, along with student surveys, it gathered evidence to determine if Book Creator can empower students to overcome current limitations and significantly improve their ability to effectively understand an English reading. Essentially, this research aims to investigate if Book Creator can be a catalyst for a transformation in how students learn and use English, enabling them to express themselves clearly and confidently. This study had a duration of two months and two weeks from March 19 to June 7.

3.8 Delimitations of population, sample, and sampling

This research proposal targets a specific cohort: the eighth-grade class at Unidad Educativa Diez de Agosto, whose current language proficiency level aligns with the Common European Framework of Reference for Languages (CEFR) A2 level. The focus is on 20 students within this class, constituting a purposeful sample for the proposed intervention. This strategically selected sample, representing 20% of the eighth-grade population, provided valuable data on the program's effectiveness. Given the total eighth-grade population of 100 students, this sample size allowed for a robust understanding of the intervention's impact on language learning outcomes, ultimately facilitating a more comprehensive evaluation of the proposal's success.

It is important to acknowledge that the study's application is limited to 20 students due to technological constraints. The designated facility for implementing the proposal possesses a finite number of operational computers suitable for the planned activities. Therefore, the sample size aligns with the available resources.

Random sampling is a cornerstone of the sampling methodology. It ensures that each member of the population has an equal probability of selection. The primary objective of random sampling is to generate an unbiased representation of the entire population, fostering fairness and impartiality within the selection process.

The sampling process utilized a random selection method. A representative from each of the four eighth-grade courses selected a paper. Only one paper signified participation, while the remaining papers were blank. The class whose representative selects the affirmative paper was the one participating in the research. In keeping with the commitment to transparency and research integrity, it was stated that the researchers did not introduce bias into the data or results. The information collected reflected genuine results obtained through the study, ensuring the reliability and authenticity of the research findings.

Table2

Sample Population

Participants	Sample Population	Percentage
Feminine	11	55%
Masculine	9	45%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

3.9 Research context.

This research was conducted at Unidad Educativa Diez de Agosto, a longstanding educational institution with a rich history. Founded in 1973 (assuming a 50-year history in 2024), the school has evolved from its initial focus on women's education to become a co-educational establishment in 2013 through its unification with Cuba School. At the Unidad Educativa Diez de Agosto caters to a diverse range of learners, offering a comprehensive educational program that spans preschool, basic education (likely encompassing elementary and middle school), higher education (potentially referring to high school or vocational programs), and even bachelor's degrees. This comprehensive approach to education highlights the school's commitment to fostering lifelong learning and equipping students with the knowledge and skills they need to succeed at all stages of their academic journey.

However, the research was specifically focus on the school's A2 level English language program, catering to approximately 1200 students. With English being a mandatory subject at the school, these classes likely operate during the standard academic schedule of 7:00 am to 1:00 pm, Monday through Friday. This dedicated focus on English language acquisition within a structured timeframe suggests a strong institutional commitment to developing students' communication skills and preparing them for success in a globalized world.

3.10 Research Stages

The study is divided into six stages: delimitation of the problem, theoretical review, proposal writing, instrument development, instrument application, data analysis, and ending with conclusions and recommendations. This research studied the potential of Book Creator to improve reading comprehension. First, the specific topic and target age group of the study were delimited. Next, the existing literature on reading comprehension and technology was reviewed to build a theoretical base. Next, a plan for using Book Creator was outlined, which included the creation of activities and methods for assessing reading comprehension. After implementing the Book Creator activities and administering the assessments, the data were analyzed to determine if they showed any changes. Finally, the study culminated with conclusions and recommendations based on the results. Examining these phases can provide valuable information about how the study used Book Creator to improve reading comprehension.

Table# 3

Stages of the research project

Stage	Description	Activities	Performers
Delimitation of the problem	Definition of the specific issue, age, and group to be targeted	Review gaps of the theme per se.	Researcher
Theoretical Review	The investigations and theme's line to be investigated	Bibliography research	Researcher
Drafting of the proposal	The outline of the investigation	Draft a paper in which every part of the	Researcher

		research is included	
Elaboration of the instruments	Apply the instruments to proceed with data analysis	Apply the pretest, posttest, and the survey.	Researcher
Data analysis	The report of the analysis of the gathered data.	Application of the statistical analysis for the data.	Researcher
Conclusions and recommendations	Final outcomes of the research	Creation and concretizations of the final research report.	Researcher

Elaborated by: Suquilanda and Fernandez (2024).

3.11 Instruments derived from the selected methodology.

In alignment with the chosen quantitative methodology, this study utilized a three-pronged approach to assess the effectiveness of the Book Creator program in enhancing students' reading comprehension skills.

The first instrument was a diagnostic test.

Diagnostic test: It was applied in a single day, 15 multiple choice questions with a duration of 45 minutes, in which the four fundamental skills such as listening, reading, writing and speaking were evaluated, the test was taken from Cambridge Press, which are validated and free online.

The second instrument was a pretest.

Pretest: It was administered for two hours; the content of the exam was structured with four readings with a value of 25 points each.

1. In the first reading through the topic 'The Mysterious Journal' the first dimension of the research work is developed: Reading and the meaning process.
2. The second dimension of the research: Reading and interconnecting abilities is developed based on two short readings called: "The Beach and The Ocean."
3. With reading, "Leo and the Butterfly" the third dimension of the research was developed: Engaging reading and understanding.
4. The fourth dimension: Important details for reading were developed with the theme "Birthday Surprise at the Bakery".

Posttest: It was administered for two hours; the content of the exam was structured with four readings with a value of 25 points each.

1. In the first reading through the topic 'The Lost Key' the first dimension of the research work is developed: Reading and the meaning process.
2. The second dimension of the research: Reading and interconnecting abilities is developed based on the theme "Sandcastle Dreams a Walk by the Shore".
3. With reading "Unearthing Secrets" the third dimension of the research was developed: Engaging reading and understanding.
4. The fourth dimension: Important details for reading was developed with the theme "The Starry Fig Fiasco".

The pretest was administered before students engage with the program. This pretest serves as a baseline assessment, measuring students' existing level of reading comprehension. By comparing pretest scores to post-test scores, we can measure the program's impact on their understanding of narrative texts. The posttest was administered after students have completed a designated period using Book Creator. This posttest allows us to quantify the learning gains achieved through the intervention.

The third instrument was the survey

It with 15 items designed with a Likert scale that was carried out to collect their comments on the usability and general acceptability of Book Creator as a tool to improve reading comprehension. The survey consisted of 16 items and was completed by students within a week. By combining these instruments, it was possible to get a complete picture of the effectiveness of the program, not only in terms of measurable improvement of knowledge, but also in terms of student engagement and acceptance of the learning tool.

3.12 Application of the pretest and posttest

The pretest questionnaire was conducted on April 5 and was an individual exam. It consisted of 4 dimensions about Book Creator, each of which contained 5 questions. Four readings were evaluated, each with a value of 25 points for each reading for a total of 100 points. The students had 165 minutes to complete the test applied in Book Creator.

Data processing and statistical analysis

This study's data were handled quantitatively. The pretest and posttest (1 – 100) raw data were coded in an Excel spreadsheet before being imported into the SPSS application for quantitative analysis and the creation of descriptive and inferential statistics. According to Hernández Sampieri et al., (2014) descriptive statistics assembled a set of quantitatively gathered data to present a complete view of the data. The paired t-test, which measures each subject twice to see whether there is a statistically significant difference between the means, is one statistical technique used in inferential statistics (Bacon, 2017). The statistical analysis in this study was conducted by using multi-dimensional grades accumulated throughout the duration of the class and obtained through evaluations and tests which were fed into SPSS. To fulfill this step, there are some aspects to take into consideration.

The Survey (Likert) (1-4) raw data was coded in an Excel spreadsheet. A questionnaire with Likert-type questions was applied to know the students' perception regarding the Book Creator tool. It was structured with sixteen questions, two referring to the gender and age of the students and fourteen questions related to specific objective 3 of the research: To examine how the integration of readings using Book Creator impacts A2 students' motivation and engagement in learning English by using the survey.

In fourteen survey questions, four response alternatives were presented: Totally agree, Agree, Disagree, totally disagree, with a score of 4 points for the alternative totally agree and a score of 1 for totally disagree.

Paired Samples *t*-test

The conclusive findings of the paired samples *t*-test represent a crucial aspect of this study as it determines the validity of the null hypothesis by evaluating the standard deviations in the two sets of data belonging to the multifaceted pre-posttest (Hayes, 2023). In the context of this research, the null hypothesis states that there have been no statistically significant advances. The key result derived from the T-test is the p-value, whereby the significance level is set at *0.05*, corresponding to a 5% significance threshold. The p value is used to evaluate the credibility of the null hypothesis, which is assumed to be consistently true. When the p value is less

than 0.05, can reject the null hypothesis. On the contrary, a p value greater than 0.05 supports the acceptance of the null hypothesis.

Description of the diagnostic stage

The diagnosis stage was divided into two stages. The first stage was obtaining data through the questionnaire used. The second stage was the application of activities through Book Creator.

3.13 Results of the diagnostic stage

During the diagnostic stage, the results were obtained with a Quantitative analysis was based on a descriptive approach, the information was collected through the questionnaire instrument applied for the pretest.

The pretest was built from Mundy's (1978) needs analysis model, focused on the sociolinguistic approach with which the students' linguistic needs were detected. Likewise, the study was based on the Target needs of the Needs Analysis Model with a learning-centered approach by Hutchinson and Waters (1987).

About that Hutchinson and Waters (1987) indicated that this model only considers the point of view of the analyst but neglects the point of view of the students and the institutions. This model does not consider learning needs or make a distinction between necessities, wants, and lacks. Hutchinson and Waters (1987) also recommend the use of multiple methods of data collection such as interviews, observation, and informal consultations with sponsors, learners and others involved to deal with the complexity of target needs.

Target needs.

At the Unidad Educativa Diez de Agosto, English is required mainly for academic purposes since students attend classes on a mandatory basis and it is used as a second language, which allows them to participate in meaningful activities and promote and improve fluency in understanding the texts. Regarding the content areas to comply with the study.

The researcher applied material related to the topics of the Literature area. During class sessions the Spanish language was not used. Through the Book Creator, activities were applied to equip students with reading comprehension skills. The instruments that allowed data to be obtained were a pretest, posttest and

survey. The materials used were the following: desktop computers, laptop, projector, digital books, whiteboard. This research aimed to determine the effectiveness of the Book Creator tool in reading comprehension in A2 students of the Unidad Educativa Diez de Agosto.

Learning needs

Learning needs identify the gap between the learner's current knowledge and skills and those required to perform specific tasks. For 12-year-old Ecuadorian and Venezuelan students with basic English proficiency, an optional course aims to improve reading comprehension using Book Creator. Conducted three times a week over ten weeks, the course leverages group learning, and the flipped classroom model. Despite limited resources, positive attitudes from teachers and students ensure a conducive environment. Procedures used included diagnostic tests, surveys, and expert consultations. As suggested by Hutchinson and Waters (1987) answering the question of what students think they will be able to do when they acquire the knowledge.

Selection of the skill to be implemented.

The skill to be implemented is reading comprehension, by using Book creator which is a platform whose interface resembles a 'blank canvas' to develop creativity and share learning. It was selected because it is a tool that allows us to create and edit digital books in a really simple way. In addition, this technological tool was applied in a bachelor thesis by one of the researchers of this study, it is worth mentioning that students can create their works individually, but also collaboratively. With Book Creator they can add text, images, video, music and any type of content.

3.14 Validation of the research proposal

The process of elaboration, revision, and approval of instruments was directed by two experts who worked along with the researcher to make the application of the intervention possible. The first expert who revised and approved the instruments was Ph.D. Martha Amelia Castillo Noriega who provided the knowledge to elaborate the variable's matrix and the instruments for the proposal. The second expert was Ph.D.(E) Rodrigo Antonio Guerrero Segura who is the tutor

in charge of this project. Both professors provided guidance and approved the instruments which were a diagnostic test, a pretest, a posttest, and a survey.

The intervention plan.

The investigation started on March 12th with a meeting with parents to discuss the project, followed by an initial assessment to check the students' skills on March 19th. After that, students were introduced to how Book Creator works and each created their own email account. A pretest was then given on April 5th. As part of the study, 9 readings were used, each divided into 2 parts, and these activities took place from April 8th to May 27th, happening three times a week. Finally, a posttest was conducted on June 4th to measure any improvements in students' reading comprehension after the intervention. To conclude, a survey was conducted on June 7th to evaluate how well the intervention was received and to gather preferences about the types of readings used in the project.

Table4*Intervention Plan Schedule*

Intervention Plan Schedule					
Month	Activities/days				
s					
March	March 12 th socialization with parents about the project to be implemented.	March 19 th . Apply the Diagnostic test.	March 23 rd Explanation to the students on how Book Creator works, and everyone creates their email account.		
April	April 5 th Apply the Pretest. It had 4 readings with their respective questions to be answered about each text.	April 8 th Reading 1: “Letter to a friend” in Book Creator. Part 1.	April 10 th Reading: “Letter to a friend” in Book Creator. Part 2.	April 12 th Reading 2 in Book Creator: “The lost kitten” part 1.	April 15 th Reading in Book Creator: “The lost kitten” part 2.
	April 17 th Reading 3: “the pet store” in Book Creator. Part 1	April 22 nd Reading: “the pet store” in	April 24 th Reading 4: “My at home” in Book Creator. Part 1	April 26 th Reading: “My at home” in Book Creator. Part 2	

		Book Creator. Part 2			
May	May 6 th Reading 5: “Romeo and Juliet” in Book Creator: part 1.	May 08 th Reading: “Romeo and Juliet” in Book Creator: part 2.	May 10 th Reading 6: “A Day at the park” in Book Creator: Part 1.	May 13 th Reading: “A Day at the park” in Book Creator: Part 2.	May 15 th Reading 7: “A great summer vacation” in Book Creator. Part 1.
	May 17 th Reading: “A great summer vacation” in Book Creator. Part 2.	May 20 th Reading 8: “Birthday wishes” in Book Creator. Part 1.	May 22 nd Reading: “Birthday wishes” in Book Creator. Part 2.	May 27 th Reading 9: “Family day at the beach” in Book Creator. Part 1.	May 29 th Reading: “Family day at the beach” in Book Creator. Part 2.
June	June 4 th Apply the posttest. It had four readings with their respective questions to be answered about each text.	June 7 th Apply the survey. It has 15 items, to know the level of acceptance.			
Elaborated by: Suquilanda and Fernandez (2024).					

3.15 Data analysis and ethical considerations

Regarding ethical considerations, according to Ndebele (2011) “The important codes that are available at present in the area of research ethics are a direct response to abuses of research participants by researchers.” A letter was sent to the Director of the Educational Unit, for the preparation of this study in the facilities of the educational center. The identity of the students was protected. Their participation was voluntary, too.

The instruments used were a pretest, a post test and a survey, which were reviewed and approved by the tutor of this study. These instruments will measure reading comprehension before and after the intervention. The survey will measure attitudes after the intervention, it was prepared according to a Likert scale, the researchers will not interfere with the results obtained, in this regard, Dohoo (2014) indicates that information bias arises when a researcher has erroneous information on an exposure or outcome of interest or on other covariates included in the model.

CHAPTER III

PROPOSAL PRESENTATION AND VALIDATION

4.1 Presentation

The skill to be implemented is reading comprehension, by using Book Creator which is a platform whose interface resembles a 'blank canvas' to develop creativity and share learning. It was selected because it is a tool that allows us to create and edit digital books in a really simple way. In addition, this technological tool was applied in a bachelor thesis by one of the researchers of this study, it is worth mentioning that students can create their works individually, but also collaboratively. With Book Creator they can add text, images, video, music and any type of content.

4.2 General and specific objectives of the proposal

General objective

To strengthen reading comprehension by using Book Creator.

Specific objectives

To promote student creativity by creating their own digital books with Book Creator.

To encourage active reading by involving students in creating interactive content in their digital book.

4.3 Theoretical foundation for the proposal

The theoretical foundations present in the proposal are based on authors such as Kuku et al., (2022) who consider that the use of Book Creator to develop problem-based learning e-books is feasible. Likewise, Handayani et al., (2023) considers it to be a simple web application that helps students create attractive digital books. It states that this application can be used by a teacher in the learning process, promoting the development of their own ideas.

4.4 Characteristics of the proposal

This research project investigates the potential of a Book Creator program to address this pressing issue. Traditional methods may not be fully engaging students or providing them with the tools they need to express themselves confidently. Here

is where Book Creator steps in, offering a unique and potentially transformative approach. Imagine a learning environment where students are not just passively absorbing information, but actively creating and shaping their understanding. Book Creator, with its ability to incorporate multimedia elements like images, audio, and even video, fosters a more engaging and interactive learning experience. This can go a long way in capturing student attention and sparking their interest in the English language. Furthermore, Book Creator empowers students by putting them at the center of the learning process. By allowing them to create their own narratives and projects, the program fosters a sense of ownership and encourages them to actively use their English language skills in a meaningful way. This shift in focus from passive learning to active creation has the potential to bridge the communication skills gap currently faced by the students at Unidad Educativa Diez de Agosto. This study delved into this potential by exploring how the features and functionalities of Book Creator influence reading communication skills. Through a combination of pre and post reading assessments, along with student surveys, it gathered evidence to determine if Book Creator can empower students to overcome current limitations and significantly improve their ability to effectively understand an English reading. Essentially, this research aims to investigate if Book Creator can be a catalyst for a transformation in how students learn and use English, enabling them to express themselves clearly and confidently.

4.5 Structure and dynamics of the components of the proposal

Book Creator is an innovative educational tool that allows basic education students to improve their reading comprehension through the creation of interactive e-books. This web and mobile application offer an intuitive platform where learners can combine text, images, audio and video to build their own learning narratives and presentations. By integrating multimedia elements, Book Creator makes the reading experience more engaging and personalized, which can increase students' motivation and interest in reading. Additionally, allowing students to become authors of their own books encourages active participation in the learning process, which is essential for the development of reading comprehension skills.

The flexibility of Book Creator allows its use to be adapted to different

pedagogical strategies. To do this, the teachers assigned the creation of a book as a class project, where each student or group of students worked on a specific topic, researched and then presented their knowledge in a creative and structured way. This not only improves reading comprehension, but also develops research, writing and collaboration skills.

Additionally, Book Creator can be a valuable tool for students with different learning styles, including those with special educational needs. Its simple interface and the possibility of including auditory and visual supports make it accessible for students with dyslexia or learning difficulties, providing an alternative and effective way to access curricular content.

4.6 Description of the type of proposal

Book Creator is a tool used in the educational field to promote creativity and learning. It can be effectively integrated into different pedagogical approaches. For this project, it was proposed through the Personalized Book since students can create their own books on the topics they are studying. They can add images, voice recordings, videos and emojis to express their ideas creatively.

Demands, requirements, conditions, or criteria that must be met according to the nature and scope of the proposal: to use the book creator application, a mobile device, desktop computer, tablets or smartphones with an internet connection is important.

Examples and exercises: the exercises implemented in the book creator were related to the reading of descriptive texts, according to each reading the student had to answer questions, create comics, make summaries, create stories with images, take notes of the main ideas.

Forms of application, implementation, and evaluation: the implementation and evaluation with Book Creator was carried out through Electronic Books. Students could create their own books on the topics they were learning. They were uploaded images to express their ideas creatively.

Evaluation was Formative and Summative through exercises in classes and in the Book Creator application to measure student progress.

Resources

Human resource: students

Technical resources: Electronic devices (PC, laptop, smartphone), internet connection.

Beneficiaries: the proposed research on the use of the Book Creator tool to improve reading comprehension in 20 8th grade students of A2 level pointed to benefit students, teachers, and the institution itself. By implementing Book Creator with interactive reading, the learners had the opportunity to develop their reading comprehension skills in a practical and meaningful way. This proposal helped students to better understand the texts and to be able to communicate in this way, through reading. The research also benefits the language instructors of the Unidad Educativa Diez de Agosto by providing valuable knowledge and practices based on the use of the Book Creator to improve the methodology of comprehensive reading. Furthermore, the positive outcomes of the research contributed to the reputation of this institution as a provider of quality language education, attracting more learners and fostering the growth and success of the institution.

The validation of the proposal

The process of elaboration, revision, and approval of instruments was directed by two experts who worked along with the researcher to make the application of the intervention possible. The first expert who revised and approved the instruments was Ph.D. Martha Amelia Castillo Noriega who provided the knowledge to elaborate the variable's matrix and the instruments for the proposal. The second expert was Ph.D.(E) Rodrigo Antonio Guerrero Segura who is the tutor in charge of this project. Both professors provided guidance and approved the instruments which were a diagnostic test, a pretest, a posttest, and a survey.

Based on the specific objectives, three questions are stated: To assess the effectiveness of the Book Creator tool on reading comprehension skill of A2 level students from Diez de Agosto using a pretest-posttest. This chapter examined data on the use of book creator to improve the reading comprehension of 20 eighth grade students. This section provided information about the objectives, whether they have been met or not. Likewise, the answers to research questions and hypotheses were

presented. The conclusions of this study were based on research questions.

The raw pretest-posttest data (1 – 100) was coded in an Excel spreadsheet before being imported into the SPSS application for quantitative analysis and creation of descriptive and inferential statistics. in accordance obtained after the application of the pre-test and post-test are shown below and the respective interpretation of these after applying the necessary statistics for the present study in accordance with the research objectives.

Research question 1

What is the current status of the students in terms of understanding the texts? The following data was attained from the results of the pretest according to the scores gained by learners. The pretest was evaluated with the following criteria: Reading and the meaning process (5 points), Reading and Interconnecting abilities (5 points), Engaging Reading and Understanding (5 points) and Important details for reading (5 points). The sum of these criteria was 20 points as the maximum grade.

Table# 5

Summary of the pretest results

Criteria	N	Min	Max	Mean	SD
Reading and the meaning process	20	.00	25.00	12.75	5.60
Reading and interconnecting abilities	20	.00	25.00	16.21	6.91
Engaging reading and understanding	20	.00	25.00	20.07	6.29
Important details for reading	20	.00	25.00	17.02	6.39
Total Pre-Test Score	20	7.00	93.00	66.07	18.41
N valid (per list)	20				

Elaborated by: Suquilanda and Fernandez (2024).

Discussion: According to the results obtained and considering criteria, the dimension that presents the greatest difficulties is “Reading and the meaning process” since it barely obtained values of $M=12.75$; and $SD=5.60$. This result shows that students had difficulties in constructing meaning in the readings. The

second component that presented difficulties was “Reading and interconnecting abilities” with values of M 16.21 and SD 6.91. This result shows that some students presented difficulty in the interconnection in the comprehension of the readings, as well as the dimension Important details for reading, with values of M 17.02 and SD of 6.39. Regarding the Engaging reading and understanding Dimension, a higher position was evident with respect to the others, having a value of M of 20.07 and SD of 6.29.

Research question 2

How does the implementation of a Book Creator program in eighth-grade English language classes at Unidad Educativa Diez de Agosto influence students' ability to effectively comprehend an English reading?

Table# 6

Summary of the posttest results

Criteria	N	Min	Max	Media	SD
Reading and the meaning process	20	11.00	25.00	22.35	3.08
Reading and interconnecting abilities	20	18.00	25.00	23.55	2.41
Engaging reading and understanding	20	16.00	25.00	22.58	3.46
Important details for reading	20	16.00	25.00	21.45	3.64
Total Post-Test Score	20	72.00	100.00	89.93	7.42
N valid (per list)	20				

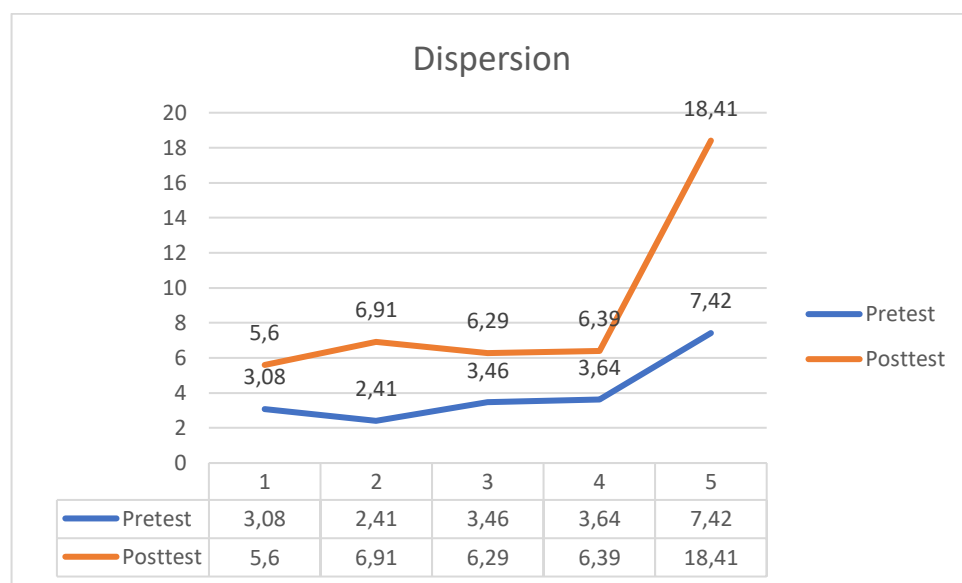
Elaborated by: Suquilanda and Fernandez (2024)

Discussion: According to the results obtained and considering the criteria, the dimension that presents the greatest difficulties is “Important details for reading” since it obtained values of $M=21.45$; and $SD=3.64$. This result shows that the students had few difficulties in finding, identifying, and knowing the synonyms, antonyms and others found within the text, in addition to finding the appropriate meaning of the multiple meaning words that appear in the reading. "Reading and the meaning process" with a Mean of 22.35 and SD 3,08 did not present significant results, which shows that students improved their grades in the activities related to

the dimensions. The dimensions "Reading and interconnecting abilities" with values of M 23.55 and SD 2.41 this showed that the majority of students were able to recognize connections between words and the meaning in the text. As to "Engaging reading and understanding" with a Mean of 22.58 and SD of 3.46, it was observed that only some improved reading comprehension with attractive texts)

Figure# 1

Pretest and Posttest dispersion



Note: The figure demonstrates the dispersion between the Std. Deviation of the groups. Elaborated by: Suquilanda and Fernandez (2024)

Table# 7

The t-test pretest and posttest after applying to book creator.

N	Pretest		Posttest		Difference between the means		Final Results
	M	SD	M	SD	MD	SDD	Overall % increase
20	66.07	18.41	89.93	7.42	23.86	10.99	26.84%

Elaborated by: Suquilanda and Fernandez (2024)

Discussion:

According to the results obtained in the previous table, the 20 students who carried out the research achieved an overall score of 89.93 out of 100. The overall increase upon completing the book creator application was 26.84%. Furthermore, the difference between the Std. Deviation of the pretest with respect to the Std. Deviation of the posttest was 10.99, in a positive sense, which indicates an improvement in the distribution of the data. In terms of dispersion, considering the variance, the results were concentrated closer to the posttest.

Table# 8

Pretest posttest contrast results

	Total Pre-Test Score	Total Post-Test Score	Pretests-Reading and the meaning process	Post-Test-Reading and the meaning process	Pretests-Reading and interconnecting abilities	Post-Test Reading and interconnecting abilities	Pretests-Engaging reading and understanding	Post-Test-Engaging reading and understanding	Pretests-Important details for reading	Post-Test-Important details for reading
Media	66.07	89.93	12.75	22.35	16.21	23.55	20.07	22.58	17.02	21.45
S. Desv.	18.41	7.42	5.60	3.08	6.91	2.41	6.29	3.46	6.39	3.64

Elaborated by: Suquilanda and Fernandez (2024)

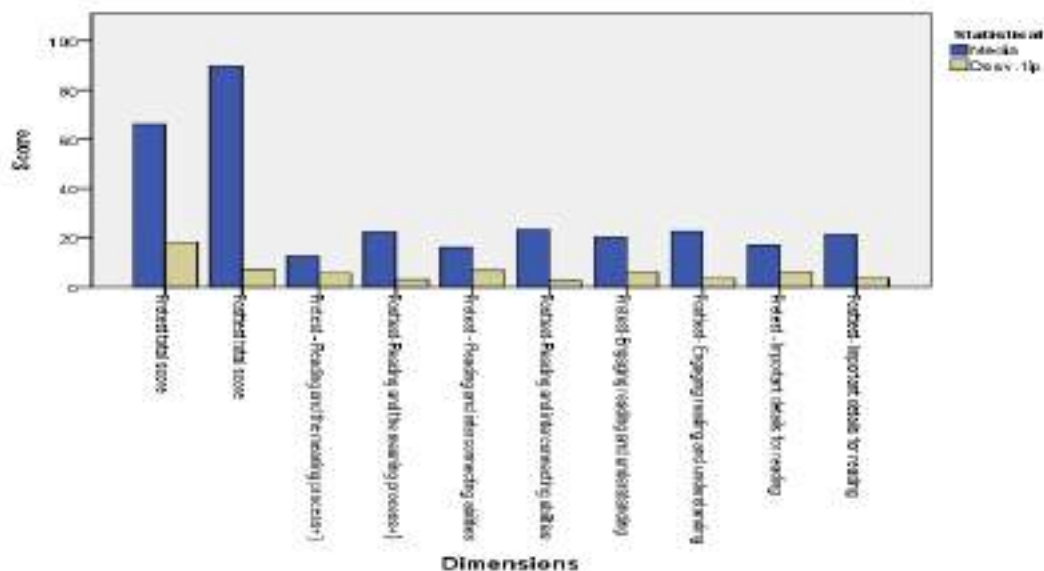
Discussion: The results of the activities showed that reading comprehension improved in eighth grade students by having applied activities to them using the

Book Creator tool. A significant increase in the Average is observed in each of the dimensions. An increase of 23.86 points was observed in the mean of the total of the pretest and posttest. Regarding the variation of the scores by dimension in the pretest and posttest, the following was founded: The dimension -Reading and the meaning process increased 9.6 points in the posttest with respect to the pretest. Likewise, in the dimension -Reading and interconnecting abilities, the scores increased by 7.34 points in the post-test compared to the pre-test. The dimension Engaging reading and understanding increased by 2.51 points, while in the dimension Important details for reading there was an increase of 4.43 points compared to the pretest.

Which allowed students to interact with the text in a more dynamic and personalized way, which encouraged greater involvement and, therefore, better understanding. Using Book Creator, students created their own books, which helped them understand and process information more deeply. Additionally, by engaging in the creative process of constructing a book, students were able to develop a better appreciation for reading and the content, which in turn may improve their ability to understand and retain what they read. The reading comprehension strategies that were promoted through this tool, such as anticipation, inference, and synthesis, were fundamental for the development of solid reading skills.

Figure# 2

Pretest posttest contrast results



Elaborated by: Suquilanda and Fernandez (2024).

Discussion: The graph shows the scores by dimension in the activities applied to eighth grade students; in each dimension an increase in scores is observed.

Table# 9

Test related samples

	Related differences						t	gl	Sig. (bilateral)
	Media	Standard deviation	Typical error of the average	95% Confidence interval for the difference					
				Lower	Superior				
Posttest total score - Pretest total score	23.86650	18.10702	4.04885	15.39215	32.34085	5.895	19	.000	

Elaborated by: Suquilanda and Fernandez (2024).

The difference between the means in the pre- and post-test conditions is

evident. As can see above, the average scores are almost 24 points higher, exactly 23.86 M., in the post-pre-test condition after the book creator strategy has been applied. It is also evident that between the means of the total result of the pretest and the posttest there was an increase of 23.86 points, which corresponds to a 26.53% increase in the scores.

The key result derived from the *t*-test is the *p*-value, at which the significance level is set at 0.05, which corresponds to a significance threshold of 5%. The key result derived from the T-test is the *p*-value, at which the significance level is set at 0.05, which corresponds to a significance threshold of 5%. The *p*-value is used to assess the credibility of the null hypothesis, which is assumed to be consistently true. When the *p*-value is less than 0.05, we can reject the null hypothesis. When the *p*-value is less than 0.05, can reject the null hypothesis. Conversely, a *p*-value greater than 0.05 supports acceptance of the null hypothesis. In the present research, a level of significance of .001. A standard alpha level is .05 and .001 is less than .05, so can reject the null hypothesis that there is no significant difference between students' grades under pre- and post-test conditions. That is, the difference between the averages in the two conditions is so extreme that it is highly unlikely to have occurred simply by chance, therefore, we can conclude that it is a real difference. So, it can be said that the book creator application had a significant effect on students' grades.

Research question 3

To what extent does the use of a Book Creator program in eighth-grade English language classes at Unidad Educativa Diez de Agosto influence student engagement in reading activities? The following data was attained from the results of the survey that was answered by the 20 students who participated in this study. The criteria used to obtain data were codified with numbers as follows: In fourteen survey questions, four response alternatives were presented: Totally agree (4), Ok (3), Disagreement (2), Totally disagree (1).

Table# 10

Students' survey – item 1

1. Using Book Creator software for portable devices helped you read and understand the text.

Alternatives	N	Percentage
Totally agree	11	55%
Agree	9	45%
Disagree	0	.0%
Totally disagree	0	.0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 55% of the students stated that they completely agreed that Using Book Creator software for portable devices helped you read and understand the text, while 45% agreed. It means that your perception was good.

Table# 11

Students' survey – item 2

2. Using the Book Creator tool for educational purposes was engaging and beneficial for reading the information.

Alternatives	N	Percentage
Totally agree	13	65%
Agree	7	35 %
Disagree	0	0 %
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 65% of students stated that they strongly agreed that using the Book Creator tool for educational purposes was attractive and beneficial for reading the information, and 35% agreed. It means that their perception was good about the use of the Book Creator tool for educational purposes, they considered that it was attractive and beneficial for reading the information.

Table# 12*Students' survey – item 3*

3. Digital texts with interactive story assessments increased their interest in reading

Alternatives	N	Percentage
Totally agree	4	20%
Agree	15	75%
Disagree	1	5%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

Regarding whether digital texts with interactive story evaluations increased their interest in reading, 75% of the students stated that they agreed, 20% completely agreed, while 5% disagreed. It means that most of the perception was good since they considered that digital texts with interactive story evaluations increased their interest in reading.

Table# 13*Students' survey – item 4*

4. The eBook provided by Book Creator was easy to use.

Alternatives	N	Percentage
Totally agree	15	75%
Agree	5	25%
Disagree	0	0 %
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

Regarding whether the e-book provided by Book Creator was easy to use, 75% of students stated that they strongly agreed and 25% agreed. It means that most of the

perception was good regarding the ease of use of the tool.

Table# 14

Students' survey – item 5

5. Multimedia content motivated you to read stories.

Alternatives	N	Percentage
Totally agree	8	40%
Agree	11	55%
Disagree	0	0%
Totally disagree	1	5%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

Regarding whether the multimedia content motivated them to read stories, 40% of the students said they completely agreed, 55% agreed and 5% said they did not feel motivated, and their response was to totally disagree. It means that most of the perception was good.

Table# 15

Students' survey – item 6

6. Visual storytelling with the book creator motivated you to read stories.

Alternatives	N	Percentage
Totally agree	7	35%
Agree	13	65%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 65% of the students responded that Visual storytelling with the book creator motivated you to read stories, and 35% of them

said they agreed. This means that they had a good perception with visual storytelling with the book creator.

Table# 16

Students' survey – item 7

7. The Book Creator app played a key role in understanding the stories

Alternatives	N	Percentage
Totally agree	12	60 %
Agree	8	40%
Disagree	0	0 %
Totally disagree	0	0%
Total	20	100 %

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 60% of students stated that they strongly agreed that The Book Creator app played a key role in understanding the stories, while 40% agreed. This means that their perception was good about understanding the stories.

Table# 17

Students' survey – item 8

8. Exploring Book Creator's features made your learning experience more thoughtful.

Alternatives	N	Percentage
Totally agree	9	40%
Agree	11	55%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 55% of students agreed that the Exploring Book Creator's features made your learning experience more thoughtful, and 45% completely agreed. This means that their perception was good of features made your learning experience more thoughtful.

Table# 18

Students' survey – item 9

9. The series of reading activities in class helped you understand the main idea of the texts.

Alternatives	N	Percentage
Totally agree	13	65 %
Agree	6	30%
Disagree	1	5%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 65% of the students responded that they totally agreed that the series of reading activities in class helped you understand the main idea of the texts, while 30% agreed and 5% disagreed. This means they had a good helped they understand the main idea of the texts.

Table# 19

Students' survey – item 10

10. Different reading activities with the Book Creator app helped you acquire more words and their definitions

Alternatives	N	Percentage
Totally agree	10	50%
Agree	10	50%
Disagree	0	0%

Totally disagree	0	0%
Total	20	100 %

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 50% of the students responded that they totally agreed that Different reading activities with the Book Creator app helped acquire more words and their definitions, and 50% agreed. This means that they had a very good perception of Creator app that helped they acquire more words and their definitions.

Table# 20

Students' survey – item 11

11. Word reading helped you understand the text.

Alternatives	N	Percentage
Totally agree	15	75%
Agree	5	25%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 75% of the students responded that they totally agreed that the series of reading activities in class helped you understand the main idea of the texts, while 25% agreed. This income they had a very good perception about understanding the text.

Table# 21

Students' survey – item 12

12. Developing reading comprehension skills helped you improve your vocabulary and knowledge of the English language.

Alternatives	N	Percentage
Totally agree	10	50%
Agree	10	50%
Disagree	0	0 %
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 50% of the students responded that they totally agreed that Developing reading comprehension skills helped you improve your vocabulary and knowledge of the English language, as well as 50% agreed. This means that they had a very good perception improving their vocabulary and knowledge of the English language.

Table# 22

Students' survey – item 13

13. The narrative text involved you in reading comprehension.

Alternatives	N	Percentage
Totally agree	7	35%
Agree	12	60%
Disagree	0	0%
Totally disagree	1	5%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 60% of the students responded that they agreed that the narrative text involved you in reading comprehension, while 35% totally agreed and 5% totally disagreed. This revenue they had a good awareness of the narrative text involved you in reading comprehension.

Table# 23

Students' survey – item 14

14. To feel more confident in my ability to analyze texts and understand their main ideas.

Alternatives	N	Percentage
Totally agree	11	55%
Agree	9	45%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the data obtained, 55% of the students responded that they totally agreed to feel more confident in your ability to analyze texts and understand their main ideas, while 45% agreed. This result means they had a very good perception of feeling more confident in their ability to analyze texts and understand their main ideas.

Table# 24

Students' survey – item 15

15. The stages of reading were important details that allow you to read fluently, understand each other correctly and remember the main ideas.

Alternatives	N	Percentage
Totally agree	6	30%
Agree	14	70%
Disagree	0	0%
Totally disagree	0	0%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 70% of students stated that they agreed that the stages of reading were important details that allow you to read fluently, understand each other correctly and remember the main ideas, while 40% totally agreed. This means that their perception was good allowing they read fluently, understand each other correctly and remember the main ideas.

Table# 25

Students' survey – item 16

16. Taking good notes while reading was an important detail for academic success in reading a lecture.

Alternatives	N	Percentage
Totally agree	9	45%
Agree	10	50%
Disagree	0	0%
Totally disagree	1	5%
Total	20	100%

Elaborated by: Suquilanda and Fernandez (2024).

Analysis of the results

According to the results, 50% of students agreed that the Exploring Book Creator's features made your learning experience more thoughtful, and 45% completely agreed and 5% totally disagreed. This means that their perception was good taking notes while reading and it was an important detail for academic success in reading a lecture.

Analysis of the results question 3

To answer the third research question, students showed positive perceptions regarding the use of the Book creator application during class sessions with activities they carried out with said tool. According to the results, 90% obtained good perceptions. The statements that the students always answered and most of the time were greater than 90%. Regarding negative perceptions, for the item related to digital texts with interactive story assessments increased their interest in reading, one student responded to disagree. Likewise, the item the multimedia

content motivated you to read stories, only one student indicated that the multimedia content did not make him feel motivated. In the item the series of reading activities in class helped you understand the main idea of the texts, a student indicated that the readings did not help him understand the main idea of the texts. Similarly, one student responded that the narrative text did not involve him in reading comprehension. Which means that negative perceptions obtained 10% of the total.

Verification of the hypothesis.

Null hypothesis (H0): It is a condition in which it is assumed that there is no difference between the observed value and the expected value of the data. In this study, the Book creator application does not improve reading comprehension.

Alternative hypothesis (HA): It is a condition where any considerable change in the population after the analysis is accepted. On the contrary, in this study, the Book creator application improves reading comprehension.

Table# 26

Students' paired sample t-test

Measure 1	Measure 2	t	Df	P
Results-Pretest	Results-Posttest	-5.895	18	<.001

Elaborated by: Suquilanda and Fernandez (2024).

Table# 27

Criteria for the verification of the hypotheses

P-value	Decision
Greater or equal to 0.05	The result is not statistically significant. The null hypothesis is accepted.
Less than 0.05	The result is statistically significant. The null hypothesis is rejected.

Elaborated by: Suquilanda and Fernandez (2024).

Decision

The results indicated that the application of the Book creator tool was very successful. The answer to this question comes from the p value. A p-value equal to or greater than 0.05 would support the notion that the group of students was the

result of chance, but in this case, a p-value of less than 0.001% is well below 0.05%. Therefore, the null hypothesis is rejected, and the alternative hypothesis is concluded: the application of the Book creator tool improves reading comprehension.

The statistical result of the paired samples tests showed that the application of the Book Creator tool was successful. This type of comparative analysis is commonly used to evaluate whether there are significant differences between two conditions or moments in which the same samples or individuals are used. In this case, by obtaining a successful result, it can be concluded that the Book Creator tool had a positive or effective impact on the analyzed sample.

CONCLUSIONS

Based on the analytical results obtained from the data points of this study, it is concluded that the book creator tool contributed to the improvement of the reading comprehension of eighth grade students. The study demonstrated that the general objective: To determine the effectiveness of Book Creator tool on reading comprehension on A2 students from Unidad Educativa Diez de Agosto, was achieved with very favorable results since it was determined that the students showed an improvement of 26.53% after class sessions carrying out activities with the Book Creator tool, applied according to their needs, interests and cultural environment.

Regarding specific objective 1, To diagnose the current situation of the students before the intervention applying a diagnostic test, most students presented difficulties in the dimensions. Reading and the meaning process, Reading and interconnecting abilities, Important details for reading, with averages of 12.75, 16.21 and 17.02 points obtained in the pretest, while to a lesser extent they presented difficulties in the Engaging reading and understanding dimension with an average of 20.07 in the grades of the study group.

In relation to specific objective 2, which refers to assess the effectiveness of the Book Creator tool on reading comprehension skill of A2 level students from Diez de Agosto using a pretest-posttest, it was concluded that there was a significant increase in the Mean of The total scores between the pretest and the posttest were 23.86 points, a 26.53% increase, which shows that the results of the paired tests were a strong indication of the success of the implementation of the Book Creator tool. This statistical analysis was important in evaluating the effectiveness of the digital educational tool, Book Creator, as it was proven to be a valuable platform for encouraging creativity and collaboration among students, while facilitating the creation of interactive and educational e-books.

Finally, referring to specific objective 3, which mentions to examine how the integration of readings using Book Creator impacts A2 students' motivation and engagement in learning English by using the survey, it was concluded that the majority of students expressed a through the survey that the electronic book was

easy to use, they felt motivated to carry out the evaluations through the stories, which motivated them to read, to understand the main idea of the texts, to improve the acquisition of the meaning of the words , improved their vocabulary and allowed them to feel confident in analyzing the texts and taking notes for the reader as an important experience.

RECOMMENDATIONS

It is recommended to continue with the application of the Book Creator tool in other subjects and/or in other courses to determine the effectiveness of this study in other similar contexts. Expanding the use of this tool would not only allow us to evaluate its effectiveness in different disciplines and educational contexts, but could also encourage the development of research, critical and creativity skills in students.

It is suggested to carry out research on various digital platforms to support the teaching-learning process in English courses, in the same way to develop other skills such as writing and pronunciation of the English language, in this way learning will be more attractive.

Likewise, it is recommended to continue evaluating how digital tools can foster creativity and active participation of students in their own learning process. Likewise, consider the training and support teachers need to effectively integrate Book Creator into their curriculum. Teachers must be equipped with the technical and pedagogical skills necessary to guide students in the use of these tools and to make the most of their educational capabilities. Research could focus on developing training strategies for teachers that include the use of practical tutorials and examples of digital books created by other educators for reference.

On the other hand, the continuity of research related to the present study is recommended, since the collection of data throughout several courses and subjects would provide a more robust database for statistical analysis, which in turn could lead to improvements in the tool and teaching methodologies.

It is recommended to continue using the book creator tool as a means of instruction in language areas because the results of the survey showed that the majority of students found the electronic book to be not only accessible but also a motivating tool. The ability to carry out assessments through personalized and relevant stories seems to have fostered a genuine desire to read and understand. This not only improves reading comprehension, but also facilitates the acquisition of new vocabulary, allowing students to build a stronger foundation in the English language.

The experience of being able to manipulate and interact with reading material in a meaningful way appears to have been a key factor in improving students' confidence. This, in turn, can lead to greater autonomy in learning and a more positive attitude towards the study of English.

The integration of digital technologies in education, such as the use of Book Creator for reading, has been shown to have a significant impact on student motivation and engagement in language learning. The ease of use of e-books allows students to focus more on the content than on the mechanics of reading. Additionally, the ability to interact with text through embedded assessments and interactive activities can increase intrinsic motivation. Students feel more engaged when they can apply their creativity and actively respond to what they read.

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Appendix 2 - Pre project

RESEARCH TOPIC: The use of Book Creator tool to improve their reading comprehension of A2 level students

AUTHORS: MARSHORY ALEXANDRA FERNANDEZ

JIMA and ZOILA TAMARA SUQUILANDA GAIBOR

1. Problem Statement

The research examines how Book Creator affects English reading comprehension for A2 students. Diez de Agosto is adopting technology, with smartphones, social media use, and digital tools in education, though not fully immersed. The inclusion of technology in education, and specifically for reading, has the potential to improve student academic achievement. According to (García-Valcárcel, 2021), technological resources can provide students with access to a wide range of reading materials, as well as opportunities to practice their reading skills in an interactive and personalized way. (Hernandez-Serrano & Fernández-Córdoba, 2022) add that technological resources can help students to engage more in reading and develop their reading comprehension skills. The proposal focuses on training teachers in technology use and ensuring students have sufficient resources. It advocates for using tools like Book Creator with built-in dictionaries and multilingual support to enhance vocabulary, fluency, and cultural understanding. The aim is to empower students at Diez de Agosto to actively engage in their learning, leading to a transformative approach to literature and improved reading skills.

2. The topic and the problem related to the research lines of the University.

The subsequent proposal is aligned with the institutional research lines, focusing on technological tools. The research directly replies to the institutional research lines by researching, evaluating, and applying Book Creator to improve the reading comprehension.

3. Research Object

The object of investigation encompasses Book Creator to go beyond simply creating stories. It empowers students to become deeper thinkers through features like: integrated multimedia, built-in comprehension tools, personalized learning paths, and collaborative reading experiences to improve the reading comprehension

4. General Objective

To assess the effectiveness of Book Creator tool on reading comprehension on A2 students from Unidad Educativa Diez de Agosto.

5. Specific Objectives

1. To diagnose the current situation of the students before the intervention applying a diagnostic test.
2. To assess the effectiveness of the Book Creator tool on reading comprehension skill of A2 level students from Diez de Agosto using a pretest and posttest.
3. To examine how the integration of readings using Book Creator impacts

A2 students' motivation and engagement in learning English by using the survey

6. Research Question

How does reading comprehension improve when using Book Creator as a technological complementary tool of A2 level students from Unidad Educativa "Diez de Agosto" in Quito City?

7. Justification

The lack of reading comprehension by students is a problem that is observed daily in the teaching work of the Díez de Agosto Institution. This leads to students not being able to identify specific information in a text. As it is known, the practice of daily reading fosters skills such as comprehension, interpretation, analysis and writing of a text. They are essential and help in other areas of study. The authors of this research, based on their teaching experience and knowledge of technology tools, expect to improve this negative issue observed in eighth grade students. So, the teachers have decided to create a classroom project, implementing the Book Creator tool, a project that is intended to help develop students' reading comprehension.

8. Methods

This study uses a quasi-experimental design to test the impact of an adaptive learning platform on eighth-grade students' ability to extract factual information from narrative texts. It involves 20 students from the school, with a power analysis ensuring statistical adequacy. Informed consent will be obtained from all participants and their guardians. The study adheres to the ethical guidelines outlined in the ("AERA Code of Ethics;

American Educational Research Association Approved by the AERA Council February 2011," 2011).

9. Universe and sample

This proposal targets a specific group of students, the eighth-grade class of Unidad Educativa Diez de Agosto, which is currently at the A2 level of language proficiency. The focus is on 20 students in this class, who constitute a representative sample for the proposed initiative. This carefully selected sample, comprising nearly a quarter of the eighth-grade population, will provide valuable information on the effectiveness of the program. With a total population of 100 eighth graders, this approach ensures a comprehensive understanding of the impact on language learning outcomes, thus facilitating a more informed evaluation of the success of the proposal.

It is important to mention that the application of this study is limited to the specified number of completed students due to the need to use computers. Since the facility designated to implement the proposal has only a corresponding number of operational machines suitable for carrying out this type of activity.

In the sampling process, a random selection method is employed, wherein a representative from each of the four courses selects a paper. Within these papers, only one indicates agreement, while the others remain blank. The course whose representative selects the affirmative paper will be the class participating in the research. As part of our commitment to transparency and integrity, we declare that there is no bias introduced by the researchers in the data or results. The information

collected will reflect genuine outcomes obtained through the study, ensuring the reliability and authenticity of the research findings.

10. Research Variables

Independent variable: For the conceptualization for the independent variable, as (Maharani Santosa, 2021) highlight, Book Creator is a digital tool that empowers students to become active participants in their learning by crafting personalized digital books. This process of creation fosters deeper understanding through content customization and the incorporation of multimedia elements like audio, video, and images. Additionally, Book Creator offers tools like annotations and questioning prompts, encouraging critical engagement with the text and promoting active comprehension.

Dependent variable: In the article "Influencia de las TIC en la comprensión lectora y la escritura creativa: una revisión sistemática" Francia-Jesús et al. (2022), the authors conduct a comprehensive analysis of research on the impact of Information and Communication Technologies (ICT) on two key skills: reading comprehension and creative writing. The results of the study reveal that ICT has a positive effect on both skills. Specifically, it showed that ICT improves motivation and engagement with reading, digital tools facilitate decoding and reading fluency, and interactive resources promote deep understanding of texts.

11. Type of research

The research utilizes quantitative methods to integrate technology aimed at

Appendix 4 - Letter to the school principal to request permission

Quito, 19 de octubre de 2023

Estimado

Dr. Edison Ibarra

Rector de la Unidad Educativa Diez de Agosto

Le saluda Zoila Tamara Suquilanda Galbor y Marshory Alexandra Fernández Jima. Somos estudiantes de la Universidad Bolivariana del Ecuador, en donde actualmente cursamos la Maestría En Pedagogía del Inglés como Lengua Extranjera.

Le escribimos para poder realizar una investigación en el curso de inglés dentro de la institución Unidad Educativa Diez de Agosto.

Estamos realizando una investigación sobre el uso de Book Creator una herramienta tecnológica para mejorar la lectura de los estudiantes. Consideramos que la competencia lectora es una habilidad importante para muchos al adquirir un nuevo lenguaje, por lo que nos hemos enfocado en utilizar materiales disponibles para todo público de forma gratuita para su aplicación. Hemos escogido el octavo año de EGB de la unidad educativa ya que al ser un nivel inicial de educación nos permite aplicarla en estudiantes que vienen con diferentes niveles de aprendizaje del idioma. Nuestro enfoque en educación de tercer nivel y su institución es idónea para aplicar esta investigación ya que cuenta con una sala de computación para poder trabajar en ella.

La investigación implicará la recopilación de datos de forma confidencial de estudiantes participantes, el profesor involucrado, datos de las clases, del material usado, así como también recopilación de calificaciones de los alumnos, especialmente con respecto a las tareas de lectura. Esta información será recopilada durante las clases, por lo que solicitamos se nos facilite la información necesaria, con el fin de poder hacer una investigación efectiva.

Se pedirá a los representantes legales que den su consentimiento por escrito antes de comenzar la investigación. Sus respuestas se tratarán de forma confidencial y las identidades (sus nombres y nivel que cursan) serán anónimas a menos que se indique expresamente lo contrario. Se mantendrá la privacidad individual en todos los datos publicados y escritos resultantes del estudio.

Appendix 8 - Hutchinson and Waters (1987) Needs Analysis Model

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to ' <i>what the learner needs to do in the target situation</i> '. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).

GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
		Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the Book Creator needed here?	The Book Creator is needed to equip eighth-grade students with the reading comprehension skills required to understand a text.	Diagnostic test
How will the Book Creator tool be used?	The Book Creator will be used as a tool of reading which is necessary to improve the reading comprehension of a text.	Interactive narrative readings
What will the content areas be?	General English reading for A2 level	Consulting to experts

Who will the learner use Book Creator with?	General English: classmates, teachers.	Narrative texts
Where will Book Creator be used?	The Book Creator tool will be used for General English in Unidad Educativa Diez de Agosto in A2 level students of eight class.	Parent's and Legal Representants Consent Form Authorization to conduct the research
When will the Book creator be used?	School year 2023-2024 (March 19 to June 07)	Timeline and lesson plans

LEARNING NEEDS

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
			Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test

Why are the learners taking the course?	Compulsory or optional?	This course is optional, the	
	Apparent need or not?	students will take it because of	Diagnostic test
	Are status, money, and promotion involved?	their needs to improve their reading comprehension. At	Survey
	What do students think they will be able to do when they acquire the knowledge?	the end of the course learners should be able to understand mains and secondary ideas.	
	What would be the attitude of the students towards the course?	This group is passionate about knowing new strategies for learning. So, they are	
	Do they really want to improve their English?	fascinated with the new course. We have no doubts that almost all the students want to learn the management of this tool.	

How do the learners learn?	What is their learning background?	They are students who have finished school to start their studies in high school, which shows that their knowledge of English is basic, however they can maintain a simple conversation. Teaching and learning are linked one without the other cannot exist, because what is learned or taught and what is taught is what is learned. students find group learning attractive because it fosters communicative skills.	Diagnostic test
	What is their concept of learning and teaching?		
	What methodology will be attractive to them?		

What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	Platforms, the teacher's attitude towards these students is very confident in the good work they do, and above all the teachers have high expectations about the Book Creator tool that will contribute positively to the development of the material used in this course. In addition, this tool allows working online so you can perform activities for both the teacher and the student in the class, also for its easy handling is very well accepted by teachers.	Online surveys Consulting to experts-reading-
Who are the learners?	Age/Sex/Nationality?	The students who are immersed in this course have	Surveys Reading

What do they already know about English?	an average age of 12 years old and the nationality to which
What knowledge do they have of the matter?	most of them belong is Ecuadorian while a few are
What are their interests?	Venezuelan. They are able to
What teaching styles are they used to?	understand frequently used phrases and expressions
What is their attitude towards English?	related to areas of experience especially relevant to them
What is their attitude towards the cultures of the English-speaking world?	such as basic information about themselves and their family, shopping, places of interest, occupations among others. For these students the use of Book Creator is a new topic that arouses their curiosity, they are also interested in reading narratives which are of

interest to them, most of the students are used to working with the didactic model of flipped classroom, which promotes group work and of course also individual work and reflection on each new topic learned. In general, eighth class students show interest in learning this new language because of their idea that English is one of the most spoken languages in the world and by learning English they are certain that they will have many more opportunities compared to those who do not know this language.

Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	The course will take place in a computer room in Unidad Educativa Diez de Agosto which is not sufficiently equipped, because the machines do not work in the best way due to the fact that they are old, however the place is spacious, it has a good internet connection, it is ventilated and lighted.	Parent's and Legal Representants Consent Form Authorization to conduct the research Survey
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	This course will take place during the months of March to June, therefore there are ten weeks and the activities will be carried out once a week and it will be determined if the material used for the	Schedule Lesson plans

comprehension of the
readings was positive.

Title: The use of Book Creator tool to improve their reading comprehension of A2 level students.

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Goal: To gather their perceptions and experiences with the use of Book Creator to improve reading comprehension.

Demographics: Unidad educativa Diez de Agosto

Age:_____Gender:_____Course:_____Level:_____

Instructions:

Appendix 9 Survey to students

No.	Items	Totally agree. 4	Agree 3	Disagree 2	Totally disagree. 1
1	The use of the software Book Creator for portable devices helped you to read and understand the text.				
2	The use of Book Creator tool for educational purposes was engaging and beneficial for reading the information				
3	Digital texts with interactive story assessments increased your interest in reading.				
4	The E-book provided by Book Creator was simple to use.				
5	The multimedia content motivated you to read stories				
6	Visual storytelling with book creator motivated you to read stories.				
7	The App Book Creator played a key role in understanding the stories				
8	Exploring Book Creator's features made your learning experience more reflective.				

9	The series of reading activities in class helped you understand the main idea of the texts.				
10	The different reading activities with the Book Creator App helped you acquire more words and their definitions.				
11	Word reading helped you understand the text.				
12	Developing reading comprehension skills helped you improve your vocabulary and knowledge of the English language.				
13	Narrative text engaged you in reading comprehension.				
14	Feel more confident in my ability to analyze texts and understand their main ideas.				
15	The stages of reading were important details that allow reading to be fluent, to be understood correctly and to remember the main ideas.				
16	Taking good notes while reading was an important detail for reading academic success in a lecture.				

Appendix 10 - Diagnostic test