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**IMPLEMENTING FOLDABLES TO IMPROVE READING SKILLS FOR
A1.1-LEVEL EIGHTH-GRADE STUDENTS IN A RURAL HIGH SCHOOL**

**WORK PRESENTED AS AN OPTION FOR THE ACADEMIC MASTER'S
DEGREE IN PEDAGOGY OF ENGLISH AS FOREIGN LANGUAGE**

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DEDICATION

In recognition of their constant support and encouragement throughout my Master's program, I dedicate this research study to my dear husband, my awesome sons, Santiago and Gabriel, and my precious daughter, Anahi Cristina. Thanks for always believing in me. My deepest gratitude goes to God, who provided strength and guidance, especially during challenging moments. I am particularly grateful to my advisor for their guidance and invaluable support throughout this journey.

Cristina Castro Arias

DEDICATION

I feel so grateful with my faithful friend, the one who has never abandoned me: God, who has allowed me to live all these new experiences. I am also deeply grateful to my dear parents, who have encouraged me and have been by my side, holding my hand throughout this journey. Their unconditional and constant support has been crucial in achieving this new challenge in my life. I also want to thank my husband and my lovely children Amy and Gabriel for their understanding and affection, being the daily source of inspiration and motivation that I require to continue going. My special gratitude to our advisor who has helped us unconditionally.

Angelica Paredes

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ABSTRACT

This research proposal investigates the effectiveness of implementing foldables, a hands-on learning strategy, to improve reading skills for A1.1 level eighth-grade students in a rural high school located in San Joaquin, Ecuador. Many students in these environments struggle with reading comprehension due to limited resources and diverse learning styles. Foldables address these challenges by providing a kinesthetic, visual, and interactive way for students to organize information, enhance vocabulary acquisition, and develop comprehension of reading materials.

The study will be conducted at Eduardo Crespo Malo Rural High School with a target population of 29 eighth-grade students. The research design employs a quantitative approach with pre-and post-tests to measure student progress. Additionally, surveys will be used to gather data on student motivation and attitudes toward reading. The foldable strategy will be implemented for three weeks, focusing on activities aligned with the students' A1.1 proficiency level and the Ecuadorian English as a Foreign Language Curriculum (EFL) guidelines.

The study has the potential to produce outstanding results, with youngsters improving their reading skills in vocabulary development, comprehension, and critical thinking. The project's success will benefit the field of education by providing teachers with a practical and effective strategy for improving reading skills in limited resources in rural settings.

Introduction

Reading is a fundamental skill that is essential for success in school and in life, however; improving reading skills for A1.1-level students, especially in rural public schools, necessitates a personalized approach that takes into account individual needs, available resources, and educational objectives. This includes analyzing language competence and cognitive capacities to improve reading skills, vocabulary acquisition, comprehension, and critical thinking. In this environment, using foldables stands out as an unusual method to effectively engage learners. Tamayo M. (2019) claims that much as a positive classroom environment is dependent on effective rules, enhancing reading skills necessitates a comprehensive plan, with foldable serving as an important component of that strategy.

A brief analysis and description of the situation and the research context that justifies the presentation of this proposal

Many students in rural schools struggle with reading, which is a significant issue in language studies. This proposal suggests implementing foldables to improve the reading skills of A1.1-level eighth-grade students in a rural high school. The study will take place in San Joaquin, a rural community in Cuenca, where most parents work in agriculture and have limited formal education. Additionally, there is limited access to technology in the area, making it difficult to acquire a language.

According to the Ecuadorian Educational System by CEFR: “The CEFR basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage, to C2, for those who can use language at high levels of discourse” (National Curriculum Guidelines EFL, 2014, p. 6), eighth-grade students at this level can comprehend and utilize simple sentences and phrases. They have different learning styles, including kinesthetic, visual, and auditory. (Felder, 2020). However, the

school lacks resources such as technical tools, supplies, and consistent internet access, adding to the challenges faced by the students.

This research proposal addresses the specific challenges faced by rural public high schools in San Joaquin Parish. The proposal aims to overcome these challenges by enhancing academic achievement, fostering student engagement, and instilling a positive attitude toward reading. By focusing on eighth-grade students at the A1.1 reading level, the proposal strives to make a significant impact on their overall educational experience, elevating their reading comprehension, enthusiasm, and determination to learn.

Statement of the problem to be investigated.

How can we effectively implement a foldable strategy to improve reading skills, specifically for A1.1-level eighth-grade students attending a rural high school?

Justification of the research

This study is justified since it covers the crucial problem of the poor reading abilities of eighth-grade students in a rural high school who are reading at a level of A1.1. The study intends to improve students' reading skills, which are vital for language instruction and overall literacy development, by developing meaningful activities. Furthermore, it aims to reduce the educational gap by giving all students, regardless of financial level, the same chance to succeed. The study also intends to advance the literature by offering insightful analysis as well as beneficial suggestions for reading teaching, which will assist English teachers, educational planners, and policymakers in developing successful language education initiatives. For schools dealing with comparable issues, the suggested method provides viable alternatives.

Description of the relationship between the proposal and the research lines of the university.

The proposed research on using foldable to improve reading skills for A1.1-level eighth-grade students in a rural high school in San Joaquin aligns with UBE University's research lines in “Pedagogy, Didactics, and Management of Higher Education” because it addresses the following areas:

Pedagogy: The research proposes the use of foldables as a strategy for improving reading skills. This strategy aligns with the students' interests and experiences.

Didactics: The research also addresses the issue of didactics since it proposes a new way to organize and deliver learning content to maximize student learning.

Management: This research also addresses the issue of management by proposing a new way to manage the learning process in order to ensure that students are making progress. (Bautista, Monica and Cipagauta Moyano, Marisol, 2019)

The object of the research

This research investigates the teaching-learning process of reading instruction among eighth-grade students in a rural public high school, aiming to enhance their reading abilities and provide recommendations for improvement.

General objective

Implementing foldables to improve reading skills for A1.1-level eighth-grade students in a rural high school.

Specific Objectives:

a. **To identify the strengths and weaknesses of the current reading instruction program at the rural high school.** It involves conducting assessments, which will collect data on the students' reading skills and the school's resources.

b. **To implement the foldable strategy, which is aligned with the students' interests and needs.** Activities should be engaging and relevant to the students' lives, and

they should be designed to help students improve their reading skills in a variety of areas, such as vocabulary, comprehension, and fluency.

c. To evaluate the effectiveness of foldable strategies in improving students' reading skills. This will involve conducting a pre-test and post-test, which will measure the students' reading skills before and after they participate in the activities.

Description of the variables of the study (independent and dependent)

This study looks into the complex relationship between the independent variable, that is implementing a foldable strategy, and the dependent variable, which is reading skills, in a rural public high school setting. The goal is to see if adopting these enjoyable, hands-on interactive learning tools improves youngsters' reading skills, such as: vocabulary development, comprehension, and scanning.

Vocabulary development, comprehension, and scanning are the three pillars of reading skills in this setting. Vocabulary growth is the consistent extension of a student's word bank, while scanning is a crucial skill for efficiently navigating text and finding targeted information. At the third point, comprehension is at the heart of the reading experience, assessing the capacity to grasp the text's deeper meaning and intent.

The study seeks to provide significant insights for educators in the rural public high school environment by investigating the relationship between foldable activities and reading skills. If the findings show a beneficial impact, adding these adaptable tools to teaching strategies could be a potential way to improve reading competency and foster positive educational results for students of a variety of backgrounds.

Description of the research approaches, methods, and data collection

A quantitative approach: It was chosen for our research project because it enables us to systematically investigate the impact of specific educational practices or ideas on individuals (Castillo, 2023). This approach allows for rigorous measurement, comparison, and analysis of outcomes through controlled interventions, providing valuable empirical insights into the effectiveness of the interventions being studied (Asenahabi, 2019)

Pre- and Post-Tests: Standardized reading assessments will be administered to measure the student's reading abilities before and after the implementation of the reading activities.

Survey: Questionnaires will be distributed to gather data on student motivation, attitudes toward reading, and the perceived effectiveness of instructional strategies.

Description of the beneficiaries and their main characteristics

The beneficiaries are a total of 29 students—13 men and 16 women—who are in the eighth grade at a public school in San Joaquin, which is located in a rural part of Cuenca. The students are at level A.1 by CEFR in the Ecuadorian Educational System. At this level, students can comprehend and utilize simple sentences and phrases that are meant to satisfy concrete requirements. They exhibit a variety of learning styles, including visual, auditory, and kinesthetic ones. An important fact is that they don't live with their entire family, some of them only live with their mothers, grandmas, and siblings due to migration issues or because their parents split, and even some of them, whose parents are in the EEUU, live with their aunts and cousins, which makes the teaching and learning process difficult.

Description of the research context

This high school is small and located in San Joaquin, which is located in a rural part of Cuenca. The average number of students is about 280. They don't have a good infrastructure, not enough didactic materials, nor good desks, chairs, or blackboards for the school. These disparities can impact students' access to resources, including educational materials, technology, and extracurricular activities. They also face additional challenges, including limited access to quality education and technology. At the same time, the parents are in a low socio-economic position; the majority of them work in informal jobs like tradesmen, farmers, and housekeepers, where the parents' major source of support is agriculture, particularly vegetable farming. Many of the parents of the students have only received a little formal education and come from low-income homes. It is complicated to get economic support from them for any social or cultural program, school materials, uniforms, or a simple copy of worksheets or tests.

Description of the practical contributions of the proposal

The practical contributions of the proposal involve designing activities to effectively enhance reading skills for A1.1-level eighth-grade students in a rural high school. The activities will consist of engaging reading materials suitable for their proficiency level, interactive reading exercises, comprehension quizzes, and group discussions to foster critical thinking and analysis. The success of the project will be measured through pre- and post-assessment tests to monitor individual progress, as well as regular evaluations of student participation and engagement during the activities. Continuous feedback from teachers and students will be used to refine and optimize the project for better outcomes.

The importance of the proposal comes from the following perspectives: professional, methodological, technological, and social need.

The research proposal is important from several perspectives, since it provides educators with a structured approach to enhancing reading abilities in a rural public high school and equips them with the necessary tools and strategies to navigate the unique challenges of the setting. The proposal also contributes to the field by offering evidence-based methodologies tailored to the diverse student population and learning styles in the rural context. It recognizes the importance of technology integration in education and creates a more engaging and interactive learning environment by leveraging digital tools and resources. Lastly, the proposal addresses the social need for equitable education in rural areas by catering to the specific needs of students in a resource-constrained environment.

CHAPTER I

This chapter dives into the basic scientific foundations and empirical support for incorporating foldables to improve reading skills among eighth-grade students at the A1.1 level in rural high schools. It includes a thorough examination of the theoretical frameworks and scientific evidence that support the teaching-learning process and the effectiveness of foldable in boosting reading skills at this level.

1.1 Dependent Variable: Reading

According to Hussain (2015), language proficiency encompasses four fundamental subskills: Listening, Speaking, Reading, and Writing. These sub-skills can be categorized into two broader categories: Productive skills, including speaking and writing, and receptive skills, comprising listening and reading. Indeed, the Editorial Team (2023) asserts that these abilities are interdependent, with each skill relying on the others when used collectively.

Bojovic (2010) defines reading skills as a cognitive ability used for interacting between written and oral communication. Reading comprehension, the ability to understand written text, is a foundational skill crucial for academic success and lifelong learning. Essential components of reading comprehension include:

- **Vocabulary Acquisition:** Identifying word meanings is a fundamental step towards understanding the overall message.
- **Inference:** Readers draw conclusions that go beyond the literal text, inferring implicit meanings and authorial intent.
- **Authorial technique:** recognizing the writer's style and purpose aids in deeper understanding.

- **Question-answering:** The ability to locate specific information and answer questions demonstrates comprehension.

Moreover, reading skills encompass the ability to read, understand, interpret, and decode written language and texts. These skills involve decoding individual words, reading fluently, possessing a strong vocabulary, and comprehending the overall meaning of the text (Bojovic, 2010). Strong reading skills are essential for not only comprehending emails, messages, and letters, but also for critically analyzing information in various text types, such as news articles, novels, and social media posts (Herrity, 2023). This ability to process and understand written communication is fundamental for academic success and learning.

Enhancing reading skills requires a focus on vocabulary expansion, a crucial element for students to develop comprehension and scan the information. By implementing strategies such as intentional vocabulary teaching, multiple exposures to words in varied contexts, and engaging in word-related activities, students can develop a deeper understanding of language. Addressing comprehension barriers involves ensuring students grasp instructional tasks and fostering rapid vocabulary acquisition. Ultimately, integrating these approaches aims to promote a lifelong interest in words and facilitate improved reading skills at the A1.1 level.

Instruction will focus on intentional vocabulary teaching, utilizing techniques such as employing dictionaries, morphemic analysis, and contextual understanding, especially for low-achieving students. The key focus will be providing repeated exposure to words within diverse contexts to enhance comprehension. (Pflaum, 1973, 89–93). By implementing these methods, educators aim to cultivate a lasting interest in words and empower students to become proficient readers.

As outlined by Brown (2007), students are expected to confront various types of texts they may encounter in English. Moreover, the goal of A1.1 is for students to develop confidence and a basic understanding of simple English texts. Gradually increasing the complexity of tasks as they progress will help them build their reading skills effectively.

1.1.1 Curriculum proficiency level A1.1

According to the eighth-year curriculum for general basic education in English, youngsters should be able to read at a beginner level by the end of the academic year, corresponding to the CEFR A1.1 competency level (National Curriculum Guidelines EFL, 2014). At this stage, kids should be able to grasp simple informational texts such as labels, messages, and postcards. Their reading abilities should allow them to gradually absorb familiar words and sentences, with the ability to extract the primary concept and crucial details through repeated readings as needed. The ability to interpret and extract information from these basic texts is regarded as foundational, and it plays an important role in developing communicative competence in the context of English language learning. (Ministerio de Educación del Ecuador, 2019)

1.1.2 Constructivism and socio-cultural theory

Understanding the Teaching-Learning Process to effectively improve reading skills, it's crucial to comprehend the dynamics of the teaching-learning process. Building on constructivist and sociocultural theories (Vygotsky, 1978; Piaget, 1970), we recognize learning as an active process of meaning-making shaped by social interactions and prior experiences. By recognizing students as active participants in their learning journey, we can tailor instructional strategies to cater to their diverse needs and learning styles.

Hanfstingl et al. (2021) delve into Piaget's cognitive development theory, highlighting assimilation and accommodation to elucidate individual cognitive progress.

They emphasize aligning reading materials and activities with the current developmental stage, often through formal operations. This entails integrating content into their cognitive framework, facilitating assimilation. Introducing slightly challenging texts encourages accommodation, enabling gradual understanding expansion. This method promotes incremental cognitive growth. In the concrete operational stage, bridging abstract concepts with real-world experiences is vital. Utilizing visuals, hands-on activities, and kinesthetic learning caters to this age group, enhancing engagement and comprehension.

Concurrently, Vygotsky's Zone of Proximal Development (ZPD) emphasizes social interaction's significance. Through ZPD-based scaffolding, educators guide students to independent reading mastery. Considering the students' cultural background and experiences when selecting reading materials and designing activities. According to Vygotsky (1978), this ensures relevance and fosters engagement by connecting learning to their existing knowledge and interests.

On the other hand, an important and effective part of Krashen's input theory is the affective filter, which acts as a metaphorical barrier influencing how much comprehensible input learners can acquire (Krashen, S. D. 1982). Highlighted how positive emotions can lower the filter, facilitating reading development, while negative emotions can hinder it. Affective learning is concerned with how learners feel while they are learning and how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future (Miller, 2005) Therefore, by understanding the affective filter, educators can create reading environments that foster positive emotions and enhance student learning. The other is Krathwohl's Taxonomy, which is a hierarchical system. It means some stages can be used to determine someone's affective stage. Those stages are receiving, responding, valuing, organization, and characterization. (Taxonomy in Affective Domain, 2020)

1.2 Independent variable: Implementing foldables

Bruner (1960) advocates for an active learning approach, emphasizing that students organize and categorize information based on both personal experiences and examples presented by the teacher, inclusive of non-examples of the concepts being taught. In concept of learning, educators play a crucial role in facilitating students' thinking and problem-solving, aiming to enhance their ability to transfer knowledge to new situations (Bruner, 1961). They learn most effectively when they construct their own knowledge. This procedure includes:

In search of this active learning Teachers always look for good ways to teach lessons. Taking notes and using pictures to organize information are popular tools in classrooms. Studies show that organizing information this way helps students focus on important points, find information easily, and learn better. Most research on note-taking and graphic organizers has looked at using traditional outlines and simple pictures.

1.2.1 Definition

A foldable is a hands-on, three-dimensional graphic organizer created by students or teachers to facilitate interactive learning based on a specific skill. This tool offers a quick and kinesthetic activity, allowing students to organize and retain information effectively, whether it's before, during, or after reading. (Zike, 2008)

1.2.2 Why to use foldables?

Foldables provide a hands-on, interactive approach that engages students in creating tangible representations of information, fostering active learning and knowledge construction. They serve as graphic organizers that enable students to structure and categorize information spatially, facilitating a visual representation of concepts. By actively engaging with foldables, students not only organize information but also develop

a deeper understanding that can be applied to diverse contexts, promoting knowledge transfer.

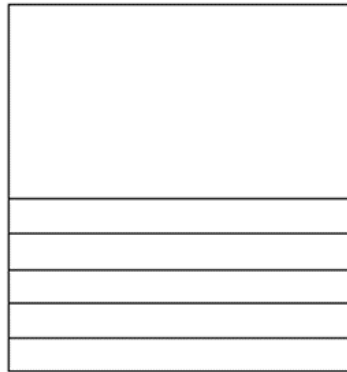
1.2.3 Why are foldables helpful?

Foldables are considered a helpful tool for teachers to make their teaching easier and enhance students' learning (Barnekow 2009). In English classrooms, students often lose interest over time, leading to a dislike for the subject due to a lack of motivational strategies by teachers. To address this issue, teachers should employ foldables as a means to motivate students and improve their learning experience.

1.2.4 What are the types of foldables?

Foldables can be organized in different types. According to Zike (2004), some of the types of foldables are; Taco Fold Hamburger, Fold Hot Dog, Fold Picture Frame, Answer Mitt Foldable, Standing Cube Foldable, Layered Book Foldable, etc. The model we decided to use is called Layered Book Foldable. It consists of taking two sheets of paper and positioning them with approximately a two centimeters gap between them. Fold the upper edges of the paper to create four tabs. Once all the tabs are uniform in size, fold the paper to secure the tabs in place, then staple the sheets together. Rotate the paper and label each tab as illustrated. (Zike, 2008) We decided to use this model as it aligns well with our research objectives. It proves to be valuable in structuring information gathered from readings effectively.

1.2.5 Layered Book Foldable Template



Source: (Zike, D. ,2008, pag. 7).

1.2.6 Materials to Create the Foldable

Students will be tasked with making their own foldables. To do this, they will need 3 cards and some staples. They can also use colored pencils and markers for decoration, and glue to attach pictures.

1.2.7 Foldable stages:

Herrera et al. (2011), mention that there are three stages to using foldables. These stages are so important to accomplish this strategy, and they are activation, connection, and affirmation. The stages are explained below:

1.2.7.1 Stage 1

Activation: At this stage, students make predictions and connections about the new topic and the information they already have. As teachers, it is important to guide students to keep making predictions and encourage them to get involved in the class. (Herrera, S. G., Holmes, M. A., & Kavimandan, S. K., 2012). On this stage, the activities to be developed are; share the new topic with the class; ask the students to get into groups of 4 or 5 students. The students must create their foldables, and they should get ten taps. Then the teacher would explain to them how the foldable works and the way they were

going to use it. The teacher will ask them to talk in their groups about what they know about the topic. The teacher asks the students some questions to activate their knowledge; she asks the students about what some attractions are, what their source of economy is, etc. The teacher should let the students add their knowledge and predictions.

1.2.7.2 Stage 2

Connection: At this stage, the teacher provides learners with new information about the topic being covered. So, the student will be able to make connections between the new information and the one they already have. (Herrera, S. G., Holmes, M. A., & Kavimandan, S. K., 2012). The activities to be developed at this stage are: To read the text presented, the students would realize if what they said about the reading was correct or not. Along with the teacher, the students would have to draw the most important information in order to write some subtitles on each tab of the foldable. After this, the students would have to write the corresponding information on each tab according to the given subtitles. On the first tab, they would have to write the title of the reading. On the second tab, the students would have to write about the main characteristics of the text, such as location. On the third stage, the students would have to write about gastronomy. The next stage would be about important places. And on the last tab, the students will write about useful vocabulary. All of this information is taken from the text.

1.2.7.3. Stage 3

Affirmation: At this stage, the students have the opportunity to put into practice what they have learned, and the teacher can check the students' understanding. During the affirmation part of the lesson, the teacher checks how well students are doing using real-world assessments. The teacher considers that students may have different levels of language and academic skills when keeping track of their progress. (Herrera, S. G.,

Holmes, M. A., & Kavimandan, S. K., 2012). On this stage, the students would have to work individually on developing some exercises about reading. They would work on an assessment of the reading.

1.2.8 Effects of foldables on students.

Foldables help students learn by giving them information in different ways. They include words, pictures, and hands-on activities. Studies show that when we see and hear information together, we remember it better. According to Medina, the more we use pictures, the easier it is to remember things. Foldables let students put together written words and pictures, making it easier to understand tricky ideas. They help students see how different concepts are connected, making it easier to remember them. (Kıř, 2015). By using foldables students can activate their creativity since foldables let them take notes and use pictures to make connections between them.

CHAPTER II

2.1 Methodological Strategies and Diagnostic Phase.

In the second chapter, the methodology that is employed to carry out a thesis is discussed. It refers to the research methods and procedures used in the study. J. Spencer Clark, S. P. (2020). In this chapter, the type of research (quantitative, qualitative, or mixed methodologies), the population to be studied, and the sampling methodology are specified. This chapter also explains the data-gathering procedures such as surveys, interviews, and experiments, as well as their logic, ethical considerations, and data collection tools. In addition, it discusses data analysis approaches, such as statistical, thematic, or other applicable methodologies, as well as data preparation, coding, and software tools.

2.2 The operational matrix

An important aspect to be taken into consideration is the definition and operationalization of the independent and dependent variables, indicators, dimensions, and scales, which help us develop this research proposal. The operational matrix we developed before conducting this research has helped us apply it appropriately.

To assess the reading skills of the participants, we designed a pre-test consisting of five parts: vocabulary check, true/false statements, multiple choice, fill-in-the-blanks, and short answers. The pre-test covers three major dimensions: the use of language, comprehension, and scanning. Vocabulary understanding is the indicator for the use of the language dimension, while the comprehension dimension has supporting details and identifying main ideas as its indicators. As a consequence, the scanning dimension has located specific information and looking for key words as its indicators

On the other hand, the independent variable in question is the use of a foldable, which is a multi-dimensional graphic organizer that can help strengthen skills, organize information, and facilitate practice (Zake, 2008). To measure the effectiveness of this variable, we conducted a student survey consisting of twelve questions about the students' reading abilities and their use of foldables. The survey was administered to eighth-grade students at “Eduardo Crespo Malo” School on January 16th, 2024.

We considered two dimensions and their respective indicators to assess this variable. The first dimension is reading proficiency, which includes indicators of the ability to understand context and self-rated comprehension. The second dimension is prior experience and interest, which includes indicators of familiarity with Foldables and interest in proposed reading improvement activities.

See appendix 1

2.3 Methodology

Reading is an important skill because it has many benefits, including improving communication skills, boosting brain activity, improving memory function, and reducing stress. (Andrew. L n.d.). We have taken this into account, and that is the reason why we decided to develop our research on this topic. The action research method promotes significant changes in instructional practices. It would be very useful if we could take this approach when crafting our activities, concentrating on interventions, observations, and adjustments to teaching methods to enhance reading skills.

We have chosen the quantitative experimental design paradigm for our research project because it enables us to systematically investigate the impact of specific educational practices or ideas on individuals. (Castillo, 2023) This approach allows for

rigorous measurement, comparison, and analysis of outcomes through controlled interventions, providing valuable empirical insights into the effectiveness of the interventions being studied (Asenahabi, 2019) For our data, we use collection tools such as surveys, pre-tests, and post-tests - pretests serve to identify students' learning needs, while posttests reveal what they have gained. Utilizing a pretest as a baseline, educators can more effectively monitor and assess student progress in meeting various knowledge standards (Hornbuckle, 2022), which will be carefully designed to ensure clarity and precision in questions and assessments, allowing for an effective evaluation of the current reading instruction project. To ensure proper responses, eighth graders will be provided with clear and explicit instructions. Furthermore, rigorous methods will be put in place to preserve data documentation accuracy, rectify potential errors, and improve the overall reliability and validity of the results of the research.

2.4 Techniques and data collection

To collect the necessary information for this project, we used two tools: a survey and a pretest and posttest. The survey consisted of twelve questions that were based on the required indicators. On the other hand, the pretest and posttest were divided into five sections, which aimed to measure students' reading skills. The purpose of this research project is to demonstrate the effectiveness of using foldables to enhance reading skills.

For our study, we used a survey consisting of twelve questions directed towards the eighth-grade students of Eduardo Crespo Malo School during the 2023-2024 school year. The main objective of the survey was to gather information about the students' reading skills and determine if they had any prior experience with foldables.

The pre-test was also applied to students from the same grade. This test helped us gain a good knowledge of the students' reading skills. The results we got from the test

gave us a good knowledge on how we should start to apply our study. On the other hand, the pretest was also applied as a posttest, letting us have a good knowledge of the results of the strategy applied.

For the pretest and posttest, see appendix 3

2.5 Population and Sampling

The research project focuses on a group of 29 students from eight levels, who are at A1 CEFR level of English proficiency, at Eduardo Crespo Malo School. The school is located in San Joaquin, Cuenca, and is a small rural school. Out of 29 students, there are 12 males and 17 females. Due to the small population size, we can conduct an in-depth analysis of the group under examination. This is a convenience sample since one of the integrands of this research is the teacher of these students.

We have identified a critical issue regarding the reading skills of some students, which is affecting their educational growth. To investigate this issue, we have adopted a non-probabilistic convenience sampling strategy for our study. This means that we have selected individuals based on their ease of availability or accessibility to the researcher. This approach is appropriate for our specific context, as we are only studying one eighth-grade class. By focusing our efforts on this population, we can gain valuable insights into the reading abilities of these students. The study was conducted in 2018 and was referenced in Fleetwood's research.

2.6 Data analysis

Our dataset in this study includes 29 students' performance ratings. The mean, a commonly used indication of central tendency, was used for data analysis. According to Whitley and Ball (2017), the mean is calculated by adding all dataset values and dividing

them by the total number of observations. This method was used to calculate the mean test scores for the pre- and post-tests, which were scored on a scale of 0 to 10, as well as the survey-based assessment, which was scored on a scale of 1-4. By calculating the mean for each exam and survey and dividing it by the sample size (students), we were able to learn more about how students performed in general on these tests and surveys. The mean analysis improved our knowledge of the data. It provided a central performance measure for pre-tests, post-tests, and surveys, guaranteeing consistency in scale application by ensuring consistency in pre and post-tests and surveys. This consistency improves our dataset's dependability, allowing for exact comparisons and valuable insights into students' overall academic progress. The final concern is bias, and in order to eliminate it, precise rules for participant selection must be developed to preserve neutrality throughout data collection and surveys.

2.7 The initial diagnosis.

The following report presents the statistical data gathered from the survey conducted on twenty-eight students at Eduardo Crespo Malo School. The data was analyzed and tabulated to gain insights into the reading proficiency of the students and their prior knowledge about foldables.

See appendix 2

2.7.1 Question one: Have you previously participated in any reading skill enhancement activities?

In response to this question, students were given three options to choose from: yes, no, and not sure. Out of 28 students, 20 (68.9%) answered with "no" and 9 (31.03%) answered with "yes." This indicates that 68.9% of the students have not participated in any reading skill enhancement activities.

Table 1

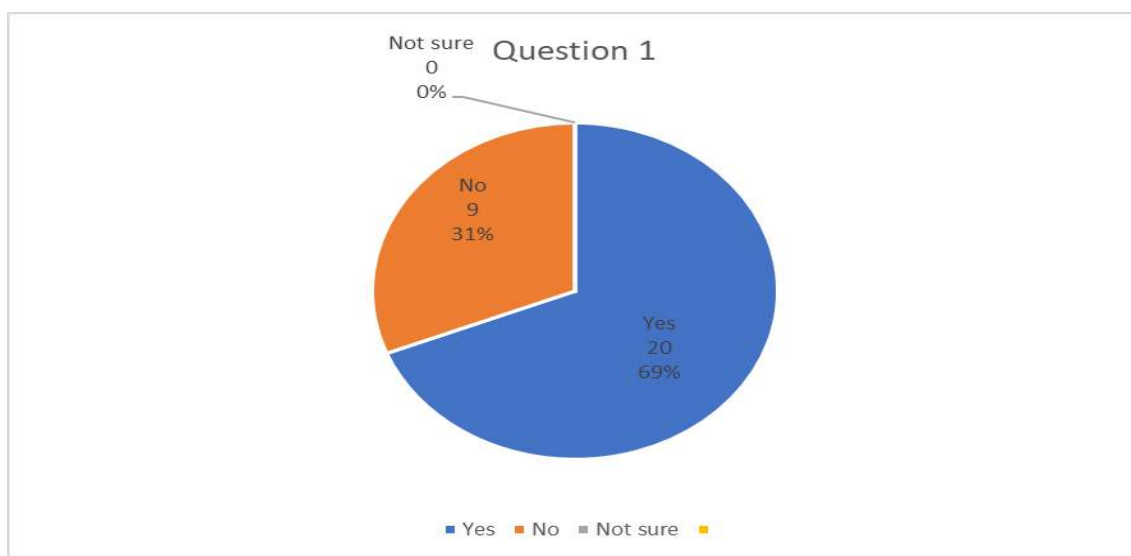
Have you previously participated in any reading skill enhancement activities?

SCALES	FREQUENCY	PERCENTAGE
Yes	20	68,9%
No	9	31,03%
Not sure	0	0,0%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 1

Have you previously participated in any reading skill enhancement activities?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.2 Question two: my reading comprehension is...

This question had three options: very good, good, and poor. Out of 29 students, 19 (65.5%) said they had poor reading comprehension, 8 (27.6%) said they had good reading comprehension, and 2 (6.9%) students said they had very good reading

comprehension. This indicates that most of the students considered themselves to have poor reading comprehension.

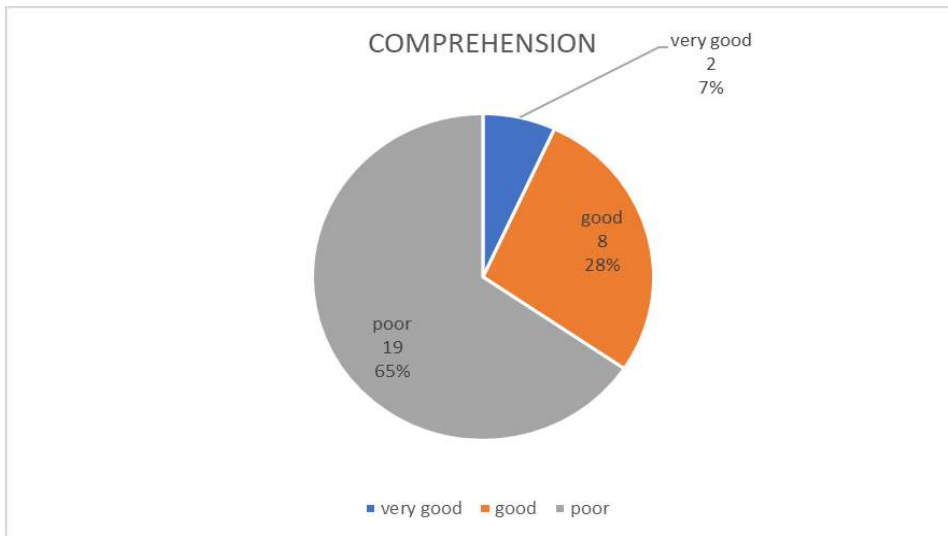
Table 2

My reading comprehension is...

SCALES	FREQUENCY	PERCENTAGE
Very good	2	6,9%
Good	8	27,6%
Poor	19	65,5%

Figure 2

My reading comprehension is...



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.3 Question three: my reading speed is...

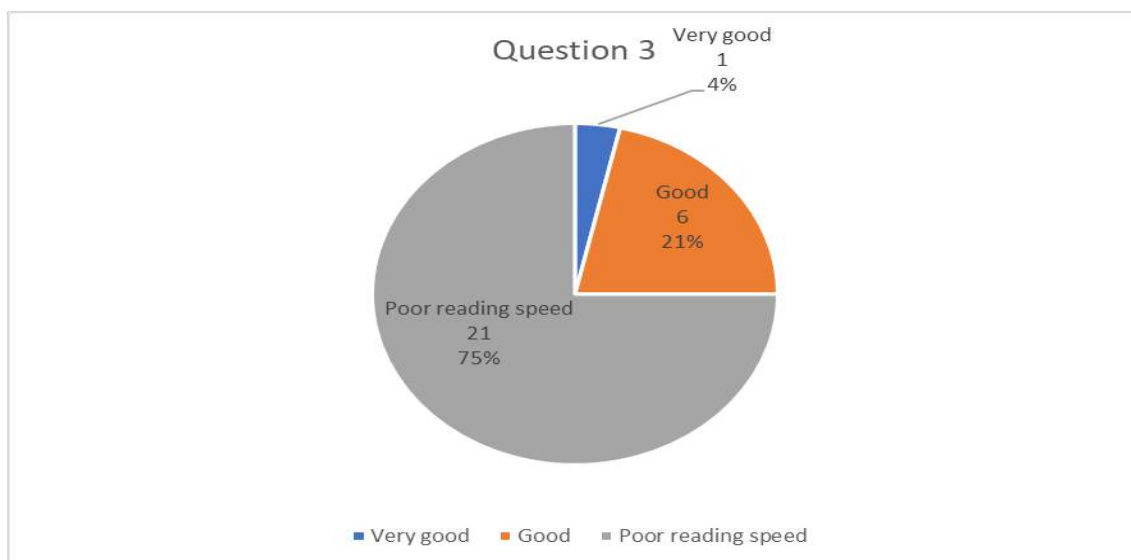
The question provided three options for students to rate their reading speed: very good, good, and poor. Out of 29 students, 21 (72.4%) responded with poor reading speed,

6 (20.1%) with good, and 1 (3.4%) claimed to have a very good reading speed. These results indicate that the majority of students rated their reading speed as poor.

Table 3

SCALES	FREQUENCY	PERCENTAGE
Very good	1	3,4%
Good	6	20,1%
Poor reading speed	21	72,4%

My reading speed is...



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.4 Question four: My vocabulary knowledge is...

The question had three options: very good, good, and poor. Out of all the respondents, 22 students (75.9%) reported having a good vocabulary knowledge. On the other hand, 6 students (20.1%) reported having a poor vocabulary knowledge, while only

one student claimed to have a very good vocabulary knowledge. Therefore, we can conclude that the majority of students have a good vocabulary knowledge.

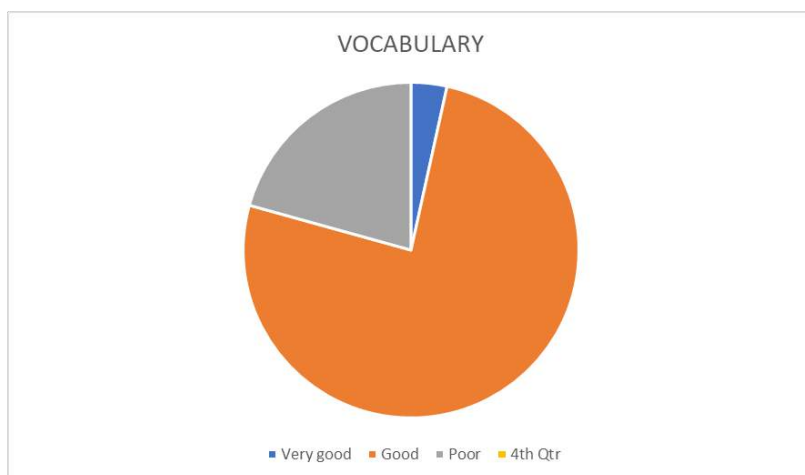
Table 4

My vocabulary knowledge is...

SCALES	FREQUENCY	PERCENTAGE
Very good	1	4%
Good	22	75,9%
Poor	6	20,1%

Figure 4

My vocabulary knowledge is...



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.5 Question Five: My ability to understand context is?

For this question, there were three options available to the students: good, poor, and very good. Out of 29 students, 17 (58.6%) reported having a good understanding of

the context, 5 (17.2%) reported having a poor understanding, and 7 (24,1%) reported having a very good understanding. These results indicate that most students believe they have a good understanding of the context.

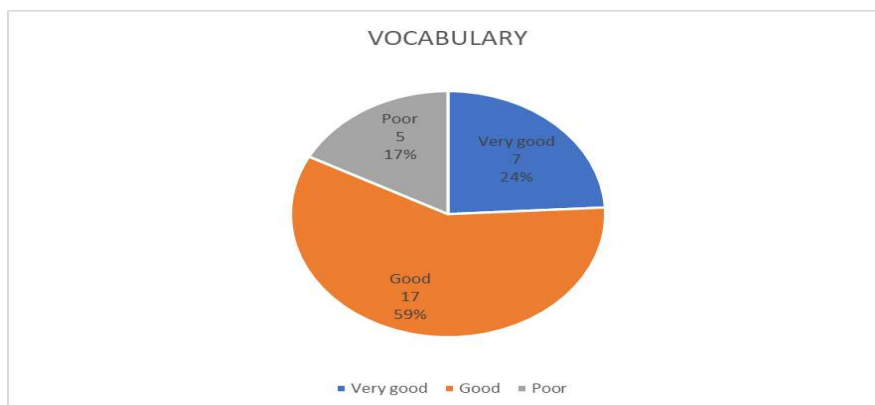
Table 5

My ability to understand context is...

SCALES	FREQUENCY	PERCENTAGE
Very good	7	24,1%
Good	17	58,2%
Poor	5	17,2%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 5



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.6 Question six: The proposed reading improvement activities seem interesting to me.

For this particular question, the students were given three options to choose from: agree, disagree, or not interested. Based on their responses, we received the following

results: 25 students (86.2%) found the proposed reading improvement activities interesting, 3 students (10.3%) disagreed with the proposed activity, and 1 student (3.4%) was not interested in this activity. These results indicate that the students have a positive attitude towards the proposed activity.

Table 6

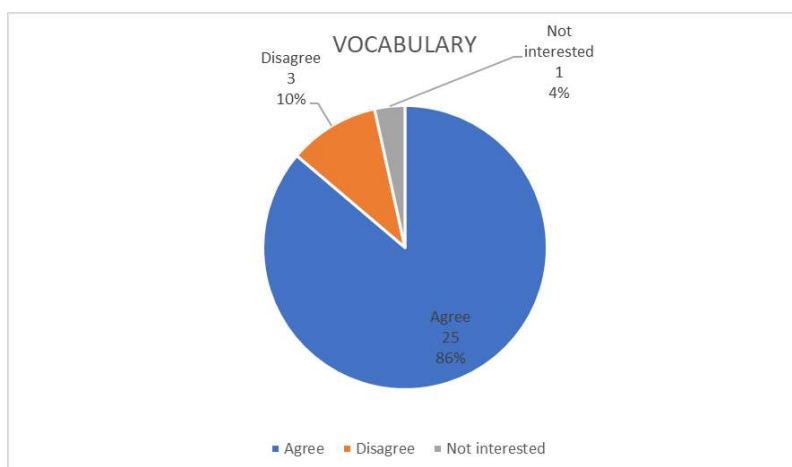
The proposed reading improvement activities seem interesting to me?

SCALES	FREQUENCY	PERCENTAGE
Agree	25	86,2%
Disagree	3	10,3%
Not interested	1	3,4%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 6

The proposed reading improvement activities seem interesting to me?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7. 7 Question seven: I believe that these activities will help me improve my reading skills.

Out of the 28 students surveyed, 23 (79.3%) agreed that the proposed activity would help them improve their reading skills. 5 (17.2%) disagreed with the idea that the activities would be helpful, and 1 (3.4%) was not interested in the activity. The results clearly indicate that most of the students believe that the activity will help them improve their reading skills.

Table 7

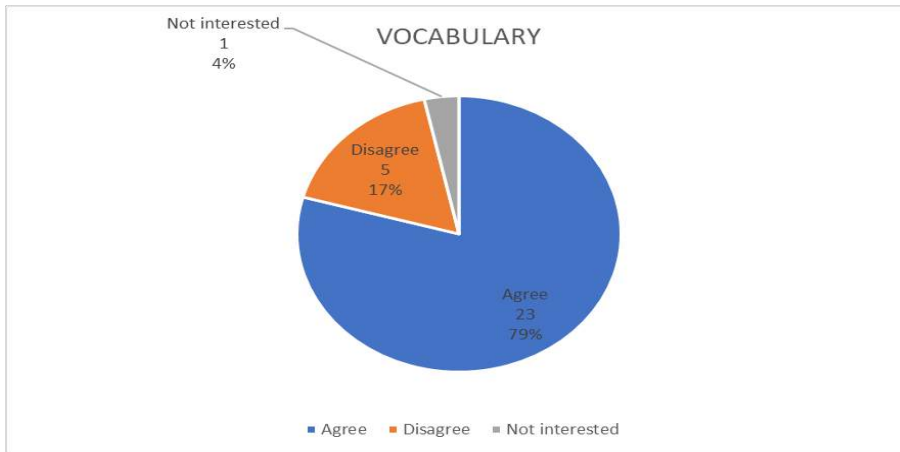
I believe that these activities will help me improve my reading skills.

SCALES	FREQUENCY	PERCENTAGE
Agree	23	79,3%
Disagree	5	17,2%
Not interested	1	3,4%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 7

I believe that these activities will help me improve my reading skills.



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.8 Question eight: I am willing to actively participate in these reading improvement activities.

In the same way, the students were given three options to answer this question: agree, disagree, or not interested. The results showed that 24 out of 28 students (or 82.8%) agreed with the idea of participating in a reading improvement activity, while 5 students (or 17.2%) disagreed. We believe that this result is favorable since most of the students expressed a desire to participate in the reading improvement activities.

Table 8

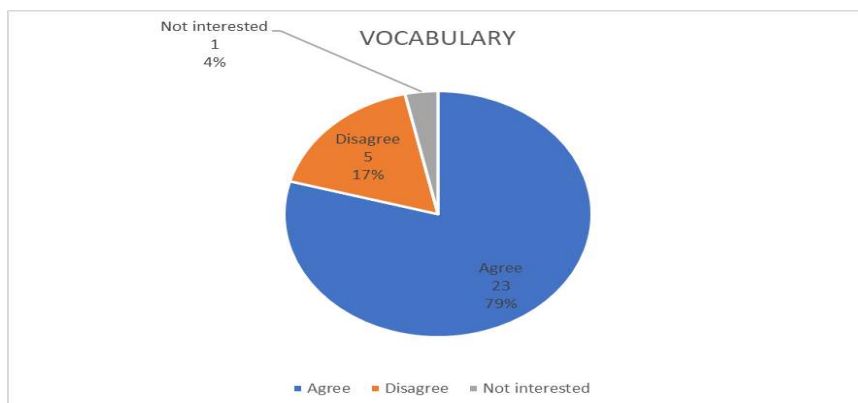
I am willing to actively participate in these reading improvement activities.

SCALES	FREQUENCY	PERCENTAGE
Agree	23	79,3%
Disagree	5	17,2%
Not interested	1	3,4%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 8

I am willing to actively participate in these reading improvement activities.



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.9 Question nine: Are you familiar with the use of educational foldables for learning purposes?

The question offered three options: yes, no, and not sure. Out of the total students, 24 (82.8%) said that they were not familiar with educational foldables, while 3 (10.3%) were unsure and only 2 (6.9%) confirmed that they were familiar with foldables. Therefore, it is evident that most of the students surveyed were not familiar with the use of foldables.

Table 9

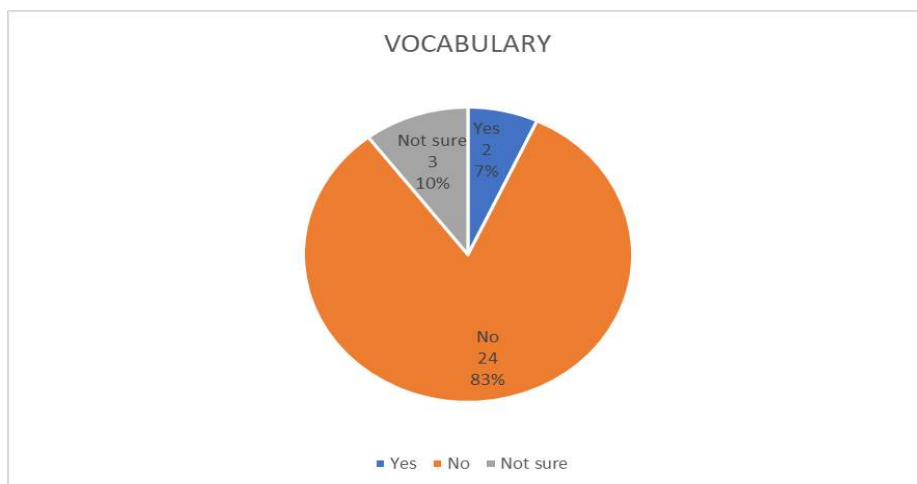
Are you familiar with the use of educational foldables for learning purposes?

SCALES	FREQUENCY	PERCENTAGE
Yes	2	6,9%
No	24	82,8%
Not sure	3	10,3%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 9

Are you familiar with the use of educational foldables for learning purposes?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.10 Question ten: How comfortable are you with using foldables as a learning tool?

There were three options to answer the question - comfortable, not comfortable, and very comfortable. According to the results, out of 29 students, 24 (82.8%) responded that they feel comfortable using foldables as a learning tool. 4 students (13.8%) indicated that they are not comfortable using foldables, and only one student said that they are very comfortable about using foldables as a learning tool. The majority of the students said that they feel comfortable about the idea of using foldables as a learning tool.

Table 10

How comfortable are you with using foldables as a learning tool?

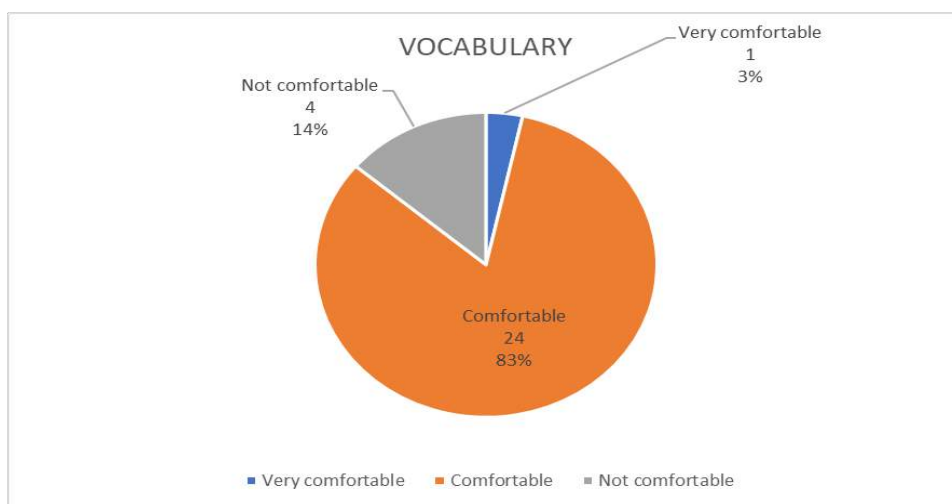
SCALES	FREQUENCY	PERCENTAGE
--------	-----------	------------

Very comfortable	1	3,4%
Comfortable	24	82,8%
Not comfortable	4	13,8%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 10

How comfortable are you with using foldables as a learning tool?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7. 11 Question eleven: Do you believe incorporating foldables in reading activities could enhance your learning experience?

In the same way as with the other questions, this question had three possible answers: yes, no, and not sure. Out of the 29 students who were surveyed, 26 (89.7%) answered yes to this question, while 2 (6.9%) answered no. Only one student was unsure about whether incorporating foldables would improve their learning experience. Therefore, we can conclude that most of the students agree with the idea that incorporating foldables could enhance their learning experience.

Table 11

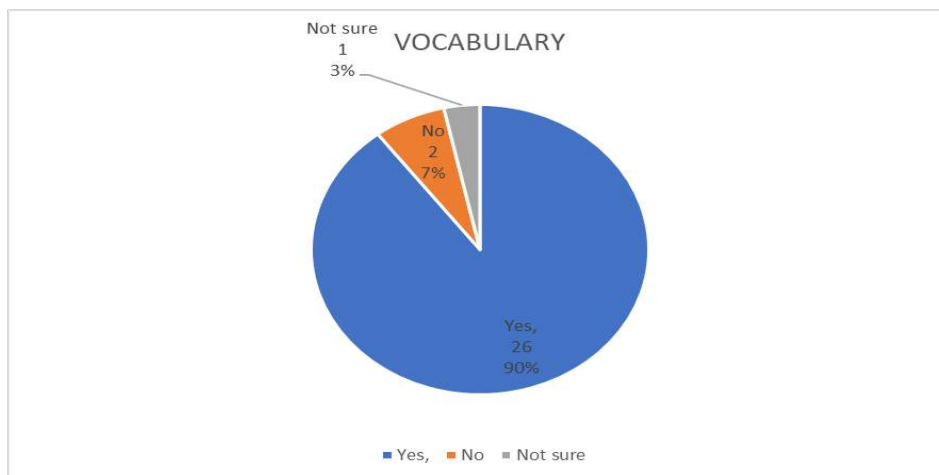
Do you believe incorporating foldables in reading activities could enhance your learning experience?

SCALES	FREQUENCY	PERCENTAGE
Yes,	26	89,7%
No	2	6,9%
Not sure	1	3,4%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 11

Do you believe incorporating foldables in reading activities could enhance your learning experience?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.7.12 Question twelve: How likely are you to use foldables as part of the proposed reading improvement activities?

The question presented three answer choices: "very likely," "likely," and "unlikely." Out of the 29 students surveyed, 23 (79.3%) responded with "likely," 5 (17.2%) with "very likely," and only one student with "unlikely." This indicates that most students are optimistic about using foldables as part of the proposed reading activities. Therefore, it can be inferred that students have high expectations regarding the probability of using foldables to improve their reading skills.

Table 12

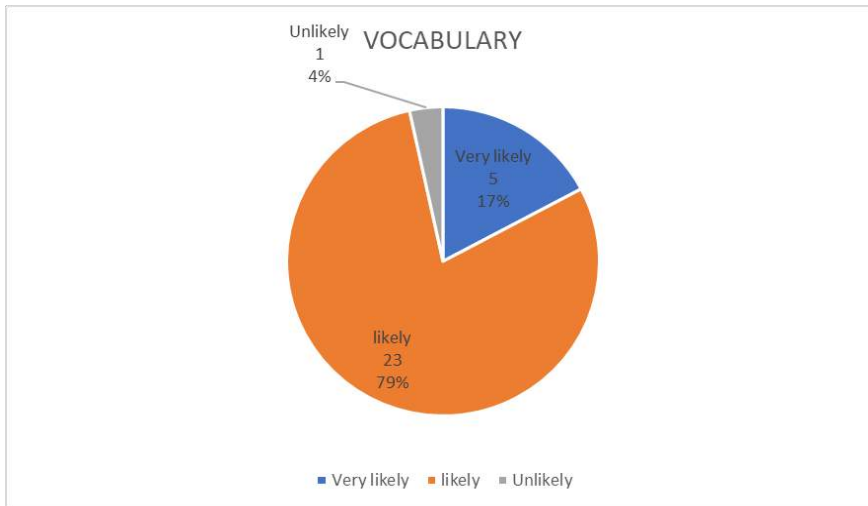
How likely are you to use foldables as part of the proposed reading improvement activities?

SCALES	FREQUENCY	PERCENTAGE
Very likely	5	17,2%
Likely	23	79,3%
Unlikely	1	3,4%

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 12

How likely are you to use foldables as part of the proposed reading improvement activities?



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.8 Pre-test results

We have analyzed the quantitative results from both the pretest and post-test to answer the research question: "How can we effectively implement a foldable strategy to improve the reading skills of A1.1-level eighth-grade students attending a rural high school?" Based on our analysis, we have obtained the following results.

The pretest and posttest were divided into five sections: vocabulary, true and false statements, multiple choice, fill in the blanks, and short answer. The purpose of the pretest was to assess the students' reading skills. We processed the data, focusing on the next dimensions:

- 1. Use of language:** to assess the students' vocabulary understanding.
- 2. Comprehension:** to assess the students' ability to identify main ideas and supporting details.
- 3. Scanning:** to assess the students' ability to locate specific information and keywords.

2.8.1 Interpretation of the Pre-test Results

We have assessed 29 students and obtained the following results: the lowest grade obtained was 1.75, while the highest grade was 9.50. The mean grade we obtained was 5.65, and the standard deviation was 2.21. These results will be used to prepare activities tailored to the individual needs of each student.

Table 13

Pre-test results

Students	Minimum	Maximum	Mean	Standard deviation.
29	1,75	9,50	5,65	2,21

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

2.8.1.1 Vocabulary

In this section, our aim was to assess the students' vocabulary comprehension. We obtained an average score of 1.91 on this question. This score indicates that the students have a lack of vocabulary comprehension and need to improve this skill.

2.8.1.2 True and false statements and multiple choice

These two questions are related to reading comprehension skills. The average score obtained on the questions related to true and false statements was 0.90, while the average score obtained on the question about multiple choice was 1.28. The below-average scores on the reading comprehension questions indicate that the students are facing difficulties in understanding what they read. Therefore, we need to focus on developing activities that can help improve their reading comprehension abilities.

2.8.1.3 Fill in the blanks and short answer.

These two questions tested the students' ability to locate specific information and keywords. The first question about filling in the blanks showed an average score of 0.97, while the second question, which required a short answer, showed an average score of 0.60. This indicates a poor ability of the students to locate information and keywords.

After conducting a pretest, it was evident that most of the eighth-grade students were struggling with reading skills and needed improvement. For this reason, it was necessary to develop activities on the foldable to keep the students' attention and address their needs.

See appendix 4 results of the pre-test

CHAPTER III

This chapter sets the foundation for the foldable strategy for reading skills. It explores the core principles, purposes, and components that make up a strong methodological proposal. Finally, it delves into the process of validating the effectiveness of the foldable strategy itself.

3.1 Presentation and Validation of the Proposal.

This investigation centers on implementing a foldable approach to enhance reading skills among A1.1-level students in rural schools with limited resources. The foldable approach is a dynamic and effective strategy that leverages visually stimulating tools to assist students in organizing and reinforcing key concepts, thereby addressing their reading challenges and fostering stronger comprehension, vocabulary acquisition, and critical thinking skills. Optimizing the effectiveness of this method requires adapting it to the needs of eighth-grade students in rural high schools. Reading skills can be improved systematically by analyzing students' language competence and intellectual capacity. In this setting, the use of a foldable layout is especially important, as it provides a personalized approach to assisting pupils in their reading experience.

3.2 General Objective of the proposal

To assess the effectiveness and impact of implementing foldables as a teaching strategy to improve reading skills for A1.1-level eighth-grade students in a rural high school to improve their vocabulary development, reading comprehension, and engagement in the learning process.

3.3 Specific Objectives of the proposal

a. To identify the strengths and weaknesses of the current reading instruction approach at Eduardo Crespo Malo Rural High School.

b. To implement the foldable strategy effectively for eighth-grade students, it is essential to tailor it to their specific interests and needs: vocabulary expansion, comprehension, and active engagement in learning.

c. To assess the progress of students involves conducting both pre-test and post-test assessments to measure the enhancement in their reading skills quantitatively.

3.4 Theoretical Foundation of the Proposal

This research exploring the use of foldables to enhance eighth-graders reading skills aligns with three key educational principles: pedagogy, didactics, and management

3.4.1 Pedagogically: Foldables cater to students' interests and experiences in several ways. Their hands-on nature allows for kinesthetic learning, which can benefit students who learn best by doing. Additionally, foldables can be customized with visuals, colors, and personal touches, making learning more engaging and fostering a sense of ownership over the material. This active participation can lead to deeper understanding and retention of reading skills.

3.4.2 Didactically: Foldables introduce a novel approach to structuring and delivering learning content that specifically benefits reading skills. By requiring students to identify key concepts, organize supporting details, and synthesize information, foldables promote active reading strategies. They can be used to organize vocabulary words with definitions and examples, categorize different types of text structures, or map

out the sequence of events in a story. This visual representation enhances comprehension by making connections between different elements of the text explicit.

3.4.3 Management: From a management perspective, foldables offer a new way to organize the learning process that facilitates monitoring student progress (Bautista & Cipagauta Moyano, 2019). The physical nature of foldables allows teachers to easily assess students' grasp of key concepts by reviewing their creations. Additionally, foldables can be used for formative assessment throughout a lesson, allowing teachers to identify areas where students need more support and adjust their instruction accordingly.

This research proposes that the foldable strategy engages an instructional approach that utilizes hands-on activities to cater to diverse learning styles. By creating meaningful foldables, students actively organize and synthesize information, fostering comprehension and a positive attitude toward reading. This study aims to improve reading skills, a crucial foundation for language learning and overall literacy.

3.5 Structure, and dynamics of the components of the proposal

3.5.1 Curriculum Framework

Eighth-grade reading proficiency is classified at A1.1 on the CEFR, and activities are aligned with the guidelines established by the Ecuadorian English as a Foreign Language Curriculum (EFL) for this level. This means focusing on activities that help students comprehend and utilize simple sentences and phrases to fulfill basic needs (National Curriculum Guidelines EFL, 2014). Given the curriculum's goal of reaching an A1.1 level by 8th grade, these activities have been a crucial foundation for preparing students for future language development, building strong reading skills

3.5.2 Instructional Methods

Constructivism provides a valuable framework for understanding how student reading skills develop using foldable. This approach makes reading at the A1.1 level more engaging and effective for students while actively constructing their understanding through social interaction. Students have the opportunity to learn English in a real-life situation by interacting with others (Gustiani, 2012) Furthermore, TPR and the Natural Approach are incorporated during this intervention in such a way that foldables become more than just static organizers transforming into interactive tools promoting stronger reading skills. Additionally, the incorporation of technological resources such as electronic devices like computers, and projectors is a great contribution of this proposal.

3.5.3 Classroom environment

The classroom environment plays a vital role in fostering effective reading instruction. Strategic desk arrangements, such as U-shapes or small groups, encourage collaborative learning and peer interaction (Punia, 2022). This directly supports the use of foldables, a reading comprehension strategy. Students can work together in these groups to explore and utilize the foldable, as an interactive learning tool, providing a rich and engaging way to learn new vocabulary, comprehend concepts, infer ideas, etc. Furthermore, teachers can create a positive learning environment that reduces learner anxiety and lowers the affective filter, minimizing disruptive behavior and maximizing learning opportunities. This can be achieved through encouraging activities, celebrating mistakes, using clear and practical classroom rules, and fostering a sense of community in the classroom.

3.6 Layered / Flipbook Foldable

The pursuit of active learning strategies motivates educators to explore engaging instructional methods. Traditional classroom tools like note-taking and visual aids, supported by research, demonstrate their effectiveness in helping students focus on key concepts, locate information efficiently, and ultimately improve learning outcomes Zike (2008). However, recent advancements offer even more dynamic options. Enter the Foldable: a hands-on, three-dimensional graphic organizer crafted by students or teachers specifically for reading skills. This interactive tool allows for a quick kinesthetic activity that can help learners organize information visually. It can be used to represent vocabulary, grammar structures, or even simple stories, making it valuable before, during, or after reading.

3.6.1 Prior Knowledge:

Learners come to read with their own background knowledge and experiences. Foldables allow them to connect this prior knowledge with new vocabulary and concepts encountered in the text.

3.6.2 Active Engagement:

Creating foldables is an active process that encourages learners to manipulate information, make connections, and personalize their learning. The majority of teachers can use foldables to scaffold learning.

3.6.3 Social Interaction:

Foldables can be used in pairs or small groups, promoting collaboration and discussion. Learners can explain their ideas to each other, further solidifying their understanding.

Foldables offer versatility in their structure, allowing for customization based on learning objectives; the Layered Book Foldable, was chosen for its effective information

organization. To create a layered book foldable, students will need three sheets of paper per creation. While any color combination works, using three distinct colors is recommended. Regular copy paper is sufficient, but construction paper can also be used. The foldable construction creates a small gap (2 centimeters) between the overlapping sheets. Both top edges are then folded inward to form six uniform tabs. Finally, the paper is folded and stapled together to secure the tabs. Once complete, the foldable can be rotated, and each tab can be labeled according to the desired information categories.

3.6.4 Layered or Flip Book Foldable Template



Source: (Zike, D. ,2008).

3.7 Stages of Layered or Flip Book Foldable

According to Herrera et al. (2011), using foldables effectively involves a three-stage process: Activation, Connection, and Affirmation. These stages are essential for maximizing the benefits and success of this learning strategy.

In the activation stage, the teacher captures students' interest by linking previous knowledge to the new topic, group discussions, and the teacher's guide on creating a foldable with ten flaps for organizing points like interest, regions, and economic factors, using visual aids to stimulate engagement. Moving to the Connection stage, students bridge their prior knowledge with new information from readings like "Traveling to the Middle of the Planet and San Joaquín: A Lovely Place in Cuenca's Southwest," checking their initial predictions, identifying key details, and structuring their foldables with subtitles for each flap to organize new learning, reinforcing their understanding through active engagement with the text. As the final stage, the affirmation stage solidifies this learning through individual exercises and a comprehension assessment at San Joaquín Parish, allowing the teacher to evaluate progress and identify both strengths and areas needing further attention. This comprehensive approach ensures that students actively engage with and internalize the material.

3.8 Validation of the methodological proposal

This analysis evaluates the effectiveness of implementing a foldable strategy, specifically the layered book model, over three weeks, with each session lasting three hours, to enhance the reading skills of 29 eighth-grade students at the A1.1 level attending Eduardo Crespo Malo rural high school in Cuenca. The research inquiry was centered on determining the efficacy of this strategy's implementation. The assessment involved a variety of question types, including vocabulary, true/false statements, multiple choice, fill-in-the-blanks, and short answers, each contributing to a total score of 10/10. This comprehensive approach was intended to assess the students' understanding ability. The findings show that there is a considerable positive influence on reading skills, as seen by significant gains in performance across a variety of question categories between the pre-test and post-test assessments.

3.9 Comparative analysis and interpretation of the results

Pre-test and Post-test Descriptive

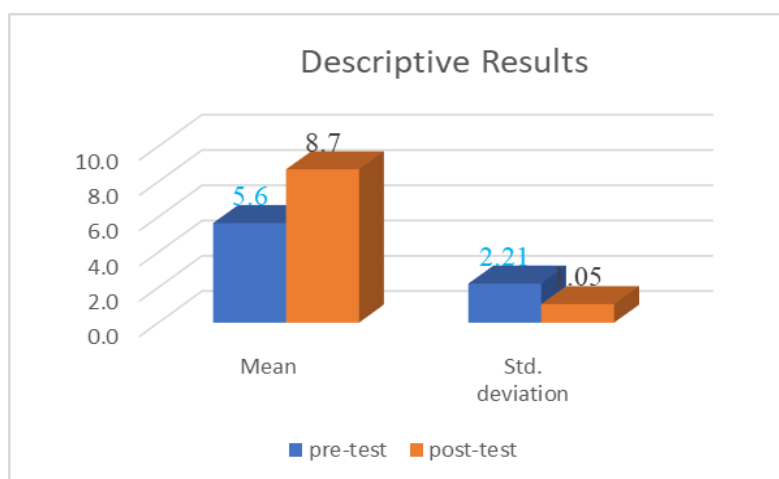
3.9.1 Reduced Variability:

Table 14

Descriptive results		
Test	Mean	Std. deviation
pre-test	5.6	2.2
post-test	8.7	1.1

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 14



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

The post-test results, analyzed to address the research question regarding the effective implementation of a foldable strategy for enhancing reading skills, show a substantial improvement in the capabilities of A1.1-level eighth-grade students at a rural high school. Initially, students demonstrated a moderate level of reading proficiency, with an average pre-test score of 5.6. Following the application of the foldable strategy, the

post-test scores rose significantly, with a mean of 8.7. This increase not only highlights the effectiveness of the foldable strategy in improving reading skills but also underscores the potential benefits of innovative educational approaches in rural school settings.

The improvement of 3.1 points in the average score from the pre-test to the post-test is indicative of a significant enhancement in the student's reading comprehension and overall academic performance. This data provides empirical support for the efficacy of the foldable strategy, emphasizing its role as a valuable tool in the educational repertoire for teachers working with students at the beginning levels of language proficiency. The results suggest that such strategies, when properly implemented, can lead to meaningful educational outcomes, particularly in environments that may lack extensive resources.

The standard deviation in the scores decreased from 2.2 in the pre-test to 1.1 in the post-test, indicating reduced variability among student scores. This tighter clustering around the mean suggests that the foldable strategy was especially beneficial for students who initially exhibited lower performance levels. This improvement across the board not only highlights the effectiveness of the strategy in enhancing reading skills but also suggests its potential to provide targeted support to students facing greater challenges in their learning processes.

See appendix 5 post test results

3.9.2 Break down the comparison results

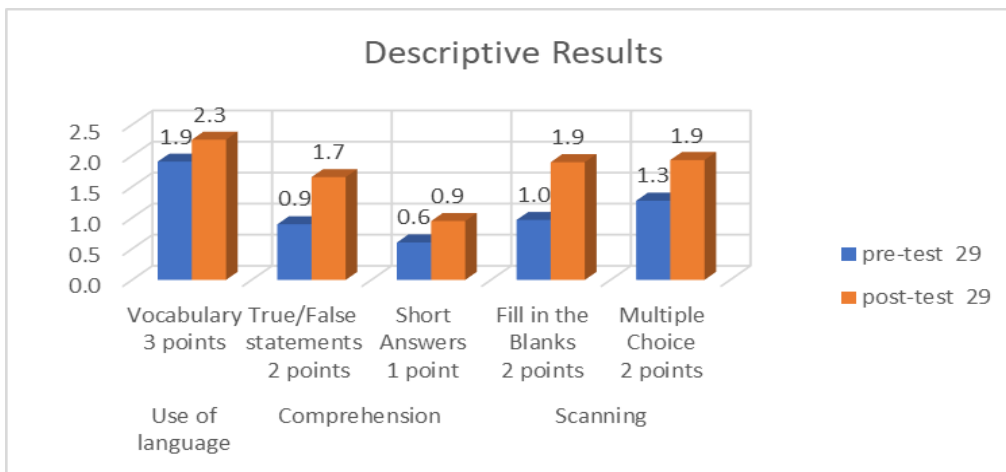
Table 15

Descriptive results			
	Use of language	Comprehension	Scanning

	Number of students	Vocabulary 3 points	True/False statements 2 points	Short Answers 1 point	Fill in the Blanks 2 points	Multiple Choice 2 points
pre-test	29	1.9	0.9	0.6	1.0	1.3
post-test	29	2.3	1.7	0.9	1.9	1.9

Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

Figure 15



Note: Elaborated by: Cristina Castro Arias, Angélica Paredes

The 29 participants engaged in pre-tests to establish baseline performance levels, followed by post-tests after the implementation of foldable techniques. The results were analyzed to evaluate the impact of foldables on the students' reading skills across different question formats.

3.9.2.1 Vocabulary

The vocabulary section aimed to assess students' grasp of specific terms found within the reading passages. The rise in scores from 1.9 in the pre-test to 2.3 in the post-test, with 89.66% of students showing improvement, indicates that the foldable strategy

effectively aided in acquiring and retaining new vocabulary. For example, students learned terms like "cesteria" (basket-making), "mote pillo" (boiled grain with eggs), and "suro" (a plant used for making baskets), suggesting that the strategy helped solidify the meanings of these new words encountered in the texts.

3.9.2.2 True/False Statements

In this section, students were tested on their ability to discern factual information from false statements, improving their scores from 0.9 to 1.7. The significant enhancement, with 93.10% of students improving, likely reflects the foldable strategy's role in boosting reading comprehension skills. For instance, students were able to verify true statements such as "Natural thermal water pools can be found in the Soldiers' community" by carefully analyzing the passage for factual details.

3.9.2.3 Multiple Choice

This component evaluated students' reading comprehension and analytical skills necessary to identify the correct answers from multiple options, with scores improving from 1.3 to 1.9. The foldable strategy, contributing to a 96.55% improvement rate, likely helped students enhance their ability to scrutinize the text and pinpoint crucial information, such as identifying the main economic activities in the Barabón Chico area, thereby selecting the correct responses, like the significance of basket-making.

3.9.2.4 Fill in the Blanks

Students demonstrated their understanding of context and correct vocabulary usage, with scores increasing from 1.0 to 1.9. The substantial improvement rate of 89.66% suggests that the foldable strategy was instrumental in helping students apply their vocabulary knowledge contextually. For example, filling in a sentence about the use of

“suro” in basket-making required understanding both the material and its applications, enhancing comprehension of practical vocabulary usage.

3.9.2.5 Short Answers

In the short-answer questions, students needed to provide concise responses based on their comprehension of the reading material. Improvement from 0.6 to 0.9, with 93.10% of students showing better scores, indicates that the foldable strategy helped enhance their ability to distill and articulate essential information from the passages. This was evident in tasks where students summarized traditional foods mentioned in the reading, requiring them to recall and synthesize information effectively.

As a final point, these findings validate the effectiveness of the foldable strategy in enhancing students' reading skills. The considerable improvement observed after students applied the foldable strategy underscores the efficacy of developing and implementing instructional methodologies tailored to meet the specific needs of students. By addressing the real necessities of the students, the foldable strategy was able to engage students actively, promote comprehension, and facilitate the application of reading skills in a meaningful context. These findings highlight the importance of employing pedagogical approaches that are relevant and responsive to the unique learning needs and characteristics of the student population, thereby fostering more impactful and sustainable increases in academic performance. Let educators effectively engage students in the learning process and foster meaningful improvements in their reading proficiency.

3.10 Impact of Layered Book Foldables:

Implementing this kind of layered book foldable has contributed to improving students' reading skills with positive outcomes in several ways:

3.10.1 Student Interest and Receptiveness:

The survey results show that a high proportion of pupils found the foldable activities engaging, with 86.2% showing interest in them. Furthermore, a substantial percentage of students (79.3%) indicated confidence in the beneficial effects of the foldable exercises for improving their reading skills. Furthermore, the majority of students, 82.8%, expressed being comfortable using foldables as a learning tool. These positive attitudes are likely to have played a significant role in ensuring the intervention's effectiveness.

3.10.2 Improvement across Question Types:

The positive impact was observed across various question types, including vocabulary, true/false statements, multiple choice, fill-in-the-blanks, and short answers. This proposes that the foldable strategy addresses multiple aspects of reading comprehension, not just isolated skills.

3.10.3 Organization and Categorization:

The foldable's structure allows students to categorize the information from the readings (descriptions, tourist places, traditional food, important facts, and examples) into designated sections. This process of organization and categorization can help students focus on specific information within the reading, retain it more effectively, and improve their ability to recall key details.

3.10.4 Kinesthetic Learning:

The hands-on nature of creating and manipulating the foldable likely engaged students in a kinesthetic learning experience. Students engage with the material in a hands-on way, which can improve memory and deepen their understanding. This may

have fostered deeper engagement with the reading material compared to traditional methods.

3.10.5 Visual Cues:

Pictures or illustrations included in the foldable sections can serve as valuable visual cues that complement the text and enhance understanding, especially for A1.1 level learners who are still developing their reading skills. The foldable itself serves as a visual prompt, reminding students of the key information encountered in the text. This can be particularly helpful as they move forward with answering comprehension questions or reviewing the materials at a later time.

3.10.6 Versatile and Consistent Application:

Flexibility within the foldable strategy permits its adaptation to address diverse reading skills by adjusting the categories utilized on the flaps. Consistently incorporating foldables across various reading topics serves to reinforce the learning strategy, thereby augmenting its efficacy progressively over time.

3.11 Effective Implementation Strategies:

Based on the positive results and the potential benefits of layered book foldables, here are some insights into effective implementation for A1.1 learners in a rural high school setting:

3.11.1 Clear Instructions:

Provide clear and concise instructions on how to create and use the foldable. Consider using visuals or demonstrations to support student understanding.

3.11.2 Teacher Modeling:

Model the process of creating a foldable yourself, thinking aloud as you go through the steps and explaining the reasoning behind the organization. Effective teacher support is likely to have played a role in the positive outcomes.

3.11.3 Differentiation:

Consider offering differentiated instruction to cater to students' varying needs, learning styles, and abilities. This could involve providing additional prompts or scaffolds for struggling students.

3.11.4 Content Selection:

Select reading materials that are age-appropriate and relevant to students' interests. The study used two readings, likely about familiar topics (descriptions of Quito and San Joaquin Parish) to maintain student interest. Selecting relevant and interesting reading materials is crucial for promoting engagement.

3.11.5 Collaborative Learning:

Encourage students to work together in pairs or small groups to create their foldables. This can foster collaboration, peer support, and deeper engagement with the material.

3.11.6 Foldable Design:

The layered book foldable might be particularly suitable for A1.1 learners due to its visual structure and clear organization. It likely aided students in categorizing information and retaining key concepts from the readings.

Teacher Training and Guidance: Teachers need proper training and guidance on how to effectively integrate layered book foldable into their reading instruction. This

involves tailoring the foldable structure and content to specific learning objectives and reading materials.

3.12 Ethical considerations

To ensure the ethical conduct of this research project investigating the impact of foldables on reading comprehension in A1.1 eighth graders, several key considerations were prioritized. First, informed consent was obtained from all participants, including students, teachers, and parents. This process ensured everyone fully understood the research goals, their right to participate, and their right to withdraw at any time. Second, strict measures were implemented to safeguard participant data, particularly considering the involvement of minors. Confidentiality and privacy were maintained throughout the research by anonymizing all data and storing it securely. Additionally, ethical approval was obtained from the institutional review board to guarantee adherence to established ethical research standards and guidelines. As a consequence, the research design and data interpretation acknowledged the diverse values and cultural backgrounds of the participants. This emphasis on cultural sensitivity and inclusivity ensured that all participants felt respected and their experiences were valued throughout the process.

CONCLUSIONS

This research investigated the effectiveness of layered book foldables in improving reading comprehension for A1.1 eighth graders in a rural high school setting. The study involved 29 students from Eduardo Crespo Malo School in Cuenca, Ecuador, and employed a convenience sampling method. The key finding was a significant improvement in reading comprehension scores after a three-week intervention using foldables for three hours per week.

This outcome suggests that foldables can be a valuable tool for educators, particularly in resource-limited rural schools. The layered structure, visual elements, and hands-on engagement offered by foldables likely contributed to their effectiveness. Educators can enhance the benefits by providing clear instructions, demonstrating foldable use, adapting them for individual learning styles, and selecting appropriate reading materials.

Overall, the study contributes to the expanding amount of evidence supporting the implementation of interactive and engaging learning tools, such as foldables. Foldables can promote active participation, information organization, and student engagement, resulting in a stimulating learning environment that supports increased reading comprehension and may benefit learning across many different subjects. Further research with larger sample sizes and a more extensive analysis of question categories could give even more strong proof for the effectiveness of layered book foldables.

RECOMMENDATIONS

The findings of the study suggest that foldables can be an effective tool for improving reading skills in rural areas where there may be limited resources. Therefore, it is recommended that schools in rural areas integrate foldables into their curriculum, particularly in those areas where reading skills are a challenge.

The success of the foldable strategy is dependent on the teacher's ability to implement it properly. As a result, teachers in rural schools should be trained on how to use foldables in their teaching methods. This training should focus on creating interactive and engaging foldables that address the diverse needs of students.

Cultural sensitivity is crucial in educational settings, as acknowledged by the study. Therefore, educational materials and strategies, including foldables, should be developed with cultural sensitivity in mind, taking into account the diverse backgrounds and experiences of students in rural areas.

Collaboration and support among teachers, students, and parents are crucial in enhancing student learning outcomes, according to the study. Therefore, rural schools should encourage collaboration and support among teachers, promoting the development and implementation of effective educational strategies. Additionally, schools should involve parents in the educational process through regular communication and involvement in school activities.

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ANNEX

APPENDIX 1

OPERATIONALIZATION MATRIZ				
Implementing foldable to improve Reading skills.				
INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Implementing Foldable	This tool offers a quick and kinesthetic activity, allowing students to organize and retain information effectively, whether it's before, during, or after reading. (Zake, 2008)	Reading proficiency	Ability to understand the context	1
			Self-rated comprehension	2
		Prior experience and interest.	Familiarity with foldable	3
			Interest in proposed reading improvement activities	

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Reading Skills	Reading skills encompass the ability to read, understand, interpret, and decode written language and texts. Strong reading skills are valuable for comprehending and responding to various forms of written communication, such as emails, messages, letters, and other written messages. Herrity, J. (2023)	Use of language	Vocabulary understanding	From 1 to 10
		comprehension	Supporting details.	
			Identifying main ideas	
		scanning	Located specific information	
			Looking for key words	

APPENDIX 2

SURVEY

Title: Reading Skills Enhancement Survey for Eighth-Grade Students

Introduction: Dear Participant, thank you for taking the time to participate in this survey. Your feedback is crucial in helping us tailor effective reading skill enhancement activities for eighth-grade students at an A1.1 level in our rural high school.

Gender: Male Female Prefer not to say

Grade: Eighth

Please indicate your level of agreement with the following statements by selecting the appropriate option:

1. Have you previously participated in any reading skill enhancement activities?

Yes No Not sure

On a scale of 1 to 3, please rate your current reading skills:

2. My reading comprehension is:

3 (Very good) 2 (Good) 1 (Poor)

3. My reading speed is:

3 (Very good) 2 (Good) 1 (Poor)

4. My vocabulary knowledge is:

3 (Very good) 2 (Good) 1 (Poor)

5. My ability to understand context is:

3 (Very good) 2 (Good) 1 (Poor)

6. The proposed reading improvement activities seem interesting to me.

3 (Agree) 2 (Disagree) 1 (Not interested)

7. I believe that these activities will help me improve my reading skills.

3 (Agree) 2 (Disagree) 1 (Not interested)

8. I am willing to actively participate in these reading improvement activities.

3 (Agree) 2 (Disagree) 1 (Not interested)

Foldable Usage Assessment:

9. Are you familiar with the use of educational foldables for learning purposes?

Yes No Not sure

10. How comfortable are you with using foldables as a learning tool?

1 (Not comfortable at all) 2 (Comfortable) 3 (Very comfortable)

11. Do you believe incorporating foldables in reading activities could enhance your learning experience?

Yes No Not sure

12. How likely are you to use foldables as part of the proposed reading improvement activities?

Very Likely (3) Likely (2) Unlikely (1)

Thank you for completing this survey. Your feedback will guide us in creating engaging and effective reading enhancement activities. Your responses will remain anonymous and confidential.

APPENDIX 3

San Joaquín: A Lovely Place in Cuenca's Southwest



San Joaquín is a small village in the southwest of Cuenca. People love to plant and grow food. It's special because it's near the Yanuncay River, surrounded by pretty views, and has many plants and animals like sachacapulí trees, big birds called condors, and cute opossums. If you go to the Soldiers' community, you'll find a nice surprise- natural thermal water pools by the river. There's also a special ecological museum about nature along the Yanuncay River. In the Barabón Chico area, basket-making, "cesteria", is an important economic activity. They use plants like "duda" to make baskets, vases, blowers, and other pretty things. They also use "suro" to make strong baskets for going to the market.



San Joaquín also has many simple and traditional restaurants where you can eat countryside food such as famous roasts, such as roasted guinea pig and pork meat served with mote pillo (boiled grain with eggs) and special beans with cheese. You can also try traditional dishes like papas con cuero (potato soup with pork), locro de papas (cheese soup), fried trout, grilled chicken, and yummy chicken soup. Also, it has three schools: Eduardo Crespo Malo, San Joaquín, and General Antonio Farfan. There's a main square with a historic church, and nearby, you'll find a council office called GAD, a health center, and a cemetery, a quiet place where people are laid to rest. San Joaquín welcomes you to enjoy its culture and the peaceful life in the countryside.



By Cristina Castro Arias.

Vocabulary Check: Match the following words with their meanings:

- | | | |
|-------------------|-----|--|
| a) Ecologic | ___ | Birds mentioned in the reading |
| b) Condors | ___ | Economic activity related to basket-making |
| c) Cesteria | ___ | Related to the environment |
| d) Mote pillo | ___ | Boiled grain with eggs |
| e) Locro de papas | ___ | Potato soup with pork |

f) Papas con cuero _____ Cheese soup

True/False Statements:

People in San Joaquín are famous for growing fruits and making beautiful things.

- a) True b) False

Natural thermal water pools can be found in the Soldiers' community.

- a) True b) False

Multiple Choice:

What is a significant economic activity in the Barabón Chico area?

- a) Fishing b) Basket-making ("cesteria") c) Selling d) Building

According to the passage, what plants are used in basket-making in Barabón Chico?

- a) "suro" and "duda"
b) "capulí" and "bromelias"
c) condors" and "opossums"

Fill in the Blank:

People use "suro" to make strong baskets for _____.

- A) Decorating homes
- B) Going to the market
- C) Planting crops
- D) Cooking food

It has three schools: Eduardo Crespo Malo, San Joaquín, and _____.

5. Short Answer:

What are some traditional dishes mentioned in the passage that you can try in San Joaquín?

APPENDIX 4**Pre-test Results**

	Use of language	Comprehension		Scanning		
Student	Vocabulary	T/F statements	Short Answers	Fill in the Blanks	Multiple Choice	Total
1	1,50	2	1	2	0,5	7,00
2	1,00	2	1	1	1	6,00
3	3,00	0	2	0	0	5,00
4	3,00	1	2	2	0,5	8,50
5	1,50	1	0	2	0	4,50
6	2,00	1	1	0	1	5,00
7	1,00	0	2	0	1	4,00
8	0,50	0	1	1	1	3,50
9	0,50	1	1	0	0,5	3,00
10	1,50	2	0	0	1	4,50
11	2,00	0	1	1	0,5	4,50
12	3,00	1	2	2	0,5	8,50
13	3,00	1	2	2	0,5	8,50
14	2,00	0	0	0	0	2,00
15	1,00	0	0	1	1	3,00
16	3,00	0	2	1	1	7,00
17	3,00	1	2	1	1	8,00
18	1,00	1	1	0	0,5	3,50
19	2,00	1	2	2	0	7,00
20	2,50	0	2	2	0	6,50
21	2,00	1	2	0	1	6,00
22	0,75	0	1	0	0	1,75
23	2,00	1	1	1	1	6,00
24	2,00	1	2	2	0,5	7,50
25	1,00	1	0	0	0,5	2,50
26	3,00	2	2	2	0,5	9,50
27	1,50	1	1	0	1	4,50
28	2,00	2	1	1	1	7,00
29	3,00	2	2	2	0,5	9,50
Mean						5,65

APPENDIX 5

POST-TEST						
# Students	Use of language	Comprehension		Scanning		Score
	Vocabulary	T/F statements	Short Answer	Fill in the Blanks	Multiple Choice	10.00
1	2.00	1.00	1.00	2.00	2.00	8.00
2	0.00	2.00	1.00	2.00	2.00	7.00
3	3.00	2.00	1.00	1.00	2.00	9.00
4	3.00	2.00	1.00	2.00	2.00	10.00
5	1.50	2.00	0.50	2.00	1.00	7.00
6	2.00	1.00	1.00	1.00	2.00	7.00
7	1.00	2.00	1.00	1.00	2.00	7.00
8	1.50	2.00	1.00	2.00	2.00	8.50
9	2.00	1.00	1.00	2.00	2.00	8.00
10	3.00	0.00	1.00	2.00	2.00	8.00
11	3.00	1.00	1.00	2.00	1.00	8.00
12	3.00	1.00	1.00	2.00	2.00	9.00
13	3.00	2.00	1.00	2.00	2.00	10.00
14	1.50	2.00	1.00	2.00	2.00	8.50
15	2.00	2.00	1.00	2.00	2.00	9.00
16	3.00	2.00	1.00	2.00	2.00	10.00
17	3.00	2.00	1.00	2.00	2.00	10.00
18	2.00	2.00	1.00	2.00	2.00	9.00
19	3.00	1.00	0.50	2.00	2.00	8.50
20	3.00	1.00	1.00	2.00	2.00	9.00
21	2.00	1.00	1.00	2.00	2.00	8.00
22	3.00	2.00	1.00	2.00	2.00	10.00
23	3.00	2.00	1.00	2.00	2.00	10.00
24	1.00	2.00	1.00	2.00	2.00	8.00
25	1.00	2.00	0.50	2.00	2.00	7.50
26	1.00	2.00	1.00	2.00	2.00	8.00
27	3.00	2.00	1.00	2.00	2.00	10.00
28	3.00	2.00	1.00	2.00	2.00	10.00
29	3.00	2.00	1.00	2.00	2.00	10.00
Mean						8.69