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DEDICATION

TO:

My mother, Verónica, for her unconditional love, support, and encouragement throughout every stage of my life. She has seen me grow, listened to me in every moment, and always believed in me.

My siblings, Kevin and Alejandra, and to my grandparents, Blanquita and Segundito, for always supporting me.

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CARRERADE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: AI-Based Reading Assistants and Reading Skills

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ABSTRACT

The present study examined the effectiveness of AI-Based Reading Assistants on the development of reading skills among intermediate EFL learners from the Pedagogy of National and Foreign Languages program (PINE) at Universidad Técnica de Ambato. The main objective was to determine how AI-Based Reading Assistants enhance reading skills in EFL learners, particularly in the development of skimming, scanning, and intensive reading subskills. A pre-experimental design was conducted with a population of 42 intermediate EFL learners. The intervention focused on the implementation of ChatGPT as an AI-Based Reading Assistant to support students during reading activities through guided prompts, vocabulary support, and immediate feedback. Students' reading skills were assessed using the reading section of the B1 Preliminary exam. The collected data was analyzed through descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test. The findings revealed that students initially presented difficulties in several reading subskills, particularly those involving detailed analysis and deeper comprehension of texts. The implementation of the AI-Based Reading Assistant promoted active engagement with reading tasks, provided personalized support, and encouraged learner autonomy throughout the reading process. The results showed improvements in reading skills, with intensive reading demonstrating the strongest development among the evaluated subskills. These findings suggest that AI-Based Reading Assistants can support reading development by facilitating comprehension, promoting active participation, and providing guided assistance during reading activities. Therefore, AI-Based Reading Assistants represent a valuable pedagogical tool for enhancing reading skills in EFL learning environments.

Keywords*: AI-Based Reading Assistants, ChatGPT, Reading Skills, Reading Subskills, Intensive Reading.*

RESUMEN

El presente estudio examinó la efectividad de los Asistentes de Lectura Basados en Inteligencia Artificial en el desarrollo de las habilidades lectoras de estudiantes de inglés como lengua extranjera (EFL) de nivel intermedio de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Ambato. El objetivo principal fue determinar cómo los Asistentes de Lectura Basados en Inteligencia Artificial mejoran las habilidades lectoras en estudiantes EFL, particularmente en el desarrollo de las subhabilidades de skimming, scanning e intensive reading. Se aplicó un diseño preexperimental con una población de 42 estudiantes EFL de nivel intermedio. La intervención se centró en la implementación de ChatGPT como Asistente de Lectura Basado en Inteligencia Artificial para apoyar a los estudiantes durante las actividades de lectura mediante prompts guiados, apoyo de vocabulario y retroalimentación inmediata. Las habilidades lectoras de los participantes fueron evaluadas mediante la sección de lectura del examen B1 Preliminary. Los datos recopilados fueron analizados a través de estadística descriptiva, la prueba de normalidad de Shapiro-Wilk y la prueba de rangos con signo de Wilcoxon. Los hallazgos revelaron que los estudiantes presentaban inicialmente dificultades en varias subhabilidades lectoras, especialmente en aquellas relacionadas con el análisis detallado y la comprensión profunda de textos. La implementación del Asistente de Lectura Basado en Inteligencia Artificial promovió una participación activa en las tareas de lectura, proporcionó apoyo personalizado y fomentó la autonomía del estudiante durante el proceso lector. Los resultados mostraron mejoras en las habilidades lectoras, siendo la lectura intensiva (intensive reading) la subhabilidad que presentó el mayor desarrollo entre las evaluadas. Estos hallazgos sugieren que los Asistentes de Lectura Basados en Inteligencia Artificial pueden favorecer el desarrollo de la lectura al facilitar la comprensión, promover la participación activa y proporcionar apoyo guiado durante las actividades lectoras. Por lo tanto, los Asistentes de Lectura Basados en Inteligencia Artificial representan una herramienta pedagógica valiosa para fortalecer las habilidades lectoras en contextos de aprendizaje de inglés como lengua extranjera.

Palabras clave: *Asistentes de Lectura Basados en Inteligencia Artificial, ChatGPT, Habilidades de Lectura, Sub habilidades de Lectura, Lectura Intensiva.*

Chapter I. Theoretical Framework

1.1. Research Background

The integration of Artificial Intelligence into language education has garnered increasing scholarly attention, particularly regarding its potential to enhance reading skills among English as a Foreign Language learners. Ali et al. (2025) found that learners who used ChatGPT showed significant improvements in reading scores and expressed positive perceptions of the AI tool. This quasi-experimental study investigated how ChatGPT could serve as a tool for refining reading proficiency among 120 tenth-grade students in Saudi Arabia. During this study a pre-test and post-test design was employed over a three-week intervention period. The researchers divided participants into control and experimental groups, with the latter utilizing ChatGPT alongside teacher instruction. Data collection instruments included preliminary and final reading assessments, complemented by semi-structured interviews with fifty students.

Similarly, Al-Otaibi and Al-Homidhi (2025) concluded that ChatGPT-based instruction effectively enhances reading comprehension and recommended implementing training courses and workshops to familiarize faculty members with AI applications in language teaching. The researchers examined that the effectiveness of a ChatGPT-based teaching program for developing reading comprehension skills among sixty female undergraduate English language students where a descriptive analytical approach combined with a quasi-experimental pre-test and post-test design was implemented. The researchers developed a reading comprehension skills questionnaire and assessed growth across literal, deductive, aesthetic, creative, and critical domains. The experimental group, which received instruction through the ChatGPT-based program, significantly outperformed the control group across all measured comprehension areas.

Etkin et al. (2025) found that AI-based tools positively influenced students' reading comprehension by improving their ability to understand and process textual information. This study employed a randomized online experiment design with 195 college participants to determine the effects of four GPT-based tools: AI-generated summaries, outlines, a Q&A tutor chatbot, and a Socratic discussion chatbot on standardized ACT-derived passages. To measure comprehension outcomes, participants The researchers discovered that AI tools

significantly improved comprehension among lower-performing participants, with the Socratic chatbot yielding the greatest benefits, while paradoxically worsening comprehension among higher-performing participants, particularly when using the summary tool.

Feng and Wang (2023) demonstrated that an AI-assisted group exhibited significant enhancements across all variables, leading to the conclusion that robot-assisted reading modes offer an effective, convenient, and engaging approach to bilingual acquisition and reading habit formation. This study was conducted on a six-month comparative experiment which involved 85 fifth-grade students in Hangzhou, China in order to assess the effectiveness of educational robot AI-assisted reading for bilingual development. This study had an experimental group which was the AI-assisted and the control group which was the one with paper book access. The AI-assisted class worked with electronic picture books through an Educational Robot+Audio Electronic Picture Book plus a Character-play Based Reading mode. On the other hand, the paper book group accessed identical content in traditional format. Employing t-tests and MANCOVA for data analysis, the researchers measured reading motivation, amount, comprehension, independent learning ability, pronunciation proficiency, and test scores.

Similarly, Herdawan and Setyoningrum (2026) reported that the integration of ChatGPT into Extensive Reading programs enhanced students' reading experiences and encouraged greater engagement with texts among EFL learners. These participants were made to read three fantasy novels using ChatGPT as a tool in understanding the reading materials, and data were gathered using semi-structured interviews and analyzed using thematic analysis. The findings revealed that although initial reading interest remained crucial for success, ChatGPT provided valuable cognitive support by helping students access to appropriate materials for their level and affective support by facilitating discussion when human interaction provoked anxiety. The researchers concluded that ChatGPT can effectively complement teacher guidance in Extensive Reading contexts without reducing the educator's essential role in the classroom.

Hidayat and Adiyan (2025) reported that personalized reading platforms powered by AI enhanced students' reading comprehension and engagement with reading tasks. These findings were obtained through an experimental study conducted with senior high school students. This experimental design comprised 43 students in the experimental group that were exposed to the personalized reading platform powered by AI technology while 42 students

formed the control group. Pre-test and post-test measures were carried out on both groups using the Degrees of Reading Power (DRP) test. Analysis was done using independent sample t-tests, revealing that students in the experimental group performed significantly better in terms of reading comprehension than those in the control group.

Kim (2024) demonstrated that ChatGPT enhanced top-down processing in reading comprehension by helping learners connect prior knowledge with textual information more effectively. This conclusion was drawn from a mixed-method study involving 40 Korean EFL students. The participants were engaged in a pretest, posttest immediately after the experiment, and a delayed posttest using FMI test questions extracted from the Korean College Scholastic Aptitude Test, whereby the experimental group was exposed to ChatGPT, whereas the control group was not. Quantitatively, there was an increase in top-down processing skills of the ChatGPT group, while qualitative analysis indicated the advantages and disadvantages associated with ChatGPT utilization through interview and ChatGPT-user interaction. The study concluded that optimizing learning experiences requires a careful balance between technological integration and pedagogical instruction.

Lin et al. (2025) demonstrated that AI scaffolding through ChatGPT provided greater support for reading development than traditional instructor-provided scaffolding by offering immediate assistance and personalized guidance during reading tasks. These findings emerged from a quasi-experimental pre-test–post-test study involving 66 first-year EFL university students. The experimental group used a specifically designed ChatGPT program to ask questions prior to reading activities, while the control group received the same questioning process but from the instructor. According to ANCOVA findings, the AI-scaffolding group showed significant improvement in reading comprehension, learning motivation, and attitudes towards learning English, with medium to large effect sizes.

Mulatu and Regassa (2022) revealed that reading instructional strategies were not effectively implemented, particularly during the pre-reading, while-reading, and post-reading stages, which limited students' opportunities to develop reading skills effectively. This conclusion was drawn from a descriptive study involving 104 students and four English teachers at an Ethiopian secondary school. These strategies include model reading of skilled students, immediate feedback of errors, and translating into native languages. However, other essential elements such as supplementary texts and vocabulary are overlooked. This study concludes that there is an urgent need to train teachers in reading instruction strategies,

providing an important context for the need for artificial intelligence-assisted reading instruction.

Finally, Riyani (2026) demonstrated that a ChatGPT-based Reading Assistant enhanced both reading comprehension and learner engagement by providing interactive support throughout the reading process. These findings were obtained through a six-week quasi-experimental intervention involving third-semester undergraduate students. The experimental group received reading instruction supported by the AI tool, while the control group followed conventional practices. Data collection utilized standardized reading comprehension tests and an engagement questionnaire, with independent samples t-tests employed for analysis. Although pretest scores confirmed comparable initial proficiency between groups, post-intervention analysis revealed that the experimental group significantly outperformed the control group in both comprehension and engagement. The study concluded that AI-assisted reading tools effectively support EFL reading instruction and recommended further investigation into long-term impacts and qualitative learner experiences.

Building on the proven success of Artificial Intelligence in boosting learner engagement and reading outcomes, there is a promising opportunity to expand this field by exploring long-term integration strategies and highly personalized learning pathways. While current studies successfully demonstrate immediate proficiency gains, the next frontier in the science of education lies in discovering how AI can be tailored to support the unique growth of every student, from beginners to advanced learners. By moving toward more nuanced, learner-centered models, future research can unlock the full potential of AI as a sustainable partner in fostering deep, lifelong reading habits and cognitive development.

1.2. Theoretical Foundation of the Variables

1.2.1. Independent Variable

1.2.1.1. Artificial Intelligence in Language Learning.

Artificial intelligence is commonly understood as the ability of machines to perform tasks that typically require human intelligence. According to Moosa (2024), AI refers to systems capable of imitating human cognitive abilities such as learning, reasoning, and decision, making, which allows machines to solve problems and achieve specific goals. Furthermore, the same author explains that AI is not limited to a single definition due to its interdisciplinary nature; however, it generally involves the development of systems that can

think, act, and learn in ways comparable to humans. Similarly, the book Integration of Artificial Intelligence in English Teaching describes AI as the development of computer systems capable of performing tasks such as learning, problem, solving, perception, and language understanding, highlighting its broad applicability across different domains, including education.

The origins of artificial intelligence can be traced back long before the formal development of computing technologies. Moosa (2024) explains that the concept of AI dates back to ancient civilizations, where philosophers and inventors imagined artificial beings capable of human, like actions. However, the modern conception of AI emerged during the mid, 20th century, particularly in the 1950s, when advances in mathematics, logic, and computing made it possible to begin developing intelligent machines. In parallel, Russell and Norvig (2021) highlight that early work in AI included theoretical and experimental efforts to replicate human reasoning through computational systems, marking the transition from philosophical ideas to scientific development. These developments laid the foundation for the rapid evolution of AI technologies in subsequent decades.

The emergence of artificial intelligence technology is strongly linked with some major pioneers who have made significant contributions to its establishment in both theory and practice. Russell and Norvig (2021) mentioned that Alan Turing was one of the pioneers because he first suggested the notion of Machine Intelligence and designed the Turing Test to determine whether machines can think just like humans. Another important figure was John McCarthy, who came up with the idea to refer to the phenomenon as Artificial Intelligence and arranged the Dartmouth Conference in 1956 which marked the official beginning of the field. The other notable pioneers who created the programs and models demonstrating machines' ability to think include Marvin Minsky, Claude Shannon, Allen Newell, and Herbert Simon.

The definition of artificial intelligence is associated with the reproduction of essential qualities of human mind activities within the framework of computations. As described by Alcívar et al. (2024), AI is aimed at executing functions related to the learning from datasets, pattern recognition, reasoning, and decision-making. The authors also highlight that these capabilities are supported by core technologies, including Machine Learning, Natural Language Processing, Neural Networks, and Computer Vision, which enable systems to adapt and improve over time. Moreover, Moosa (2024) explains that AI operates through

algorithms and data, driven processes, while human intelligence relies on experience, intuition, and creativity. As a result, AI systems are highly efficient in processing large amounts of information and performing repetitive tasks, although they lack human emotional and ethical reasoning (Moosa, 2024).

The integration of artificial intelligence into education has evolved significantly over time, transforming teaching and learning processes. According Alcívar et al. (2024), AI in education originated with simple computer, assisted instruction systems in the 1960s and has progressed to advanced intelligent tutoring systems and adaptive learning platforms. These systems are capable of personalizing learning experiences by analyzing student data and adjusting content to meet individual needs. Moreover, AI technologies enable automated assessment, real, time feedback, and data, driven insights, which support both teachers and learners in improving educational outcomes (Moosa, 2024).

Artificial intelligence plays a particularly important role in language learning by providing innovative tools and methodologies that enhance language acquisition. Alcívar et al. (2024) explain that AI technologies are widely used to support language learning through applications such as personalized learning platforms, automated feedback systems, and conversational agents. These authors point out that these tools allow learners to practice language skills in interactive and adaptive environments, improving their engagement and performance. Additionally, AI, powered systems utilize natural language processing and speech recognition to facilitate communication, enabling learners to develop their linguistic abilities in more authentic and meaningful contexts (Moosa, 2024). Consequently, AI contributes to more effective and flexible language learning experiences, particularly in contexts where learners require continuous support and opportunities for practice beyond the traditional classroom.

1.2.1.2 Automated Feedback in EFL learning

Feedback

Based on Hattie and Timperley (2007), feedback can be defined as information that comes from an agent like the teacher, peers, or systems to aid students in assessing how well they have performed and minimizing the difference between their current standing and their learning objectives. Such a notion has been reiterated by Hattie (2019) through explaining that feedback is best when it addresses the query, “Where to next?” Feedback here is not only

about assessment but is more about guiding and giving directions to facilitate continuous progress towards the set learning targets.

Definition of Automated Feedback

Automated feedback is defined as formative information generated by computer, based systems that respond to learner input without direct human intervention (Shute, 2008). The author explains that this type of feedback is designed to support learning during the process by providing immediate, targeted, and adaptive responses. Unlike, Shute (2008) disagrees that traditional feedback, automated systems can analyze learner performance in real time and offer explanations, corrections, or suggestions tailored to individual needs. As a result, automated feedback contributes to more efficient learning processes and promotes the development of reading skills through ongoing interaction and guidance.

The change in feedback in educational practice can be seen in terms of moving from the teacher-centered mode of feedback delivery to learner-centered modes of feedback. According to Nicol and Macfarlane (2006), initial forms of feedback delivery tended to be summative in nature, involving delayed feedback delivery methods such as grades and written comments following completion of assignments. However, following the introduction of computer technology, feedback processes began to include formative and automated modes of delivery, whereby learners can get instantaneous feedback while performing a task.

Importance of Feedback in Education

According to Hattie and Timperley (2007), feedback is among the most effective elements contributing to student achievement improvement in case of proper implementation. According to the researchers, the use of feedback improves learning due to the fact that it allows the student to know what is needed and where to go, which means how to achieve his or her goals. As Hattie (2019) mentions feedback should be used by the learner. In EFL learning, feedback plays a critical role in supporting the development of reading skills, as learners must evaluate their understanding of texts, vocabulary, and language structures (Hattie and Timperley, 2007). Effective feedback not only improves cognitive performance but also increases motivation and engagement that are essential key factors for sustained language learning.

Role of Automated Feedback in EFL Learning

Shute (2008) argues that automated feedback systems play a crucial role in modern learning environments by providing immediate, consistent, and personalized support. These systems enable learners to identify errors, receive explanations, and adjust their strategies without delays, which is particularly beneficial in EFL contexts where practice opportunities may be limited. Furthermore, this author emphasizes that automated feedback supports the development of reading skills by guiding learners in areas such as vocabulary recognition, comprehension strategies, and error correction. In addition, Nicol and Macfarlane (2006) stress that effective feedback promotes self, regulated learning, allowing learners to take control of their progress and actively engage with learning materials. Consequently, automated feedback contributes to more interactive, adaptive, and learner, centered environments that enhance the development of reading skills in EFL learners.

1.2.1.2 AI-Based Reading Assistants

AI-based reading assistants are intelligent systems designed to support users during the reading process by providing interactive and adaptive assistance (Hänel et al.,2024). These authors explain that such tools enable readers to engage more actively with texts through features such as guided support, explanations, and real, time interaction, which distinguishes them from traditional digital reading resources.

Whereas Zhai (2022) argues that recent advances in artificial intelligence, particularly in Natural Language Processing, have enabled educational tools to interpret textual input and generate meaningful, context, aware responses. The author highlights that these capabilities allow learners to interact dynamically with texts, for example by asking questions and receiving immediate clarification, which enhances engagement and understanding.

In addition, Chung et al. (2025) describe AI-based reading assistants as intelligent systems that integrate features such as contextual explanations, question answering, and on-demand support. The authors explain that these functionalities help learners overcome linguistic barriers and facilitate comprehension by providing assistance while students engage with reading tasks.

Moreover, Chandrakant (2025) point out that AI-driven teaching assistants are known for their adaptability to meet the unique needs of learners, offering customized assistance tailored to their context and competence level. It is important to mention that such an ability

is especially valuable in EFL settings, where learners need differentiated teaching and extra assistance in acquiring reading skills.

Zhai (2022) states that Natural Language Processing (NLP) is a core component of Artificial Intelligence through which machines can comprehend and generate human language. The author also argues that NLP makes it possible for educational tools to process the text provided by a user and give appropriate responses that is important for enhancing reading comprehension. As regards the use of reading assistants that rely on artificial intelligence technology, this feature allows one to communicate, ask questions or get explanations of some terms.

Furthermore, Jurafsky and Martin (2021) state that NLP as a field that combines Computational Linguistics and Machine Learning to analyze language at multiple levels, including syntax, semantics, and discourse. These authors point out that such linguistic analysis allows AI systems to interpret not only the literal meaning of texts but also contextual and inferential aspects, which are fundamental for effective reading support.

In addition to NLP, Bommasani et al. (2021) discuss another technique called the Large Language Models (LLMs). These AI models are trained using huge textual information and provide coherent and contextualized responses. The authors state that LLMs allow for creating AI-based reading assistants capable of producing responses similar to human ones, as well as creating summaries and explanations.

Moreover, Brown et al. (2020) state that there are models like GPT that have proven their ability to carry out several language-related tasks without undergoing any training for the task, such as text generation, question answering, and summarization tasks. These authors believe that such versatility will enable AI-based reading assistants to aid in the different stages of reading.

Another important theoretical foundation is Intelligent Tutoring Systems (ITS). Woolf (2010) denotes that ITS are computer, based systems designed to provide immediate and personalized instruction or feedback to learners without human intervention. The author stresses that these systems adapt to individual learner needs by analyzing performance and adjusting instructional strategies.

Similarly, Graesser et al. (2018) identify ITS as educational technologies that simulate one, to, one tutoring by offering tailored guidance, feedback, and scaffolding. These authors

argue that such systems are effective because they support learners' cognitive processes and promote deeper understanding through interactive dialogue.

Characteristics

Intelligent educational systems are characterized by their ability to provide personalized learning experiences through adaptive technologies that respond to individual learner needs (Klašnja et al., 2017). Moreover, authors describe that such systems analyze user data, including performance and preferences, to adjust content and instructional strategies, which makes personalization a fundamental component of AI, based learning environments.

Interaction is another feature that is considered essential for intelligent tutoring systems. According to Jiménez et al. (2018), educational systems based on the principle of using AI must have some sort of interaction that simulates interaction between humans, such as dialogic interaction between the learner and the system itself. It should be mentioned that interaction plays an important role in keeping learners motivated throughout the whole learning process.

Furthermore, feedback is considered an essential feature of AI-based learning systems. According to Kochmar et al. (2022), intelligent tutoring systems provide automated and data driven feedback that adapts to the learner's performance and cognitive needs. The authors explain that such feedback can include hints, explanations, and corrective guidance, which help learners identify errors and improve their understanding in real time.

Similarly, intelligent tutoring system research suggests that personalization and feedback are very much linked together. Research findings reveal that intelligent tutoring systems are always monitoring the progress of the learner and giving feedback in a manner that helps understand things better and learn more effectively.

Functions

Kochmar et al. (2022) manifest that intelligent tutoring systems incorporate automated feedback mechanisms that support learners during reading activities by providing explanations and guidance tailored to their performance. The authors assert that such systems are capable of analyzing learner input and generating context, sensitive responses, which allows them to assist users in developing reading skills when engaging with complex texts.

In addition, Zhai (2022) states that AI-powered tools based on Natural Language Processing enable learners to engage in question, answering interactions with texts. The author explains that these systems allow users to ask questions and receive instant, context, aware responses, thereby promoting active reading and supporting the development of reading skills such as inferencing and critical analysis.

Also, Bommasani et al. (2021) claim that Large Language Models have the ability to produce summaries of coherent complex textual content. According to the researchers, summarizing helps learners comprehend the content by identifying important concepts, organizing data, and enhancing their reading skills. The process is particularly important to second-language learners, as they might face difficulties comprehending the text.

Similarly, Brown et al. (2020) state that advanced language models can perform multiple language, related tasks, including text completion, summarization, and explanation, without task, specific training. According to the authors, this versatility enables AI-based reading assistants to support various reading skills, such as identifying main ideas, recognizing textual patterns, and understanding implicit meanings.

Furthermore, according to Nation (2001), vocabulary knowledge is vital in developing reading skills since learners have to comprehend words in their context in order to develop meanings from what they read. In his analysis, Nation (2001) underscores the fact that successful acquisition of vocabulary knowledge involves learners meeting new words in a meaningful context instead of isolated settings. This is because AI-based reading assistants can help learners enhance vocabulary recognition skills through the contextualization of unfamiliar words.

Role in Reading Skills

Mokhtari (2026) stress that AI-supported reading technologies play a significant role in the development of reading skills by assisting learners in monitoring their understanding and applying appropriate strategies during reading tasks. The author emphasizes that these systems support the development of skills such as identifying main ideas, making inferences, and recognizing key information, which are essential for effective reading, particularly in second language contexts.

Similarly, Zhai (2022) argues that AI-powered educational tools enhance learners' engagement and interaction with texts, which contributes to the improvement of reading skills. The author emphasizes that features such as real time feedback and interactive

questioning encourage learners to actively process information, thereby strengthening skills like inferencing and critical reading.

Furthermore, Kasneci et al. (2023) argue that AI-powered educational tools provide structured support that helps learners develop essential reading skills. According to these authors, intelligent systems can guide students in identifying key information, understanding vocabulary in context, and interacting more effectively with texts. Such support is particularly beneficial for EFL learners, who often encounter difficulties when processing unfamiliar language and complex textual structures.

Chandrakant (2025) identifies that AI, powered learning systems promote learner autonomy by allowing individuals to access personalized support and practice reading skills at their own pace. The author notes that this autonomy encourages continuous interaction with texts, which contributes to the gradual improvement of reading skills over time.

Further, studies on reading processes underscore the significance of employing strategies in learning to read. As stated by Kintsch (1988), reading is an activity that entails constructing meaning through the interaction of information from the text and existing knowledge. In this regard, the AI-based reading assistant facilitates reading skill acquisition by enabling the learner to make connections between ideas, interpret hidden meanings, and develop mental models of texts.

Role in EFL

Learner autonomy is regarded as the key aim of foreign language teaching, as stated by Holec (1981), which means the independence of the learner and includes aspects like setting goals, applying strategies and evaluating oneself through self-direction. The notion of learner autonomy becomes even more meaningful in the area of teaching English as a Foreign Language (EFL) due to lack of opportunities that EFL learners have for communication in the target language outside the classroom. That is to say, AI-assisted reading assistants become especially important for fostering learner autonomy (Holec, 1981). Using AI assistants, students are able to determine their pace of reading, go back to complex parts of text and look for necessary information without constant assistance of the teacher. Thus, they will become participants in the learning process, thereby gaining self-confidence and encouraging themselves to continue reading.

In the same manner, the use of AI-powered technology for education purposes has been highlighted in Zhai (2022) as having a great role to play in improving the level of

learners' participation through changes made to the traditional way of conducting lessons in a class setting. As discussed by the writer, aspects such as immediate feedback, talk, and adaptation contribute to increased participation, which helps maintain high levels of engagement and motivation on the part of the learners. In the EFL setting, where learners are faced with problems arising from language differences and may feel demotivated as a result, interactive features help in reducing frustration and offering an enabling learning environment.

It should be pointed out that one of the advantages of AI technologies includes the opportunity for personalized instruction for each student based on their needs. As Chandrakant (2025) states, the systems analyze the performance of users and provide personalized content; hence, it can be beneficial when teaching a foreign language, particularly English, among students with various skill levels. It will ensure that every student receives enough assistance and support for learning to read without getting demotivated and bored.

Furthermore, as Nation (2001) states, the deficiency of vocabulary knowledge represents one of the main problems facing the students of English as a foreign language (EFL) since it has an impact on their understanding of the texts. According to the researcher, it is much easier for students to enlarge their vocabulary with the help of their permanent exposure to the words used in different situations. Referring to the problem described above, one can say that the employment of AI-based reading assistants will be very helpful for EFL students as they will have an opportunity to immediately obtain relevant information about unknown words with examples.

However, Zhai (2022) states that although there are many advantages of the use of AI-based tools, there are certain limitations that must be taken into account before applying them to education. For instance, factors like occasional errors in response generation and excessive reliance on technology can have adverse effects on the process of learning if proper measures are not put in place to address them. This calls for using the reading assistants as supplementary devices that assist but do not necessarily replace the teacher in educating the students.

1.2.2. Dependent Variable

1.2.2.1. English Language Skills.

According to Harmer (2007), the language skills are those skills that allow learners to communicate using listening, speaking, reading, and writing skills. It is evident from the explanation of the author that language skills are essential for conveying information or expressing ideas. Therefore, language skills encompass more than just knowing the language but using language in communication.

Similarly, Brown (2007) asserts that language skills are the practical use of the knowledge of language in actual communication and emphasizes the need for the development of the ability to understand and produce language. Furthermore, Nunan (2003) contends that language skills are at the very heart of language learning because they enable the learner to process inputs and generate outputs.

Classification of Language Skills

Brown (2007) mentions that language abilities can be generally categorized into two types of skills: receptive and productive skills. The former includes listening and reading since these are activities where language is understood by the learners, whereas the latter entails speaking and writing.

Similarly, according to Harmer (2007), it is important for teachers to know that this categorization will help them structure their classes in such a way that they can cater to various dimensions of language use. Likewise, Richards (2008) highlights that this categorization is an essential part of the normal process of language acquisition, where comprehension takes place before production.

Integration of Language Skills

Nunan (2003) argues that language skills do not function in isolation but are interconnected and should be taught in an integrated manner. The author explains that real-life communication requires learners to use multiple skills simultaneously, such as listening and speaking in conversations or reading and writing in academic tasks. Similarly, Harmer (2007) emphasizes that integrating skills allows learners to develop more natural and effective communication abilities.

In addition to this, Richards (2008) maintain that the integration of language skills facilitates effective learning through meaningful applications of language skills. The authors note that through the integration of skills, the learners are able to process the acquired information, store it in their memory and apply their language skills in practical settings. In essence, integration of language skills plays an integral role in achieving proficiency in English.

Importance of English Language Skills in EFL Contexts

In his study, Richards (2008) demonstrates the significance of English language skills because English is often considered an international language for communication in an academic setting, at work, or socially. The writer points out that having developed these skills helps the learner get information, participate in international communications, and create new opportunities for themselves. In turn, according to Nunan (2003), the role of language skills in education is especially important for the understanding and creation of textual material.

Moreover, Brown (2007) highlights the difficulties encountered by the learners in an EFL setting, such as the limited availability of real-life language use beyond the classroom. According to the author, this problem makes the acquisition of language skills extremely critical since the learners depend largely on classroom settings to develop language skills. It is thus clear that English language skills are very crucial in helping the learners communicate and learn effectively.

1.2.2.2. Receptive skills.

Harmer (2007) describes that receptive skills refer to the ability to understand language input through listening and reading. The author emphasizes that these skills involve decoding meaning from spoken and written texts, requiring learners to interpret linguistic information and connect it with their prior knowledge. Similarly, Brown (2007) claims that receptive skills are input-based processes that allow learners to internalize language before producing it. In this sense, receptive skills play a foundational role in language learning, as they provide the necessary input for acquisition.

Nunan (2003) asserts that receptive skills have often been considered passive as their main characteristic; however, the author argues that they are, in fact, active processes that require learners to interpret meaning and engage cognitively with the text. Similarly, William Grabe (2009) emphasizes that comprehension involves complex cognitive processes,

including decoding, inference, and interpretation. Besides, Kintsch (1988) claims that understanding language requires the construction of meaning through the interaction between textual information and prior knowledge. From this perspective, receptive skills involve active mental processes that allow learners to interpret and make sense of input.

Listening vs Reading

Richards (2008) explains that listening and reading share similarities as receptive skills, since both involve understanding language input and interpreting meaning. The author emphasizes that both skills require learners to use background knowledge and linguistic cues to comprehend messages.

Nevertheless, it is worth noting that there are some distinctions between the two processes according to Harmer (2007). Listening entails understanding verbal communication in the context of real-time perception. This makes it more difficult since a person has to deal with several factors such as speed and pronunciation of the speaker. Reading implies analyzing written information independently from the reader's standpoint.

Importance of Receptive Skills in EFL Learning

According to Krashen (1985), language learning is achieved via exposure to comprehensible input. The emphasis here is placed on receptive skills as a means of achieving comprehensible input. This means that learners learn languages through understanding messages that are slightly beyond their competence level.

Similarly, Nation (2001) argues that receptive skills, particularly reading, play a key role in vocabulary development, as learners encounter new words in meaningful contexts. In addition, Nunan (2003) emphasizes that receptive skills support comprehension development and enable learners to engage with language independently.

1.2.2.3. Reading skills.

Reading skills are widely recognized as a fundamental component of language learning, particularly in English as a Foreign Language (EFL) context. Harmer (2007) states that reading is an active process in which learners construct meaning from written texts rather than simply decode words. Supporting this perspective, Azad et al. (2025) describe reading as a process that involves understanding written language through the interaction of linguistic knowledge and cognitive abilities.

Similarly, Grabe (2009) outlines that the activity of reading is quite a complex one and includes such aspects as word recognition, syntactic analysis, and comprehension. As pointed out by the researcher, the act of reading does not presuppose passive reception of information but requires some sort of interactive process involving both reader and text. That is why one can define reading skills as a set of necessary attributes enabling one to perform reading successfully and extract the relevant information from the text. With this in mind, Azad et al. (2025) discuss the role of reading in vocabulary enrichment.

Reading Subskills (Types of Reading)

Farrell (2009) describes that reading involves different approaches depending on the reader's purpose, which can be understood as reading subskills. The author points out that learners need to develop specific subskills to interact effectively with texts and adapt their reading behavior to different tasks. Similarly, Azad et al. (2025) identify skimming, scanning, intensive reading, and extensive reading as the core subskills in reading development.

Farrell (2009) explains that skimming involves reading quickly to obtain the general idea of a text and highlights that this subskill allows learners to activate their background knowledge before engaging in detailed reading. Similarly, Harmer (2007) argues that skimming helps readers understand the overall message without focusing on specific details, while Azad et al. (2025) emphasize that this subskill enables learners to identify the main topic efficiently.

Farrell (2009) describes scanning as the process of searching for specific information within a text and explains that this subskill is essential for locating particular details such as names, dates, or key terms. In the same way, Harmer (2007) states that scanning allows readers to quickly find relevant information without reading the entire text, and Azad et al. (2025) highlight its importance for tasks that require targeted information retrieval.

Farrell (2009) asserts that intensive reading involves careful and detailed analysis of a text and emphasizes that this subskill requires learners to focus on vocabulary, grammar, and meaning to achieve accurate comprehension. Similarly, Harmer (2007) claims that intensive reading is commonly used in classroom settings where learners must understand texts thoroughly, while Azad et al. (2025) indicate that this subskill is essential for academic reading tasks.

However, Farrell (2009), in discussing extensive reading, states that this is the subskill that involves reading long pieces of writing to understand their content and enjoy doing it as a result of which fluency can be developed and learners acquire a positive attitude towards reading. Likewise, Harmer (2007) points out that through extensive reading, learners get exposed to the language in use which aids in the development of vocabulary and language proficiency.

Reading Strategies

According to Anderson (2008), reading strategies can be defined as specific mental acts which are taken by the learner in order to facilitate comprehension and overcome challenges that occur during the act of reading. As per this definition, reading strategies make it possible for learners to interact with texts and ultimately become more independent learners. Similarly, as per Nunan (2003), reading strategies are important tools which enable the reader to interact with the text during reading.

Based on this theory, as noted by Anderson (2008), prediction stands out as an important technique through which the learner tries to predict what the text contains using his/her prior knowledge about the text. In this regard, the learner will be well prepared to understand the new information. This idea is corroborated by Nunan (2003), who believes that prediction helps set expectations for understanding.

Moreover, according to Anderson (2008), summarization is a technique which focuses on the recognition and organization of the important ideas from the reading material to ensure the retention of crucial information. This helps the reader concentrate on what is vital, thus enhancing understanding. In the same vein, Nunan (2003) says that summarization promotes better understanding through synthesis of important information.

In addition, Anderson (2008) asserts that questioning is an activity that enables learners to question before, while, and after reading. This process ensures engagement and critical thinking about the text. In line with the idea, Nunan (2003) notes that questioning enables learners to examine meanings and reflect on the reading content.

Finally, Anderson (2008) identifies monitoring comprehension as an essential metacognitive strategy that allows learners to evaluate their understanding as they read. By recognizing when comprehension breaks down, learners can apply corrective actions to improve their interpretation of the text. Nunan (2003) reinforces this perspective by

explaining that monitoring comprehension helps learners regulate their reading process and develop greater control over their learning.

Importance of Reading Skills in EFL Contexts

Acquiring skills of reading can prove to be quite significant as far as development of language skills of learners is concerned, especially when English is being taught to them as a foreign language. As stated by Nation (2001), one of the most important aspects of increasing vocabulary among learners and development of language skills lies in exposure of learners to new vocabulary through reading.

In addition, Azad et al. (2025) point towards the significance of reading for increasing comprehension among learners and motivating learners to study independently. In an EFL environment, which might provide limited opportunities for learners to gain familiarity with English, reading provides ample opportunities for practice and gaining knowledge related to the language.

1.3. Objective

1.3.1. General Objective

To determine how AI-Based Reading Assistants enhance reading skills in EFL learners.

1.3.2. Specific Objectives

- To assess students' reading proficiency levels before the intervention.
- To examine how the implementation of AI-Based Reading Assistants supports the development of reading subskills.
- To analyze the way AI-Based Reading Assistants improve students´ reading skills.

1.3.3. Fulfillment of the objectives

The development of reading skills is essential in EFL learning because it enables students to comprehend, analyze, and interpret information effectively in academic contexts. Therefore, the main objective of this research was to determine how AI-Based Reading Assistants enhance reading skills among EFL learners from the second semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. To achieve this purpose, three specific objectives guided the research process.

Students' reading proficiency levels were assessed before the intervention through the reading section of the Cambridge Preliminary English Test (PET). The results provided

information about participants' initial reading performance and identified difficulties related to reading subskills such as skimming, scanning, and intensive reading.

ChatGPT was implemented as an AI-Based Reading Assistant through a series of reading activities designed under a Task-Based Language Teaching approach. During the intervention, students completed reading tasks independently and subsequently used selected prompts to clarify vocabulary, identify main ideas, analyze textual information, and receive immediate feedback. This process promoted active engagement with texts and provided personalized support throughout reading activities.

The impact of the AI-Based Reading Assistant on students' reading skills was analyzed after the intervention. The findings showed that ChatGPT supported reading development by facilitating comprehension, encouraging learner autonomy, and promoting active participation during reading tasks. The greatest improvement was observed in intensive reading, suggesting that the support provided by the AI assistant was particularly effective for tasks requiring detailed analysis and deeper comprehension of texts.

Chapter II. Methodology

2.1 Materials

To carry out this research, a range of resources, including human, financial, and material resources, were required. The human resources, who participated in the intervention were students from Second semester at Universidad Técnica de Ambato, as well as the researcher who was responsible of gather the pre- and post-test results and monitor students' progress a throughout the research. To evaluate students' reading skills, a pre-test and post-test focused on reading skills was applied before and after the intervention. In addition, the AI-based reading assistant that was chosen as a representative of this category was ChatGPT to support students during the reading activities.

Regarding the material, technological and financial resources, this research required printed worksheets, photocopies, reading passages, and assessment materials during the intervention sessions. In terms of technological resources, this study required smartphones, computers, internet access, projectors and ICT tools that assisted the implementation of AI-based reading assistant in the classroom. These resources were essential for administering the assessments, facilitating the AI-based interventions, and ensuring the overall success of the research process. Financial resources were distributed to cover printing costs. These resources were essential in administering the instruments, conducting the intervention sessions and ensuring the effectiveness of the research process.

2.2 Methods

2.2.1 Research approach

This research followed a quantitative approach to measure the impact of AI-based reading assistants on students' reading skills using numerical data. This method is appropriate when it is focused on collecting and analyzing numerical data. According to Creswell and Creswell (2018), quantitative research is an approach used to test objective theories by examining the relationship among variables through statistical analysis. Similarly, Hernández et al. (2018) stated that quantitative research relies on measurable data and structured instruments to obtain objective and reliable results. Therefore, this approach was appropriate

for the present study because it allowed the researcher to evaluate students' reading performance using numerical scores obtained from the pre-test and post-test.

Furthermore, the quantitative approach was suitable for this study because the investigation aimed to determine whether AI-based reading assistants produced significant improvements in students' reading skills after the intervention process. In this way, the use of pre-test and post-test designed facilitated the objective measurement of changes in reading subskills such as skimming, scanning and intensive reading.

2.2.2 Modality

This research adopted a field-based modality, as the study was conducted within the natural educational setting of a university classroom. Burgess (2010) defined that field research is characterized by the study of real-life situations where researchers observe participants in their daily environments and activities. Likewise, Creswell and Creswell (2018) explained that field-based studies allow researchers to observe participants and gather data in authentic environments without manipulating the natural context. Therefore, this modality was appropriate for the present study because it allowed the researcher to examine students' performance and interaction with the AI-tool with their regular classroom environment and contributing to obtain more realistic and reliable data during the intervention process.

2.2.3 Type of research /Research design

A pre-experimental design was employed, utilizing a pre-test and post-test to track students' progress within a single group for this study. Pre-experimental designs include the application of an intervention to a single group in order to identify changes in the dependent variable before and after the treatment (Hernández et al., 2018). Furthermore, Creswell and Creswell (2018) stated that this type of design is used in educational research when researchers aim to examine the effectiveness or impact of a treatment under real classroom conditions. As this study evaluated the same participants before and after the intervention through the administration of a pre- and post-test, it aligns with the main characteristic of this design, which is the absence of a control group where random assignment is not feasible (Ary et al., 2019). Following this principle, the present study worked with students from Second Semester at Universidad Técnica de Ambato, who belonged to the same classroom environment and shared the same academic conditions during the intervention process. In this

experiment, the group began with a pre-test administration, then eight treatment sessions were implemented and finally a post-test was applied to evaluate students' progress.

2.2.4 *Techniques and tools*

The data collection technique used in this research was testing. According to Hernández (2018), testing is a quantitative technique used to obtain measurable and objective data through structured instruments. In this study, a pretest and a posttest based on Cambridge Preliminary English test of the reading part were used to assess reading before and after the AI-based interventions.

The Preliminary (PET) exam from the official Cambridge English exams was applied as it aligns with the expected English proficiency of Second-semester EFL students and consists of six parts with a total of 32 items, where each correct response was awarded one point. Cambridge English exams are internationally recognized, standardized tools that certify objective, valid, and reliable language assessment (Cambridge Assessment English, 2025). Therefore, selecting the PET exam ensured both methodological accuracy and relevance to the learner population in this study.

For the purpose of this study, 32 items were categorized into three specific sub-skills to identify the precise impact of the treatment. First, skimming was assessed through Part 1 and 3 of the reading test, over 10 points. This category evaluated the ability to grasp the main message and global understanding (Cambridge University Press & Assessment, 2020). In this sense, Hamer (2007) defines skimming as running one's eyes over a text to get a quick idea of the gist. Then, Scanning was assessed through Part 2, which requires matching description to factual material (Cambridge University Press & Assessment, 2020). This aligns with Farrell's (2009) definition of scanning as locating specific information like names or facts without reading the complete text. Finally, Intensive Reading was assessed through Parts 4 (cohesion), 5 (vocabulary), and 6 (grammar) over 17 points (Cambridge University Press & Assessment, 2020). As noted by Azad et al. (2025), intensive reading involves a detailed analysis of logical relationships and grammatical structures.

Therefore, a rubric was not used to assess students' reading skills because the instrument consisted of objective items taken from a standardized Cambridge Preliminary English test format. Instead, students' responses were graded through a dichotomous scoring system in which each answer was marked as correct or incorrect. According to Cambridge Assessment English (2025), reading assessments in standardized examinations are design to

provide objective and measurable results based on the number of accurate responses. This scoring procedure reduced subjectivity and guaranteed consistency in the evaluation process.

Intervention tool: ChatGPT.

The pedagogical intervention was centered exclusively on ChatGPT, a Large Language Model (LLM) designed to generate human-like responses developed by OpenAI (2024). This tool uses generative artificial intelligence and Natural Language Processing (NLP) and offers interactive assistance that supports language learning in real time. According to Kohnke et al. (2023), AI-based tools such as ChatGPT can enhance students' learning experiences by providing immediate feedback, vocabulary clarification, paraphrasing paragraphs and personalized explanations adapted to learners' needs. Similarly, Hidayati et al. (2025) stated that AI assistants contribute to reading development by helping students interpret textual information, understand grammatical patterns and improve comprehension processes. During the intervention, ChatGPT was used as a technical resource to assist students during reading activities.

2.2.5 Procedure

The data collection process consisted of a sequence of 10 interventions. The interventions aimed at developing students' reading subskills through the use of AI-Based reading assistants within a Task-Based Language Teaching framework. Each session was designed around meaningful tasks where the students assumed specific roles to interact with a purpose with different types of texts.

At the beginning of the process, students completed a pre-test to determine their initial reading level. The six parts of the Preliminary Cambridge exam were administered to identify students' strengths and difficulties across the target subskills. No AI tools were used during this stage in order to obtain an accurate measure of their independent performance.

During the second class, named *Help a Friend Understand Messages*, learners concentrated on skimming through the texts by acting as readers who assisted other people in understanding brief texts and messages. In the introductory part of the lesson, learners talked about instances when one needed help to comprehend short written material. During the task cycle, learners analyzed short messages, determined the central idea and general purpose of the text, and chose the most suitable interpretation. After finishing the task independently,

learners worked with AI technologies to verify their responses, explain important vocabulary, and clear up misconceptions regarding the interpretation of messages.

In the third session, *Choose the Best Course*, students developed scanning skills by acting as decision-makers. During the pre-task stage, students discussed how people compare options before making decisions. Then, students read different course descriptions and matched them with people's needs by locating and comparing specific information such as schedules, interests, and course characteristics. After completing the task independently, students used AI tools to justify their choices, analyze alternative answers, and verify whether they had selected the most suitable option. At the end of the session, students discussed the strategies they used to locate relevant information quickly.

For the fourth session titled *Be a Critical Reader: Decide What to Believe*, skimming and in-depth reading techniques were combined by the students. In the pre-task stage, the students talked about the ways in which media and advertisement shape peoples' attitudes. For the main part of the task, the students read an extended text about the effects of colors and completed multiple choice questions regarding recognizing main ideas, details, and critical evaluation of information. The students took on the roles of critical readers who assessed the validity of the information and were able to differentiate between opinions and facts. Later on, the AI assistance was utilized for explaining reasoning and discarding wrong answers, as well as comprehension of challenging parts of the text.

The fifth session, entitled *Being an Editor*, involved intensive reading through reconstructing a text into one that makes sense. Students started the class with a discussion on how organization and logical sequence were essential parts of a written text. As part of the task cycle, students took on the roles of editors and chose proper sentences for filling in the blanks in a text. For this activity to be successfully completed, students needed to analyze the connectors, references, and relationships between ideas to determine cohesiveness and coherence in the text. In order to validate their answers, students were made to use the help of AI technology and explain why some sentences make logical sense within the text.

The sixth session, *Easter Island*, continued developing intensive reading skills with a focus on grammar and vocabulary in context. During the pre-task stage, students discussed what they knew about historical places and ancient civilizations. Then, students assumed the role of language analysts and completed a gap-fill text by selecting the most appropriate words according to grammatical structure and contextual meaning. The activity required

students to analyze verb forms, connectors, vocabulary usage, and sentence structure carefully. After completing the activity independently, students used AI tools to receive explanations about grammatical rules, vocabulary meaning, and the reasons why some options were incorrect. At the end of the lesson, students reflected on how context can support vocabulary and grammar comprehension.

During the seventh class, entitled *Book Review*, students were able to combine their skimming, scanning, and intensive reading techniques. First, during the pre-task stage, students talked about the significance of reviews before picking books or films. Next, students pretended that they were reviewers and looked at a book review in order to determine the central idea, the author's point of view, and vocabulary within the context. Finally, AI technologies assisted learners in comprehending the material through defining new vocabulary terms, interpreting expressions that the author used to convey his views, and validating students' answers.

In the eighth class, entitled *Conference Programme*, the class engaged in skimming and scanning through organized informative texts. First, the pre-task stage was characterized by discussions on how people structure their schedules and decide which events to participate in. Next, during the task execution, the students took up the position of information hunters and scanned through a conference programme to locate necessary information, such as dates, times, speakers, and events. They were able to scan the text rapidly, but also comprehend its structure. Following the completion of the task, students utilized AI technology to check their answers.

During the ninth session, *Digital Habits Across Generations*, students continued to improve their ability to skim and scan text. In the pre-task stage, students compared the ways in which different age categories use technology. Next, students became analysts and read a text that described the habits of different generations. They determined the topic of each paragraph and found specific information about habits, preferences, and behavior of people in the context of technology. At the independent task stage, students utilized AI programs for summarizing data and clarifying possible misunderstandings. At the end of the session, students considered how finding essential information improved the process of comparing facts.

Finally, in the tenth session, a post-test was administered to measure students' progress after the intervention process. This assessment evaluated their performance across

the targeted reading sub-skills. As in the pre-test, no AI tools were used in order to ensure objective results.

Each class was always structured consistently in such a way that the students first carried out the assigned task individually, and thereafter relied on AI as an assistant to help them check, analyze, and refine their answers. The intervention process took place in normal class hours, where AI served as a scaffold to improve understanding, reasoning, and language awareness among the students. Towards the close of each session, students were expected to evaluate how well they performed in class and how helpful the use of AI was in their learning processes.

2.2.6 Population

The study was conducted with an intact group of 42 students from the second semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The participants ranged between 19 and 21 years old and were enrolled in the Reading course when the intervention was carried out. For the selection of the participants, a non-probability method was applied. According to James and Simister (2017), a non-probability method involves selecting participants based on accessibility and the specific characteristics required for the study rather than random selection. Therefore, the participants were selected because they represented an accessible intact classroom group that shared similar academic conditions.

Table 1

Population

Gender	Frequency	Percentage
Female	34	80.95 %
Male	8	19.05 %
Total	42	100 %

2.2.7 Ethical considerations

Ethics in relation to this research were taken into account during its design. Before the process of intervention was started, participants were made aware of the aims and procedures that they would undergo, and participation was purely optional. Also, the students were assured that their responses in both pre-test and post-test questionnaires would only be used

for research purposes. According to Felzmann (2009), ethics in educational research include such things as informed consent, anonymity, and confidentiality throughout the whole research process. Therefore, in this research, the information gathered from participants was anonymous and confidential.

2.2.8 Hypothesis

2.2.8.1 Alternative hypothesis.

H1: AI-based reading assistants has a positive impact on reading skills.

2.2.8.2 Null Hypothesis.

H0: AI-based reading assistants does not have a positive impact on reading skills.

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

The data analysis was carried out using SPSS (Statistical Package for the Social Sciences) based on quantitative data obtained from pre-test and post-test results. Descriptive and inferential statistics were used to analyze the data. Gupta et al. (2019) explained that descriptive statistics are used to organize and summarize quantitative data, which in this study allowed the researcher to observe changes on students' performance through measures such as means and standard deviations. In addition, inferential statistics were applied to test the research hypothesis and determine whether the differences between pre-test and post-test scores were significant. Ramachandran and Tsokos (2020) stated that inferential and non-parametrical methods are appropriate for analyzing data that do not meet distribution assumptions and for comparing paired samples. In this study, the normality of the data was first assessed using the Shapiro-Wilk Normality test and based on the results, the Wilcoxon Signed-Rank test was selected as a non-parametric test to compared samples and identify statistically significant differences between both results.

The following section describes the findings obtained from the pre-test and post-test applied to 42 intermediate students. The instruments were applied before and after the intervention process in order to evaluate the impact of AI-based reading assistants on the development of English reading skills. The following tables present and explain the statistical results obtained from the process.

Table 2

Descriptive Statistics of Reading Proficiency Levels

Category	N	Mean	Std. Deviation
Pretest	42	11.43	6.74
Posttest	42	16.31	5.55

Analysis and Interpretation

As shown in Table 2, there is a noticeable increase in overall group performance. The pre-test mean of 11.43 suggests that initially students possessed a limited proficiency of

reading subskills. However, after the implementation of AI-Based Reading Assistants, the post-test rose to 16.31. A mean difference of 4.88 points was observed reflecting a positive trend in students' reading subskills performance. Additionally, the Standard Deviation decreased from 6.74 in the pre-test to 5.55 in the post-test.

These findings show an increase in the mean, which indicates that the intervention process had a favorable impact on the development of students' reading proficiency. This growth suggests that interventions not only benefited higher performing students but also supported those with more initial difficulties facilitating the improvement of reading skills. Moreover, the reduction in standard deviation reveals that the gaps in students' scores were reduced. Overall, the results indicate that the applied proposal was effective in raising and consolidating the text comprehension capacity in the studied sample.

Table 3

Descriptive Statistics of Reading Subskills

Subskill	**Pre-test *m***	**Post-test *m***	**Mean difference**
Skimming	4.95	5.29	0.34
Scanning	1.55	1.38	-0.17
Intensive Reading	4.93	9.64	4.71

Analysis and Interpretation

Based on the results of Table 3, it breaks down the reading performance into three specific subskills: skimming, scanning, and intensive reading. Intensive reading was the subskill that showed the most significant growth with the mean rising from 4.93 to 9.64 with a mean difference of 4.71 points. This subskill was followed by skimming with a mean difference of 0.34 rising from 4.95 to 5.29. In contrast, scanning registered a slight decrease in performance, declining from 1.55 in the pre-test to 1.38 in the post-test with a negative mean difference of – 0.17. The data indicate that the overall improvement of the group was mainly driven by the development of intensive reading subskills rather than rapid information processing abilities.

The results suggest that the interventions have been effective on improving students' ability to perform deeper and detailed text analysis as evidenced in the significant growth in intensive reading subskills. This finding indicates that participants developed stronger processing complex structures and detailed comprehension. However, the limited progress in skimming and the slight decline in scanning show minimal improvement in reading for gist

and locating specific information. This disparity implies that while the instructional strategy effectively supported deeper analysis, it might not have supported the development of rapid reading and selective skills.

3.2 Verification of hypotheses

3.2.1 Alternative hypothesis

H1: AI-based reading assistants have a positive impact on reading skills.

3.2.2 Null Hypothesis

H0: AI-based reading assistants do not have a positive impact on reading skills.

3.2.3 Shapiro-Wilk Normality test

To determine the most appropriate statistical method for hypotheses testing, a normality test was conducted. Since the sample size consists of 42 students, the Shapiro-Wilk test was employed to evaluate the distribution of reading scores.

The results of the Shapiro-Wilk test, as presented in Table 4, show that the significance values (p) for both phases of the study are lower than the required threshold of 0.05. Specifically, the pre-test obtained a value of $p < .001$, while the post-test resulted in $p=.005$.

Table 4

Shapiro-Wilk Normality Test.

	Shapiro-Wilk		
Category	**Statistic**	**df**	**Sig.**
Pre-test	.883	42	<.001
Post-test	.948	42	.005

These results show that the probability of the data occurring under a normal distribution is extremely low. Therefore, the null hypothesis is rejected. This implies that the reading scores of the 42 participants do not follow a normal distribution, suggesting that the data is non-parametric. Specifically, the p-value being less than 0.05 reveals that the pre-test and post-test results are not suitable for analysis using conventional parametric statistics tests. Consequently, to guarantee the validity of the results and avoid the bias of parametric tests,

the Wilcoxon Signed-Rank Test is the appropriate method to verify the impact of the AI-Based Reading Assistants on students' reading skills.

3.2.4 Wilcoxon Signed-Rank Test

The data of Table 5 displays the shift in students' performance. Out of 42 participants, 35 students reached a higher score in the post-test than in the pre-test (positive ranks), while only 5 students exhibited a decrease (negative rank), and 2 students maintained the same score (ties).

Table 5

Ranks of Pre-test and Post-test Scores.

Ranks				
		n	**Mean rank**	**Sum of Ranks**
Post-test	Negative Ranks	5[a]	17.90	89.50
Pre-test	Positive Ranks	35[b]	20.87	730.50
	Ties	2[c]		
	Total	42		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

The highest number of positive ranks indicates a clear rising trend in reading proficiency across the group. The results imply that AI-Based Reading Assistants provided an effective support system for the majority of the participants, allowing them to successfully improve the reading subskills. The presence of only two ties points out that close to all participants experienced a measurable change in their performance.

3.2.5 Statics test

To conclude the statistical process, the Wilcoxon Signed-Rank Test was applied to verify the research hypotheses. This non-parametric test determines whether the difference between the pre-test and post-test scores of the 42 participants is statistically significant. The findings as shown in Table 6 reveal a Z value of -4.314 and a significance p-value of <.001. Since the p-value is lower than the stablished level of 0.05. This suggests that the improvement in students' performance is statistically significant and links to the intervention directly.

Table 6

Test Statistics for Hypothesis Verification

Test Statistics [a]	
Post-test – Pre-test	
Z	-4.314b
Asymp. Sig (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

In this way, the acceptance of the Alternative Hypothesis (H1) demonstrates that AI-Based Reading Assistants have a significant positive impact on reading skills of EFL learners. This confirms that the AI tools provided like ChatGPT offer the participants, helping them enhance their subskills. Therefore, this study proves that AI technology in the classroom is a successful strategy for improving language proficiency.

3.3 Discussion

The pre-test results showed that participants experienced difficulties in several reading subskills, particularly those involving detailed analysis, information processing, and deeper text comprehension. These findings suggest that students entered the study with limited reading proficiency and required additional support to complete more demanding reading tasks. Similar results were reported by Mulatu and Regassa (2022), who found that EFL learners frequently encounter challenges in reading instruction due to the insufficient implementation of effective reading strategies. Likewise, Zhai (2022) argued that learners often struggle to engage actively with texts when adequate instructional support is not available. Therefore, the initial performance observed in the pre-test reflects common reading difficulties among EFL learners and highlights the importance of providing pedagogical support to strengthen reading development.

The use of selected prompts encouraged learners to assume an active role in the reading process by identifying difficulties, requesting clarification, and exploring textual information according to their individual needs. This approach aligns with Hänel et al. (2024), who describe AI-based reading assistants as tools that foster active interaction with texts through guided support, and with Zhai (2022), who argues that AI-powered educational

tools enhance engagement through questioning and immediate clarification. Likewise, Chung et al. (2025) explain that AI-assisted reading environments promote a more interactive reading experience through personalized explanations and immediate support. Consequently, learners were encouraged to construct meaning actively rather than rely on passive reception of information.

Furthermore, the implementation provided contextualized vocabulary support and immediate feedback that facilitated learners' interaction with written texts. Nation (2001) emphasizes that vocabulary is acquired more effectively when encountered in meaningful contexts, while Kochmar et al. (2022) highlight the role of personalized guidance and feedback in supporting learning. Similarly, Mokhtari (2026) explains that AI-supported reading technologies help learners monitor comprehension and regulate reading strategies, which is consistent with Kintsch's (1988) view that reading comprehension results from the interaction between textual information and prior knowledge. Therefore, the AI-Based Reading Assistant functioned as a supportive tool that helped learners clarify difficulties, monitor understanding, and engage more effectively with reading tasks.

The findings suggest that the improvement in reading skills was supported by the interactive features of the AI-Based Reading Assistant. Through prompts, vocabulary explanations, and immediate clarification, learners were able to address comprehension difficulties while reading and focus more effectively on meaning construction. This interpretation is consistent with Shute (2008), who emphasizes that immediate feedback supports learning by helping learners overcome difficulties as they occur. However, the effectiveness of this support appears to depend on how learners interact with the tool. As Zhai (2022) notes, excessive reliance on AI-generated assistance may reduce opportunities for independent problem-solving if the technology is not used appropriately. Therefore, the educational value of AI-Based Reading Assistants lies not only in providing answers but also in encouraging learners to process textual information independently.

An additional aspect that deserves attention is that the effects of the AI-Based Reading Assistant varied across reading subskills. While intensive reading showed substantial improvement, only limited gains were observed in skimming and scanning. This pattern may be explained by the nature of the intervention, which emphasized vocabulary clarification, guided questioning, and explanatory feedback. According to Farrell (2009), intensive reading requires learners to focus on meaning, vocabulary, and textual details to

achieve accurate comprehension. Therefore, the support provided by the AI assistant appears to have been more closely aligned with the cognitive demands of intensive reading than with those associated with rapid information retrieval.

Another factor that contributed to the development of reading skills was the promotion of learner autonomy. By selecting prompts according to their needs and resolving doubts independently, students assumed greater responsibility for their learning process. This finding aligns with Holec (1981), who defines autonomy as the ability to take responsibility for one's own learning, and with Graesser et al. (2018), who argue that intelligent tutoring systems are most effective when they provide guidance and scaffolding that support learners' cognitive development. Nevertheless, autonomy should not be interpreted as a replacement for teacher guidance. Instead, the findings suggest that AI-Based Reading Assistants are most beneficial when integrated as complementary instructional tools that support learners while maintaining the teacher's role as a facilitator of learning. In this sense, the improvement in reading skills resulted from the interaction between technological support and pedagogical guidance rather than from the technology alone.

Despite the positive outcomes observed in this study, some limitations should be acknowledged. The intervention period was relatively short, making it difficult to determine the long-term impact of AI-Based Reading Assistants on reading development. Additionally, the small sample size and the specific educational context limit the generalizability of the findings. Etkin et al. (2025) warn that the effects of AI tools may vary according to instructional conditions and learner characteristics. Likewise, Zhai (2022) points out that AI-based educational tools may present limitations such as overreliance on technology when they are not used appropriately. Future research could examine longer interventions, larger populations, and the effects of AI-Based Reading Assistants on additional language skills across diverse EFL contexts.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

This research aimed to determine how AI-Based Reading Assistants enhance reading skills in EFL learners. The results gathered from the research lead to the following conclusions.

- Students presented limited reading proficiency before the intervention, particularly in tasks that required detailed analysis and deeper comprehension of texts. These findings indicate that learners required additional instructional support to strengthen their reading skills and engage more effectively with reading activities.
- The implementation of AI-Based Reading Assistants supported the development of reading subskills through guided prompts, vocabulary support, immediate feedback, and opportunities for active interaction with texts. These features encouraged learners to participate actively in the reading process and facilitated comprehension through personalized assistance.
- AI-Based Reading Assistants contributed to the improvement of students' reading skills by promoting active engagement, learner autonomy, and immediate support during reading activities. The findings suggest that the combination of technological assistance and pedagogical guidance created favorable conditions for reading development, particularly in tasks that required deeper comprehension and textual analysis.

4.2 Recommendations

- It is recommended that teachers assess students' reading proficiency levels before implementing instructional interventions in order to select materials, strategies, and activities that respond to learners' needs and proficiency levels.
- It is recommended that EFL teachers integrate AI-Based Reading Assistants as complementary instructional tools that promote active participation, learner autonomy, and guided interaction with reading texts rather than as simple sources of information.

- It is recommended that reading activities incorporate a balanced practice of skimming, scanning, and intensive reading, since the findings suggest that analytical reading skills may develop more easily than rapid reading skills when AI support is primarily focused on explanation and clarification.
- It is recommended that educational institutions provide training programs and workshops that help teachers develop the technological and pedagogical competencies required to integrate AI-Based Reading Assistants effectively into EFL instruction.
- Future research should examine the long-term effects of AI-Based Reading Assistants on reading development using larger samples and different educational contexts, as well as explore their impact on other language skills.

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Annexes

Annex 1

Carta de compromiso.

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 3 de marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Ana Jazmina Vera de la Torre, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "AI-Based Reading Assistants and Reading Skills" propuesto por la estudiante Cuaces Lagos Cinthya Deyaneira, portadora de la Cédula de Ciudadanía, 0402185490 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Ana Jazmina Vera de la Torre, Mg.
Coordinadora de Carrera
Pedagogía de los Idiomas Nacionales y Extranjeros
aj.vera@uta.edu.ec

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Annex 2

INSTRUMENT: Pre-test and Post-test

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

PRELIMINARY ENGLISH TEST Format Pre-test and Post-test

Name: _____ Date: _____

READING PART

Instructions:

Do not open this test until you are told to do so.

You **have 30 minutes** to answer this test.

Do not use dictionaries, translators or any electronic device.

Read all the instructions carefully before starting.

Write all your answers clearly on the **ANSWER SHEET**

You **must** use a pen, not a pencil.

You **must** complete the answer sheet within the limit.

At the end of the test, hand in both this test and the answer sheet.

This test has over 32 points.

Each question is worth one point.

Grade: /32
/10

Part 1

Questions 1 – 5

For each question, choose the correct answer. **(5 points)**

1



A The competition is open to people over a certain age.

B There is a maximum age limit for this competition.

C Only eighteen-year-olds are allowed to enter this competition.

2



Adam is telling Rachel to

A post something for him.

B find out how to do something.

C give him something he needs.

3



A Members of staff must be accompanied if they wish to pass this point.

B Members of the public can't go through unless they are visiting someone working here.

C Members of the public may go further if a company employee goes with them.

4



A Tom wants to persuade Jane to take him to college tomorrow morning.

B Tom would like Jane to do him a favour tomorrow morning.

C Tom is reminding Jane they have to get up early tomorrow morning.

5



A The Careers Centre will give you a copy of any advertisement on this board.

B This board is used to advertise the work done by the Careers Centre.

C If you ask the Careers Centre, you can advertise for free on this board.

Part 2

Questions 6 – 10

For each question, choose the correct answer. **(5 points)**

The people below all want to visit a city market. On the opposite page there are descriptions of eight markets. Decide which market would be the most suitable for the people below.

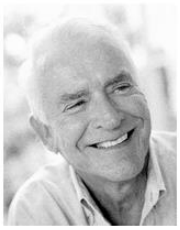
---

6 

Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

7 

Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

8 

Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

9 

Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

10 

Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

City Markets

A **Beckfield Market**

This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

B **Rosewell Hill**

Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

C **Camberwall Market**

There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

D **Cobbledown Road**

A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and home made cakes to enjoy.

E **Oldford Lane**

Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

F **Purford Market**

Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

G **Teddingley Market**

Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world food area allows you to taste food from abroad, cooked in front of you by international chefs.

H **Frome Place**

Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

Part 3

Questions 11 – 15

For each question, choose the correct answer. **(5 points)**

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time, I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past, I imagine how surprised they would be if they knew how old I am.

11 Peter enjoys mountain biking because

A it gives him the opportunity to enjoy the views.
B he can use the time to plan his work.
C he is able to stop thinking about his problems.
D it helps him to concentrate better.

12 What does Peter say about cycling during his childhood?

A He is sorry he didn't take more care of his bike.
B His friends always had better quality bikes than he did.
C His bike wasn't suitable for the activities he was doing.
D He was more interested in designing bikes than riding them.

13 Peter says he returned to cycling after several years

A because he had become unfit.
B so that he could enter races.
C in order to meet new people.
D to replace an activity he had given up.

14 How does Peter feel about cycling now?

A He is proud that he is still so fast.
B He is keen to do less now that he is older.
C He regrets the fact that he can no longer compete.
D He wishes more people were involved in the sport.

15 What would be a good introduction to this article?

A

For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

B

Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C

In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D

After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

Part 4

Questions 16 – 20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use. **(5 points)**

A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day. 16

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. 17 I had some diving experience, and the more I talked about it, the more I wanted to do it. So, I contacted the organization. One week later they offered to send me to the island and I accepted. 18 After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible. 19 I felt so lucky to be able to experience that every day.

In fact, I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course, not everything about my new life is perfect. 20 However, I can't imagine going back to my old life.

A That's why I knew it was a terrible plan.

B I had trained in icy water in the UK so the crystal-clear warm water felt amazing.

C They always ask lots of questions.

D I work far harder than I used to.

E I began joking to friends about sending in an application.

F Afterwards, some people were surprised by my decision but I wasn't too worried.

G I decided I needed a break.

H I needed to explain that first.

Part 5

Questions 21 – 26

For each question, choose the correct answer. **(6 points)**

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet **(21) ……** . The coconuts often fall into the sea and float on the water until they **(22) ……** another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides **(23) ……** . However, this amazing tree has hundreds of **(24) ……** and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a **(25) ……** in your cupboards, you will find coconut oil in products as **(26) ……** as medicine and desserts.

21	**A**	temperature	**B**	condition	**C**	climate	**D**	weather
22	**A**	reach	**B**	go	**C**	travel	**D**	arrive
23	**A**	cloud	**B**	shade	**C**	dark	**D**	cold
24	**A**	uses	**B**	jobs	**C**	roles	**D**	things
25	**A**	scene	**B**	sight	**C**	look	**D**	view
26	**A**	opposite	**B**	separate	**C**	strange	**D**	different

Part 6

Questions 27 – 32

For each question, write the correct answer. Write one word for each gap. **(6 points)**

The Natural History

Museum This is one of my favourite places to visit. I've learned a huge amount about animals and plants **(27) ……** time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but **(28) ……** you like dinosaurs the best time **(29) ……** see them is during term-time. I've been twice in the school holidays and the queue was **(30) ……** long that I wasn't able to visit that part **(31) ……** the museum.

You'll probably want something to eat while you're there. You can take **(32) ……** own picnic and eat in the museum garden, or try one of the two museum cafés.

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

PRELIMINARY ENGLISH TEST Format Pre-test and Post-test

ANSWER SHEET

Name: _____ **Date:** _____

Instructions

You **have 30 minutes** to answer this test.
You **must** use a pen, not a pencil.
You **must** complete the answer sheet within the limit.

Grade:	/32
	/10

PART 1	
1	
2	
3	
4	
5	

PART 2	
6	
7	
8	
9	
10	

PART 3	
11	
12	
13	
14	
15	

PART 4	
16	
17	
18	
19	
10	

PART 5	
21	
22	
23	
24	
25	
26	

PART 6	
27	
28	
29	
30	
31	
32	

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

PRELIMINARY ENGLISH TEST Format Pre-test and Post-test

ANSWER KEY

Name: _____ **Date:** _____

PART 1	
1	A
2	C
3	C
4	B
5	A

PART 2	
6	F
7	G
8	B
9	C
10	H

PART 3	
11	C
12	C
13	D
14	A
15	B

PART 4	
16	G
17	E
18	F
19	B
10	D

PART 5	
21	C
22	A
23	B
24	A
25	C
26	D

PART 6	
27	every/each
28	if
29	to
30	so
31	of
32	your

Annex 3

Lesson plans

LESSON PLAN 1			
Date: April 6th, 2026		Class: Second Semester	
Time: 35 min		Number of students: 47	
Skill: Reading		Level: B1 level.	
Text title: B1 Preliminary Reading test (Cambridge)			
Methodology: NONE			
Teacher: Cinthya Cuaces			
Main Aim: By the end of the lesson, Students will complete the reading test and correctly answer most questions using appropriate reading strategies.			
Stages and time	**Teacher's activities**	**Students' activities**	**Materials and resources**
5 min	- Gives instructions for pre- test to the students. • You have 30 minutes to answer this test. • The test has 6 parts, from Part 1 to 5 just select the correct option A,B,C,D. For Part 6 write one word on the answer sheet. • Do not use dictionaries, translators or any electronic device. • Each answers is one point. • Read all the instructions carefully before starting. • Write all your answers clearly on the ANSWER SHEET. • You must use a pen, not a pencil. • You must complete the answer sheet within the limit. • At the end of the test, hand in both this test and answer sheet.	- Pay attention to the instructions -Ask questions about the test.	PRE TEST B1 PRELIMINARY
30 min	- Monitors the class. -Answer any question about the test.	• - Read each part of the test carefully (Parts 1–6). • Identify key	-PRE TEST B1 PRELIMINARY

		words and main ideas in each question. • Select the correct option (A, B, C, or D) for Parts 1–5. • Write answers clearly on the answer sheet. • For Part 6, read the text and write **one correct word** in each gap. • Manage time effectively to complete all parts within 30 minutes. • Review answers if time allows. • Follow test rules (no talking, no use of electronic devices).	

LESSON PLAN 2			
Date: April 7th, 2026		Class: Second Semester	
Time: 30 min		Number of students: 47	
Skill: Reading		Level: B1 level.	
Topic: Help a Friend Understand Messages.			
Methodology: Task-Based Language Teaching.			
Teacher: Cinthya Cuaces			
Main Aim: By the end of the lesson, students will be able to interpret and explain the meaning of 4 short real-life messages using their own words and AI support.			
Stages and time	**Teacher's activities**	**Students' activities**	**Materials and resources**
Pre task **5 min**	-Introduces a task situation for the day. Task Situation: A friend does not understand some English messages. Students must read, interpret, and explain them clearly. **Part B.** - Shows one message (Message 1 – Jess text). -Asks guiding questions: "Is this message easy or difficult to understand?" "Why can short messages be confusing?"	- Answer orally -Share ideas -Activate prior knowledge about everyday messages	Markers, whiteboard.
Task cycle **20 minutes**	TASK 1 - Distributes the worksheet (Part A). -Gives clear instructions: • "Read each message carefully. Try to understand the meaning and answer the questions using your own ideas. Do not use AI yet." -Monitors students without giving answers. TASK 2 Provide AI prompts. -Give instructions: • "Now use AI to check your answers and improve your understanding. Do not copy—understand and correct."	TASK 1 - Read each message -Identify key information -Infer meaning -Answer questions independently TASK 2 Use AI to: verify answers clarify meaning improve explanations - Compare: original answers vs improved	-Worksheet. -Canva -Smartphone (ChatGPT app)

	TASK 3 - Give final instruction: • Now explain each message clearly to your friend using simple (plain) English.	answers. TASK 3 -Write 1–2 sentences per message Use their own words Show understanding of meaning	
Post task **5 minutes**	- Ask reflection questions: “Which message was the most difficult?” “How did AI help you?” “Did your answers improve?”	- Reflect on learning Share experiences Evaluate AI usefulness	-WORKSHEET 1.docx -CHECKLIST PART

<table>
<tr><th colspan="4">LESSON PLAN 3</th></tr>
<tr><td colspan="2">Date: April 8th, 2026</td><td colspan="2">Class: Second Semester</td></tr>
<tr><td colspan="2">Time: 30 min</td><td colspan="2">Number of students: 47</td></tr>
<tr><td colspan="2">Skill: Reading</td><td colspan="2">Level: B1 level.</td></tr>
<tr><td colspan="4">Text title: Choose the Best Course</td></tr>
<tr><td colspan="4">Methodology: Task-Based Language Teaching.</td></tr>
<tr><td colspan="4">Teacher: Cinthya Cuaces</td></tr>
<tr><td colspan="4">Objective: By the end of the lesson, students will be able to identify key information in short descriptions and match five people to the most suitable courses, using AI support.</td></tr>
<tr><td>Stages and time</td><td>Teacher's activities</td><td>Students' activities</td><td>Materials and resources</td></tr>
<tr><td>Pre task
5 minutes</td><td>-Introduces a task situation for the day.
Task Situation:
Students act as advisors who must help different people choose the most appropriate course based on their needs, preferences, and limitations.
- The teacher begins by asking the following questions:

• "Have you ever taken a course?"
• "What information do you need before choosing a course?"

Today you will help different people choose the best course for them. You need to read carefully and make good decisions.</td><td>- Answer questions orally

-Share ideas about course selection.

- Activate relevant vocabulary and concepts</td><td>Markers, whiteboard.</td></tr>
<tr><td>Task cycle
20 minutes</td><td>TASK 1
- The teacher distributes the worksheet (Part A – People descriptions).
-The teacher gives clear instructions:
• "Read the descriptions of the people (1–5). Underline the most important information about their needs."
• The teacher models one example briefly (e.g., Harriet → summer, painting, scenery).
- The teacher monitors students while they work.</td><td>TASK 1

- Read each description carefully

- Identify and underline key words (needs, interests, limitations)

- Focus on relevant details</td><td>-Worksheet.
-Canva
-Smartphone (ChatGPT app)</td></tr>
</table>

	-The teacher provides the course descriptions (A–H). -Instructions: • "Now read the course descriptions. Match each person to ONE course. Choose the best option." -The teacher reminds students: • "You must compare the person's needs with the course information." -The teacher monitors but does not provide answers. **TASK 2** - The teacher introduces AI prompts. - Instructions: "Now use AI to check your answers. Ask the AI to explain why your answers are correct or incorrect." - The teacher emphasizes: • "Do not copy. Understand and improve your answers." - The teacher monitors students' interaction with AI. **TASK 3** - The teacher gives the instruction: "Choose ONE person and explain why that course is the best option.	**TASK 2** - Use AI prompts to: • verify answers • understand mistakes • improve reasoning - Compare original answers with AI feedback. **TASK 3** - Write a short explanation (2–3 sentences) -Use evidence from the text.	

Post task **5 minutes**	- The teacher asks reflection questions: • *"Which question was the most difficult?"* • *"How did AI help you?"* • *"Did you change any answers?"*	- Reflect on their performance - Share experiences - Evaluate AI usefulness	-WORKSHEET 2.docx

<table>
<tr><th colspan="4">LESSON PLAN 4</th></tr>
<tr><td colspan="2">Date: April 13th, 2026</td><td colspan="2">Class: Second Semester</td></tr>
<tr><td colspan="2">Time: 30 min</td><td colspan="2">Number of students: 47</td></tr>
<tr><td colspan="2">Skill: Reading</td><td colspan="2">Level: B1 level.</td></tr>
<tr><td colspan="4">Text title: Be a Critical Reader: Decide What to Believe</td></tr>
<tr><td colspan="4">Methodology: Task-Based Language Teaching.</td></tr>
<tr><td colspan="4">Teacher: Cinthya Cuaces</td></tr>
<tr><td colspan="4">Objective: By the end of the lesson, students will be able to understand the main ideas, opinions, and details of a long text and answer multiple-choice questions, using AI support to justify their answers</td></tr>
<tr><th>Stages and time</th><th>Teacher's activities</th><th>Students' activities</th><th>Materials and resources</th></tr>
<tr><td>Pre task
5 min</td><td>- Asks:
"Do colours affect your mood?"
"Do you believe everything you see on TV?"
Introduces topic:
"Today you will read about a TV programme and decide what is true and what you think about it."</td><td>- Answer orally

- Share opinions</td><td>Markers, whiteboard.</td></tr>
<tr><td>Task cycle
20 minutes</td><td>TASK 1
- The teacher distributes the worksheet (Part A – People descriptions).
-The teacher gives clear instructions:
Read the text quickly. What is it about?
TASK 2
"Read again and answer questions 1–5. Work alone. Do not use AI yet."

TASK 3
The teacher introduces AI prompts.
- Instructions:
"Now use AI to check your answers and understand why."
-Emphasize:
do NOT copy
understand</td><td>
TASK 1

- Identify:
TV programme
colours
influence
TASK 2
-Read carefully
-Identify:
main idea
opinions
details
-Answer multiple choice
TASK 3
- Verify answers
- Understand mistakes
- Improve reasoning</td><td>-Worksheet.
-Smartphone (ChatGPT app)</td></tr>
</table>

	explanations FINAL TASK The teacher gives clear instructions: Choose ONE question and explain: "Answer ___ is correct because…"	FINAL TASK -Share their ideas about one question.	
Post task **5 minutes**	- Asks: • *"Which question was difficult?"* • *"Did AI help you understand the text?"* • *"Do you trust the programme in the text?"*	- Discuss in pairs • Express opinions • Reflect • Share opinions	-WORKSHEET 3.docx

LESSON PLAN 5			
Date: April 13th, 2026		Class: Second Semester	
Time: 30 min		Number of students: 47	
Skill: Reading		Level: B1 level.	
Text title: Being an editor.			
Methodology: Task-Based Language Teaching.			
Teacher: Cinthya Cuaces			
Objective: By the end of the lesson, students will be able to complete a gapped text by selecting appropriate sentences based on meaning and logical connections, using AI support to justify their choices.			
Stages and time	**Teacher's activities**	**Students' activities**	**Materials and resources**
Pre task **5 min**	- Asks: • *"When you read a story, how do you know what comes next?"* • *"What helps you understand connections between ideas?"* Introduces Task situation: Students act as readers/editors who must reconstruct a text by choosing the correct missing sentences.	- Share ideas - Activate reading strategies	Markers, whiteboard.
Task cycle **20 minutes**	**TASK 1** - The teacher distributes the worksheet. -The teacher gives instructions: Read the text quickly. Read the text quickly. What is the story about? **TASK 2** "Read again and choose the best sentence (A–G) for each gap. Work alone. Do not use AI yet." **TASK 3** The teacher introduces AI prompts. - Instructions: Use AI to check your answers and understand why they are correct. -Emphasize: • do NOT copy	**TASK 1** - Identify: • Janet • flat • roof garden **TASK 2** -Read carefully - Analyze context - Match ideas - Eliminate incorrect options. -Answer multiple choice **TASK 3** - Verify answers - Understand connections - Correct mistakes	-Worksheet. -Smartphone (ChatGPT app)

	• understand explanations		
Post task **5 minutes**	- Asks: • *"Which gap was the most difficult?"* • *"How did you choose the correct sentence?"* • *"Did AI help you understand the text better?"*	- Discuss in pairs • Express opinions • Reflect • Share opinions	-Worksheet

<table>
<tr><th colspan="4">LESSON PLAN 6</th></tr>
<tr><td colspan="2">Date: April 14th, 2026</td><td colspan="2">Class: Second Semester</td></tr>
<tr><td colspan="2">Time: 30 min</td><td colspan="2">Number of students: 47</td></tr>
<tr><td colspan="2">Skill: Reading</td><td colspan="2">Level: B1 level.</td></tr>
<tr><td colspan="4">Text title: Easter Island</td></tr>
<tr><td colspan="4">Methodology: Task-Based Language Teaching.</td></tr>
<tr><td colspan="4">Teacher: Cinthya Cuaces</td></tr>
<tr><td colspan="4">Objective: By the end of the lesson, students will be able to complete a gap-fill text by selecting appropriate words based on meaning and grammar, using AI support to check and justify their answers.</td></tr>
<tr><th>Stages and time</th><th>Teacher's activities</th><th>Students' activities</th><th>Materials and resources</th></tr>
<tr><td>Pre task
5 min</td><td>- Asks:
Do you know anything about islands?"
"What problems can people have living on an island?"
Task Situation:
Students act as readers who must reconstruct a text by choosing the correct word for each gap.</td><td></td><td>Markers, whiteboard.</td></tr>
<tr><td>Task cycle
20 minutes</td><td>TASK 1
- The teacher distributes the worksheet.
The teacher gives clear instructions:
Read the text quickly. What is it about?
TASK 2
- Read again and choose the best word for each gap.
Work alone. Do NOT use AI yet.

TASK 3
- The teacher introduces AI prompts.
- Instructions:
Now use AI to check your answers and understand why they are correct.</td><td>TASK 1

- Identify:
Easter Island
statues
people and problems
TASK 2
- Analyze context
- Choose correct option
- Use:
grammar
meaning
collocations
TASK 3
- Verify answers
- Learn from mistakes
- Improve understanding</td><td>-Worksheet.
-Smartphone (ChatGPT app)</td></tr>
</table>

Post task **5 minutes**	- Asks: • *"Which gaps were difficult?"* • *"Was it grammar or vocabulary?"* • *"Did AI help you understand better?"*	- Discuss in pairs • Reflect • Share difficulties • Evaluate AI	-Worksheet

<table>
<tr><th colspan="4">LESSON PLAN 7</th></tr>
<tr><td colspan="2">Date: April 14th, 2026</td><td colspan="2">Class: Second Semester</td></tr>
<tr><td colspan="2">Time: 30 min</td><td colspan="2">Number of students: 47</td></tr>
<tr><td colspan="2">Skill: Reading</td><td colspan="2">Level: B1 level.</td></tr>
<tr><td colspan="4">Text title: Book Review</td></tr>
<tr><td colspan="4">Methodology: Task-Based Language Teaching.</td></tr>
<tr><td colspan="4">Teacher: Cinthya Cuaces</td></tr>
<tr><td colspan="4">Objective: By the end of the lesson, students will be able to understand a short review text, identify key ideas and opinions, and analyze words in context, using AI support to explain meaning</td></tr>
<tr><td>Stages and time</td><td>Teacher’s activities</td><td>Students’ activities</td><td>Materials and resources</td></tr>
<tr><td>Pre task
5 min</td><td>- Asks:
• “Do you read reviews before watching a movie or reading a book?”
• “Why are reviews useful?”
- Task Situation:
Students act as readers who must:
• understand a review
• identify the writer’s opinion
• explain key words in context</td><td>-Share ideas

- Activate vocabulary (book, opinion, story, etc.)</td><td>Markers, whiteboard.</td></tr>
<tr><td>Task cycle
20 minutes</td><td>TASK 1
- The teacher distributes the worksheet
-The teacher gives clear instructions:
• Read the text quickly. What is the review about?
TASK 2
- Read again and answer the questions. Work alone. Do NOT use AI yet.

TASK 3

- The teacher introduces AI prompts.
- Instructions:
• Use AI to check your answers and understand the</td><td>TASK 1

- Identify:
• book
• authors
• opinion

TASK 2
-Identify:
• main idea
• writer’s opinion
• meaning of words (each, about, who, more, won’t, when)

TASK 3
- Verify answers</td><td>-Worksheet.
-Smartphone (ChatGPT app)</td></tr>
</table>

	meaning of words in context.	- Understand vocabulary - Improve explanations	
Post task **5 minutes**	- Asks: • *"Did the writer like the book?"* • *"Which part was difficult?"* • *"Did AI help you understand better?"*	- Discuss in pairs • Reflect • Share opinions	-Worksheet

LESSON PLAN 8			
Date: April 15th, 2026		Class: Second Semester	
Time: 30 min		Number of students: 47	
Skill: Reading		Level: B1 level.	
Text title: Conference programme			
Methodology: Task-Based Language Teaching.			
Teacher: Cinthya Cuaces			
Main Aim: By the end of the lesson, students will be able to identify the main idea, locate specific information, and interpret vocabulary in context from a conference programme text using AI-based support.			
Stages and time	**Teacher's activities**	**Students' activities**	**Materials and resources**
Pre task **5 min**	- Greets students and introduces the topic: *"Today we will read about a conference programme."* -Writes guiding question on the board: *"Have you ever attended a workshop or event? What do people do there?"* -Elicits 2–3 responses from students. -Shows the title *"Conference Programme"* and asks: *"What information do you think we will find in this text?"* -Does NOT explain vocabulary yet (keeps focus on prediction).	- Listen to the teacher's introduction. - Answer questions based on personal experience. -Predict the content of the text. -Activate prior knowledge related to events or conferences.	Markers, whiteboard.
Task **10 minutes**	- Distributes the reading text and worksheet. -Gives clear instructions: *"Read the text individually and answer all the questions. Do not use your phone yet."* -Emphasizes: • Work individually • No help from others • Focus on understanding -Monitors students while they work: • Walks around the classroom	- Read the text silently and individually. - Apply reading subskills: • Skimming → identify main idea • Scanning → locate times, names, sessions • Intensive reading → understand details -Answer: • Multiple-choice questions • Vocabulary matching	-Worksheet.

	• Observes participation • Provides minimal help (without giving answers)	• Comprehension questions -Try to infer meaning from context (no AI yet).	
Task cycle **10 minutes**	- Instructs students: *"Now you will use ChatGPT to check and improve your answers."* Projects or writes the prompt on the board. -Explains clearly: • Use the SAME prompt • Do NOT copy everything blindly • Compare answers -Monitors students' use of ChatGPT: • Ensures they stay on task • Helps if there are technical issues	- Open ChatGPT on their devices. -Copy and use the provided prompt. -Interact with AI to: • Confirm main idea • Check key details • Understand vocabulary - Compare AI answers with their own: • Identify mistakes • Correct answers • Improve understanding -Complete reflection questions in the worksheet	-Worksheet. -Smartphone (ChatGPT app)
Post task **5 minutes**	- Asks students to compare answers in pairs. -Selects 2–3 students to share answers: • Main idea • One detail question -Provides quick feedback: • Confirms correct answers • Clarifies misunderstandings	- Discuss answers with a partner. -Share responses orally. -Listen to classmates' answers. -Make final corrections if needed.	-Worksheet

<table>
<tr><th colspan="4">LESSON PLAN 9</th></tr>
<tr><td colspan="2">Date: April 15th, 2026</td><td colspan="2">Class: Second Semester</td></tr>
<tr><td colspan="2">Time: 30 min</td><td colspan="2">Number of students: 47</td></tr>
<tr><td colspan="2">Skill: Reading</td><td colspan="2">Level: B1 level.</td></tr>
<tr><td colspan="4">Text title: Digital Habits Across Generations</td></tr>
<tr><td colspan="4">Methodology: Task-Based Language Teaching.</td></tr>
<tr><td colspan="4">Teacher: Cinthya Cuaces</td></tr>
<tr><td colspan="4">Main Aim: By the end of the lesson, B1 students will be able to identify, compare, and explain the digital habits of three characters by completing a reading worksheet, using AI support after an initial independent reading.</td></tr>
<tr><td>Stages and time</td><td>Teacher’s activities</td><td>Students’ activities</td><td>Materials and resources</td></tr>
<tr><td>Pre task
5 min</td><td>- Greets students and introduces the topic: Digital Habits Across Generations
- Shows 3 questions on the board:
• Who uses Facebook more: you or your grandparents?
• Do you sleep with your phone?
• Who uses technology more wisely?
-Conducts a quick class poll (hands up or short answers)
- Encourages 2–3 students to briefly justify their answers</td><td>- Listen and respond to questions

-Raise hands and share opinions

-Activate prior knowledge about technology use</td><td>Markers, whiteboard.</td></tr>
<tr><td>Task
10 minutes</td><td>- Teacher Activities

-Distributes the worksheet

-Gives clear instructions:

• Read the text individually
• Answer Parts A, B, and C
• Try to understand the general idea first
• Emphasizes: No phones yet
• Monitors silently (does NOT explain vocabulary)</td><td>- Read the text individually
- Identify key information (names, habits)
-Answer:
• matching (scanning)
• true/false (understanding)
• inference questions (thinking)
• Try to infer meaning from context</td><td>- Worksheet.</td></tr>
</table>

Task cycle 10 minutes	- Instructs students: *"Now you will use ChatGPT to check and improve your answers."* Projects or writes the prompt on the board. -Explains clearly: • Use the SAME prompt • Do NOT copy everything blindly • Compare answers -Monitors students' use of ChatGPT: • Ensures they stay on task • Helps if there are technical issues	- Open ChatGPT on their devices. -Copy and use the provided prompt. - • Focus on: • vocabulary meaning • understanding ideas • clarifying inference • Read AI responses and compare with their answers -Complete reflection questions in the worksheet	- Worksheet. - Smartphone (ChatGPT app)
Post task 5 minutes	- Organizes students in pairs - Writes discussion questions on the board: • Who has the healthiest digital habit? Why? • Are you more like Chloe or Peter? Give an example - Monitors discussions - Selects 1–2 pairs to share answers	- Discuss in pairs • Express opinions • Justify answers with ideas from the text • Relate topic to personal experience	- Worksheet

LESSON PLAN 10			
Date: April 20th, 2026		Class: Second Semester	
Time: 35 min		Number of students: 47	
Skill: Reading		Level: B1 level.	
Text title: B1 Preliminary Reading test (Cambridge)			
Methodology: NONE			
Teacher: Cinthya Cuaces			
Main Aim: By the end of the lesson, Students will complete the reading test and correctly answer most questions using appropriate reading strategies.			
Stages and time	**Teacher's activities**	**Students' activities**	**Materials and resources**
5 min	- Gives instructions for pre-test to the students. • You have 30 minutes to answer this test. • The test has 6 parts, from Part 1 to 5 just select the correct option A,B,C,D. For Part 6 write one word on the answer sheet. • Do not use dictionaries, translators or any electronic device. • Each answers is one point. • Read all the instructions carefully before starting. • Write all your answers clearly on the ANSWER SHEET. • You must use a blue pen, not a pencil. • You must complete the answer sheet within the limit. • At the end of the test, hand in both this test and answer sheet.	- Pay attention to the instructions -Ask questions about the test.	Post TEST B1 PRELIMINARY
30 min	- Monitors the class. -Answer any question	• - Read each part of the test carefully (Parts	-POST TEST B1 PRELIMINARY

	about the test.	1–6). • Identify key words and main ideas in each question. • Select the correct option (A, B, C, or D) for Parts 1–5. • Write answers clearly on the answer sheet. • For Part 6, read the text and write **one correct word** in each gap. • Manage time effectively to complete all parts within 30 minutes. • Review answers if time allows. • Follow test rules (no talking, no use of electronic devices).	

Annex 4

Compilatio Report

