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**TEMA:**

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**SQ3R METHOD TO ENHANCE ENGLISH READING COMPREHENSION IN  
8<sup>th</sup> GRADE STUDENTS.**

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**Research Project prior to obtaining the degree of Master in Pedagogy of National  
and Foreign Languages, with a major in English Language Teaching.**

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That this research work has been reviewed in all its parts and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated Examination Tribunal.

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## **DEDICATION**

To my parents who always encourage me to accomplish all my goals. To my beloved husband for being at my side and make me believe in myself. To my grandma, Blanquita, for her wise teachings. To my three babies, you will be always in my heart.

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My most sincere thanks to God, whose blessings have provided me support when facing difficult situations. My deepest thanks to my family for their support. Finally, I express my sincere appreciation to my tutor Msc. Veronica for her insightful guidance.

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**UNIVERSIDAD TECNOLOGICA INDOAMERICA**

**DIRECCION DE POSGRADO**

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**TEMA: SQ3R METHOD TO ENHANCE ENGLISH READING  
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**AUTOR: Nadia Monserrath Suarez Cocha  
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**RESUMEN EJECUTIVO**

El presente estudio tiene como objetivo investigar la efectividad del método SQ3R para mejorar la comprensión lectora en los estudiantes EFL de octavo año de una escuela de educación media en Estados Unidos. Veinte-cuatro estudiantes fueron elegidos como grupo experimental quienes recibieron el tratamiento completo. No existió grupo de control. Por consiguiente, el diseño de la presente investigación es preexperimental. Dos pruebas fueron aplicadas para evaluar el nivel de comprensión lectora, antes y después del tratamiento. El tratamiento consistió en el diseño de 18 lecciones. Cada lección contiene actividades usando el método SQ3R, que permitieron que los estudiantes mejoren sus habilidades de comprensión lectora, y a la vez incrementando la motivación por la lectura. Cada lección contiene los recursos necesarios que ayudan a llevar a cabo cada paso del método: encuesta, preguntas, leer, recitar, y revisar. El enfoque metodológico usado fue cuantitativo, la técnica de recolección de datos fue pre y post pruebas, y el instrumento fue un cuestionario, el cual incluía preguntas de comprensión lectora basadas en texto. Para probar la hipótesis se utilizó la prueba de Wilcoxon, en la cual los resultados muestran que el 100% de los estudiantes (24 de 24) lograron puntuaciones más altas en el post prueba en comparación con la pre prueba. Es decir, no se registraron rangos negativos (0%), lo que indica que ningún estudiante disminuyó su rendimiento después de la aplicación del método SQ3R, y a la vez rechazando la hipótesis nula y aceptando la hipótesis alterna. Los resultados obtenidos permitieron identificar la importancia que tiene el método SQ3R cuando de mejorar unas de las habilidades más importantes en el proceso de aprendizaje de inglés como segunda lengua se trata.

**Palabras Clave:** comprehension, methods, reading, SQ3R.

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**AUTHOR:** SUAREZ COCHA NADIA MONSERRATH

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**ABSTRACT**

**SQ3R METHOD TO ENHANCE ENGLISH READING COMPREHENSION OF NINTH-  
GRADE STUDENTS**

This research aims to examine the effectiveness of the SQ3R method in enhancing reading comprehension of ninth-grade EFL students at a middle school in the United States. A total of twenty-four students were selected to participate in the experimental group, which received the complete treatment. There was no control group. Therefore, the design of this research is pre-experimental. Two tests were conducted to evaluate reading comprehension levels before and after the treatment. The treatment consisted of 18 lessons. Each lesson includes activities based on the SQ3R method, which helps students enhance their reading comprehension skills while also boosting their motivation to read. Each lesson provides the necessary resources to support each step of the method: Survey, Questions, Read, Recite, and Review. The methodological approach used was quantitative. The data collection technique involved pre- and post-testing. The instrument used for this study was a questionnaire that included questions focused on text-based reading comprehension. This hypothesis was assessed using the Wilcoxon test, which demonstrated that all students ( $n = 24$ ) scored higher on the post-test than on the pre-test. Consequently, no negative ranges (0%) were recorded, indicating that no student's performance declined after the application of the SQ3R method. This finding leads us to reject the null hypothesis and accept the alternative hypothesis. The results obtained allowed us to identify the importance of the SQ3R method in improving one of the most crucial skills in the process of learning English as a second language.

**KEYWORDS:**

Comprehension, methods, reading, SQ3R



## INTRODUCTION

### Relevance and Importance

Nowadays, in the interconnected world, the use of English has evolved into a skill that opens doors and opportunities. Reading is a fundamental language skill that not only facilitates the growth of other language skills as writing and speaking, but also enhances essential components such as vocabulary and grammar. In terms of Thongwichit & Buripakdib (2021) the author stresses that *"there is a constant interaction between listening, speaking, reading, and writing, and it is clear that in a lesson ostensibly labeled 'reading', there are opportunities for language learners to develop the other language skills"*. In other words, to promote and improve students' reading skills, teachers must teach reading in an integrated way with the other language skills.

The mastery of English by EFL students sometimes results difficult, and even more so when they have to comprehend texts in a foreign language. SQ3R (Survey, Question, Read, Recite, and Review) method has been identified as a source that allows the improvement of reading comprehension. This method is directly connected to the metacognitive processes that encourage active participation with the text, the methodical organization of information, and reflective evaluation. Reading comprehension is more than just a process, it also includes perceiving information, recognizing letters and the word itself, understanding the word, sentence, and paragraph, to infer the meaning as one (Al-Rimawi & Al-Masri, 2022). Understanding the different texts is a challenge for students and even more so in a foreign language, the SQ3R method helps address the difficulties that students often have when reading a text. By surveying the content,

questioning, and having a close relationship with the content, students can improve their reading comprehension level and the capacity of retain the information.

However, in the majority of schools, one of the subjects that students prefer to put aside is reading. Often, teachers simply ask students to read and translate texts, which can discourage and hinder interest in reading. According to various studies, students are expected to understand various types of texts, such as retellings, descriptions, narratives, and procedures. However, current techniques for teaching reading comprehension do not seem to be effective. Teachers often ask students to read aloud, find out the meaning of unknown words in a dictionary or try to understand them according to the context, and answer questions to measure their comprehension, but this does not always result in a significant improvement in reading ability (Ali & Razali , 2019).

The SQ3R method is an effective tool for increasing students' reading comprehension level. Soleha (2021), stated that SQ3R is a learning method that helps students understand readings, obtain information quickly, and make them master texts. This method allows students to critically analyze each part of the text, and it gives an active approach to reading.

“The SQ3R method, recognized for its systematic approach to reading, entails surveying, questioning, reading, reciting, and reviewing phases that not only simplify the reading process but also enhance retention and facilitate interactive learning” (Sudarsono & Astutik, 2024). Undoubtedly, this method is systematic which allows the reading process to be structured making the texts manageable despite their complexity. By

dividing the process into phases, the main goal of the SQ3R method is to improve the comprehension and retention of information from texts.

At the Latin American level, studies reveal a worrying reality regarding reading comprehension among students. According to the PISA (2022), which examine the work of students from various countries, it is observed that a significant percentage of the regional students do not fulfil the minimum levels of reading skills. In Mexico, for example, 41% of the students evaluated failed to reach the minimum level of reading skills, while in Brazil, this percentage rises to 54% (PISA test, 2022).

Additionally, the Regional Office of Education for Latin America and the Caribbean reports that approximately 60% of students in the region do not attain basic levels of reading comprehension appropriate to their age. These data highlight a significant gap in reading skills that affects most Latin American educational systems (Tattersall, 2021).

In Ecuador, national assessments carried out by the Ministry of Education have produced worrying results. According to the latest reports, 65% of high school students fail when trying to approach the minimum acceptable reading comprehension level, indicating an urgent need to improve educational strategies focused on this critical area (Rieckmann, Flores , Pabón , Vélez , & Mera , 2021).

Additional research conducted by Ecuadorian universities highlights that 50% of university students face significant difficulties in the comprehension of academic texts in

English, reflecting a widespread deficit in reading skills in a multilingual academic environment such as Ecuador (Tattersall, 2021).

These studies not only highlight the magnitude of the subject matter in terms of reading comprehension in Latin America and Ecuador, but also point out the urgent need to implement effective educational policies and intervention programs to address these shortcomings. Furthermore, it is crucial to comply with the educational rights established internationally and in the Constitution of Ecuador, which guarantee all students access to quality education that includes the growth of essential linguistic skills such as reading comprehension.

At the international level, the universal right to high-quality education is supported by a several number of agreements and regulations. For example, the United Nations (1948) states that "everyone has the right to education". Furthermore, the 1989 Convention on the Rights of the Child emphasizes the significance of guaranteeing that every child gets access to an education that fosters their whole growth.

In Ecuador, the Constitution establishes the right to inclusive, equitable, and quality education for all citizens. Article 26 of the Constitution of the Republic of Ecuador states that "education is a right of persons throughout their lives and an inalienable and inexcusable duty of the State" (Rieckmann, Flores , Pabón , Vélez , & Mera , 2021)

This legal framework underlines the responsibility of the State to ensure that all Ecuadorians, including students of foreign languages such as English, have access to an education that promotes linguistic competence and proper reading comprehension.

In conclusion, addressing the problem of reading comprehension in EFL and ESL contexts, including Latin America and Ecuador, requires not only identifying existing shortcomings but also promoting effective educational policies and pedagogical practices

that meet international and national standards of quality education and fundamental educational rights.

The research line of investigation is based on the English master program. Line 3: teaching and learning languages. The main focus of this line is on studying the processes of teaching and learning languages, both national and foreign. “Effective pedagogical methodologies and approaches for language teaching are investigated, as well as the development of communicative and linguistic competencies. Aspects such as the evaluation of learning and interculturality language are analyzed” ( Universidad Tecnológica Indoamerica, 2020).

**Problem Statement**

**EFFECTS**

Difficulties in understanding English texts.

Lack of interest in the subject matter.

Rote learning

**PROBLEM**

**Lack of reading comprehension proficiency**

**CAUSES**

Limited word knowledge

Outdated teaching methods

Unqualified training of teachers in effective teaching strategies

Reading is one of the most crucial skills that take an important role in our lives. The problem arises from the lack of reading comprehension proficiency in EFL students from a middle school. One of the causes of this issue is limited word knowledge. Amalia & Anggraeni (2021) stated that vocabulary is the heart of English language teaching since students cannot understand what is written in texts and the meaning of each phrase. When reading a text, it is not only about identifying letters or words but also knowledge is acquired through the ideas presented by the writer. When a reader grasps the meaning of the text, he or she gains a wider range of experiences. This helps them solve problems, develop strong language skills, and succeed in school. They also build a broader knowledge base, richer ideas, and greater confidence to express themselves.

Furthermore, when trying to choose the best method to teach sometimes it results kind of challenging and in this new era, there are plenty of resources and methods that might be used according to students' needs and interests. Outdated teaching methods rely on memorization, teacher-centered lectures, and a lack of emphasis on active learning strategies, this can prevent students from developing their critical thinking to increase their reading comprehension level and simultaneously, they lose interest in the subject matter. Alessa & Hussein (2023) argue that rather than believing that all students have the same level of understanding, and progressive educational methods puts more emphasis on the students' needs.

The contemporary teaching method is activity-based and uses techniques of consultation, explanation, demonstration, and collaboration which enhances students' participation in the class. Based on previous experiences, the SQ3R method is one of the most significant approaches that carries student's better comprehension of some short readings developed during the class.

A critical thinking skill set and the capacity to comprehend meaning from textual material are essential for academic achievement. But to reach this level of expertise, effective teaching methods beyond rote memorization are needed. Regretfully, the existence of unqualified teachers who might not have had the necessary training in these vital instructional techniques is a recurring problem in education. As time goes on, the new teaching methods and strategies too, that is why we as teachers must be prepared to discover all the possible scenarios when trying to find the best teaching method.

Gaining experience as long as the teacher's life goes on is important for teacher preparation. Riera et al., (2023) points out that although academic studies provide theoretical knowledge that aids in the development of a basic grasp of teaching methods, potential teachers can gain a practical perspective on transmitting knowledge through their background working as teachers in a variety of classrooms and circumstances. Therefore, for the upcoming teachers to become successful educators, they must obtain practical experience during their training.

Teachers need to build strong relationships with their students and design engaging lessons that draw from a variety of theoretical perspectives. Riera et al., (2023) emphasize how crucial it is to let student instructors see their teaching skills and shortcomings in the classroom, deal with them, and build on their strengths. Teachers can assist students grasp the content more fully and take a greater interest in their education by designing an interesting learning environment. This suggests a personalized approach that considers the unique needs and preferences of each learner. Additionally, teachers need to be flexible to modify their lesson plans to adapt to each student's

unique learning style (Mufidah , 2019). Teachers can close knowledge gaps and support students in developing their full potential by doing this.

It is important that future teachers be able to make any changes to improve the way they teach. In the educational field, being a teacher is more than just knowledge and knowing the theory. Most of the time, students see the teachers as models of behavior, so teachers must get ready to face the different challenges inside the classrooms integrating their knowledge with their previous experiences so that students can feel comfortable with the methods that teachers use.

### **Research Question**

How SQ3R method enhance EFL students' reading comprehension?

### **Hypothesis**

SQ3R method significantly enhances reading comprehension in EFL students.

### **Beneficiaries**

This research includes 24 students from a middle school aged 12-13 years old. The participants are Spanish native speakers with little exposure to the English language with A2 level. They are students whose socio-economic status is varied due to their immigration conditions. 8th-grade students can benefit by enhancing their reading comprehension helping them in their academic development. Moreover, teachers gain knowledge by using the SQ3R method.

## **Objectives**

### **General Objective**

- To investigate the effectiveness of the SQ3R method to enhance reading comprehension in EFL students.

### **Specific Objectives**

- To assess students' reading comprehension before applying the SQ3R method.
- To design and implement lesson plans using SQ3R method in EFL classes.
- To evaluate students' reading comprehension level after applying SQ3R method.
- To determine the benefits of using S3QR method in EFL classrooms.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

Reading Comprehension is seen as one of the most essential skills for those students who are moving to more complex texts. It is crucial to keep in mind that to have good reading comprehension you need some methods for example SQ3R method helps students to improve their reading. Having searched through many bibliographic resources, some articles were founded to give support to the present study.

### **Previous Studies**

Castañeda (2020) conducted a research project with the main objective of determining the impact of Pedagogical Techniques on the growth of Reading Comprehension of 9th grade students in Reading Class at “Colegio Replica Guayaquil”. The population to carry out it were 44 students, 26 males and 18 females with an age of 13-14 years old. The applied methodology was qualitative and quantitative to data collection. With the aid of two standardized test, students’ reading comprehension was assessed through the use of a pre-test and a post-test. The results indicate that having methods like SQ3R especially for reading improve students’ capability of understand what is written in texts. To conclude the author mentioned that this research demonstrated that the strategy SQ3R-based reading program is adequate basing in reading program improves reading comprehension skills in students. Also, it enhances cognitive and affective skills.

Using methods like the one mentioned before helps not only improving EFL skills but also improving cognitive skills. It takes an important role at the moment of learning a new language in this case English Language. By the application of this method students could improve their comprehension when reading texts.

Anjuni & Cahyadi (2019) led an investigation whose main objective was to discover how the SQ3R strategy improves students' reading comprehension level. The participants of this research were 60 students of SMA Negeri 1 Cipongkor including eleventh grade of IPS class and IPA class. This research took into account a sample of 30 students which is the IPS class. A quantitative research method was used. The instruments for this investigation were a pre-test and a post-test, and to collect the data the T- formula was used. The results shows that tobs is 2.42, the T-table with degrees of freedom (df) 29 and level of significance at 0.05 was 1,69. Based on the data, the t-test result was 2.42, it was higher than t-table ( $2.42 > 1.69$ ), which means that the alternative hypothesis is accepted. The findings showed that this kind of technique is reliable, useful, and efficient when trying to improve reading skills.

The effective application of this method shown that increasing students' reading comprehension is feasible. This supports the idea of using this method in the classrooms with different aged students making them to have an active participation. As long as the method is applied students could go step by step improving their skills.

Hartati & Yuliawati (2019) carried out research with the main aim of examining how effective is Survey Question Read Recite Review (SQ3R) method using the obtained reading comprehension results of the 3<sup>rd</sup> grade at the elementary school in Gugus Srikandi Semarang. The population of this research was 3<sup>rd</sup> grade which were 206 students. A sample technique was used due to the homogeneous population. Therefore, for the experimental group a class of 29 students from 3<sup>rd</sup> grade of Kalibanteng Kulon 01 Elementary School were taken into account, on the contrary of the control group which had 33 students form 3<sup>rd</sup> grade of Gisikdrono from the same elementary school. The results indicated a great difference in reading comprehension learning outcomes between the experimental group and the control one. The T-count (4.17) was bigger than

the t-table indicated (1.99), thus  $4.17 < 1.99$  and significance was  $0.000 < 0.05$ . Having the results of the n-gain test, the value of the experimental group was 0.48, placing it in the medium category, while the control group had a value of 0.23 placing it in the low category. The SQ3R method effectively function in the reading comprehension. Additionally, it was identifying that with the use of this method students could understand what they were reading.

This article supports the investigation about SQ3R method and reading comprehension since it was directed to elementary students who have an active learning participation during the application of this method. After applying the treatment an improvement was evidenced.

Rice , Rizal , Yulastri , Riswandi , & Herawan (2020) conducted an investigation in order to seek how SQ3R method enhance students' learning motivation and their improvement in English reading comprehension. The population to conduct this project were 22 students from Vocational High School of Ibnu Sina Batam. There were two stages carried out, each stage involved four steps which were; planning, acting, observing, and reflecting. To collect the data some instruments were taken into account like observation sheets, questionnaires, and some tests. The results showed that during stages I and II, students increased their learning motivation and reading comprehension level. Before the implementation of the method, in the first stage only 6 of 22 students approved representing the 27.3%. Then, during the same stage students improved to 8 of 22 students which represents the 36.4%. In the second stage, 19 of 22 approved representing the 86.4%. The improvement between stage I and II was 59.1%. The authors could conclude that though the application of SQ3R method students not only increase their skills but also, they improve their motivation to learn another language.

This is evidence to prove that teachers must use methods that call the attention of the students and feel them motivated while learning a foreign language. To have a proficiency in reading comprehension is notable that this method is useful and help students to understand in a better way texts. It is crucial to take into consideration the students' level to select the correct treatment.

## **Theoretical Framework**

### **Cognitive learning theory**

Jean Piaget's theory of cognitive development, states that children go through a number of qualitatively different stages in their intellectual development. The sensorimotor, pre-operational, concrete operations and formal operations are these phases.

The sensorimotor that goes from 0 – 2 years stage is recognized for the acquisition of motor skills and sensory coordination. Children start using words and symbols while they are in the pre-operational stage (2-7 years old), but their thinking is still constrained and egocentric. The concrete operations stage (from 7 to 11 years) is distinguished by the capacity to perform cognitive processes on concrete objects, and the formal operations stage (from 12 years) is distinguished by abstract and logical thinking. According to Piaget, these stages represent progressively more complex ways of understanding the world, and each build on the previous one, demonstrating a continuous evolution in cognitive ability (McSparron, Vanka , & Smith , 2018).

Furthermore, in Piaget's theory, he stressed out that people utilize mental models called “schemas” to arrange and analyzed data from their environment. A schema can be an idea, a concept or a unit of knowledge that helps people understand and interact with their environment. According to Piaget, schemas develop as children grow and acquire new experiences.

On the other hand, Lev Vygotsky introduced the concept that explains the distinction between what a student can accomplish on their own and what they can accomplish with assistance. He stresses the importance of social interaction in learning, as the support of a more experienced mentor, teacher or peer can enable the learner to reach levels of competence that he or she could not achieve alone. According to Vygotsky, learning takes place most efficiently when appropriate support helps the learner move from his or her current level of competence to a higher level of ability. This approach highlights “the importance of collaboration and mediation in the learning process, suggesting that cognitive development is facilitated through social interaction and guided instruction” (Firmansyah & Saepuloh, 2022).

According to this theory, knowledge is constructed through social interaction and cultural exchange. Vygotsky argued that cognitive processes develop from participation in cultural and social activities, and that language plays a crucial role in this process. Language serves as a tool for cognition as well as communication, enabling people to plan and guide their mental process. Furthermore, Vygotsky emphasized that cultural practices, traditions and social norms influence cognitive development.

The aim is to facilitate learning and skill acquisition, enabling the learner to reach a higher level of competence than he or she could achieve alone. Vygotsky saw scaffolding as a way of applying his theory, in which external support enables the learner to move beyond his or her current

capabilities. The concept of scaffolding has influenced pedagogical practices, underlining the importance of structured support in the learning process

Finally, Jerome Bruner advocated discovery learning, a pedagogical perspective which prioritize students' independent discovery of ideas rather than passively receiving information. Bruner argued that this type of learning promotes deeper and more lasting understanding, as “students actively engage in the learning process and construct their own knowledge” ( Janssen & Kirschner , 2020).

Discovery learning fosters critical thinking and autonomy, as students explore, experiment and come to conclusions based on their own investigations. Bruner additionally highlight that teachers must direct students' discovery learning to make sure they are on the correct path and can get the feedback they need. This approach views the learner as an active participant in their learning process, constructing knowledge through experience and reflection.

## **Teaching Methods**

Over time, various teaching techniques have emerged. The effectiveness of the teaching-learning process in the classroom is connected to the choice of the most suitable teaching techniques and methods. Teaching techniques most of the time are used to achieve meaningful learning in students, and the activities are developed to complement and follow the procedure of the used method. Teachers must determine which teaching techniques, methods or strategies will lead to accomplish a specific learning outcome. Their effectiveness is based on this alignment. To choose correctly, a teacher must consider some key facts like, students' needs, learning environment, curriculum and the available resources. The improvement of teaching is achieved

when different factors of evidence are understood and clearly established, such as self-reflection, student feedback, and peer observation. A teacher's effectiveness is not related to any specific teaching method. In reality, it refers to how teachers operate in their classrooms: the decisions they make, the actions they take, their interactions with students, their skills inside the classroom, and how they apply the classroom management strategies.

Effective instruction in the classroom, just like when being a facilitator of a conference, demands clarity in the teacher's way of deliver the lessons. Insufficient explanations often completely confuse students and, consequently, create difficulties in the learning process. This lack of clarity could be related to the inability to communicate effectively in the language and the skill level of the students, using complicated vocabulary, not making analogies or providing examples that they can connect with, giving instructions out of sequence, incorrectly using visual support resources, showing too much information simultaneously, not clarifying relationships, and not checking for understanding. Detailing does not require (and should not be) a one-way process. An effective explanation requires posing questions to the students to confirm that what is being explained makes sense; furthermore, students should be encouraged to ask questions to the teacher during and after an explanation.

Dewey argued that teaching methods should promote students' active participation in problem solving and exploration, rather than simply passively transmitting knowledge. According to Dewey, “education should be an active and dynamic process, in which students interact with their environment, reflect on their experiences and apply what they have learned to new situations”. This approach emphasizes the importance of practical experience and the connection between learning and everyday life, thus promoting meaningful and lasting learning. Dewey also advocated the importance of democratic education, where students have a voice in their own learning process

and in making decisions related to their education. Sivarajah et al. (2019) state that this approach “seeks to prepare students to be critical thinkers and active citizens in a democratic society”.

Bloom argued that teaching methods should be designed to foster the development of skills at each of these levels, thus promoting deeper and more meaningful learning. “Bloom's Taxonomy is used to plan and evaluate the effectiveness of educational activities, ensuring that students not only acquire knowledge, but also develop critical and analytical skills” (Abulhul , 2021). Furthermore, he contributed to the development of the Taxonomy of Educational Objectives, which classifies educational objectives into cognitive, affective and psychomotor categories. This classification provides a framework for designing and evaluating educational activities according to the different aspects of learning. The growth of mental abilities and knowledge is the main focus of the cognitive dimension, the affective dimension addresses the development of attitudes and values, and the psychomotor dimension refers to the development of physical and motor skills. Rahma et al. (2021) mentioned that Bloom emphasized the importance of addressing all these aspects in the design of teaching methods, recognizing that learning is a multifaceted process involving mental as well as emotional and physical skills.

Finally, Ausubel proposed that teaching methods should be designed to facilitate the connection between new concepts and prior knowledge, using techniques such as pre-organizers and relevant examples. By making new information relevant and meaningful to the learner, understanding and retention of knowledge is facilitated. David Ausubel developed the theory of “Meaningful Learning”, which highlight the significance of connecting the current knowledge with the prior knowledge of each learner. According to Ausubel, learning occurs most effectively when students can relate new information to concepts and schemas they already have in mind. This approach

points out the significance of existing cognitive structure and its role in the incorporation of new information.

Besides, Ausubel introduced the concept of 'prior organizers', which are structures or schemas that are presented before new information is introduced. Pre-organizers help prepare the learner's mind to receive and understand new information by providing a framework for integrating and organizing knowledge. These organizers can be key concepts, summaries or diagrams that are importantly connected among the current information and previous knowledge. According to Ausubel, the use of pre-organizers enhances students' ability to understand and retain new information, promoting deeper and more meaningful learning.

### **SQ3R method**

Francis P. Robinson developed the SQ3R method, with the aim of improving reading and comprehension skills. The SQ3R method is based on five steps that help students process and retain information more effectively. These steps are: Survey, Question, Read, Recite and Review (Robinson , 1946). The Survey phase is mainly about exploring the text to get an overview of its structure and content, identifying headings, subheadings and any salient information. The Questioning phase involves asking questions about the content to focus the reading on finding answers. In the Read phase, a detailed reading of the text is undertaken with the purpose of answering the questions posed. The Recite phase involves summarizing and recalling key information without looking at the text, reinforcing comprehension and memory. Finally, in the Review phase, the text and the answers to the questions are reviewed to consolidate knowledge and check understanding. Robinson argues that this structured approach helps students improve their ability to study actively and effectively (Aziz, 2020).

Richard E. Mayer, on the other hand, argues that the SQ3R method is an effective technique for improving reading comprehension and information retention. Mayer stresses that the SQ3R method is based on key psychological principles of information processing, such as organization, active information seeking and self-regulation of learning. Initial Exploration of the text allows students to activate their prior knowledge and establish a frame of reference for new information. Questioning encourages the development of relevant questions that guide reading, promoting an active search for answers. Close Reading helps student's process information in a deeper and more meaningful way. The Recitation phase facilitates active retrieval of information, strengthening long-term memory. Finally, Review allows students to consolidate and review information, which contributes to longer-lasting comprehension (Nuha, 2022) .

Richard E. Mayer has also investigated how the SQ3R method can be integrated with other learning strategies to maximize effectiveness. Mayer suggests that combining SQ3R with techniques such as graphic organization and self-assessment can further improve comprehension and retention of content. Text Exploration, followed by Questioning and Reading, prepares students to use additional tools such as concept maps and summaries to reinforce the structure of knowledge. The Recitation and Review phase benefits from self-assessment, where students can check their understanding and adjust their study approach as needed. Mayer concludes that the SQ3R method, when combined with other effective strategies, can provide a solid foundation for self-directed learning and academic success.

Likewise, Pearson, in his work on reading comprehension strategies, has discussed the effectiveness of the SQ3R method in the educational context. Pearson highlights that the SQ3R method is based on the idea that active, structured reading improves comprehension and retention of information. The Explore phase allows students to get an overview of the text and anticipate the

content, which facilitates more focused reading. Questioning helps students set clear goals for their reading, which increases motivation and relevance of the material. The Read phase allows for deeper immersion in the content, while Recitation and Review promote knowledge consolidation and self-assessment. Pearson emphasizes that students can approach the content methodologically using this structured approach, which enhances their comprehension and the capacity to recall information (Hilaikal , Wahyudin, & Ayu, 2023).

P. E. Pearson has also investigated how the SQ3R method can be adapted to different educational contexts and text types. Pearson suggests that the method can be modified to address technical, scientific or literary texts by adjusting the Explore and Ask phases according to the type of content and the objectives of the study. For example, in scientific texts, the Exploring phase can include a review of tables and graphs, while in literary texts, the Asking phase can focus on themes and characters. Pearson argues that the flexibility of the SQ3R method allows educators to adapt it to the specific needs of students and content, enhancing its effectiveness in a variety of educational contexts.

### **Process of SQ3R method**

Francis P. Robinson described the SQ3R process as a methodological approach for enhancing reading comprehension and information retention. The process begins with the Survey phase, where the learner examines the text to gain an overview. During this phase, titles, subtitles, introductions, conclusions and any other salient elements that provide an overall structure of the content are reviewed. This first scan helps students prepare their minds for a more focused and contextualized reading (Nabilla & Asmara, 2022).

The next step is Questioning, in which the student asks questions about the content of the text. These questions are based on the headings and subheadings identified during the exploration phase and are designed to guide the reading towards finding specific answers. Asking questions activates the reading process and helps to keep attention on relevant information.

The Read phase involves close reading of the text with the aim of finding answers to the questions posed. During this stage, the learner must read carefully and analyses the content in order to fully understand it. Reading should be active, with a focus on identifying key information and understanding the concepts presented.

After reading, the learner proceeds to the Recite stage, which consists of summarizing and recalling key information without consulting the text. This stage is crucial for consolidating information in long-term memory and reinforcing comprehension. Reciting the content allows learners to check their understanding and recall what they have learned more effectively.

Finally, in the Review phase, to reaffirm what the readers acquired and learned, they go over the material and the answers of the previous questions. Review allows students to consolidate their understanding, clarify doubts and ensure that they have grasped all the important aspects of the material. Robinson emphasizes that consistent practice of the SQ3R process helps to significantly improve information retention and study effectiveness.

Richard E. Mayer described it in terms of his psychological principles of information processing. In the Survey phase, Mayer emphasizes that this step helps to activate prior knowledge and establish a structure for new information. By examining the structure of the text, learners can anticipate the type of information they will encounter and prepare their minds for more effective processing (Wahyuningsih, Nafisah, Mulyono, & Hidayat, 2023).

In the Question phase, Mayer points out that asking questions stimulates the active search for answers and improves reading orientation. This approach is supported by active learning theory, which suggests that “students who are actively engaged in the reading process are more likely to comprehend and retain information” (Mayer , 1996).

The Read phase is where the detailed reading of the text takes place, and Mayer argues that this stage should be focused and directed by the questions posed above. Active reading allows students to process information in depth and connect new knowledge with existing knowledge.

In the Recite phase, Mayer emphasizes the importance of active retrieval of information. By reciting content without consulting the text, students reinforce their memory and understanding, a process that is aligned with theories of retrieval and meaningful learning. This stage helps to consolidate information in long-term memory.

Finally, in the Review phase, Mayer suggests that systematic review of content helps to consolidate and verify understanding. Review allows learners to reinforce their knowledge and correct any errors or misunderstandings, which contributes to a more complete and lasting comprehension of the content.

Pearson, on the contrary, analyzed the procedure of the SQ3R method in terms of its applicability in various educational contexts. In the Survey phase, Pearson explains that this stage allows students to familiarize themselves with the text’s structure and gain an overview. This beginning preparation contributes students to identify key points and establish a basis for further reading.

During the Question phase, Pearson stresses that the formulation of questions is essential to focus reading and maintain motivation. Questions guide the reading process, helping students to focus on relevant information and look for specific answers.

In the Read phase, Pearson emphasizes the importance of active and focused reading. Students should read the text with the aim of answering the questions posed and thoroughly understanding the content. Reading should be meticulous, with attention to detail and to the relationship between concepts.

The Recite phase is where students summarize and recall key information. Pearson points out that this step is fundamental to consolidating knowledge and improving memory. By reciting the content without looking at the text, students reinforce their comprehension and retention skills. Moreover, learners have the opportunity to recall and retell the information using their own words.

Finally, in the Review phase, Pearson suggests that review helps to consolidate and reinforce knowledge. Reviewing the text and the answer to the questions allows students to check their understanding, resolve doubts and guarantee that they have understood and comprehended the most important features of the material. Pearson argues that regular practice of the SQ3R process significantly improves study skills and learning effectiveness.

## **EFL Skills**

Jeremy Harmer described EFL skills as fundamental components of learning a second language. According to Harmer, EFL skills include listening, reading, speaking, and writing, each of which plays a crucial role in the comprehensive development of language proficiency. Michael Swan offers a detailed perspective on EFL skills from a grammatical and practical approach. Swan

emphasizes that listening, reading, speaking, and writing are interconnected skills that develop simultaneously as students advance in their English learning ( Pardede, 2020).

Listening is a receptive skill that involves the ability to understand, and process spoken language. Harmer emphasizes that since listening comprehension enables students to understand information, intentions, and emotions in conversations and other auditory contexts, it is crucial for effective communication. Methods to develop this skill include exposure to a variety of accents and speech speeds, as well as practice with English audio and video materials (Nuha, 2022). Swan explains that this skill is fundamental for language acquisition, as it provides students with a foundation for oral and written production. Regular exposure to different forms of speech, such as informal conversations, presentations, and academic discussions, helps students become familiar with pronunciation, rhythm, and language structures.

Reading is another receptive skill that involves interpreting written texts. Harmer notes that reading in EFL helps students expand their vocabulary, improve their grammatical understanding, and develop the ability to infer meanings from context. Reading practice should include a range of genres and difficulty levels to foster a deeper understanding of the language. It is essential for vocabulary development and grammatical understanding. Swan emphasizes that reading varied texts, including literature, articles, and academic texts, allows students to observe how grammatical structures and vocabulary are used in real contexts. Reading also helps improve the ability to infer meanings and understand idiomatic language use.

Speaking is a productive skill that requires the ability to form and express thoughts clearly and coherently in English. Harmer highlights the importance of oral practice to improve fluency and accuracy. Conversation exercises, debates, and presentations are effective methods for

developing this skill. This is a skill that Swan considers crucial for active language practice. Students should have frequent opportunities to engage in conversations and discussions to enhance their fluency and accuracy. Oral practice allows students to effectively apply the grammatical rules and vocabulary they have learned in practical contexts.

Writing is a skill that enables students to organize and express their thoughts in writing. Swan suggests that writing should be practiced in various formats, such as essays, reports, and creative texts. Feedback on writing helps student to correct errors and improve their grammatical and stylistic competence. Scott Thornbury provides a practical approach to understanding EFL skills. Thornbury defines listening, reading, speaking, and writing as key skills in learning a second language, each with its own challenges and teaching strategies.

Listening is a skill that Thornbury considers essential for language comprehension. According to Thornbury, students should be exposed to a variety of auditory materials, such as natural conversations, recordings, and multimedia, to develop the ability to understand different accents and speaking styles. Active listening practice and identifying key details are important aspects of developing this skill (Haberman, Afzaal, Ghaffar, & Alfadda, 2020).

One of the most important abilities that helps learners in gaining a deeper comprehension of the language is reading. Reading authentic and adapted texts allows students to observe language use in different contexts and improve their textual analysis skills. Thornbury also notes that extensive reading and practicing critical reading are fundamental for advanced language proficiency.

Speaking is a productive skill that Thornbury associates with the ability to interact effectively in communicative situations. Speaking practice should include activities that promote fluency and accuracy, such as debates, presentations, and role-playing. Thornbury highlights how crucial is to give students the chances to practice speaking in appropriate and significant contexts.

Writing is a skill that allows students to express ideas clearly and organized. Thornbury recommends practicing writing in different genres and styles, such as letters, reports, and essays. Constructive feedback on writing is crucial for helping students improve their grammar, cohesion, and coherence.

Just as a stream expands over time and transforms into a river. Likewise, language cannot be achieved in just one day or in a year. Learning English as a second language is a lifelong process. No specific technique or type of spoken English can enable an individual to speak English fluently and accurately. Most language specialists emphasize that reading is the most effective method for learning a language and expanding vocabulary, as a single word or expression can be used in different contexts or circumstances with different meanings. These various language applications can be acquired through constant reading of texts, literary books, reference books, daily newspapers, magazines, etc. Reading, besides being a habit, is an exercise that strengthens and activates the brain. Maintaining this regular routine makes a person perfect in the development of language acquisition. Ultimately, language produces literature, and literature allows for the construction of a nation.

## **Receptive Skills**

Effective language learning and communication depend heavily in receptive skills, which include reading and listening. These abilities are frequently described as the capacity to comprehend and analyze written and spoken language, respectively. Receptive skills, the cornerstone of all other languages abilities, concentrate on the input rather than the outcome, in contrast to productive skills (speaking and writing), which demand the learner to produce output. Gaining proficiency in receptive skills is essential because it gives the student the language information they need to assimilate discourse structures, grammar, and vocabulary.

Listening involves more than just hearing sounds; it requires processing those sounds to extract meaning. This includes identifying phonemes, interpreting word stress and intonation, and figuring out what the speaker is trying to say in different social settings. Reading is also a sophisticated cognitive activity that involves more than just translating letters into sounds. It entails deciphering terminology, drawing conclusions, and recognizing the primary concepts and illustrative elements in a text. A strong grasp of text, audio, and visual media is more important than ever in the digital age, since communication frequently involves a combination of these mediums.

Contemporary research underscores the critical role of receptive skills in modern pedagogy. For instance, Hyland (2021) emphasizes that listening comprehension is not a passive activity but a dynamic process where learners must actively construct meaning from what they hear, often in real-time. This active engagement is vital for developing conversational fluency and is a key focus in communicative language teaching.

Furthermore, Shokri et al. (2021) highlight that effective reading strategies, such as inferencing and summarizing, significantly enhance academic performance and overall language

proficiency. Their work suggests that targeted instruction in these receptive strategies can lead to substantial improvements in a learner's ability to handle complex texts.

To effectively foster receptive skills in an educational setting, a variety of pedagogical approaches are necessary. Teachers can design activities that promote both intensive and extensive practice. Intensive listening and reading, for example, might involve focused tasks on specific vocabulary or grammatical structures within a short text, while extensive activities encourage learners to engage with longer, more authentic materials for pleasure and general understanding.

Additionally, integrating pre-listening and pre-reading tasks, such as brainstorming or predicting content from headings and images, helps activate students' existing knowledge (schemata) and prepare them for the incoming information. Post-listening and post-reading activities, like summarizing, retelling stories, or discussing the content, are also essential for reinforcing comprehension and ensuring learners can articulate what they have understood. By systematically implementing these pedagogical strategies, educators can help learners move from a passive reception of information to a deeper, more meaningful engagement with language. A great effectiveness of using captioned videos in primary school EFL learners enhances listening skills and improve their exposure to the target language, highlighting the value of varied and technology-integrated approaches (Avello & Muñoz, 2023).

Despite the benefits of targeted instruction, learners often face significant challenges in mastering receptive skills. In listening, these difficulties can stem from a variety of factors, including rapid speech, unfamiliar accents, background noise, or a lack of exposure to natural, unscripted conversations. For reading, challenges may include a limited vocabulary, difficulty with complex sentence structures, or an inability to make connections between the text and their own background

knowledge. Addressing these obstacles requires a combination of exposure to a wide range of authentic materials and the explicit teaching of metacognitive strategies. Learners must be taught how to monitor their own comprehension, identify when they are confused, and employ repair strategies, such as re-reading a difficult sentence or asking for clarification. The integration of technology, through tools like podcasts, videos, and interactive reading platforms, offers a promising avenue for providing this varied exposure and developing independent learning skills.

Receptive abilities are active and interpretive processes that help learners assimilate and make sense of new language; they are by no means passive. Through consistent exposure to real-world written and spoken material, students establish a solid language foundation that aids in the growth of their productive abilities. To guarantee thorough language mastering, a holistic approach to language instruction must thus provide special attention to developing and honing these crucial skills.

## **Reading**

Reading goes beyond than just looking at the words or letters. It involves a process of constructing ideas, identifying and interpreting each letter to build the meaning of each word. Reading also includes generating meaning through an active interaction between what the reading is reading and the previous knowledge including the language of the text and the context. When talking about reading it is related with an exercise since it allows to have a mental growth. The habit of reading makes the brain a magnet, capturing ideas and storing them to fill gaps and avoid ignorance. Furthermore, reading perfectly, effectively, and accurately fills the mental and emotional void of a person with information, thoughts, perspectives, viewpoints, among others.

Reading connects us with various traditions and cultures, which in turn makes readers feel connected to these different cultures. Cultural interaction leads one to a state of change. It not only provides a transition for one generation, but also for future generations (Chandra , 2021).

Rosenblatt, L. (1988) presents a theory of reading centered on the interaction between the reader and the text. “Reading is an active process in which the reader not only decodes words and phrases but also interacts with the text to construct meaning” (Rosenblatt , 1988). She distinguishes between two types of reading: aesthetic reading and effortful reading ( Pardede, 2020).

Aesthetic reading involves a deep immersion in the text, where the reader experiences and responds emotionally to the content. In this type of reading, the focus is on the personal experience and how the text resonates with the reader's emotions and thoughts. Rosenblatt argues that aesthetic reading is fundamental for a rich and meaningful understanding, as it allows the reader to connect the text with their own experiences and personal contexts.

Patricia Carrell, in her research, explores how the reader's prior knowledge (schemata) influences text comprehension. Carrell argues that reading is not just a process of word decoding but also involves the activation of mental schemata that enable the reader to interpret and organize information. Readers ‘comprehension and processing of texts are greatly influenced by schemas, which are mental frameworks that hold preconceived notions and expectations about the outside world about the outside world (Elleman & Oslund, 2018).

During reading, readers use these schemata to make predictions, fill in gaps of information, and construct a coherent understanding of the text. Carrell highlights that readers with well-developed schemata relevant to the content of the text tend to comprehend better and remember

more information. The ability to activate and use appropriate schemata is, therefore, essential for effective reading comprehension ( Pardede, 2020).

Frank Smith approaches reading from a psychological and cognitive perspective. Smith argues that reading is an interpretive procedure that occurs when the reader uses their knowledge of language and context to construct meaning from texts. “Reading is a skill that involves a combination of word decoding and content understanding” (Smith, Snow , Serry , & Hammind , 2021).

Smith suggests that the process of reading involves several stages, including word recognition, phrase construction, and global meaning interpretation. The reader not only translates words into sounds but also uses their understanding of language and prior knowledge to interpret and make sense of the text.

Smith also stresses the value of reading fluency, which is the capacity of reading accurately, quickly, and expressively. Fluency allows readers to understand the text more effectively, as it facilitates the integration of word decoding with meaning comprehension. Smith believes that consistent instruction and frequent exposure to a variety of texts might enhance fluency and, consequently, improve reading comprehension skills.

## **Reading comprehension**

Reading comprehension is an essential element of any educational initiative. It creates a connection between the reader's prior knowledge and the information discovered in a recent text. Understanding a text is a crucial intellectual ability for the social and educational progress of

individuals. Therefore, it symbolizes one of the essential competencies that all education systems seek to promote. Understanding a text and obtaining interpretations instead of extracting meanings from isolated words or phrases is the process of reading comprehension. Additionally, the level of understanding of a message or text is referred to as reading comprehension. This perception arises from the way printed words relate to information that lies beyond the text or message. It is essential to have the ability to quickly and easily identify words for effective reading skills. Learning a language involves the ability to read and interpret a text efficiently and effectively. The discipline has focused its attention on how to effectively address reading comprehension, due to its relevance in acquiring second languages and foreign languages.

Pearson, D. (1983) states that “reading comprehension as an active and constructive process, and it is the result of the interaction between the reader and the text, where the reader uses prior knowledge, decoding skills, and comprehension strategies to interpret and construct the text’s meaning”. Emphasizing that reading comprehension involves the ability to understand, analyze, and reflect on the text. Effective instruction in reading comprehension should focus on developing skills that enable students to identify and understand main ideas, make inferences, and connect with the content in meaningful ways. Teaching should include practicing reading aloud, discussing texts, and applying reading strategies. Additionally, the authors note that feedback and formative assessment are crucial for supporting the development of reading comprehension. To help learners to identify their areas of weakness and enhance their comprehension abilities, teachers should provide them detailed and helpful feedback. “Targeted and evidence-based instruction can have a great effect on students' ability to understand and retain the information they read” (Share , 2021).

Pearson believes that reading comprehension goes beyond than just decoding words, it is also the integration of the text’s information with the previous readers’ knowledge. Readers use

mental schemata and inference strategies to make sense of the content and build a coherent representation of the text. Readers are able to comprehend not just the explicit information but also the implicit and subtextual elements of the material thanks to this active involvement. In order to enhance reading comprehension Pearson emphasizes the value of reading techniques like summarization, explanation, and prediction. These strategies help readers stay focused on the purpose of reading, solve comprehension problems, and retain information. Pearson suggests that “teaching these strategies should be an integral part of reading instruction to support the development of effective comprehension skills” (Duke & Cartwright, 2021).

## CHAPTER II

### METHODOLOGICAL DESIGN

#### **Research approach and design**

The research adopts a quantitative approach with a pre-experimental design. It is a research design which intention is to establish the relationship between the two variables in study. This design measures the dependent variable in one group of participants before the application of the treatment and after applying it (Jackson , 2019). The main objective is to assess the impact of SQ3R method in students' reading comprehension of 13–14-year-old students in the 8th grade at a Middle School in Virginia. A quantitative approach was chosen because of the need to objectively measure and analyze changes in reading comprehension before and after the application of the treatment (method).

The pre-experimental design involves the application of a pre-test to assess the initial level of reading comprehension and a post-test after the implementation of the SQ3R method. This approach allows us to obtained data about the improvement of students' reading comprehension skills and attribute any change to the specific intervention. Despite the limitations inherent in the lack of a control group, this design is pragmatic and manageable within the school context, where external variables are more difficult to control.

The research context is a Middle School in Virginia, an educational setting where students are already familiar with the curriculum and teaching methods of their regular English teachers. This ensures that the intervention is implemented in a natural, everyday setting for the students,

which is essential for the ecological validity of the study. In addition, the selection of 13–14-year-old students allows the research to focus on a critical stage of academic development, in which reading comprehension skills are essential to accomplish in future educational stages.

The quantitative approach is justified by the need to obtain objective, numerical data that can be study analytically. It involves the analysis of data with the use of statistical methods. Quantitative research helps to summarize and quantify effect sizes and it allows to have a clear understanding of the quantifiable collected data from the participants. (Juwel, Luna , & Oldroyd, 2021) This includes the application of questionnaires and standardized tests before and after the intervention to measure reading comprehension. Statistical techniques appropriate for pre-experimental designs, such as the Wilcoxon signed-rank test or the t-test for linked samples will be used to examine the obtained data, depending on its distribution. These tests will allow us to determine whether there are significant changes in students' reading comprehension level before and after the intervention.

The intervention will consist about the implementation of SQ3R method during reading activities. These strategies will include techniques such as organizing, observing, and evaluating students' own comprehension during reading. Students will be instructed on how to apply these strategies effectively to improve their comprehension of texts. Implementation will take place over a defined period, with regular sessions dedicated to the teaching and practice of these strategies.

### **Description of the sample and the context of the research**

The research was conducted at a Middle School, located in the state of Virginia, USA. This educational institution was home to a diverse student population and was characterized by its commitment to continuous improvement in the academic achievement of its students. The school

context was critical to understanding the conditions under which the intervention was implemented and how these conditions may have influenced the results obtained.

## **Population**

The target population for this study included all 8th grade students at a Middle School in Virginia, aged 13-14 years.

## **Sample**

The sample consisted of 24 students from 8<sup>th</sup> grade, aged 13-14 years, attending to a Middle School. These students were chosen to carry out the pre-experimental study to assess the effects of targeted intervention on reading comprehension using SQ3R method.

## **Data Collection Process**

Data collection was conducted using a Cambridge-validated questionnaire designed to assess English reading comprehension before and after the intervention. The process included three main phases:

- **Pre-Test:** Prior to the implementation of the intervention, a pre-test questionnaire was administered to assess students' initial level of English reading comprehension. This questionnaire served as the basis for measuring any post-intervention changes in reading comprehension. The instrument was an adaptation of the KET (Key English Test) Cambridge Test. This test focused on reading comprehension skills, as students have demonstrated a low level of reading comprehension despite being in contact with the target language all the time.

- **Intervention:** During the intervention period, the SQ3R method was implemented to improve reading comprehension were implemented. Students participated in guided activities that encouraged the use of SQ3R method while reading and analyzing texts.
- **Post-Test:** At the end of the intervention period, the post-test questionnaire, similar to the pre-test, was administered to measure any improvement in students' English reading comprehension and to compare the results with those obtained in the initial phase.

### **Data Collection Techniques and Instruments**

According to Hernández-Sampieri, Fernández, and Baptista (2014), research techniques can be classified as qualitative and quantitative, and respond precisely to the study approach chosen during the research design. For the present study, a pre-test and a post-test have been chosen as quantitative techniques.

A Pre-test is a process in which evaluators obtain information to determine the level of a given skill prior to intervention. The post-test is beneficial since it can determine the students' shortcomings in certain skills on which the research has an emphasis. In addition, it allows to collect data on participants' baseline status or condition prior to implementation of any intervention. On the other hand, the post-test shows whether or not the students have improved after doing the interventions by applying a certain method. This helps the researcher to assess how effective were the interventions and track students' progress based on evidence.

The chosen instrument was questionnaires. The instrument was an adaptation of the KET (Key English Test) Cambridge Test. These tests focused on reading comprehension skills, as students have demonstrated a low level of reading comprehension despite being in contact with

the target language all the time. These questionnaires included text-based reading comprehension questions and were pre-validated by some experts. They have 20 questions in total; nine multiple choice questions, three true and false questions, three filling the blanks questions, and five WH questions.

### **Validity and Reliability**

The questionnaire used for data collection was validated by Cambridge, which ensured its validity for measuring English reading comprehension in the context of this research. No further validation of the questionnaire was carried out, as a previously validated and recognized tool was used. The reliability of the data was ensured through standardized administration of the questionnaires under the same conditions to all participants.

### **Analysis of the results**

This section discusses a detailed analysis of the results obtained after the application of the SQ3R (Survey, Question, Read, Recite, Review) method, designed to improve English reading comprehension in eighth grade students. This methodological strategy, widely recognized for its effectiveness in strengthening reading skills, focuses on providing students with practical techniques to approach texts with greater autonomy and efficiency, thus favoring a more active and meaningful learning process.

The purpose of this analysis is to quantitatively evaluate the influence of the SQ3R method on students' performance in reading comprehension tests, as well as to qualitatively identify the changes observed in the reading strategies adopted by the participants. In addition, it explores how the implementation of the method affected student motivation and participation during class sessions.

To this end, a mixed approach has been used, integrating both statistical results derived from pre- and post-intervention tests and direct observation of students. The interpretation of these data will allow us to determine to what extent the SQ3R method contributed to the achievement of the set objectives and will provide a solid basis for future educational interventions aimed at improving reading comprehension in similar school contexts.

The results were carried out using SPSS (Statistical Package for the Social Sciences) software. Descriptive analyses were performed to calculate measures of central tendency and dispersion, such as means, medians and standard deviations. In addition, statistical tests were carried out to assess the significance of differences among the pre-test and post-test results. The comparative analysis allowed us to determine whether the SQ3RD method had a major effect on the improvement of reading comprehension. The results were interpreted in the context of the theoretical framework to validate the research hypotheses and evaluate the effectiveness of the intervention.

### **Pre-test description**

The pre-test applied is an essential methodological step, whose function was to identify and evaluate the initial level of reading comprehension in English that students had before starting the educational intervention based on the SQ3R method. The use of a questionnaire adapted from the Key English Test (KET), developed by Cambridge, and validated by experts, provides a tool with a high degree of validity and reliability, widely recognized in international educational contexts, which guarantees the relevance of its application in this study.

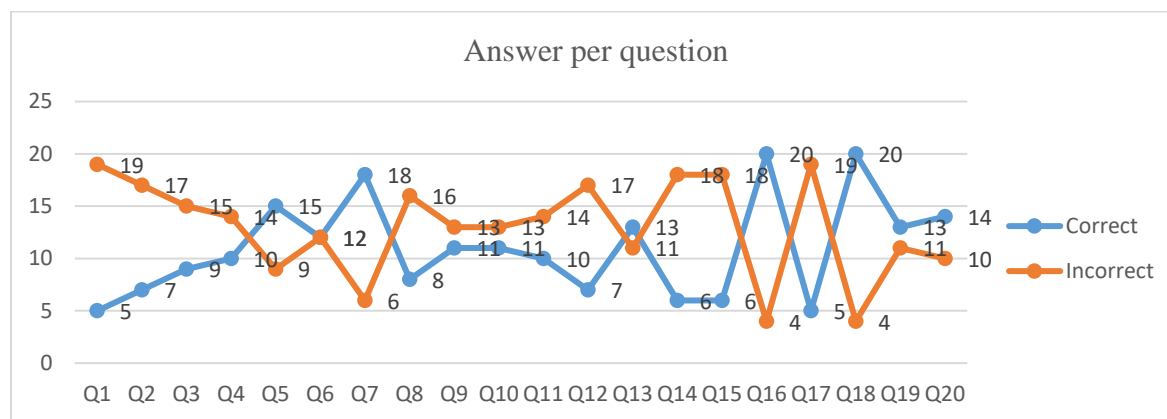
It is relevant to note that the choice of the KET as an adapted instrument responds directly to the problem identified: students, despite being in constant exposure to the English language,

present significant difficulties in understanding written texts. This aspect is key, since it allows us to infer that the central problem does not lie only in the lack of contact with the language, but rather in the way in which students manage and process textual information.

In addition, the pre-test fulfills a double function in methodological terms. On one hand, it establishes a clear and objective reference point on students' initial reading skills and on the other hand, it provides an essential parameter to compare the subsequent effects of the educational intervention, thus facilitating the accurate assessment of the impact of the SQ3R method on improving reading comprehension in English.

### Pre-test Analysis

**Figure 1.** Pre - test answers per question



**Elaborated by:** Suarez, N. (2025)

**Source:** Pre-test

Graphic 1 shows the behavior of "Correct" and "Incorrect" responses in a 20-question pre-test applied to eighth-graders to assess their initial level of reading comprehension in English before implementing the SQ3R method.

In the initial questions (Q1 to Q5), a significant number of incorrect answers predominate, with the correct answer being significantly lower. This suggests that students struggled at the

beginning of the assessment, showing a low initial level of reading comprehension. Questions Q6 and Q13 show a constant fluctuation in correct and incorrect answers. This indicates that there was inconsistency in the students' performance, possibly due to variability in the difficulty of the content of each question.

Q16 stands out, where the number of correct answers peaks with 20 affirmative answers. This question could have been perceived as particularly easy or well adapted to the level of the students. From Q14 to Q20, performance continues to fluctuate, although with some improvement, presenting more peaks of correct answers. However, there are still questions with a high incidence of incorrect answers, especially notable in questions Q15 and Q17, both with 18 and 20 negative answers respectively.

The results of this pre-test reveal a generalized low performance and a certain irregularity in English reading comprehension skills among the evaluated students. The alternation in the results indicates the presence of significant gaps in specific skills related to reading comprehension that require pedagogical intervention.

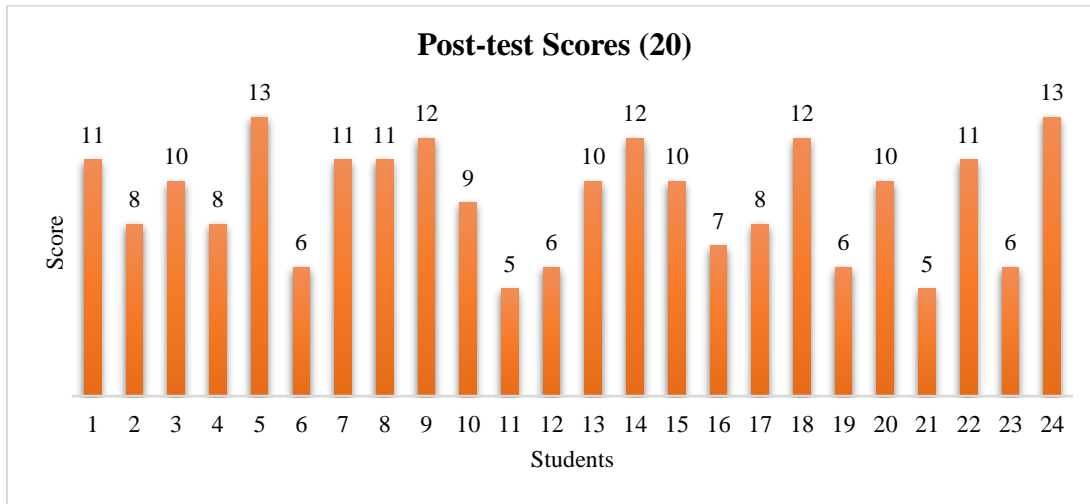
This initial diagnosis clearly justifies the need to implement didactic strategies such as the SQ3R method, with the expectation of strengthening reading ability, promoting greater stability in students' academic performance and achieving more consistent results in future assessments.

**Table 1.** *Pre-test scores*

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Pre-test score	11	8	10	8	13	6	11	11	12	9	5	6	10	12	10	7	8	12	6	10	5	11	6	13

**Elaborated by:** Suarez, N. (2025)  
**Source:** Pre-test scores

**Figure 2.** Pre- test scores



**Elaborated by:** Suarez, N. (2025)

**Source:** Pre-test scores

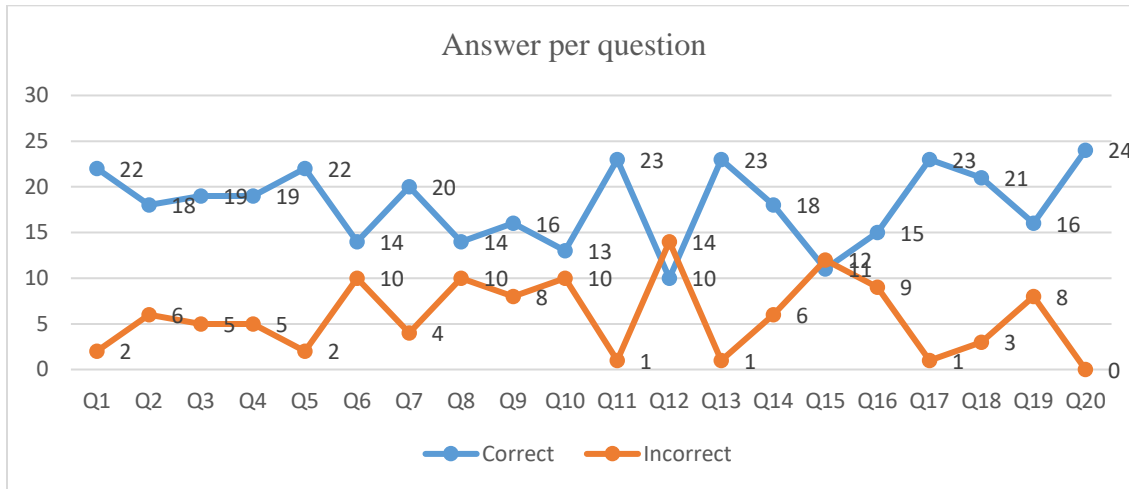
Table 1 shows the individual results obtained by 24 students in the pre-test consisting of 20 questions, designed to assess reading comprehension in English before implementing the SQ3R method.

Most students scored low or medium, with results ranging from a minimum of 5 correct answers to a maximum of 13 correct answers out of the 20 available questions. No student achieved a score higher than 13, which implies that none obtained more than 65% of correct answers, indicating a low or medium initial level in terms of reading comprehension.

The student with the lowest performance obtained only 5 correct answers (students 11 and 21), representing a 25% performance. This indicates considerable difficulties in reading comprehension. The most frequent scores are between 8 and 12 correct answers, suggesting that the majority of the group is in an intermediate range, with moderate difficulties in specific skills related to reading comprehension in English. Students 5 and 24 stand out with 13 correct answers, which is the highest score achieved by any student. Although it is the best performance within the group, it still indicates a wide margin for improvement.

## Post-test Analysis

**Figure 3.** Post-test answers per question



**Elaborated by:** Suarez, N. (2025)

**Source:** Post-test

Graph 3 presents the "Correct" and "Incorrect" answers of the students after the implementation of the SQ3R method, in a post-test that assesses reading comprehension in English in 20 questions.

Correct answers predominate notably in most of the post-test questions. This indicates a significant improvement in student performance after the educational intervention with the SQ3R method. Questions Q1, Q5, Q7, Q12, Q14, Q17 and Q20 show especially high rates of correct answers, with scores close to the total (22 to 24 affirmative answers). Question Q20 stands out with 24 correct answers (100%), which represents maximum performance and clearly demonstrates the effectiveness of the intervention in some specific aspects of the test.

Despite the notable overall improvement, some questions such as Q6, Q10, Q13 and Q16 present some difficulty, showing significant amounts of incorrect answers (between 10 and 14). This suggests that these particular issues still require further revision or reinforcement. The notable

decrease in incorrect answers compared to the pre-test is evident. The number of negative answers ("Incorrect") has dropped considerably, especially in the initial questions (Q1-Q5) where there were previously serious comprehension problems.

These results clearly reflect the positive impact of the SQ3R method on reading comprehension in English as a Foreign Language (EFL) learners. The significant increase in correct answers shows that students have significantly improved their ability to understand English texts, indicating that the implementation of the SQ3R method has been effective. However, some questions maintain relatively high rates of incorrect answers, indicating that certain specific aspects still present challenges for students. This provides a clear direction for future educational actions, focusing additional efforts on reinforcing particular areas of difficulty. Finally, it can be established that the results of the post-test confirm the efficacy of the SQ3R method, supporting its continuity and expansion in similar educational contexts.

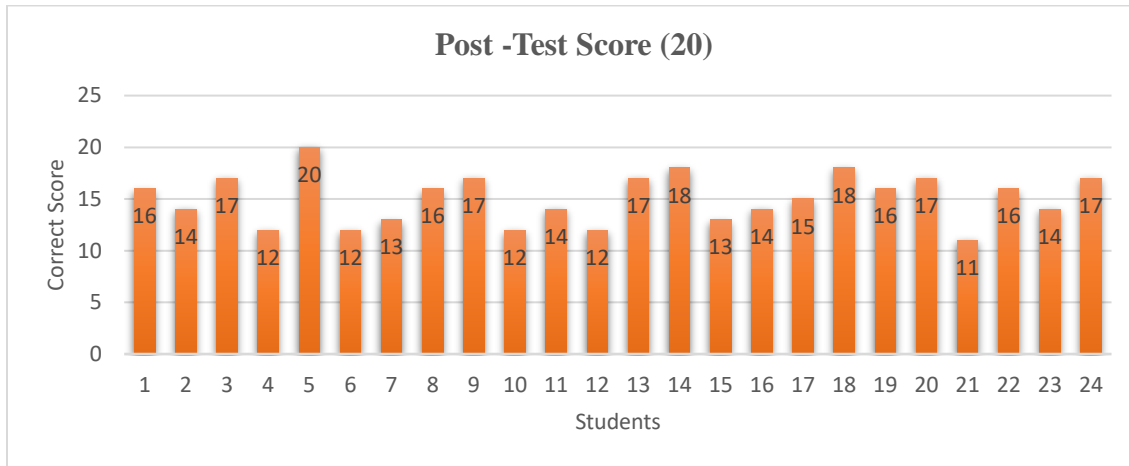
**Table 2.** Post - test scores

<i>Student</i>	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2
<i>s</i>										0	1	2	3	4	5	6	7	8	9	0	1	2	3	4
<i>Post-</i>	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>test</i>	6	4	7	2	0	2	3	6	7	2	4	2	7	8	3	4	5	8	6	7	1	6	4	7
<i>Score</i>																								

**Elaborated by:** Suarez, N. (2025)

**Source:** Post-test scores

**Figure 4.** Post-test scores



**Elaborated by:** Suarez, N. (2025)

**Source:** Post-test scores

The table 2 presents the individual score obtained by each of the 24 students in the post-test after the implementation of the SQ3R method, with a maximum scale of 20 questions. All students have significantly increased their performance compared to the results obtained in the pretest, evidencing a clear progress in reading comprehension in English after applying the SQ3R method. The highest score achieved was 20 correct answers (100%) obtained by student number 5, which represents an outstanding improvement and shows the optimal effectiveness of the method in this particular case. Most of the students achieved high results, with scores ranging from 12 to 18 correct answers. This demonstrates a significant improvement in average performance compared to the pretest.

A notable reduction is observed in the lower range of the score. In the pretest, the lowest scores were only 5 correct answers; On the other hand, in the post-test, the minimum score is 11 correct answers, which indicates that even the students with the greatest initial difficulty have improved significantly. Students 14 and 18 stand out positively, both with a high performance of

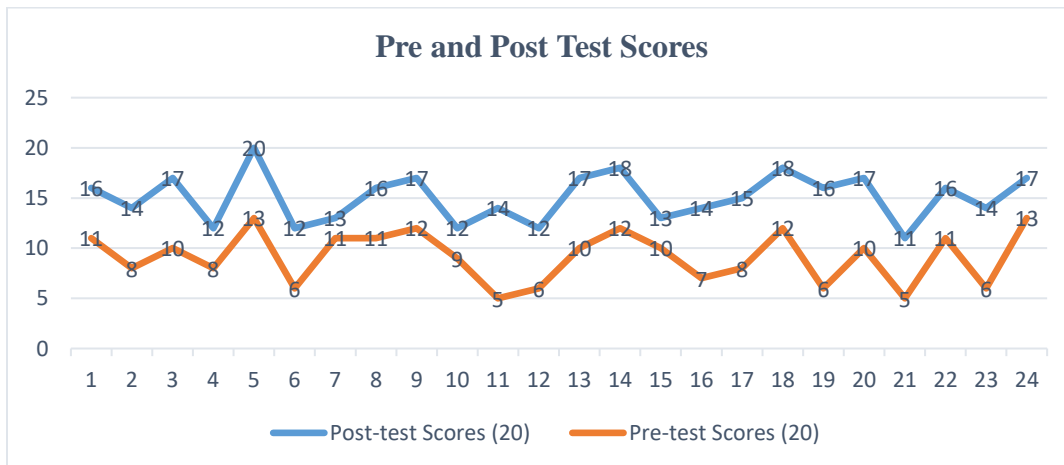
18 correct answers, closely followed by students with scores of 17 (e.g., students 3, 9, 13, 20, and 24).

The results of the post-test clearly reveal the effectiveness of the SQ3R method in improving the English reading comprehension of the students tested. The comparison between the pre-test and post-test scores shows widespread and significant improvements, confirming the usefulness of the method to strengthen specific reading skills.

The notable reduction in the number of incorrect answers reflects a substantial improvement in students' ability to comprehend textually and retain information. Likewise, the overall high performance suggests that the SQ3R intervention helped students develop more effective and autonomous reading strategies.

### Comparison Between Pre and Post Test

*Figure 5. Pre and Post test scores*



**Elaborated by:** Suarez, N. (2025)

**Source:** Pre and post-test scores

Taking into account the detailed comparison of the scores obtained by the 24 students both in the pre-test (orange line) and in the post-test (blue line), with a maximum possible score of 20 points. There is a clear positive difference between the scores of the pre-test and those of the post-test, showing a considerable improvement in practically all evaluated students after applying the SQ3R method. The general range of the pre-test shows scores fluctuating between 5 and 13 correct answers, indicating a relatively low or intermediate initial level of reading comprehension. In the post-test, the range of scores improves significantly, ranging between 11 and 20 correct answers, representing a substantial overall advancement for all students. The greatest improvement observed is that of student number 5, moving from 13 correct answers in the pre-test to 20 in the post-test, achieving a perfect score.

Even the students with the lowest performances in the pre-test (for example, students 11 and 21 with 5 correct answers) show a significant improvement in the post-test, reaching 14 and 11 correct answers respectively. Students number 14 and 18 also stand out with notable increases in their performance, going from 12 to 18 correct answers, which demonstrates the clear effectiveness of the applied method.

The graphic comparison of the pre-test and post-test scores categorically demonstrates the effectiveness of the SQ3R method in improving reading comprehension among students of English as a Foreign Language (EFL). The observed improvement is consistent across the group and reflects not only an increase in the number of correct answers but also a considerable reduction in the dispersion of individual performance, implying a collective improvement in reading skills. This result confirms the pedagogical benefits of using the SQ3R strategy as a structured method to teach critical and comprehensive reading skills in foreign language learning contexts. It is concluded

that this methodological intervention has a high potential to be adopted as part of regular programs in EFL classrooms with similar student profiles.

## Hypothesis Verification

### Test of Normality

To verify which of the hypothesis will be accepted it was essential to analyze the variation of the collected data. Shapiro-Wilk test was chosen due to its requirements (for population less than 30 participants). The population of this investigation is compound by 24 participants fulfilling the requirement for applying the test.

*Table 3. Test of Normality*

<b>Test of Normality</b>			
<b>Shapiro-Wilk</b>			
	Statistic	df	Sig.
<b>Pre-test</b>	,918	26	,040
<b>Post-test</b>	,893	26	,011

**Elaborated by:** Suarez, N. (2025)

**Source:** SPSS Software

The significance showed above from the pre-test and post-test is less than 0,05. Thus, the null hypothesis is rejected. The data was not distributed normally for that Wilcoxon sign test for non-parametric testing was taken into account.

## Wilcoxon signed ranks test

*Table 4. Ranks Wilcoxon*

		Ranks		
		N	Mean Rank	Sum of ranks
	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	24 <sup>b</sup>	12,50	300,00
<b>Post-test Pre-test</b>	Ties	0 <sup>c</sup>		
	Total	24		
<b>a. Test_Score_Posttest &lt; Test_Score_Pre</b>				
<b>b. Test_Score_Posttest &gt; Test_Score_Pre</b>				
<b>c. Test_Score_Posttest = Test_Score_Pre</b>				

**Elaborated by:** Suarez, N. (2025)

**Source:** SPSS Software

The Wilcoxon signed-rank test was applied to compare the results obtained by the 24 students before and after the implementation of the SQ3R method. This non-parametric statistical analysis allows us to determine if there are significant differences between two related measurements. The results show that 100% of the students (24 out of 24) achieved higher scores on the post-test compared to the pre-test. That is, no negative ranks were recorded (0%), indicating that no student decreased their performance after the application of the SQ3R method. Furthermore, there were no ties (0%), which means that all participants improved their results, with none maintaining the same score on both tests.

The total sum of positive scores was 300, with an average score of 12.50. This shows consistent and widespread improvement in the study group. The fact that 100% of the students improved in the post-test provides statistically significant evidence of the positive impact of the SQ3R method on reading comprehension in English. In pedagogical terms, these results confirm that the intervention was effective not only on an individual level but also at the group level. The application of the SQ3R method significantly contributed to the development of critical reading skills, text comprehension, and information retention. It is therefore recommended to continue and systematically implement this method in contexts of teaching English as a foreign language (EFL), especially at basic levels of secondary education.

**Table 5. Test Statistics**

<b>Test Statistics<sup>a</sup></b>	
	Post-test - Pre-test
<b>z</b>	-4,304 <sup>b</sup>
<b>Asymp, Sig. (bilateral)</b>	,000
a. Wilcoxon signed-rank test	
b. Based on negative ranges	

**Elaborated by:** Suarez, N. (2025)  
**Source:** SPSS Software

Based on the data obtained from the Wilcoxon signed-rank test, a value  $z = -4,304$  and, a bilateral asymptotic significance (p-value) of 0,000 were observed. This p-value is lower than the traditional significance level  $\alpha = 0,05$ , which allows us to conclude that the difference between the pre-test and post-test results is statistically significant.

The following is established:

- **Null Hypothesis:** The SQ3R method has no significant effect on enhancing reading comprehension in EFL students.
- **Alternative Hypothesis:** The SQ3R method significantly enhances reading comprehension in EFL students.

Since  $p = 0.000 < 0.05$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This means that the observed improvement in the post-test results is not due to chance, but rather the result of the pedagogical intervention based on the SQ3R method.

Furthermore, this result is complemented by the fact that 100% of the students (24 out of 24) improved their scores after the application of the method, with no ties or decreases in scores recorded. This further reinforces the conclusion that the SQ3R method was highly effective in improving reading comprehension in English among eighth-grade students. The statistical results validate the research hypothesis, confirming that the application of the SQ3R method had a positive and significant effect on the development of reading comprehension in EFL students. Its continued use and possible application in other educational levels or similar contexts is recommended.

## **CHAPTER III**

### **PRODUCT**

#### **Innovative Proposal to the Problem/Result**

In this chapter the proposal will be presented and described. It will give a solution to the difficulties found after applying the instrument to evaluate the 8<sup>th</sup> students' English Reading comprehension from a Middle School. The main goal is to improve students' reading comprehension through the use of SQ3R method lesson plans. These includes a variety of lessons with different activities that promotes the comprehension of different texts.

#### **Proposal name**

“SQ3R method, the key of reading comprehension” a kit of lesson plans designed for middle school.

#### **Type of product**

The selected product is lesson plan. Iqbal et al., (2021) mentioned that a lesson plan is a guide line for teachers to develop a lesson playing an important role in the learning process. It is crucial for teacher to plan the activities that must be develop in the class. The importance of a lesson plan can be related with a building plan. The engineer plans each of the steps and stages to be carried out during construction and the same happens when teachers create a lesson. Teachers

must design an educational plan which includes certain important factors such as the method to be followed, resources to be used, the content to be taught and visual aids. The lesson plan is linked to the teaching of the desired subject and can be for an academic year or half a year, a month or a day.

Additionally, there are different steps that are important to take into account when creating it. Before planning it, the learning objectives need to be identified to achieve them. Setting clear and specific objectives for the students' learning process will be vital in determining the activities that will be used in class. Therefore, a logical connection must be established between the objectives, content, teaching methods, and assessment. At the same time, the students' needs should be taken into account.

When designing a lesson plan Farhang et. al. (2023) mentioned some questions that must be answered:

- To whom should I teach? (Knowing the students)
- What should be taught? (Teaching topic - content)
- Why do this learning activity? (Teaching purpose)
- How should I start and do it? (Teaching methods and tools)
- What activities should I do? (Determining activities)
- When should I do it? (Timing of activities)
- What part of that activity will everyone do? (Interaction between teacher and student)
- How can I make sure that I have reached the desired goals? (Evaluation)

At the moment of answering these questions, the lesson plan will be well-structured. Some details that sometimes could be unnecessary when planning are the ones that fits well to carry

out a lesson. The elements included in a lesson must be analyzed and determine their importance and how they contribute positively in the teaching – learning process.

### **Objective of the proposal**

To increase the level of English reading comprehension in 8th grade students through the use of lesson plans based on SQ3R method.

### **Structure proposal**

The proposal is designed using a specific lesson plan structure showed below. The lessons are designed using the online platform called “Genially” (see annex no.3). This platform allows to create as many resources as needed. It is an interactive platform that helps to create interactive activities as well as the learning environment. Learning through the use of technological resources help the process of teaching and learning a new language so that the goal established at the beginning of the lesson will be more effective and significantly. It also helps to increase students’ creativity and at the same time maintain their knowledge active. Inside each lesson plan each resource to develop the activities will be found. The activities were established according to the students’ ages and needs. All the reading were taken from a webpage and they were from students’ interests.

The following order will be found inside the “genially” website:

- Cover Page
- Introduction
- Lesson Plans (Aims, Previous knowledge, warm-ups, main lessons, wrap-ups, formal and informal assessments.)
- Annexes if existed

## Lesson Plan Structure

**Background:**

**Skill focused:**

**Method used:**

**Context:**

**Institution:**

**Course/Level:**

**Text/Materials:**

**Lesson aim(s):**

**Previous classwork to prepare students for the lesson:**

**Procedures**

Activity & Timing	Objective(s)	Materials/E quipment Technology	Step-by-step details	Interacting/Seating	Informal Assessment

**Follow-up / Future ideas:**

**Formal assessment for the lesson:**

*\*Adapted from:* Purgason, K. (2016). Lesson planning in second/foreign language teaching. *Heinle- Cengage Learning* , 4, 362-379.

### **Evaluation of the Innovative Proposal**

The evaluation of the scoped activities developed in the proposal, and their impact, will be carried out using a Post-test. It allows to identify the impact of the SQ3R method on the students' English reading comprehension.

### **Validation of the Proposal**

To validate the proposal Indoamerica University Thesis Manual (2020) stated three type of methods and one of them is used in this research project. Method 3: Validation through its application in the practice of the proposal, option one "Verification of the results showing a transformation from the initial diagnosis by implementing the total or partial proposal to the entire study sample" was chosen because it fits the characteristics of the research environment.

## CONCLUSIONS Y RECOMMENDATIONS

### Conclusions

After have been collected the data and analyzed it, and according to the established objectives of this investigation, it can be concluded that the strategy improved students' reading comprehension. The initial phase of the present investigation was applying a pre-test to assess students' reading comprehension before applying the SQ3R method. This first step was crucial to establish a baseline to understand the current students' abilities. The obtained pre-test results showed that most of the students had a low English reading comprehension level.

Subsequently, the focal point involved designing and applying a set of lesson plans using SQ3R method in EFL classes. All the activities were designed to be applicable inside the classroom. SQ3R activities served as a guide through each stage of the method: survey the whole text by scanning titles, subtitles, pictures or headings, formulation questions, read to comprehend key facts and concepts, reciting key information by answering previous questions, and finally review and reflect about the learned information. Through the SQ3R method activities, students get involved to analyze authentic texts and produce appropriate reading comprehension skills.

The end of the intervention began with the application of the post-test, which served to evaluate the students' reading comprehension level after the application of the method. Using similar tests helped to measure any changes in reading comprehension. The analysis of the post-test results was particularly noteworthy. These results were positive, showing that each students increase their reading comprehension level and at

the same time demonstrating that SQ3R method is valid when trying to improve this skill (reading).

All the previous findings lead us to notice and determine the benefits of implementing SQ3R method inside EFL classrooms. During all the stages of the method students can gain an overview about what the text is going to be about. It invites the readers to make their own inquiries making the reading an active quest of answers. Moreover, readers get in deep of the reading trying to get key information truly comprehending the main ideas from the text, making short summaries in one's own words. This active recall strengthens neural pathways, transferring knowledge from short-term to long-term memory. Readers also can reinforce their learning through revising the whole material, self-assessment, peer assessment and checking their previous notes.

### **Limitations of the Study**

Despite the results obtained, this study presents some limitations that must be considered for future replicas of the proposal. First of all, the linguistic and cultural diversity present in that school (public school) influenced the levels of reading comprehension, especially in students who do not have English as their native language, and they are English Language Learners. Another important limitation lies in the duration of the study, as the time allotted for the implementation of the SQ3R method was somewhat insufficient to observe sustainable long-term improvements. All interventions were carried out, but for better results both for the study and to improve the reading comprehension level of the students it must be implemented during a whole year period. Likewise, the implementation of the method largely depended on the adaptation of the activities to the content of the subject, since academic progress had to be made while the interventions were taking place.

## **Recommendations**

It is noticeable that SQ3R method is useful when trying to improve reading comprehension. However, teachers need to implement more sessions using this method to let students improve their reading skills. These sessions must be created according to students' level and needs.

For a suitable implementation of the method, it is necessary that teachers understand and study the method, enabling them strengthen their methodological knowledge when delivering reading lessons. Moreover, teachers must train themselves on how to use technological resources improving the teaching process and at the same time the learning environment.

Next, it is recommended that teachers must differentiate which method is suitable for their students. Each student is different, therefore each class too. Teachers need to identify students gaps to reinforce them using appropriate methods which could help student to increase, foster and improve their skills in this case reading comprehension skill. The material is also important and it needs to be of students' interest to catch the attention of them.

When designing the activities, teachers must consider the available resources to plan the activities. In the majority of schools there are projectors, computers and internet so that the class within the method can be more interactive. Students focus more when there are activities which involve the use of online activities, platforms and games.

It is recommendable that for further research a more holistic approach must be adopted, incorporating variables associated with student motivation and the sociocultural context. Furthermore, it would be pertinent to design medium- and long-term follow-up studies, with comparative analyses between different educational

environments. Additionally, it would be useful to investigate how the integration of digital tools can complement the application of the method and it would be very important to assess teachers' perceptions to identify barriers and opportunities in the implementation of the approach and how useful it is in improving one of the EFL skills.

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## ANNEXES

### **Annex No. 1**

*Validation of the Instruments by Experts*

Validation of the Instrument by Experts

Evaluator's name: Carolina Guarda,

Specialty: ESDL Teacher

Academic degree: Master in Education in Teaching English  
Learners.

**Author:**

- Nadia Monserrath Suarez Cocha

**Title of the research:**

SQ3R METHOD TO ENHANCE ENGLISH READING COMPREHENSION IN 8<sup>th</sup>  
GRADE STUDENTS.

**General objective:**

- To investigate the effectiveness of the SQ3R method to enhance reading comprehension in EFL students.

**Specific objectives:**

- To assess students' reading comprehension before applying the SQ3R method.
- To design and implement lesson plans using SQ3R method in EFL classes.
- To evaluate students' reading comprehension level after applying SQ3R method.
- To determine the benefits of using S3QR method in EFL classrooms.

**INSTRUMENT TO VALIDATE THE PRE AND POST TEST**

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN  
EN ENSEÑANZA DE INGLÉS**

Pre and Post test addressed to students from 8th grade

Dear student:

This questionnaire has the purpose of:

**To measure the level of students' English reading comprehension before and after applying SQ3R method.**

**Introduction**

Thank you for your participation filling these tests. These instruments will help to obtain information about the level of reading comprehension before and after applying the SQ3R method.

**Instructions:**

- o Please read carefully each question before reading the whole text.
- o Feel free to ask any question before starting the test.
- o Write in a clearly way your student's ID.

The frequency layout of the instrument is technically sound.

1 2 3 4 5

The questions is not too short or long enough and the respondents will be able to answer it within a given time.

1 2 3 4 5

The instrument is interesting because participants will be interested in it and cooperation is fully.

1 2 3 4 5

**VALIDATION RUBRIC**

**Instruction:** Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

**Criteria**

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The instrument's items can elicit stable, definite, consistent, and not conflicting responses.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes  No

- ✓ What items would you add or erase?

I think that the items are just right.

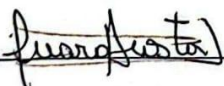
- ✓ What other suggestions would you make to improve this instrument?

I think the instrument is pretty consistent and it has a variety of items that represent different skills.

Evaluator's Name: Carolina Guarda

E-mail: Cmguarda@feps.edu

Academic Degree: Master in Education in Teaching English learners.

Signature: 

**Validation of the Instrument by Experts**

Evaluator's name: Samira Jafari

Specialty: ESOL Instructional Coach

Academic degree: Masters of English

**Author:**

- Nadia Monserrath Suarez Cocha

**Title of the research:**

SQ3R METHOD TO ENHANCE ENGLISH READING COMPREHENSION IN 8<sup>th</sup> GRADE STUDENTS.

**General objective:**

- To investigate the effectiveness of the SQ3R method to enhance reading comprehension in EFL students.

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- To assess students' reading comprehension before applying the SQ3R method.
- To design and implement lesson plans using SQ3R method in EFL classes.
- To evaluate students' reading comprehension level after applying SQ3R method.
- To determine the benefits of using SQ3R method in EFL classrooms.

**INSTRUMENT TO VALIDATE THE PRE AND POST TEST**

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN  
EN ENSEÑANZA DE INGLÉS**

Pre and Post test addressed to students from 8th grade

**Dear student:**

This questionnaire has the purpose of:

**To measure the level of students' English reading comprehension before and after applying SQ3R method.**

**Introduction**

Thank you for your participation filling these tests. These instruments will help to obtain information about the level of reading comprehension before and after applying the SQ3R method.

**Instructions:**

- o Please read carefully each question before reading the whole text.
- o Feel free to ask any question before starting the test.
- o Write in a clearly way your student's ID.

### VALIDATION RUBRIC

**Instruction:** Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

#### Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
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The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

## COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes  No

- ✓ What items would you add or erase?

I would erase questions that ask for the vocabulary definition out of the passage context (questions 13-15) students should learn to elicit definition from the passage.

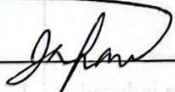
- ✓ What other suggestions would you make to improve this instrument?

I would add questions that would encourage students to have a deeper understanding of the whole passage. Deeper engagement with the text leads to better reading comprehension be able to answer questions on implied information.

Evaluator's Name: Samira Jafari

E-mail: sjafari@feps.edu

Academic Degree: Master's / Bachelor's of English

Signature: 

**Validation of the Instrument by Experts**

Evaluator's name: Keli Johnston - Chun

Specialty: English (Literature) + ESOL

Academic degree: B.A. English Literature

M.A. Ed - Youth Development

Ed.S - Educational Leadership + Administration

Author:

- Nadia Monserrath Suarez Cocha

Title of the research:

SQ3R METHOD TO ENHANCE ENGLISH READING COMPREHENSION IN 8<sup>th</sup>  
GRADE STUDENTS.

General objective:

- To investigate the effectiveness of the SQ3R method to enhance reading comprehension in EFL students.

Specific objectives:

- To assess students' reading comprehension before applying the SQ3R method.
- To design and implement lesson plans using SQ3R method in EFL classes.
- To evaluate students' reading comprehension level after applying SQ3R method.
- To determine the benefits of using SQ3R method in EFL classrooms.

- commonlit.org  
- create acct. (free)  
- grade 8 texts

**INSTRUMENT TO VALIDATE THE PRE AND POST TEST**

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN  
EN ENSEÑANZA DE INGLÉS**

Pre and Post test addressed to students from 8th grade

Dear student:

This questionnaire has the purpose of:

To measure the level of students' English reading comprehension before and after applying SQ3R method.

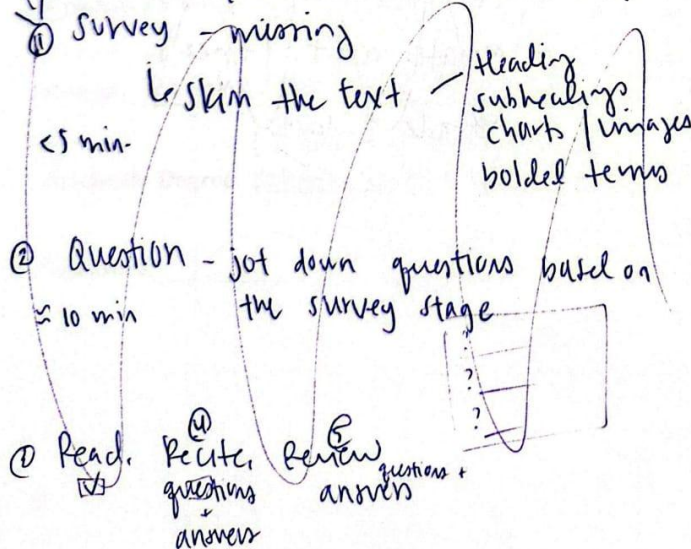
**Introduction**

Thank you for your participation filling these tests. These instruments will help to obtain information about the level of reading comprehension before and after applying the SQ3R method.

**Instructions:**

- o Please read carefully each question before reading the whole text.
- o Feel free to ask any question before starting the test.
- o ~~Write in a clearly way your student's ID.~~

Write your student ID in a clearly.



SQIR Method

### VALIDATION RUBRIC

**Instruction:** Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

#### Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The instrument's items can elicit stable, definite, consistent, and not conflicting responses.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

**COMMENTS AND SUGGESTIONS SECTION**

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes ✓ No \_\_\_\_\_

✓ **What items would you add or erase?**

- Add more higher-level comprehension questions to measure deeper understanding of text.

- eliminate vocabulary questions OR remove so students use context clues to define words. (#13-15)

✓ **What other suggestions would you make to improve this instrument?**

Pretest #18 → make it more specific, maybe to what made her clothing special? (answer = "a dress" versus "her grandmother made her dress")

Evaluator's Name: Keli Johnston-Chun

E-mail: Krjohnstonch@fcps.edu

Academic Degree: B.A. English Literature, MAEd - Youth Development, Ed.S - Edu. Leadership + Administration

Signature: 

## Annex No. 2

### Instruments (Pre and Post tests)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Reading Pre-Test (A2)

##### Instructions

- Write your name and last name clearly
- Read the whole text carefully and answer the questions.
- You will have 55 minutes to answer it.

#### A family of dancers Cambridge University Press

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making **costumes** for the dancers.



Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a **member** of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practice in so I made the **garage** into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet Swan Lake. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

**Circle the best answer for each question**

1. What was Rowling's husband's nationality?
  - a. Chinese
  - b. Portuguese
  - c. English
2. Where did she move with her boyfriend in 1990.
  - a. Manchester
  - b. Portugal
  - c. Germany
3. What did Rowling teach in Portugal?
  - a. Portuguese
  - b. English
  - c. Scottish

**Write True or False for the following statements. These words must be written completely.**

4. Rowling's mom worked as a Technician in Wydean School. \_\_\_\_\_
5. She got married in 1992 with Jorge Arantes. \_\_\_\_\_
6. Rowlings was detected with anxiety and depression. \_\_\_\_\_

**Look at the bold words in the text and choose the best definition for the words.**

7. In the second paragraph the word "**technician**" means
  - a. A person who knows very well math.
  - b. A person who is a specialist of a subject or occupation.
  - c. A person who works with technical instruments.
8. In the fourth paragraph the word "**journalist**" means
  - a. A person who interviews famous people.
  - b. A person who presents live news.
  - c. A person who writes and edit news in magazines and newspapers.
9. In the fifth paragraph the word "**jobless**" means
  - a. A person who has no job.
  - b. A person who has multiple jobs.
  - c. A person who has only one job.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reading Post-Test (A2)

#### Instructions

- Write your name and last name clearly
- Read the whole text carefully and answer the questions.
- You will have 55 minutes to answer it.

#### From Rowling to Potter Cambridge University Press

Joanne "Jo" Rowling, better known as J. K. Rowling, was born on July 31st 1965, in Yate, near Bristol, in England. Her father was called Peter James Rowling and her mother Anne Rowling.

She's got a sister called Dianne and as a child, J.K. Rowling wrote fantasy stories, which she read to her sister. She went to secondary school at Wyedean School and College, where her mother, Anne, had worked as a **technician** in the Science Department. J.K. Rowling studied A levels in English, French and German before studying French and Classics at the University of Exeter.



After working at Amnesty International in London, she and her then-boyfriend decided to move to Manchester. In 1990, while she was delayed on a train from Manchester to London, she conceived the idea for a story of a young boy attending a school of wizardry.

Rowling then moved to Porto in Portugal to teach English as a foreign language. While there, on October 16th 1992, she married the Portuguese television **journalist** Jorge Arantes. In December 1993, Rowling and her daughter moved to be near Rowling's sister in Edinburgh, Scotland.

During this period Rowling was diagnosed with depression. In December of that year, Rowling's mother died, after ten years suffering from multiple sclerosis. Seven years after graduating from university, she saw herself as "the biggest failure I knew." Her marriage had failed, she was **jobless** with a dependent child. But she had an old typewriter, and a big idea: Harry Potter.

The Potter books have gained worldwide attention, won multiple awards, sold more than 400 million copies to become the best-selling book series in history and been the basis for a popular series of film.

**Read the statements and fill the blanks with appropriate words from the text.**

10. Alice and Jack met their first time in the \_\_\_\_\_.
11. Demi is a member of the \_\_\_\_\_.
12. Jack was not \_\_\_\_\_ in ballet.

**Choose the best option for each question.**

13. When Alice mentioned "I taught her, because she never let me," implies that
  - a. Demi was misbehaving all time.
  - b. Demi was determined and very independent.
  - c. Was forced into ballet by her family.
14. The story is told from
  - a. Alice, Jack and Hannah's perspective.
  - b. Alice's perspective.
  - c. Alice and Hannah's perspective.
15. Hannah said Demi will have a great future because
  - a. She performed well in the ballet Swan Lake.
  - b. She started dancing when she was a baby.
  - c. The way she dances is very special.

**Answer the following questions with the information from the text.**

16. What is the profession of Alice's husband?  
\_\_\_\_\_.
17. What was the problem when Demi started dancing?  
\_\_\_\_\_.
18. What made Demi's dance in the ballet Swan Lake special?  
\_\_\_\_\_.
19. Why Demi's dad made the garage into a dance studio?  
\_\_\_\_\_.
20. What Hannah say about Demi's way of dancing?  
\_\_\_\_\_.

**Circle the best answer for each question**

1. What is Alice Watson's job now?
  - a. dancer
  - b. teacher
  - c. dress-maker
2. Demi have her first ballet lessons
  - a. at a very young age.
  - b. at the National Ballet Company.
  - c. from her mother.
3. Jack helped her wife and daughter by
  - a. Moving to a large house.
  - b. Letting them use the living room for dancing.
  - c. Making a place for them to practice in.

**Write the word "True" or "False" for the following statements.**

4. Jack helped his wife and daughter by letting them use the living room for dancing. \_\_\_\_\_
5. Only Alice and Hannah were in the audience when Demi danced the Swan Lake. \_\_\_\_\_
6. Demi's grandma was in her first ballet presentation. \_\_\_\_\_

**Look at the bold words in the text and choose the best definition for the words.**

7. In the first paragraph the word "**costumes**" means
  - a. A set of particular clothes.
  - b. Old-fashioned clothes made by parents.
  - c. A set of dresses for women.
8. In the second paragraph the word "**member**" means
  - a. A person belonging to a specific group.
  - b. A person who owned a group.
  - c. A group of people who create a group.
9. In the third paragraph the word "**garage**" means.
  - a. A place where people met to watch TV.
  - b. A place where a car can be kept.
  - c. A place where barbecues are made.

**Read the statements and fill the blanks with appropriate words from the text.**

10. When Rowling was a child, she used to write \_\_\_\_\_ books.
11. Rowling's mom suffered from \_\_\_\_\_ for 10 years.
12. Happy Potter books become the \_\_\_\_\_ book series in the history.

**Choose the best option for each question.**

13. The fact of moving to Portugal, got married and then divorced suggests that
  - a. Rowling was always looking for adventure.
  - b. She had a stable and predictable life.
  - c. She experienced significant personal challenges and changes.
14. The train journey from Manchester to London was significant in Rowling's life because
  - a. She was moving to an important place where she became famous.
  - b. She conceived the idea of writing "Harry Potter".
  - c. She decided to write as many books as possible.
15. The fact about Rowling having "an old typewriter" when she was having difficulties suggests that
  - a. Typewriters were the best for writing the best books.
  - b. She was determined to write despite the circumstances.
  - c. She preferred to write in that machine instead of computers.

**Answer the following questions with the information from the text.**

16. What did Rowling study at the University of Exeter?  
\_\_\_\_\_.
17. Where did she get the idea of writing Harry Potter?  
\_\_\_\_\_.
18. When did she see herself as "the biggest failure she knew.?"  
\_\_\_\_\_.
19. What kind of illness did Rowling suffer when she didn't have job?  
\_\_\_\_\_.
20. How many copies of Happy Potter's books did Rowling sell?  
\_\_\_\_\_.

**Annex No. 3**

*Lesson Plans*

**(Control + Click on the link to see the lessons plans)**

[Lesson Plans Implementation](#)

**Annex No. 4**  
*Pictures during lessons*

