



Universidad  
Nacional  
de Loja

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**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**The Preview, Question, Read, Summarize, and Test (PQRST) strategy and reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024**

**La estrategia Previsualizar, Preguntar, Leer, Resumir y Probar (PPLRP) y la comprensión lectora en estudiantes de educación básica media en una institución educativa en Loja, año escolar 2023-2024**

**Trabajo de Integración Curricular,  
previo a la obtención del título de  
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Inglés.**

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## **Dedication**

First and foremost, I dedicate this research project to God for allowing me to conclude this process of professional development with his blessing and constant companionship along the way to reach another step in my life. To my mother, Marina Brito, whose love and support have been the basis of my strength; she taught me the values of perseverance, responsibility, and dedication to achieve my goals in life. I owe her everything. Also, to my sister, brother, and little cousin, whose encouragement and understanding have been essential during this process. To my aunts, uncles and grandparents, whose wisdom and kindness have shaped the person I am today. This research project is a demonstration of the love, support, and faith that all of you have given me.

*Thalía Cecibel Brito Brito*

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## **1. Title**

The Preview, Question, Read, Summarize, and Test (PQRST) strategy and reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024

## 2. Resumen

La comprensión lectora es un proceso complejo que implica no solo la lectura precisa de palabras y oraciones, sino también una comprensión profunda del vocabulario y los conocimientos generales. Así pues, esta investigación tuvo como objetivo describir el impacto de la estrategia PQRST (Previsualizar, Preguntar, Leer, Resumir y Probar) en la comprensión lectora de los estudiantes de educación básica media en Loja, durante el año lectivo 2023-2024. El estudio utilizó un enfoque de método mixto, incorporando la recolección de datos cuantitativos y cualitativos, y un diseño de investigación-acción. Para la recolección de los datos se utilizó un pre y post test con el fin de evaluar el nivel de los estudiantes en cuanto a su comprensión lectora antes y después de la intervención. Asimismo, se utilizó un cuestionario y notas de campo para describir las diferentes opiniones y comportamientos de los estudiantes sobre el uso de la estrategia. Estos instrumentos se aplicaron a alumnos de séptimo curso, que eran dieciséis chicas y catorce chicos, con una edad promedio entre once y doce años. Para el análisis de los datos cuantitativos se utilizó un análisis descriptivo, mientras que para el análisis de los datos cualitativos se utilizó un análisis temático para luego realizar una triangulación de los instrumentos. Los resultados mostraron una diferencia notable entre el pre- y post test, con una mejora general de 1,7 puntos. Específicamente, en el aspecto de leer para captar lo esencial, hubo una diferencia de 0,05 puntos. En leer para obtener información específica, hubo una diferencia de 0,59 puntos, y en inferir significado a través del texto, hubo una diferencia de 1,06 puntos. Estos resultados indicaron que la estrategia PQRST es una estrategia eficaz para mejorar la comprensión lectora, ya que motivó e involucró a los estudiantes, lo que sugirió integrar la estrategia PQRST en las prácticas de enseñanza para mejorar la comprensión lectora y el rendimiento académico.

***Palabras clave:** Leer para captar lo esencial, leer para obtener información específica, inferencia de significado, percepciones de los estudiantes.*

## **Abstract**

Reading comprehension is a complex process that involves not only the accurate reading of words and sentences but also a deep understanding of vocabulary and general knowledge. Thus, this research aimed to describe the impact of the PQRST (Preview, Question, Read, Summarize, and Test) strategy on reading comprehension among middle basic education students in Loja during the 2023-2024 school year. The study used mixed method approach, incorporating both quantitative and qualitative data collection, and an action research design. To collect the data, a pre- and post-test were used in order to assess the students' level regarding their reading comprehension before and after the intervention. Likewise, a questionnaire and field notes were used to describe the different opinions and behaviors of the students about the use of the strategy. These instruments were applied to seventh graders, who were sixteen girls and fourteen boys with an average age between eleven to twelve years old. For the analysis of the quantitative data, a descriptive analysis was used, while for the analysis of the qualitative data, a thematic analysis was used to then perform a triangulation of the instruments. The findings showed a notable difference between the pre- and post-tests, with an overall improvement of 1.7 points. Specifically, in the aspect of reading for gist, there was a difference of 0.05 points. In reading for specific information, there was a difference of 0.59 points, and in inferring meaning through text, there was a difference of 1.06 points. These results indicated that the PQRST strategy is an effective strategy for improving reading comprehension, as it motivated and engaged students, which suggested integrating the PQRST strategy into teaching practices to enhance reading comprehension and academic performance.

**Key words:** *Reading for gist, reading for specific information, inferring meaning, students' perceptions.*

### 3. Introduction

In contemporary times, English is considered the universal language spoken, read, and understood in most parts of the world, facilitating global communication and a sense of community (Getie, 2020). Mastering English involves acquiring competencies in speaking, writing, listening, and reading skills (Safia & Mereim, 2019). These authors mentioned that one of the important skills that the learner must concentrate on is reading. Thus, Snow (2002) defines reading comprehension as an interactive process involving written language that builds and acquires meaning simultaneously. Likewise, Septiyana et al., (2021) stated that it is a complex process that requires not only being able to read words and sentences correctly but also requires a deep understanding of vocabulary and general knowledge. In the Ecuadorian context, according to the English as a Foreign Language curriculum for middle basic education students, reading comprehension is a fundamental skill for students. It emphasizes the importance of them being able to predict, infer, classify information, differentiate facts from opinions, and understand the chronological order of a text (MinEduc, 2016).

Unfortunately, students in middle basic education often fail to reach the A2 level set by the Common European Framework of Reference (CEFR). Studies by Safia and Mereim (2019), Fadhila Muliana et al. (2023) and Matondang (2022) suggested that this problem may stem from a lack of vocabulary and lack of motivation, largely due to a few use of teaching strategies. Likewise, observations of the pre-service teacher' practicum showed that many students have difficulty comprehending foreign language texts and identifying main ideas and supporting details. Similarly, Chávez Moreno's (2020) master's thesis found that students had trouble comprehending short texts on real-world topics. These difficulties suggest the need for specific interventions to improve reading comprehension skills. One effective strategy is PQRST, which includes previewing, questioning, reading, summarizing, and testing the text (Fadhila Muliana et al., 2023). According to Petterson (2015, as cited in Fadhila Muliana et al., (2023), PQRST helps students learn and remember the material, making it a valuable tool for improving reading comprehension.

In light of this, the researcher's interest arose in investigating how the PQRST strategy can improve reading comprehension among middle basic education students at an educational institution during the 2023-2024 school year? Consequently, to address the main question, two sub-questions were posed: What is the effectiveness of the PQRST strategy in improving students' reading comprehension? And, what are the students' perceptions about the implementation of the PQRST strategy in reading comprehension? Now, based on the context aforementioned, the research set as the primary objective of this study to determine the impact

of the PQRST strategy in the improvement of reading comprehension among middle basic education students. Specific objectives include demonstrating the effectiveness of this strategy and describing students' perception of it, whether it motivated them or aroused their interest.

On the other hand, several studies have demonstrated the effectiveness of the PQRST strategy in improving students' reading comprehension. For example, Safia and Mereim (2019) conducted quantitative research that showed that the PQRST strategy significantly improved reading comprehension, recommending its application in the classroom so that students feel active and motivated during learning. Similarly, Chavez Moreno (2020) used qualitative and quantitative methods to evaluate the impact of the PQRST strategy, finding that it significantly improved students' comprehension, as students found the readings easier to understand and were able to learn about the mistakes they made when reading. In addition, Fadhila Muliana et al. (2023) conducted a pre-experimental study which revealed that the PQRST strategy had a substantial positive effect on reading comprehension.

Furthermore, recommendations from other researchers exist to provide further guidance for future investigations. This is the case of Safia and Meriem's (2019) article, they asserted that implementing the PQRST strategy in small class settings would be essential for achieving better results. Likewise, current research on the effectiveness of the PQRST strategy to improve reading comprehension lacks exploration of its long-term effects and sustainability. Additionally, there is lack of studies that examine the implementation of the PQRST strategy in educational settings with small classes and with middle basic education students. Similarly, Ranenda and Reflinda (2021) suggested to explore other settings to introduce variation. Therefore, this research is necessary to fill these gaps by offering concrete data on the impact of the PQRST strategy on reading comprehension, providing educators with solid evidence to inform their teaching practices.

In this regard, it is expected that this study benefit future researchers, teachers, students, and educational policymakers, providing them with valuable insights into the efficacy of the PQRST strategy and its potential integration into the curriculum to enhance reading comprehension. Besides, this can serve as a foundation for refining educational practices and influencing educational policies. By establishing a clear link between the use of the PQRST strategy and improvement of reading comprehension, the research adds a significant layer of understanding to the field of educational and instructional design. This study can be crucial in informing educational stakeholders about the effectiveness of the strategy and its significance for educational progress in the specific setting.



Consequently, this study focuses on middle basic education at an educational institution in Loja during the 2023-2024 school year. Its scope includes assessing the effectiveness of the PQRST strategy on reading comprehension and students' perceptions through the implementation of this strategy. On the other hand, this study faced some limitations which may affect the generalizability of the findings. First, the research was conducted with a limited sample size restricted to a single institution. Additionally, the short duration of the intervention and issues with the data collection instruments, such as the layout of the field notes which did not have guiding questions that could facilitate the entry of the most relevant information.

Lastly, the structure of this research report is organized as follows: the *Summary* with provides a concise overview of the research objectives, methodology, findings, and recommendations; the *Introduction* outlines the background, importance, and objectives of the study; the *Theoretical Framework* discusses previous research and theoretical perspectives related to the PQRST strategy and reading comprehension; the *Methodology* describes the research design, participants, data collection methods, and analysis procedures; the *Results* section presents the findings of the study in detail; the *Discussion* interprets the results, linking them back to the research questions and literature review; the *Conclusions* and *Recommendations* summarize the key findings, implications, and provide recommendations for future research and practice; the *Bibliography* list all the sources cited in the report; and the *Annexes* include supplementary material such as pre- and post-test, questionnaires, filed notes, and other relevant documents.

## **4. Theoretical Framework**

The present section aims to provide a comprehensive understanding of the variables studied in this project: The PQRST strategy and reading comprehension. In order to reinforce this framework, previous studies and research will be included to lay the foundations for the research work.

### **4.1 The Preview, Question, Read, Summarize, and Test (PQRST) strategy**

#### ***4.1.1 The definition of the PQRST strategy***

The PQRST (Preview, Question, Read, Summarize, and Test) is a reading strategy that is suited to the cognitive approach by structuring the learning process around key cognitive tasks. In fact, Francis P. Robinson (1970) developed this strategy based on cognitive principles to improve comprehension and retention. Likewise, by following the PQRST strategy, learners leverage their cognitive abilities more effectively, improving problem solving, comprehension and retention of reading material, thus embodying the principles of the cognitive approach ( Levina et al., 2020).

What is more, this strategy is one of the most effective strategies for improving reading comprehension. This is because this strategy has a well-organized stage (Thomas & Robinson, 1982). Put it differently, the use of this strategy enables one to grasp or comprehend what they read more easily. According to Fahas and Husaini (2022), the PQRST strategy serves as a valuable teaching strategy for reading by focusing on essential information in reading tasks. They added that the goal of this strategy is to improve reading comprehension. Moreover, they mentioned that this strategy consists of a series of structured steps that contribute to create a favorable learning environment by encouraging students to activate their prior knowledge before reading and assessing their comprehension afterwards. As well as, the strategy aims to overcome the difficulties of teaching reading and facilitate an effective teaching and learning experience.

Furthermore, Vazquez et al. (2006) cited in Arbandari et al. (2022) mentioned that the PQRST strategy, which was developed in the 1980s in the United States, is an effective learning strategy for evaluating and comprehending challenging reading passages, and has been successfully utilized in institutions such as NASA.

In short words, the PQRST strategy is a valuable teaching approach that aims to enhance reading abilities and improve reading comprehension. Moreover, the strategy addresses the challenges of teaching reading and promotes an efficient teaching and learning process.

#### **4.1.2 Steps of the PQRST strategy**

According to Arbandari et al. (2022), this strategy consists of five steps: Preview (skim and scan the text to get a general idea from its headings), Question (ask questions about what has already been read), Read (find the answer to the question as you read carefully), Summarize (summarize what you read in your own words), Test (test yourself).

In the same sense, Safia and Mereim (2019), explained more in detail the steps of the PQRST strategy as follows:

**4.1.2.1 P – Preview.** This first step is done before reading the text. The students will mentally create a plan. This strategy is about reading the headings and quickly skimming the text to find the most important ideas. Furthermore, it is essential that students take notes of every element presented in the text, including images, diagrams, charts, bolded or italicized words, and marginal notes.

**4.1.2.2 Q – Question.** During this step of the process, students will generate questions to help them focus on the reading and identify the key points of each section. It also involves reading the headings and subheadings before making predictions about the questions. In this way, by attempting to solve the question items such as what, when, who, why, where and how, learners' knowledge increases.

**4.1.2.3 R – Read.** In this step, students will try to read the sentences carefully. When faced with hard or unfamiliar vocabulary, students can highlight the words or go back and read the sentence again to understand the main idea. The student will look for answers to the earlier questions as they read. In addition, if there is enough time, the students may read the text twice and divide the lengthy paragraph into smaller paragraphs for better comprehension.

**4.1.2.4 S – Summarize.** After reading, students summarize the key ideas in a notebook, and, depending on how they summarize, they might write paragraphs, draw diagrams, or simply list the main ideas in sections.

**4.1.2.5 T – Test.** Finally, the fifth step is testing. Here, in order to assess students' comprehension, teacher may give a spoken or written exam. Additionally, the students will attempt to respond to the questions they predicted in the questioning step.

#### **4.1.3 Advantages of the implementation of the PQRST strategy**

Manurung et al. (2020) mentioned some of the advantages of the implementation of the PQRST strategy. They are presented below:

- The PQIRST strategy aids in improving students' reading comprehension. Since they have a preview of the text before they analyze it in its entirety, the students are more likely to approach it with good intentions.
- In addition, the benefits of the question step help learners to formulate the questions they need to find. In this step, learners focus and create curiosity towards the text. Thus, they are motivated to read. Moreover, it makes learners easily find the details of the information and focus on the aspects they need to find in the text.
- The PQIRST strategy facilitates students' active and meaningful engagement with reading. Thus, students will actively participate in understanding the material.
- This strategy allows students to effectively plan their reading of the text, which ultimately leads to greater success in achieving their objectives. By being clear about this strategy in advance, learners can actively identify and understand key points as they read for details.

#### ***4.1.4 Procedures of the PQIRST strategy in teaching and learning***

Teachers need to have a complete understanding of how they can implement this strategy in the classroom. Thus, as mentioned by Chávez Moreno (2020), the teacher's job is to explain the PQIRST strategy first. Then, help the students apply the strategy, choose the brief texts, keep track of how well the learning goals are being met, and assess the students' progress. On the other hand, the researcher stated that the students' role consists of applying the PQIRST strategy, demonstrating an engaged and positive attitude toward the texts selected by the teacher, and establishing a space where they can evaluate their own progress.

Likewise, Matondang (2022) presented the procedures for implementing the PQIRST strategy as follows:

- **Preview:** Before starting to read, the preview helps students quickly skim the content and organization of the section. In order to know what they will be covering, in this step, the students determine the overall topic of the text by quickly skimming it. One way to do this is to read the title and then look at the graphs, diagrams and pictures in the text. In the preview, the teacher will guide the class in identifying the main points of the text. Thus, the main objective is to get a general idea of the main themes and sections of the text.
- **Question:** The question involves assessing the existing knowledge about the subject and identifies the information that needs to be acquired. This process includes

forming questions and predicting the answers. During this step, students are encouraged to be imaginative by generating questions while reading. They may also review the questions at the end of the text without immediately answering them, instead finding the answers during subsequent activities. In addition, students can formulate questions based on specific ideas or headings encountered while reading the materials.

- **Read:** During this stage, students are asked to utilize their critical thinking skills by asking and answering the questions that they have developed during the review and question stage. As they engage with the text, they actively seek out answers to these inquiries, while also making connections to their prior knowledge. Therefore, this process therefore facilitates the efficient transfer of new information into long-term memory. That is why, to fully address the questions generated in the previous stage, students are encouraged to read the entire text. Thus, this active participation during the "Read" stage ensures that students are fully engaged in the process of asking and answering questions.
- **Summarize:** It is a matter of bringing all the above steps together so that the new information becomes long-term knowledge. Besides, it also serves to condense the necessary information for readers. In addition, this step involves to make a brief summary using the key points, as well as creating a mind map if it is necessary. Therefore, summarizing the text in the students' own words will help them comprehend the content more easily.
- **Test:** Finally, after completing the reading activity, students carry out written or oral exercises to assess their comprehension of the text they have read. This can be done by reviewing all the material and storing it in their long-term memory. Moreover, the teacher can create a test in the form of multiple-choice questions or ask students to teach or explain the reading materials to other students.

#### ***4.1.5 Type of tasks for each step of the PQRST strategy***

The PQRST strategy involves different types of tasks at each stage to guide the development of exercises or activities in the readings. Ferdianto et al. (2020) highlighted the following recommendations:

- **Preview:** This step consists of identifying the topic from the titles or subtitles. To do this, they suggested to use open-ended, matching headings to paragraphs,

multiple-choice questions that encourage exploration and identification of the main idea.

- **Question:** In this step, it is essential to formulate questions based on the identified topics. The authors recommended generating direct questions, related to the text, which can be open-ended.
- **Read:** During the reading step, readers should address the previously generated questions. Therefore, the authors suggested appropriate tasks that include short-answer questions, rearrange the text, and true-false questions to ensure that readers engage with the content.
- **Summarize:** In this step, the goal is to summarize the key points. The authors proposed a variety of tasks, such as writing or underlining the main ideas, inference-based questions, multiple-choice questions, creating visual tools such as mind maps or labeling diagrams.
- **Test:** The final step focuses on assessing the reader's comprehension and critical thinking. The tasks recommended by the authors include comprehension questions that assess both lower-order and higher-order thinking skills, using formats such as short-answer, gap-filling, sentence completion, or multiple-choice questions.

## **4.2 Reading Comprehension**

### **4.2.1 Definition of reading**

There are several definitions of reading. As Arbandari et al., (2022) stated, reading is a practice that includes the skills of identification and comprehension. Likewise, Matondang (2022) affirmed that reading is “one of important skills in English foreign language that should be mastered by English students” (p. 120). According to Mureillon (2007) cited in Arbandari et al. (2022), “reading is a process of making a sense of written and visual communication. However, understanding on reading is not easy. Reading is a practiced procedure that necessitates a serious level of effort and ability. Reading comprehension approaches are instruments that talented students apply to resolve the understanding troubles they discover in reading passages”.

Similarly, Safia and Mereim (2019) affirmed that it is challenging to provide a single definition of reading, since the perception of reading varies greatly across different age groups. For example, for young children, reading simply involves looking at books, flipping through the pages, and observing the pictures. For teenagers often view reading as a source of

enjoyment and entertainment. Conversely, many university students regard reading as a means of amusement, fostering intellectual abilities, and honing critical thinking.

#### **4.2.2 Importance of reading in EFL classrooms**

According to Laličić and Dubravac (2021), it is vitally important for language learners to be proficient readers. Reading comprehension is a requisite for success in primary and secondary school, as well as at higher academic levels. It is commonly held that proficient readers make for good learners. However, for students learning English as a second language (ESL) or as a foreign language (EFL), creating such a connection between the reader and the written information is difficult and necessitates the use of a variety of reading strategies.

Additionally, it is evident that students who become literate in both their mother tongue and a foreign language have many opportunities to understand their national and personal identities on a more complex, richer, and deeper level in addition to discovering new ways to express themselves (MINEDUC, 2016).

#### **4.2.3 Purpose of reading**

There are various reasons why people read English texts. According to Harmer (2001), people read for many purposes. They read to learn new information, search for important or simple information about something, for pleasure or enjoyment, to comment on texts, and to read for general comprehension.

Aside from that, through reading, students improve their critical thinking skills, learn to communicate in a more effective manner, as well as improve their study skills and use the read texts as sources of information (MINEDUC, 2016). In addition, according to Harmer (2001), reading provides opportunities for language learning, including vocabulary, grammar and punctuation, as well as text comprehension, word building and the construction of sentences, paragraphs and texts.

#### **4.2.4 Types of reading**

- **Skimming:** Rahmat (2019) defined skimming as “the ability to identify the main ideas while very rapidly and selectively skipping over the reading material” (p. 50). The author also mentioned that this type of reading is used to determine the organization of a news story, magazine article, or textbook chapter, as well as its general content, without the need to read the entire section.
- **Scanning:** This type of reading is defined by Rahmat (2019) as “the ability to locate specific information or facts as rapidly as possible” (p. 50). Thus, scanning means

glancing through a section looking for a specific piece of information and stop when you find it.

- **Intensive reading:** Broughton et al. (1980) affirmed that intensive reading focuses on short texts, usually less than 500 words long. Additionally, these authors mentioned that the goal of intensive reading is to fully understand the logical argument, the structure of the text, its symbolic and emotional meanings, the author's attitudes and intentions, and the language techniques used to achieve their goals.
- **Extensive reading:** Day & Bamford (1998) defined extensive reading as “the independent reading of a large quantity of material for information or pleasure” (p.188). These authors mentioned that extensive reading plays a very important role on learners’ second language development. In the same line, Broughton et al. (1980) argued that the goal of this kind of reading is to read as much text as you can in the least amount of time. Moreover, Kredátusová (2007) stated that extensive reading involves students reading a wide range of books appropriate for their skill level, ideally encountering just one to two unfamiliar words per page.

#### ***4.2.5 Definition of reading comprehension***

Reading comprehension involves extracting information from a text and integrating it with existing knowledge and expectations (Aigul, 2019). Additionally, reading comprehension is defined by Snow (2002) as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11).

According to the EFL curriculum for middle basic students, reading comprehension involves recognizing how texts are organized, analyzing discourse by comparing styles in L1 and L2, activating prior knowledge and identifying connectors and linking words which help to structure the text. In addition, learners should be able to identify and understand basic informational texts such as emails, labels, messages and advertisements. In addition, essential skills for processing these texts include skimming for main ideas, scanning specific information, reading specific details and making inferences (MINEDUC, 2016). Moreover, according to Longman Dictionary of Language Teaching and Applied Linguistics, “Reading comprehension is the process of identifying the intended meanings of written or spoken exchanges” (Arbandari et al., 2022, p. 468).



Consequently, understanding a text therefore involves more than just recognising and grasping the words. Therefore, true comprehension requires interpreting the content and relating the ideas presented in the text to existing knowledge.

#### **4.2.6 Elements of reading comprehension**

Learning to read well is a long-term developmental process. Snow (2002) proposed that comprehension entails three elements: The Readers, The Texts, and The Activities.

- **The reader:** This first element is related to the fact that, when reading, the reader brings various cognitive capacities, such as attention, memory, critical analytic ability, inferencing and visualization; motivation (reading with a purpose, interest in the material and self-efficacy as a reader); knowledge (vocabulary and knowledge of the topic, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences. Additionally, the author noted that readers' capacities, motivation, knowledge and experiences influence how reading occurs and determine how readers comprehend a text.
- **The text:** On the other hand, this element stated that the characteristics of a text significantly influence how well it is understood. During reading, the reader creates various mental images of the text, which are essential for comprehension. These images include the exact wording of the text (surface code), the conceptual units that convey the meaning of the text (textual basis) and the method by which the information is interpreted for comprehension (mental models) (Snow, 2002). Therefore, understanding these aspects is essential for effective comprehension and can greatly impact the reader's interpretation and engagement with the material.
- **The activity:** In this element, the author mentioned that the reading process involves set purposes or tasks, text processing operations, and outcomes within a specific activity and some specific context. As the reader moves deeper into the activity, the initial purpose of the activity may evolve, prompted by new information that raises new questions and renders the original purpose inadequate or irrelevant. Moreover, the author stated that processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension. The importance of these processes varies based on the type of reading, such as skimming or studying. Additionally, the outcomes of reading can include increased knowledge, real-word problem-solving, and

engagement with the text, which may or may not align directly with the reader's initial purpose in reading.

#### **4.2.7 Factors affecting reading comprehension**

It is a sign of trouble when students find it difficult to understand the material. Safia and Mereim (2019) discussed some of the factors that affect students' reading comprehension. They are explained below:

- The first factor is related to students, when they have a limited vocabulary often face challenges when encountering unfamiliar words. Additionally, the level of interest and motivation among students significantly impacts their reading comprehension, as a lack of interest can lead to a weak and unengaging comprehension process. Moreover, the students' background knowledge plays a crucial role in their overall understanding of the text.
- The second factor is associated with teachers. The teacher's strategies may not be appropriate for every student during the classroom reading process. Since students differ in their IQs, there must inevitably be differences in their comprehension processes.
- The third factor relates to the use of reading strategies. Many students do not employ any specific strategies when reading, and some teachers rely on traditional approaches such as the reading-aloud strategy.

#### **4.2.8 Stages of reading comprehension**

Álvarez (2004) presented the following strategies for enhancing English reading skills, which are organized into three stages: pre-reading, during/while reading, and post-reading. They are described below:

**5.2.9.1. Pre-reading activities.** These activities aim to give a purpose for reading, to activate and build background knowledge, and to deal with new words or concepts. Consequently, pre-reading exercises are educational tasks completed by students prior to engaging in actual reading exercises.

According to the same author, pre-reading activities may include:

- Pictionary: (objective: to introduce new vocabulary). (p. 13)
- True or False? (objective: to introduce the topic or context). (p. 13)
- My Crystal Ball: (objective: to infer information). (p. 14)

**5.2.9.2. During/while reading activities.** On the other hand, these exercises seek to enhance comprehension, examine the text, and practice meta-cognitive skills. In simpler terms, students can verify predictions, collect and organize information.

Within these activities are:

- Coloring flags: (objective: to identify events, descriptions and sequences). (p.17)
- Student to Student Conversation: (objective: to promote integration of skills). (p.18)
- Say what was not written: (objective: to interpret and expand an event). (p.18)
- Story Map: (Students should read closely to understand the specifics in order to identify the story's characters, plot, setting, problem, and solution.). (p.19)

**5.2.9.3. Post-reading activities.** This author stated that these activities help readers in summarizing their learning, verifying comprehension, and organizing their thoughts and ideas.

Post-Reading Activities may include:

- The End of the Story: (objective: to develop creative thinking). (p.22)
- Designing a Poster: (objective: to develop creative thinking). (p.22)
- Evaluating the Book Cover: (objective: to reflect, analyze, evaluate the effectiveness and accuracy of the cover, and then write about their findings.) (p.23)

#### **4.2.9 Reading comprehension sub-skills**

##### **5.2.10.1 Reading for gist.**

Getting the “gist” of a passage, book, or movie is widely understood to demonstrate knowledge and comprehension of a topic or text. Starting from elementary school, children are taught to identify the main ideas and/or create summaries while reading in order to show their understanding of the books or passages they read (Beerwinkle et al., 2021). Additionally, according to Sinambela (2023), gist refers to the fundamental meaning or main idea of spoken or written communication. Therefore, reading for gist, also known as skimming, involves quickly examining a written text to identify its genre and understand the main message the author aims to communicate.

Moreover, Meyer (1975) cited in Wijekumar et al. (2020) mentioned that the gist prioritizes the more important information from the text and logically connects the ideas together. In other words, creating a main idea involves the learner first identifying key points during reading and then organizing them to demonstrate their interconnections.

### **5.2.10.2 Reading for specific information.**

According to Malcom & Taylore-Knowles (2014), the process of reading for specific information encompasses extracting particular information from a text. It begins with defining your search terms, continues with finding the information, and ends with carefully reading the pertinent section to obtain a complete understanding. It is especially helpful for handling large amounts of text because it helps focus on the important details while saving time and effort. Also, reading for specific information sometimes can be related to examine the text to determine if the desired information is present.

In addition, the authors also explained the process of reading for specific information. They suggested that, once the necessary information has been identified, its location in the text should be determined. Likewise, headings can help in this process, along with understanding the essence of the content. Moreover, the main reading technique used is scanning, which involves navigating quickly through the text, dispensing with unfamiliar vocabulary and concentrating exclusively on crucial words, phrases and concepts.

Additionally, it is not always necessary to read the whole of a text, especially if one is looking for information which is needed for a specific purpose. (Greenall & Swan, 1994).

### **5.2.10.3 Inferring meaning through text.**

Good readers make inferences as they read. This means that, beyond simply processing the text, they employ their imagination and real-world knowledge to supplement details and concepts that may not be explicitly mentioned in the text (S. Mikulecky & Jeffries, 2007).

Likewise, these authors explained that when faced with an unfamiliar word, it is recommended to infer (or guess) its meaning based on the surrounding context. While it may not always be possible to determine the precise meaning, it is often possible to understand the general meaning, making sufficient for continued reading with understanding. This model offers three advantages:

- It allows to continue reading and stay focused on the ideas in the text.
- It helps to develop a more thorough understanding of the word and its usage.
- It helps in the retention of the word for future reference.

Moreover, Beck et al. (2002) cited in Wilson (2013) argued that this model can be used with individuals, small groups, and whole groups. Therefore, these authors suggested guiding the learners to:

- Read or paraphrase text.
- Assist the learner understand the meaning of the context.

- Ask questions to the learner: What's being said? What's going on? Is there anything else?
  - Encourage the student to provide an initial interpretation or justification for the meaning.
  - Guide the learner to consider other possible meanings.
  - Encourage the student to provide a verbal summary of the context in their words.
- (p. 13)

#### **5.2.10.4. Prediction**

Liou (2021) argued that predicting about the "big picture" is a part of reading. A prediction means is that you can create before you start reading. Therefore, this model can help students focus their attention on anticipating the main ideas in the text.

Likewise, based on Harmer's fourth principle of teaching reading, prediction is a major factor in reading, since it plays a significant role in the reading process. For example, the book covers, photographs, headlines, and report formats provide clues about the content, allowing students brains to anticipate the upcoming material. These hints set expectations and prepare the brain for the active reading process. That is why, teachers are encouraged to provide students with hints to facilitate prediction, ultimately improving their reading skills and engagement (Harmer, 2001).

## **5.2. Previous studies**

In this research project, six interconnected studies are considered, all of which are relevant to the current research. To support this, Safia and Mereim (2019), conducted quantitative research with a quasi-experimental design. They observed that most university students can read but they often struggle to comprehend the text. Therefore, their study aimed to examine the impact of the PQRST strategy on Algerian EFL students' reading comprehension at Medea University. For this research, the following research questions were developed: How do students taught in the PQRST strategy differ from those who are not? And second, does the PQRST strategy have a positive or negative impact on students with reading comprehension difficulties? In addition, the research participants were 50 second-year English students at Medea University. They divided into two groups. The first group (control group) contains 30 students while the second group (experimental group) contains 20 students. In the study it was used as instruments, the questionnaires, pre-tests, PQRST strategy treatment, and post-tests. After collecting the data, the results demonstrated that the PQRST strategy had a positive effect and improved students' reading comprehension. It can be concluded that the

students who are taught by implementing the PQRST strategy have a better score in reading comprehension than those who did not. In addition, the suggestions of the study for future researchers were to extend the study to other settings and larger populations.

In line with the research above, Chávez Moreno (2020), carried out action research with qualitative and quantitative research methods. For this study, the participants were 40 college students in Ecuador studying technological careers. Moreover, the objective was to establish whether the PQRST strategy impacted the reading comprehension of short texts of 100 to 300 words. Additionally, the research questions that were posed in this study were: First, what will be the impact of the PQRST strategy on the reading comprehension of the students? And second, what is the student's appreciation of the PQRST strategy to improve reading comprehension? Therefore, to determine whether the PQRST strategy influenced reading comprehension levels of short texts among A1 students at the Instituto Tecnológico Superior de Santo Domingo, the researchers employed a variety of methods, including multiple choice tests, interviews, learning logs, and pre- and post-tests. The results of the study proved that the PQRST strategy can improve significantly students' reading comprehension. Furthermore, they recommend that EFL teachers include PQRST in the English course syllabus to improve reading comprehension using effective methodologies and innovations. And, they suggested that future researchers take into account the timing of implementation.

In the same way, the third study by Fadhila Muliana et al. (2023), explored the effect of the use of PQRST on students' reading comprehension. They applied a pre-experimental design. In addition, the researcher found that most of the students had difficulties with reading comprehension. Therefore, the objective of this study was to find out the significant effect of using the PQRST strategy on students' reading comprehension in procedure text. The participants for this study were all students in class ninth of IX SMPN 3 Kabila totaling 24 students. They used pre-tests and post-tests as instruments for data collection. After collecting the data, the main findings were that the use of this strategy has a significant effect on improving the reading comprehension skills of ninth-grade students of SMPN 3 Kabila.

Moreover, another study was conducted by Pertiwi (2021). In this study, the researcher aimed to find out whether or not there is a significant difference in reading comprehension achievement between students who are taught by using the PQRST strategy and those who are not. Since the researcher found that many students consider reading is difficult and they were not motivated to try to comprehend the text. For this purpose, he applied the PQRST strategy to Eighth-grade students of SMPN 1 Siman Ponorogo. The researcher used a quasi-experimental design of quantitative research. In addition, the instruments used by the

researcher were multiple-choice written tests with 40 items. The test was divided into a pre-test and a post-test. Once the data were collected, the main findings reveal that the PQRST strategy is effective in teaching reading comprehension in SMPN 1 Siman Ponorogo. The researcher suggested that the next researcher develop the information on the effectiveness of this strategy to improve reading comprehension.

Similarly, Matondang (2022) implemented a comparative study, which focused on comparing the effectiveness of two reading comprehension strategies, Question, Answer, and Relationships (QAR) and Preview, Question, Read, Summarize, and Test (PQRST), in improving students' reading comprehension skills at the Language Development Center of the State Institute for Islamic Studies (IAIN) Padangsidimpuan. The population of the study involved 81 second-semester students and utilized a quasi-experimental research design with pre-tests and post-tests. The data were analyzed by using Independent Sample T-test and Paired Sample T-test and Anova. Subsequently, the findings revealed that both QAR and PQRST strategies significantly enhanced students' reading comprehension compared to traditional teaching strategies. Furthermore, the researcher suggested that other researchers who conduct similar research can develop and apply these strategies in the English teaching and learning process. In addition, it was recommended that these strategies be used in a variety of educational settings.

Lastly, Ranenda and Reflinda (2021) conducted a study which aimed to assess the effectiveness of employing the PQRST strategy for improving students' reading comprehension at X grade in SMKN 1 Ampek Angkek. The research question centered on whether the use of the PQRST strategy is effective for enhancing students' reading comprehension. To address this, a sample of 57 students in tenth grade in SMKN 1 Ampek Angkek High School was selected using purposive sampling. The researchers found that the students had difficulty comprehending the text due to their poor reading comprehension subskills and insufficient knowledge of grammar and vocabulary. Consequently, the research design employed was descriptive quantitative research, and the data was collected through documentation and teacher's observations. As a result, the key findings demonstrated the effectiveness of the PQRST strategy in reading activities, as evidenced by the students' average score in reading activities, which reached 75%.

## **5. Methodology**

This section provides a detailed overview of the research methodology utilized in this study. It includes information on the settings, participants, procedures, methods, research design, a thorough explanation of the data collection sources and techniques, and the data analysis conducted in the study.

### **5.1. Settings and participants**

The present research project was carried out at the educational institution “Pío Jaramillo Alvarado” in the city of Loja which is located at a latitude  $-4.00336^{\circ}$  or  $4^{\circ} 0' 12''$  south and longitude  $-79,20197^{\circ}$  or  $79^{\circ} 12' 7''$  west.

The participants involved the researcher, who was a pre-service teacher, and a group of seventh grade middle basic education students at an educational institution in Loja, school year 2023-2024. The sampling was made up of a total of thirty students divided into fifteen girls and fifteen boys with an average age between eleven to twelve years old. Moreover, according to the EFL Ecuadorian curriculum, the target group had an A1.2 English language proficiency level (Ministerio de Educación, 2019). Furthermore, all participants were given a code in order to protect their privacy. In addition, due to the students age, it was necessary to use an informed consent (See annex 1) signed by the legal representatives to authorize the application of different techniques and instruments throughout the research process. Therefore, the researcher provided participants with a code of anonymity to follow ethical principles of privacy in research.

Additionally, the intervention plan was developed in six weeks during the school year 2023-2024. In this intervention, the pre-service teacher used the Preview, Question, Read, Summarize, and Test (PQRST) strategy to enhance reading comprehension.

### **5.2. Procedure**

As this research followed an action research design, the intervention consisted of six weeks in face-to-face classes with seventh graders, structured around the ESA (Engage, Study, Activate) lesson plan model. Additionally, data collection included pre- and post-test, questionnaires and field notes. Furthermore, the intervention followed a four-stage cycle: planning, action, observation, and reflection. Consequently, quantitative data were analyzed using descriptive statistics, while qualitative data were examined using thematic content analysis, thereby providing a comprehensive assessment of the impact of the intervention.

#### **5.2.1. Method**

This research project used a mixed method approach, incorporating both quantitative and qualitative data collection to answer the general and specific questions detailed in the



research problem. This approach allows a comprehensive analysis, providing a deeper understanding of the research by combining numerical and descriptive data. According to Creswell (2012), a mixed methods approach involves the collection, analysis and interpretation of quantitative and qualitative data in a single study or in several research phases.

### **5.2.2. Research design**

In the same line, this research project followed an action research model which is defined by Dharma Raja and Sasikala (2020) as an effective and valuable model for practitioner's research. Likewise, the authors mentioned that action research can be carried out with a focus on a particular context or situation and the researchers assuming a dual role as participants. In addition, the author explained that this type of research allows constant changes and evaluations throughout the research process due to its ability to adapt. Furthermore, this research project applied an intervention proposal since this is the immediate step to be followed when using action research model (Dharma Raja & Sasikala, 2020).

In this regard, integrating qualitative and quantitative data helped to comprehend the two variables more fully. Thus, the application of the intervention plan was carried out using the action research cycle model. So, the purpose of this cycle model is to give researchers a way to solve everyday issues in schools, helping to enhance both student learning and pre-service teacher effectiveness. This research followed a four-stage sequence inspired by Kemmis and McTaggart (1988) cycle model. These stages include planning, action, observation, and reflection:

**5.2.2.1. Planning.** This stage involved a set of actions, and by its definition, it needs to be focused on what actions will be taken in the future. In addition, these authors stress the need for flexibility in the overall plan. They suggest that the plan must be adaptable to unforeseen circumstances and unexpected constraints. They also stated that, the plan allows practitioners to act more effectively in a variety of circumstances, demonstrating wisdom and prudence. It also enables them to go beyond existing constraints, allowing them to act more appropriately and selectively as educators and ultimately to realize new potentials for educational action. In short words, the authors highlighted the importance of forecasting, flexibility, informed decision making and collaborative discourse in project planning and execution. In short words, the authors highlighted the importance of forecasting, flexibility, informed decision making and collaborative discourse in project planning and execution.

Moreover, it is necessary to mention that it was proposed the creation of lesson plans (see annex 8) following the model of lesson plan *Engage, Study, and Activate* (E.S.A) proposed by Tomlinson (2013). This model of lesson plan consists of three steps. The first step is *Engage*,

consisting of a warm-up and objective discussion aimed at capturing students' attention and informing them about what they will learn at the end of the lesson. The second step is *Study*, where the pre-service teacher introduces new topics and models activities for the students. The final step is *Activate*, where students involve in activities promoting communication, they can be both written and spoken activities that encourage everyone's participation.

Furthermore, the plan was aligned to facilitate answering the major question and the two sub-problems: How does the PQRST strategy improve reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024?

1) What is the effectiveness of the PQRST strategy to enhance students' reading comprehension? 2) What are students' perceptions about the implementation of the PQRST strategy in reading comprehension?

**5.2.2.2. Action.** It refers to a deliberate and thoughtful modification of own practice or behavior. It involves a reflective approach and it is characterized by being critically informed. In addition, it suggests an intentional and well-informed adjustment of the way in which actions or practices are carried out. It not only recognizes practice as ideas in action, but also uses action as a platform for future educational development, all with a critically grounded educational intention. In action-research, the actions undertaken are systematically observed and evaluated. So, actors in this context actively collect evidence to evaluate and improve their actions.

Hence, within this stage, the researcher applied the intervention plan. It was carried out over six weeks. One hour of the week 1 and three hours of the week 6 were allocated for administration of data collection instruments (pre-test, post-test and questionnaire), while the remaining time was dedicated to the development of the lesson plans. As a result, seven lesson plans were implemented, two of these plans were created during the sixth week. These lessons were taught in face-to-face classes, adding up to a total of thirteen hours. Moreover, the researcher taught the classes during the morning period which had the following schedule: Tuesday from 11:30 am to 12:15 pm and Wednesday from 10:45 am to 12:15 pm. The classes were conducted using each step of the PQRST strategy which focused on improving reading comprehension. Besides, while implementing the proposal, the researcher used several research instruments and techniques to collect data. The collection of this data was designed to gather essential information that helped to identify the impact of the PQRST strategy on students' reading comprehension.

**5.2.2.3. Observation.** The role of this stage was to document all the effects of well-informed actions, providing a basis for current reflection and anticipation of future insights as the current cycle progresses. These authors mentioned that careful observation is essential, as real-world constraints limit actions, and these constraints are not always evident beforehand. Although planning observation is necessary for reflective documentation, it is crucial that it remains flexible and open-ended to capture unexpected elements. Thus, action researchers seeking critical self-reflection should keep a journal to record both planned and unplanned observations.

Therefore, throughout the intervention plan, the researcher observed, monitored and documented the responses and achievements of seventh grade students in reaction to the planned activities. This monitoring involved the use of both pre and post-tests, questionnaires, and field notes.

**5.2.2.4. Reflection.** This final stage in action-research involved recalling and actively making sense of processes, problems, and constraints observed during strategic actions. So, reflection involved both evaluation and description, leading researchers to analyze their experiences and create a more vivid picture of the situation. As the authors mentioned, action research is a dynamic process that involves planning, action, observation and reflection. Therefore, improving this process leads to a stronger basis for practice and, ultimately, to a critical approach to education. By emphasizing the importance of group collaboration, individualistic approaches to action research are discouraged, as they weaken the critical aspect and increase the risk of supporting erroneous educational practices.

In this sense, in this stage the results of the post-test, questionnaire and filed notes were analyzed through the interpretation of quantitative and qualitative data. In addition, once the intervention plan finished, the researcher reflected critically upon the effectiveness of the PQRST strategy to improve students reading comprehension. After this reflection, the researcher drew conclusions and made suggestions to report the overall findings. This helped to answer the specific research questions proposed in this study, as well as to develop further research on the topic. As well as, some limitations were presented in the study as the time constraints, low level of students in reading skills, extracurricular activities, and among others.

### **5.2.3. *Data Collection Sources and Techniques***

As the method of this study is the mixed one, the researcher used different techniques and instruments to collect quantitative and qualitative data. That is, quantitative data collection involved both pre-tests and post-tests as testing techniques. Pan and Sana (2021) describe pre-tests as assessments administered before learning new information, while post-tests are

administered after the material has been studied. Therefore, the first testing technique was a pre-test (see Annex 2), which was executed at the beginning of the research project, and a post-test (see Annex 3) that was applied at the end of the intervention plan. So, the aim of testing was to determine the students' level of reading comprehension.

Likewise, the researcher used field notes (see Annex 5) to gather qualitative data, which mostly assisted in creating detailed, rich descriptions of the context of the study, interviewed, and focus group, as well as in documenting important contextual information (Phillippi & Lauderdale, 2017). Moreover, employing the observation technique entails the researcher actively listening and observing to everything that occurs within the research process, as described by Strauss and Corbin (1998). Furthermore, a survey technique was employed through the instrument of a questionnaire (see Annex 4) which is defined as a very practical approach to get relevant, comparable data from a large number of respondents. A questionnaire can generate results that are both valid and significant only when the questions are accurate, precise, and asked consistently across all participants (Mathers et al., 2009). This questionnaire was based on the Likert scale survey. The Likert scale is a crucial rating system often employed for measurements, particularly in qualitative approaches (Tanujaya et al., 2022). These authors also mentioned that this scale typically goes from 1 to 5, where 1 denotes *strongly disagree* or *not at all* and the highest number, *strongly agree* or *very much*. Also, other categories from Likert scale include *boring*, *interesting*, *motivating*, *exciting*, etc. Consequently, the results of this questionnaire helped the researcher to describe the students' perceptions about the implementation of the PQRST strategy to improve reading comprehension.

### **5.3. Data Analysis**

Taking into account the research design, it is important to mention that the researcher used descriptive statistics to process and analyze the quantitative data. So, descriptive statistics refers to particular techniques primarily employed to calculate, describe, and summarize gathered research data in a logical, meaningful, and efficient manner, as defined by Vetter (2017). These statistics were presented in numerical form within the manuscript text and/or its tables, or visually in its figures. In this context, this research project used quantitative data, which was tabulated through tables and graphs. It's worth noting that Smith et al., (2002) highlighted the benefit of tables in displaying precise numerical values, and graphs in revealing patterns in data, which presented the results obtained from the pre- and post-test based on the Interval Scale developed by the researcher, aligned with the Common European Framework of Reference (CEFR). (See Annex 6)

Likewise, according to Taherdoost (2021), qualitative data is information that, instead of being expressed as numbers, is described using words or sentences. Also, the author explained that in order to collect this type of data, several instruments and techniques are used such as questionnaires, interviews, surveys, field notes, among others. In addition, qualitative data is important for understanding *how* and *why* things happen in research and focuses on feelings and perceptions. Furthermore, thematic analysis was used to represent the qualitative data, categorizing and analyzing them with indicators that helped to support the results about the impact of the PQRST strategy in improving reading comprehension. In this sense, this data was analyzed based on the students' perceptions, which was documented in a field note as well as the different points of view and opinions that the students indicated in the questionnaire. In this way, the effectiveness of the PQRST strategy in improving reading comprehension was supported and corroborated.

## 6. Results

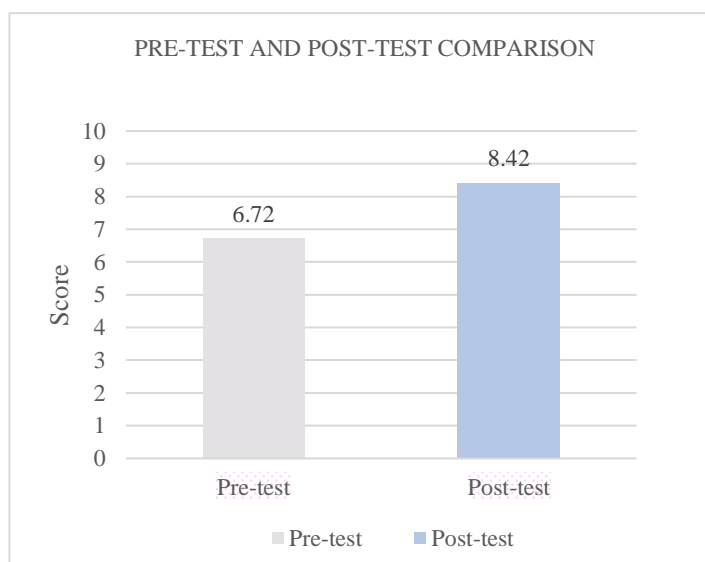
This section presents the analysis of the results obtained from the instruments applied at the beginning and at the end of the intervention of this research study. The results are divided into two sections. First, the results of the pre- and post-tests are presented in tables and figures, each figure is accompanied by its corresponding analysis and interpretation, by using the descriptive analysis for quantitative data. Second, the results obtained with the questionnaire are analyzed using thematic analysis for qualitative data. All results are compared and contrasted with the data collected through the observations recorded in the field notes.

### 6.1. Pretest and Posttest Comparison

**Objective 1.** To demonstrate the effectiveness of the Preview, Question, Review, Summarize, and Test (PQRST) strategy to enhance students' reading comprehension.

**Sub-question 1.** What is the effectiveness of the Preview, Question, Review, Summarize, and Test (PQRST) strategy to enhance students' reading comprehension?

**Figure 1** *Pretest and Posttest comparison of the Performance of Seventh-Grade Students' Reading Comprehension.*



The results obtained from the analysis of the pre-test and post-test are presented in Figure 1. It was applied to seventh-grade students of middle basic education before and after the intervention plan in order to measure their knowledge of reading comprehension.

The data analysis revealed a notable increase in performance between the pre-test and post-test scores. The pre-test score of 6.72/10 equivalent to (67.2%) served as a baseline measure before the implementation of the intervention. Following the intervention, the post-test score increased to 8.42/10 (84.2%), showing an overall improvement of 1.7 points. This

positive change in scores highlighted the potential effectiveness of the applied intervention of the PQRST strategy to improve reading comprehension.

**Table 1** Means score differences between the pre-test and post-test sub-skills

Sub-skills	Pre-test	Post-test	Difference
Reading for gist (3/3)	2.62	2.67	0.05
Reading for specific information (3/3)	2.23	2.82	0.59
Inferring meaning through text (4/4)	1.87	2.93	1.06
<b>Total Score (10/10)</b>	<b>6.72</b>	<b>8.42</b>	<b>1.70</b>

**Figure 2** Means score differences between the pre-test and post-test sub-skills.

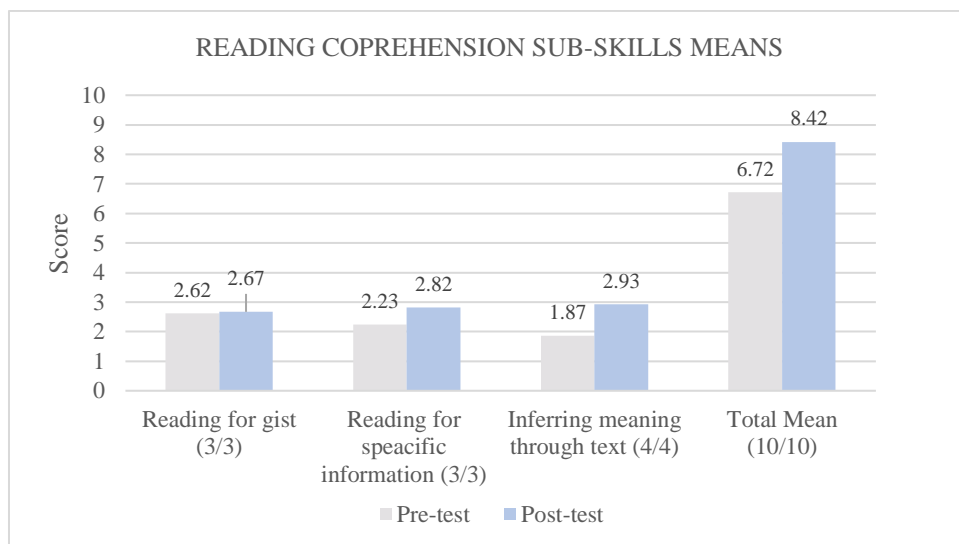


Figure 2 above illustrates the results of the improvement that got after the application of the intervention plan of the PQRST strategy to improve students' reading comprehension subskills.

In terms of *reading for gist* sub-kill, the pre-test score was 2.62/3 and the post-test score was 2.67/3. This slight improvement or difference of 0.05 points represented an increase of approximately 1.91%. These results showed that, although the improvement was relatively small compared to other sub-skills, it still indicated progress in the students' ability to grasp the main ideas of a reading.

Regarding the sub-skill of *reading for specific information*, the students obtained a total mean of 2.23/3, which showed that they had difficulty in looking for specific details in a reading. In contrast to the results achieved in the post-test, where the students got a total mean of 2.82/3, obtaining an improvement of 0.59 points. This considerable increase suggested that students have become more efficient at identifying and extracting specific information,

possibly due to practice and use of the PQRST strategy steps to find relevant details within the text. By using this strategy, students have likely become better at quickly finding and understanding specific information of a reading.

As for *inferring meaning through text*, this sub-skill experienced the largest improvement, with the pre-test score of 1.87/4 rising to 2.93/4 in the post-test. The difference of 1.06 points represents a marked improvement, indicating a substantial development in the ability to deduce or infer meanings from the text contextually. As it was observed in the field notes, the researcher found that most students became considerably better at interpreting implied meanings and drawing conclusions from the text. These results demonstrated that the strategy substantially improved students' ability to infer meaning and comprehend texts.

Overall, the total means score across all reading comprehension sub-skills improved from 6.72/10 in the pre-test to 8.42/10 in the post-test. This overall improvement of 1.7 points underscored the effectiveness of the intervention applied between the pre-test and post-test periods. Overall, all reading comprehension sub-skills showed improvement, with the most significant changes seen in “Inferring Meaning Through Text,” followed by “Reading for Specific Information,” and lastly “Reading for Gist.”

**Table 2** Comparison of the results of the pre-test and post-test with the Interval Scale – CEFR

	Pre-test		Post-test	
	f	%	f	%
Bad (0-4)	3	10%	0	0%
Good (4.01-6.99)	11	36.7%	3	10%
Very good (7.00-8.99)	13	43.3%	16	53.3%
Excellent (9.00-10.00)	3	10%	11	36.7%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

**Figure 3** Comparison of the results of the pre-test and post-test with the Interval Scale – CEFR

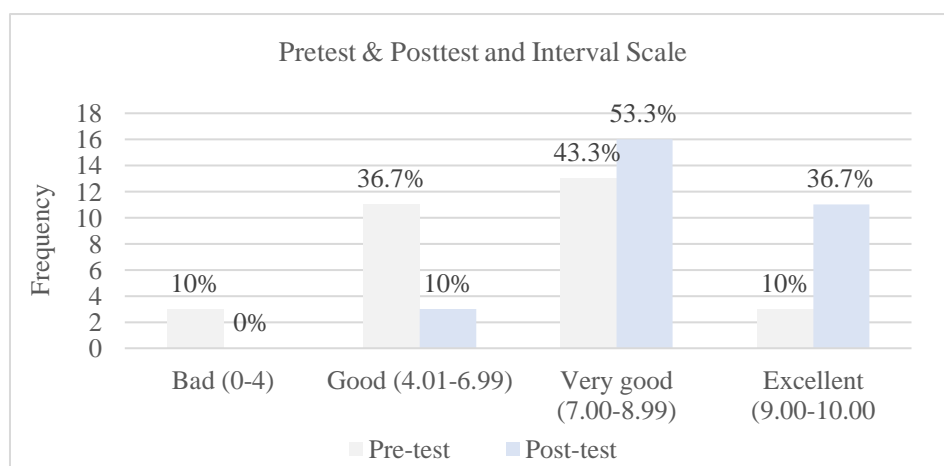




Figure 3 compares pre-test and post-test assessing students' performance in reading comprehension using an Interval Scale developed by the researcher, aligned with the Common European Framework of Reference for Languages (CEFR).

Initially, 10% of participants fell into the “Bad” category, indicating a that they cannot or were unable to identify main ideas in short, simple texts, make inferences from the text, and recognize specific details in simple texts. However, in the post-test, none of the participants remained in this category, demonstrating significant improvement in reading comprehension.

As for the “Good” category, 36.7% of the participants were able to identify the main ideas and recognize some specific main details with some difficulty and overlooked key details. They were also able to make inferences with limited accuracy and understanding in the pre-test. After the intervention, only 10% of participants remained in this category, indicating that many participants improved their ability to clearly identify the main ideas and key details in short texts, especially when supported by visual aids, and also, their ability to make precise inferences based on the information provided.

Similarly, the “Very good” category showed an increase from 43.3% in the pre-test to 53.3% in the post-test. Participants in this category accurately identified main ideas in short texts, recognized details well, although they missed some minor points. Also, they made reasonable inferences with some accuracy. This increase indicated that more participants improved their ability to comprehend and interpret texts effectively, moving closer to an excellent level of reading comprehension.

The last category which is “Excellent”, only 10% of the participants obtained this score in the pre-test, demonstrating clear identification of main ideas, key information and making accurate inferences. Conversely, in the post-test, this percentage increased to 36.7%, reflecting a substantial improvement. This significant increase in the number of participants with excellent scores demonstrated a marked improvement in their reading comprehension skills, which is evidence of the success of the strategy used. This contrasts with the initial performance, in which a notable percentage of students had difficulties with the basic comprehension subskills.

## **6.2. Questionnaire results**

After the intervention plan ended, students were asked to share their perceptions about the implementation of the PQRST strategy to help them improve their reading comprehension. The results were supported by the information gathered from the field notes and the answers obtained from the open-ended questions.

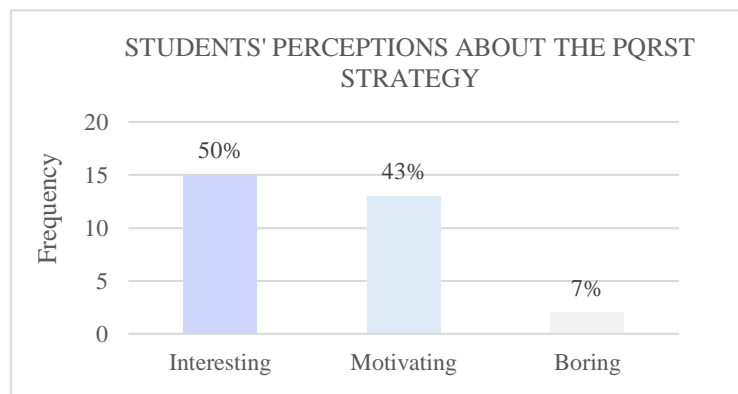
**Objective 2.** To describe the students’ perceptions about the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) strategy in reading comprehension.

**Sub-question 2:** What are students’ perceptions about the implementation of the PQRST strategy in reading comprehension?

**Table 3** *How did you find the use of the PQRST strategy when reading?*

	<b>f</b>	<b>%</b>
Interesting	15	50%
Motivating	13	43%
Boring	2	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 4** *How did you find the use of the PQRST strategy when reading?*

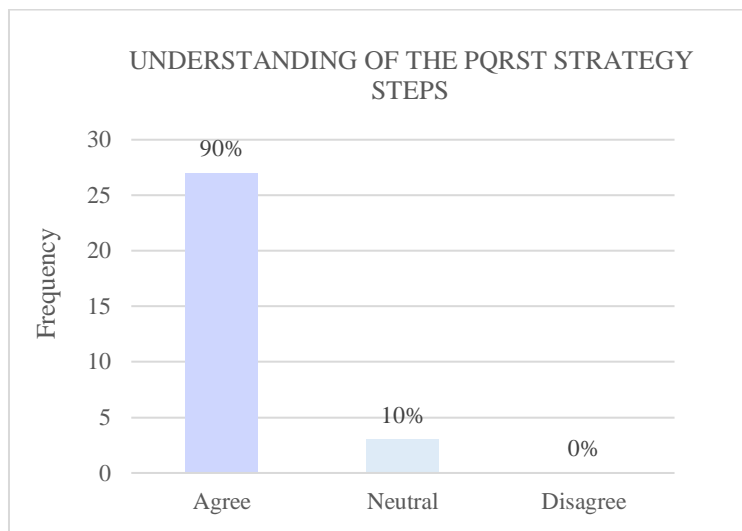


As shown in Figure 4, it can be interpreted that 50% of students found the strategy interesting, indicating that it effectively engages students in the reading process and improves comprehension. In addition, 43% of students claimed to feel motivated when using the PQRST strategy, highlighting its potential to increase students' engagement and motivation with readings. However, a small percentage of 2 students equivalent (7%) found the strategy boring, suggesting that some students may find the structured approach of the strategy too restrictive or time-consuming. These results agreed with the notes recorder from the field notes, indicating that most students had a positive experience with the PQRST strategy, as they found it interesting or motivating.

**Table 4** *The steps of the PQRST strategy were clear and easy to understand.*

	<b>f</b>	<b>%</b>
Agree	27	90%
Neutral	3	10%
Disagree	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 5** The steps of the PQRST strategy were clear and easy to understand.

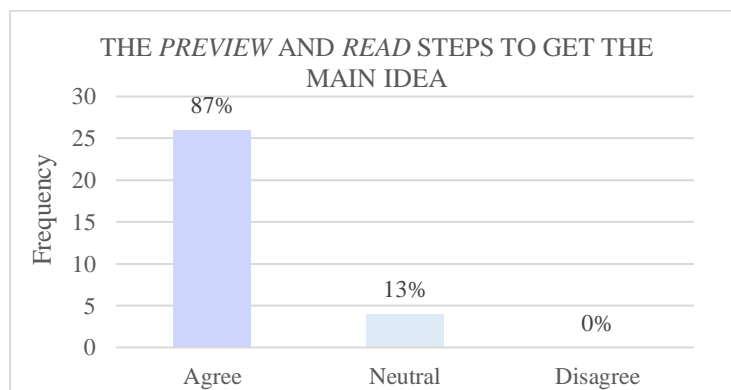


Based on Figure 5, a significant portion of 90% of participants found the PQRST reading strategy clear and easy to understand, indicating its effective design and communication. Only 10% were neutral. The researcher noted that while most students found the strategy to be practical and beneficial, a small group of students may have needed additional support or explanation. However, as denoted in the field notes, most students were engaged with the strategy. Overall, these results suggested that the PQRST strategy was well received and accessible for the majority of students, which is crucial for its effective implementation and the improvement of reading comprehension among students.

**Table 5** The ‘Preview’ and ‘Read’ steps helped me to get the main ideas of a text.

	<b>f</b>	<b>%</b>
Agree	26	87%
Neutral	4	13%
Disagree	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 6** The ‘Preview’ and ‘Read’ steps helped me to get the main ideas of a text.



As observed in Figure 6, a substantial proportion of participants (87%) found the “Preview” and “Read” steps of the PQRST strategy to be effective in helping them understand the main ideas of a text. Despite 13% remaining neutral and none disagreeing, these steps did not impede comprehension. These results demonstrate a positive effect among the students regarding the impact of the “Preview” and “Read” steps of the PQRST strategy, as they recognized that they could get the general and main ideas by following the steps demonstrated.

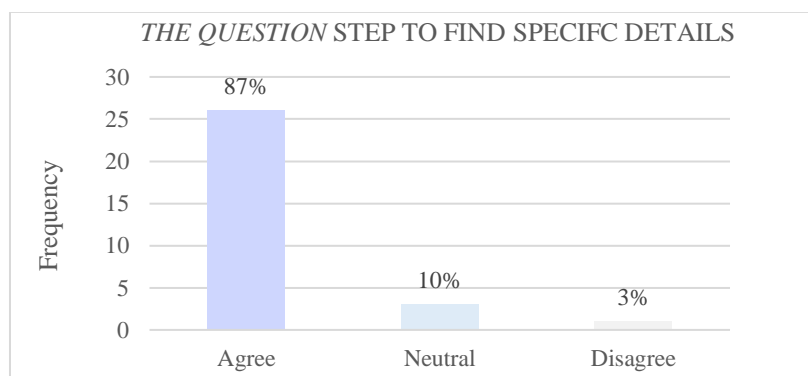
In addition, in their responses to the open-ended question, a large portion of the students stated that, by pre-reading the readings (titles, headings, images, characters, keywords, etc.) and reading the whole text, they learned to identify the main and overall ideas.

Concerning the field notes, the researcher noted that the *Preview* step likely provided to students an initial overview of the structure and key points of the text, setting the stage for deeper comprehension during the subsequent *Read* step, which involved active engagement with the readings. Because of this, students felt more confident and motivated to read on their own.

**Table 6** The “Question” step helped me have a clear focus for finding specific details about the reading.

	<b>f</b>	<b>%</b>
Agree	26	87%
Neutral	3	10%
Disagree	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 7** The “Question” step helped me have a clear focus for finding specific details about the reading.



As seen in Figure 7, it provides valuable information about the effectiveness of the “Question” step in helping participants focus on finding specific details about a reading. A significant 87% of students agreed that the *Question* step was beneficial, indicating a strong

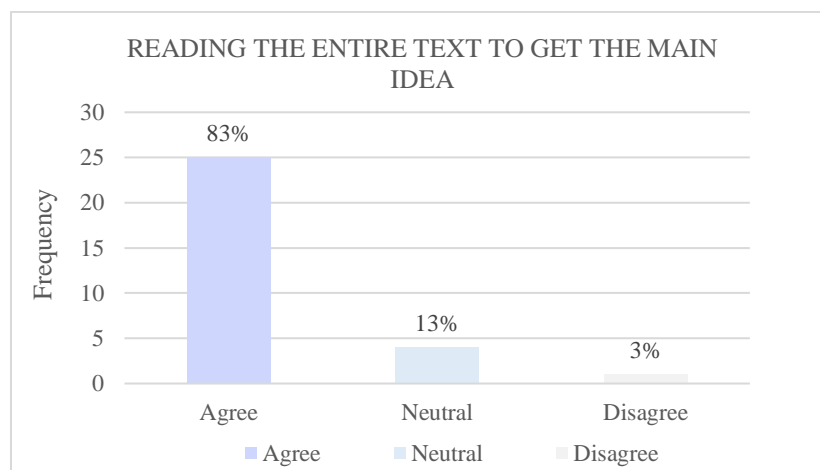
positive response. This high percentage suggested that making questions before reading is effective in improving concentration during reading. From the open-ended question, students highlighted the importance of the *Question* step, as it served as a guide for them to know what to focus on when reading the text. Likewise, the field notes corroborated these results, since it was observed that through the *Question* step, most of the students developed their critical thinking and their ability to identify specific details.

However, the 10% of students who were neutral suggested a need for more information about the strategy. Additionally, the minimum 3% who disagreed, the student mentioned that this step was not so necessary for applying. Nevertheless, these results highlighted the importance of the *Question* step as a valuable component of the PQRST strategy, contributing to the overall improvement of students' reading comprehension.

**Table 7** *The act of reading the entire text to get the main idea before looking at the specific details was helpful.*

	<b>f</b>	<b>%</b>
Agree	25	83%
Neutral	4	13%
Disagree	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 8** *The act of reading the entire text to get the main idea before looking at the specific details was helpful.*



The data presented in Figure 8 provides key information about the act of reading the entire text to get the main idea. As it can be seen, 83% of participants agreed that they read the entire text to get the main idea, which coincides with the *Read* step of the PQRST strategy. This suggested that most of students consider it necessary to read the whole text to understand the main ideas in depth. In contrast, 13% of participants remained neutral, since they were not

sure if this step has helped them or not as noted in the field notes. And a small portion (3%) disagreed, indicating that very few believed they can grasp the main idea without reading the entire text. These results agreed with the notes recorded in the field notes, where the researcher observed that some students demonstrated understanding of main ideas by simply previewing the readings.

Overall, the results show that the majority of students considered essential to read the whole text carefully in order to understand the main or the overall idea.

**Table 8** *The “Read” and “Summarize” steps has positively helped me to infer meaning through the text.*

	f	%
Agree	25	83%
Neutral	2	7%
Disagree	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure 9** *The “Read” and “Summarize” steps has positively helped me to infer meaning through the text.*

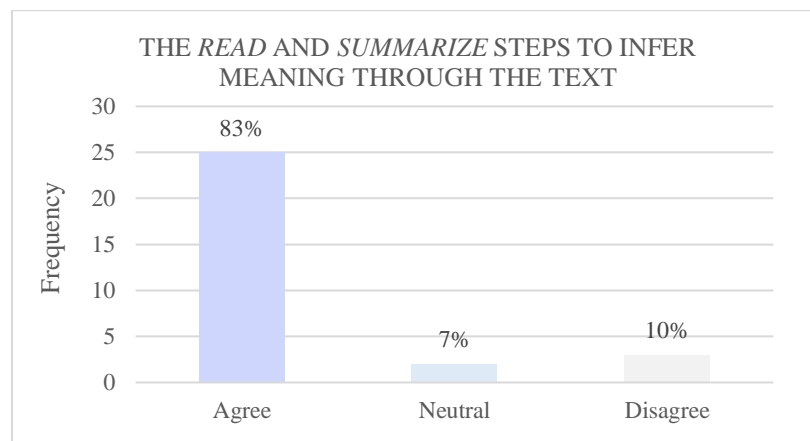


Figure 9 shows participants’ perceptions regarding the effectiveness of the “Read” and “Summarize” steps of the PQRST strategy in helping them infer meaning from texts. Thus, a significant 83% affirmed the effectiveness of these steps, highlighting the importance of active reading and summarizing to understand and deduce deeper meanings from the readings. These results agree with the results obtained in the post-test, where students demonstrated notable progress in inferring meaning from the texts. Additionally, the researcher observed that the “Read” step encouraged focused interaction with the readings, while the “Summarize” step prompted students to synthesize crucial concepts, thereby improving their understanding.

However, 7% remained neutral and 10% disagreed, suggesting some complexity or challenges. These results agreed with the notes recorded in the filed notes in which the

researcher observed that a small portion of students had difficulty in summarizing in their own words, with some admitting to never having done that before, indicating the need for additional support in this area.

**Table 9** *The “Test” step significantly helped me understand the readings better since it made me focus on important details and get the main idea*

	<b>f</b>	<b>%</b>
Agree	24	80%
Neutral	6	20%
Disagree	0	0%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

**Figure 10** *The “Test” step significantly helped me understand the readings better since it made me focus on important details and get the main idea*

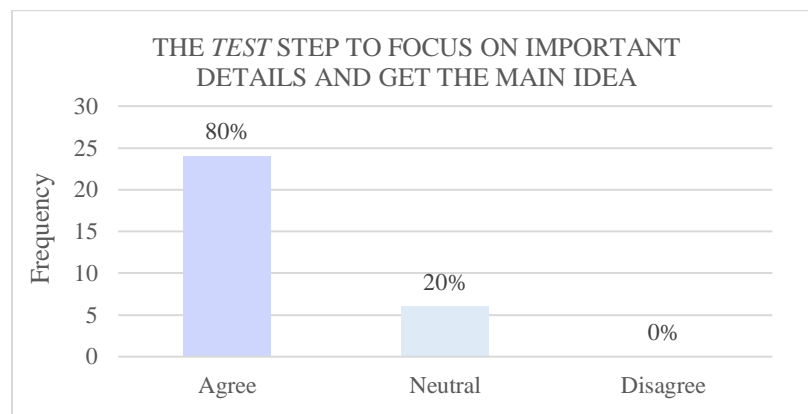


Figure 10 presents the final question of the questionnaire, which asked participants about the effectiveness of the “Test” step in improving their understanding of the readings by focusing on important details and the main idea. The data revealed that a substantial 80% of the participants agreed that the “Test” step was indeed beneficial as it helped them better understand the readings. In contrast, the remaining 20% of participants were neutral. Observations recorded from the field notes indicated that some students experienced confusion with this step, suggesting that they may need more practice with the strategy. Additionally, none of the participants disagreed, highlighting the potential effectiveness of the “Test” step. These results showed a positive impact of the PQRST strategy for improving students’ reading comprehension.

All in all, while some students faced challenges with this step, the majority were engaged, motivated, and demonstrated understanding, leading to notable improvements in identifying key information and main ideas from a text, showing an improvement in their reading comprehension.

## 7. Discussion

This section discusses the results obtained aiming to address the main research question and its sub-questions outlined at the beginning of the research project. In the same way, this section highlights the limitations identified during the intervention plan and provides recommendations for future research.

Regarding the main research question, which inquired how the PQRST strategy improves reading comprehension in middle school students of an educational institution in Loja during the 2023-2024 school year? Based on the findings obtained from the pre-test and post-test (Figure 5), it can be concluded that the use of the PQRST strategy had a positive impact on students' reading comprehension. This was evidenced by the students' ability to improve their reading for gist, specific information, and inferring meaning through text. Thus, these findings align with those of Chávez (2020), who stated that the PQRST strategy can significantly improve students' reading comprehension. Moreover, studies such as those of Fadhila Muliana et al. (2023) and Matondang (2022) confirmed that the use of the PQRST strategy significantly enhance students' reading comprehension compared to traditional teaching strategies. Similarly, Ranenda and Reflinda's (2021) study demonstrated the effectiveness of the PQRST strategy in reading comprehension, as evidenced by students' mean score in reading comprehension activities, which significantly increased in the post-test after the intervention plan.

Concerning the first sub-question proposed in this research which investigated what is the effectiveness of the PQRST strategy to enhance students' reading comprehension? The findings showed that the PQRST strategy was significantly effective in improving students' reading comprehension, as reflected by the increase in scores from pre-test (6.72/10) to post-test (8.42/10), showing a difference of 1.70 points (Figure 2). Furthermore, the results demonstrated that the use of the PQRST strategy notably improved students' reading comprehension sub-skills (reading for gist, for specific information and inferring meaning through text). Findings revealed that *reading for gist* showed the least improvement, as students already had high scores in this area before the intervention. However, there was still some progress. As for *reading for specific information*, it was seen a more pronounced improvement, suggesting that the PQRST strategy effectively helped students identify and extract specific details. As stated by Fahas and Husaini (2022), who mentioned that this strategy serves as a valuable reading teaching strategy by focusing on essential information in reading tasks. In addition, the most significant improvement was seen in *inferring meaning through text*, which demonstrated a marked improvement in students' ability to interpret implicit meanings, likely



due to the focus on the *Question* and *Summarize* steps. Therefore, all these findings reinforced the level of improvement that the PQRST strategy had in each reading comprehension sub-skill. Safia and Mereim's (2019) study supported these findings as they mentioned that using each step of the PQRST strategy improved students' reading comprehension and had a positive effect on their comprehension.

As for the sub-question 2, which described what are students' perceptions about the implementation of the PQRST strategy in reading comprehension? The findings confirmed that the PQRST strategy was interesting and motivating for most of the students, who were more engaged by participating and sharing their ideas about the readings, such as identifying main ideas and discussing interesting points, which resulted in a positive change in students' attitudes. Also, students stated that the strategy captured their attention and made reading more enjoyable and fun. The researcher observed that, during the implementation of the strategy, students were enthusiastic and eager to participate in class discussions, sharing their ideas and discussing about key details of the readings. Most students expressed that the strategy helped them identify main ideas, infer meanings, and focus on specific information, thus improving their overall reading comprehension experience.

Likewise, most of students mentioned that the PQRST strategy steps were clear and easy to understand, since they affirmed that the "Preview" and "Read" steps were particularly helpful in grasping main ideas (Figure 6), while the "Question" step helped them focus on specific details and encouraged critical thinking to infer meanings (Figure 7). The "Summarize" step prompted students to synthesize and infer crucial concepts (Figure 9) and the "Test" step reinforced their grasping of the main ideas and important details (Figure 10). These perceptions are consistent with Chávez (2020) and Muliana et al. (2023), who emphasized the value of this strategy in providing a structured approach to improve reading comprehension.

Despite the positive results obtained in the intervention, it is necessary to provide some adjustments to the method used. So, this research used quantitative and qualitative instruments, including pre-test and post- test, questionnaires and field notes. However, the field notes had not the enough information, as the researcher the researcher did not have enough time to record all the students' attitudes towards the strategy in each class. This was due to the short class period and the various academic activities that the pre-service teacher had to manage, which led the researcher to omit some relevant information. Future researchers should consider creating a structured format for field notes that incorporates guiding questions. These questions can prompt the researcher to recall and record essential information after the class periods,

ensuring that all student attitudes toward the strategy are captured. In addition, the small sample size and the specific context of a single institution limited the generalizability of the results, so expanding the sample size and including diverse educational settings in future research would improve applicability.

In addition to the aforementioned challenges, some limitations were encountered. One of these was the insufficient time allocated to the intervention, which may have limited the potential of the PQRST strategy for more meaningful results. Future studies should carefully consider the amount of time needed for interventions and plan more extensive activities to ensure effectiveness. If it is not possible to extend the intervention period, it is important to optimize the time available by integrating the PQRST strategy into activities outside the classroom, such as regular homework or reading clubs, to promote its implementation and long-term effectiveness. Furthermore, some students had difficulty with certain steps of the PQRST strategy, suggesting that future researchers may benefit from dividing classes into smaller groups or pairs to encourage discussion and collaboration among students, ensuring overall comprehension.

## 8. Conclusions

This study aimed to determine the impact of the Preview, Question, Read, Summarize and Test (PQRST) strategy to improve reading comprehension among middle basic education students, based on its findings, it can be concluded that:

The PQRST strategy showed a positive impact on reading comprehension, by enhancing its sub-skills, such as *reading for gist*, *reading for specific information*, and *inferring meaning through text*. It helped students to focus on key details, retain information, and think critically. By previewing, questioning, reading, summarizing, and testing comprehension, students engaged more deeply with the material, which resulted in an improvement in their reading sub-skills, as evidenced in their pre- and post-test scores.

In the same way, the PQRST strategy was significantly effective in improving reading comprehension. By using its structured approach, the strategy improved essential reading sub-skills for better comprehension. For example, the *Preview* step helped students get the main ideas of the text, while the *Question* step encouraged them to focus on key details and specific information. The *Read* step encouraged attention to the material, and the *Summarize* step helped students synthesize, retain key information and infer deeper meanings from the text. Finally, the *Test* step allowed students to assess their comprehension by identifying key information and main ideas from a text.

Likewise, students' perceptions of the PQRST strategy have highlighted both its effectiveness and its attractiveness in the learning process. On the one hand, students found the steps of the PQRST strategy attractive and innovative, showing enthusiasm, motivation and desire to learn in a new and interactive way. They appreciated how the structured strategy made reading more enjoyable and accessible. On the other hand, students reported that the strategy helped them focus on specific information in the text, retain essential details, identify main ideas, and develop their critical thinking skills. Thus, the PQRST strategy not only improved reading comprehension, but also fostered a more dynamic and effective learning experience.

## **9. Recommendations**

It is recommended for teachers to integrate the PQRST strategy into their regular teaching practices to improve students' reading comprehension, as it can make the learning process fun and effective for students. Furthermore, they should provide feedback and support to students on a regular basis, encouraging them to engage deeply with the material and to think critically about the content they read.

For students, it is suggested that they actively adopt the PQRST strategy to improve their reading comprehension skills by trying it to comprehend well when reading and answering questions related to the text read. They could also practice this strategy regularly and apply it to various texts to improve their comprehension and retention of the reading material.

For policymakers, they should support the integration of the PQRST strategy into curricula, promote its widespread adoption, fund teacher training, and encourage research to refine it. They should also support initiatives that promote innovative teaching methods, including PQRST in language teaching.

For future researchers, they should conduct longitudinal studies to explore the long-term effects of the PQRST strategy in diverse settings and students' levels. In addition, they should create a structured format for field notes with guiding questions. Also, it is essential to conduct comparative studies with other reading strategies to identify best practices and areas for improvement. Finally, as some students showed confusion with the PQRST strategy steps, future researchers should set up smaller groups or pairs for better discussion in order to get an overall comprehension.

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## 11. Annexes

### Annex 1. Informed consent



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Carrera de  
Pedagogía de los Idiomas  
Nacionales y Extranjeros

### DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, \_\_\_\_\_, con cédula de identidad \_\_\_\_\_ representante legal de el/ la estudiante \_\_\_\_\_, autorizo que mi representado sea partícipe del proyecto de Integración Curricular titulado: **The Preview, Question, Read, Summarize, and Test (PQRST) strategy and reading comprehension among middle basic education students at an educational institution in Loja, school year, 2023-2024**, llevado a cabo por Thalía Cecibel Brito Brito, estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

\_\_\_\_\_ de abril de 2024

Firma: \_\_\_\_\_

Nombres y Apellidos: \_\_\_\_\_

C.I: \_\_\_\_\_

Representante legal.

Annex 2. Pre – test



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NACIONALES Y EXTRANJEROS

DATA COLLECTION: PRE-TEST

Estimado estudiante, esta prueba tiene como objetivo evaluar su nivel de comprensión lectora. Para obtener respuestas precisas a las preguntas, siga las instrucciones. Responda las siguientes preguntas con sinceridad y honestidad. Sus respuestas serán anónimas y confidenciales.

Student's code: UEPJA.....

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

READING COMPREHENSION

READING FOR GIST (3 points)

1. Read and select the correct headline for each paragraph. Use the word bank below. 1,5 point (0,5 for each item).

'The Band Rocks! / 'A fantastic moment'/'

'Friendship sandwiches / 'Happy winter!'

I love seeing you with your carrot nose and coal eyes. You make the cold days so much fun. Let's build a snow and have a snowball fight!






On the big stage, the band is singing happily. They are jumping and dancing. They sound great and everyone is listening!



They eat lunch together. They love sandwiches and fruit while they are talking



2. Match the picture with their corresponding activities. 1,5 point (0,5 for each item)

Picture	Match	Activities
1. 		a. He gets bored in class. He wants to go out and play with her classmates.
2. 		b. The leaves are yellow, red, and brown. The wind blows them softly to the ground. The weather is cloudy and cool.
3. 		c. The sun is shining, what a day to go outside to swim and play. We spend the day in the pool and under the water we stay cool.

READING FOR SPECIFIC INFORMATION (3 points)

3. Read carefully the text and circle the correct option for each question. 1,5 points (0,5 for each item).

Hi Mateo!  
 My name is Patricia. I'm twelve years old. I live in Rio de Janeiro, Brazil. The beach is near my house, and I like swimming. I go to the beach on the weekend with my family. I speak Portuguese and English, and I'm learning French at school. My favorite subject is science. I do experiments and learning about insects.



1. Where does Patricia live?
  - a. Spain
  - b. Ecuador
  - c. Rio de Janeiro
2. What does she like?
  - a. She likes singing.
  - b. She likes swimming.
  - c. She likes dancing.
3. Where does she go on the weekend?
  - a. She goes to visit her friends.

- b. She goes to the cinema.
- c. She goes to the beach.

**4. Based on the text, answer true or false. 1,5 points (0,5 for each item).**

In summer, it is often hot and sunny. People go to the beach and have picnics. In winter, it can be cold and snowy. People wear warm clothes and sometimes go skiing. Each day of the week has its own activities. On Monday, people go back to work or school. On Saturday and Sunday, they often relax or do fun things with family and friends.

	True	False
In summer, it is often cold and snowy.		
On Monday, people go back to work or school.		
In winter, people wear warm clothes and sometimes go skiing.		

**INFERRING MEANING THROUGH TEXT (4 points)**

**5. Read the following text and fill in the blanks with the most appropriate word based on the context. Use the word bank. 2 points (0,5 for each item).**

Violin / good / auditorium / asking

The students are getting ready for the talent show. They're in the \_\_\_\_\_, behind the stage. Lisa is \_\_\_\_\_ what they are doing in the talent show, but the students can't find their things. They are all \_\_\_\_\_ performers, but Brian is a bad \_\_\_\_\_ player.

**6. Read and choose the correct option that describes what happens. 2 points (0,5 for each item).**

<b>1.</b> Sofia wants to buy warm clothes for the winter, so she goes to a big store. <i>What kind of store does Sofia go to?</i>	<b>2.</b> It's winter and he buys some cheap carrots and a scarf. <i>What does he plan to do with the carrots and the scarf?</i>	<b>3.</b> It's a very sunny day. Sam and her friends plan to go somewhere to relax. <i>Where are they going?</i>	<b>4.</b> He has computer classes on Monday, Wednesday, and Friday. <i>What days does he not have computer classes?</i>
<b>a.</b> To a bakery <b>b.</b> To a clothing store <b>c.</b> To a restaurant	<b>a.</b> A snowman <b>b.</b> To plant flowers <b>c.</b> To made a cake	<b>a.</b> To hike in the mountains <b>b.</b> To the cinema <b>c.</b> To the swimming pool	<b>a.</b> On Tuesday and Thursday <b>b.</b> On January <b>c.</b> On Monday

**THANK YOU FOR YOUR COLLABORATION!**

Annex 3. Post – test



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DATA COLLECTION: POST-TEST

**Dear student**, this test is intended to assess your level of reading comprehension. For accurate answers to the questions, please follow the instructions. Answer the following questions truthfully and honestly. Your answers will be anonymous and confidential.

**Student's code:** UEPJA.....

**Date:** \_\_\_\_\_

READING COMPREHENSION

READING FOR GIST (3 points)

1. Read and select the correct headline for each paragraph. Use the word bank below. *1,5 point (0,5 for each item).*

‘My study routine’ / ‘The Morning Walk’  
‘I love my grandmother’ / ‘Visiting the Beach’

Carter doesn't like to visit his friend after school. He usually visits his grandmother after school.






Maria does her homework in the afternoon on Monday, Tuesday, Wednesday, and Friday. Sometimes she does her homework in the evening on Sunday.



He usually walks his dog in the park, sometimes they play fetch with a ball, other times they just enjoy the fresh air and watch the birds.



2. Match the picture with their corresponding activities. 1,5 point (0,5 for each item)

Picture	Match	Activities
1. 		a. The boy always watches TV after school. He never does his homework.
2. 		b. They usually play video games after school and eat a lot of snacks.
3. 		c. She always helps her mother make dinner. Sometimes they bake delicious cakes for the whole family.

READING FOR SPECIFIC INFORMATION (3 points)

3. Read carefully the text and circle the correct option for each question. 1,5 points (0,5 for each item)

George always wakes up at 7:15 in the morning. He usually takes a shower at 7:30. He gets dressed at 7:45. He has breakfast after he gets dressed. He always walks to school because it's near his house. He usually does his homework at 4:00. He doesn't do his homework on Tuesday afternoon because he has soccer practice. He goes to sleep at 9:30.

1. What is his name?
  - a. Gleen.
  - b. George.
  - c. Patrick.
2. What time does he wake up?
  - a. At 7:15.
  - b. At 6:25.
  - c. At 8:15.
3. Does he take a shower at 7:40?
  - a. Yes, he does.
  - b. No, he doesn't.

**4. Based on the text, answer true or false. 1,5 points (0,5 for each item)**

Every day, Sarah wakes up at 7 am. She usually eats breakfast at 7:30 am. After breakfast, she always brushes her teeth. Then, she goes to school at 8 am. At school, there are many students in her class. Sarah comes home at 3 pm, and she sometimes plays with her dog in the park. In the evening, she does her homework and then watches TV. She never goes to bed late. Only on February Sarah and her family spend time together because she has vacations.

	True	False
Sarah always eats breakfast at 8 am.		
There are many students in her class.		
Sarah and her family spend time together on February.		

**INFERRING MEANING THROUGH TEXT (4 points)**

**5. Read the following sentences and fill in the blanks with the most appropriate word or phrase based on the context. 2 points (0,5 for each item)**

goes to sleep / wakes up / gets dressed / takes a shower

Michelle \_\_\_\_\_ at 7:00 in the morning. She \_\_\_\_\_ in her bedroom. She walks to school after she has breakfast. She walks the dog before she does her homework. Then, she \_\_\_\_\_ in the bathroom. And finally, she \_\_\_\_\_ at 9:15 at night.

**6. Read and choose the correct word or phrase that describes what happens. 2 points (0,5 for each item).**

<p><b>1.</b> Rita is twelve years old. She always wakes up at 6:15 in the morning because she has to go to a place. <i>Where does Rita have to go every morning?</i></p>	<p><b>2.</b> My mom usually wakes up at 4:30 in the morning because she has to go to work. Today he seems sleepy. <i>How do you think she is feeling now?</i></p>	<p><b>3.</b> Ricky eats lunch in the cafeteria at 12:30 every day. He doesn't eat lunch at home. <i>How often does he eat at his house?</i></p>	<p><b>4.</b> Lucah works the whole October's month. He likes to celebrate <i>Halloween</i> because it is the last day of October. So, <i>how many days are there in October?</i></p>
<p><b>a.</b> To school. <b>b.</b> To sleep. <b>c.</b> To make dinner.</p>	<p><b>a.</b> She is feeling excited. <b>b.</b> She is feeling tired. <b>c.</b> She is feeling happy.</p>	<p><b>a.</b> He always eats at home. <b>b.</b> He never eats at home. <b>c.</b> He usually eats at home.</p>	<p><b>a.</b> There are 31 days <b>b.</b> There are 28 days <b>c.</b> There are 29 days</p>

**THANK YOU FOR YOUR COLLABORATION!**

## Annex 4. Questionnaire



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Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEPJA.....

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

### DATA COLLECTION: QUESTIONNAIRE STUDENTS' PERCEPTION

1. How did you find the use of the PQRST strategy when reading?

- Boring
- Interesting
- Motivating

2. The steps of the PQRST strategy were clear and easy to understand.

Agree	Neutral	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The *Preview* and *Read* step helped me to get the main ideas of a text.

Agree	Neutral	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beause: \_\_\_\_\_

4. The *Question* step helped me have a clear focus for finding specific details about the reading.

Agree	Neutral	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. The act of reading the entire text to get the main idea before looking at the specific details was helpful. Why?

Agree Neutral Disagree

Because \_\_\_\_\_

6. The *Read* and *Summarize* steps has positively helped me to infer meaning through the reading. Why?

Agree Neutral Disagree

Because \_\_\_\_\_

7. The *Test* step significantly helped me understand the readings better since it made me focus on important details and get the main idea.

Agree Neutral Disagree

## Annex 5. Field notes



### UNIVERSIDAD NACIONAL DE LOJA FEAC. PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

#### DATA COLLECTION INSTRUMENT: FIELD NOTES

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#### FIELD NOTES # 1

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<b>Nº Observation:</b> 1	<b>Length of the observation:</b> 90 minutes
<b>Nº Participants:</b> 30	<b>Pre-service teacher:</b> Thalía Brito
<b>PQRST strategy indicators:</b> Preview and Read	<b>Class:</b> 7 <sup>th</sup> “C”
<b>Date:</b> April 26 <sup>th</sup> , 2024	<b>School:</b> Unidad Educativa Pío Jaramillo Alvarado
<b>Contents:</b> Daily routines phrases, present simple.	

---

**Descriptive notes:** During the lesson, students focused on the *Preview* and *Read* steps. Initially, they examined headings, subheadings, pictures, and paragraph numbers in the text "*A Day in the life of Lily*" to form an initial understanding (Preview step). Subsequently, they read the entire text to identify the main idea, write three of Lily's daily routines, and rearrange these events to reflect her correct routine order (Read step). This strategy helped students efficiently grasp and organize key information from the reading material.

---

**Reflective notes:** The lesson showed that the *Preview* and *Read* steps enhanced students' comprehension and organizational skills. During the *Preview* step, most students were enthusiastic and engaged to participate, using headings, subheadings, pictures, and paragraph numbers to form a preliminary understanding of "*A Day in the Life of Lily*." However, some students wanted to skip the *Preview* step and quickly move to the *Read* step. Despite this, a solid base was established for the reading step, in which they identified the main idea, listed Lily's daily routines, and reorganized these events in the correct order.

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**FIELD NOTES # 2**

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**N° Observation:** 2 **Length of the observation:** 90 minutes

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**N° Participants:** 30 **Pre-service teacher:** Thalía Brito

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**PQRST strategy indicators:** Question and Read **Class:** 7<sup>th</sup> “C”

---

**Date:** May 08<sup>th</sup>, 2024 **School:** Unidad Educativa Pío Jaramillo Alvarado

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**Contents:** Daily routines vocabulary, “Why” questions.

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**Descriptive notes:** The lesson focused on the “*Question*” and “*Read*” steps of the PQRST strategy to improve students' reading comprehension skills. The strategy was based on a reading activity focused on daily routines. Initially, the teacher introduced the “*Question*” step by asking students specific questions about the text to be read, such as identifying activities and details about the protagonist, Sarah. This step is intended to establish a clear purpose for the reading and guide students in finding specific information. Next, the “*Read*” step involved students reading the text in its entirety to find answers to the questions posed. This two-step approach not only aided comprehension, but also engaged students in active reading, ensuring that they focused on extracting relevant information from the text.

---

**Reflective notes:** This lesson showed a challenge with the “*Question*” step of the PQRST strategy. Most students didn't want to make up their own questions before reading and seemed bored. They preferred just go quickly to *read* the text and answer the worksheet questions. This suggested that it is needed more engaging ways to get students involved in making up questions. For example, students could ask each other questions in pairs about the reading and then share with the whole class.

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## Annex 6. Interval Scale and Rubric

Qualitative Scale	Quantitative Scale
Bad	0 – 4,00
Good	4.01 – 6,99
Very good	7,00 – 8,99
Excellent	9,00 – 10,00

Criteria	Bad (0-4,00)	Good (4.01-6.99)	Very good (7.00-8.99)	Excellent (9.00-10.00)
<b>Reading for gist</b>	Cannot identify main ideas in short, simple texts.	Identifies main ideas with some difficulty.	Accurately identifies main ideas in short texts.	Clearly identifies main ideas in short texts, especially if there is visual support.
<b>Reading for specific details</b>	Unable to recognize specific details in simple texts.	Recognizes some specific details with difficulty; often misses important points.	Recognizes details well but may miss a few minor points.	Accurately recognizes and understands all details or specific information in the text.
<b>Inferring meaning through text</b>	Cannot make inferences from the text.	Makes inferences with limited accuracy and understanding.	Makes reasonable inferences with some accuracy.	Makes accurate inferences based on the text.

## Annex 7. Scoring Guide



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#### SCORING GUIDE: PRE – TEST

#### Indicator: Reading for the gist

N.º	Question	Answer	Score per item
1	Read and select the correct headline for each paragraph. Use the word bank below.	1. Happy winter.	0,5 points
		2. The band rocks!	0,5 points
		3. Friendship sandwiches	0,5 points
		<b>TOTAL</b>	<b>1,5 points</b>
2	Match the picture with their corresponding activities.	1: b	0,5 points
		2: c	0,5 points
		3: a	0,5 points
		<b>TOTAL</b>	<b>1,5 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>3 points</b>

#### Indicator: Reading for specific information

N.º	Question	Answer	Score per item
1	Read carefully the text and circle the correct option for each question.	1. c	0,5 points
		2. b	0,5 points
		3. c	0,5 points
		<b>TOTAL</b>	<b>1,5 points</b>
2	Based on the text, answer true or false.	False	0,5 points
		True	0,5 points
		True	0,5 points
		<b>TOTAL</b>	<b>1,5 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>3 points</b>

**Indicator: Inferring meaning through text**

<b>N.º</b>	<b>Question</b>	<b>Answer</b>	<b>Score per item</b>
<b>1</b>	Read the following sentences and fill in the blanks with the most appropriate word based on the context. Use the word bank.	<b>a.</b> Auditorium <b>b.</b> Asking <b>c.</b> Good <b>d.</b> Violin	0,5 points 0,5 points 0,5 points 0,5 points
<b>TOTAL</b>			<b>2 points</b>
<b>2</b>	Read and choose the correct option that describes what happens	<b>1.</b> b <b>2.</b> a <b>3.</b> c <b>4.</b> a	0,5 points 0,5 points 0,5 points 0,5 points
<b>TOTAL</b>			<b>2 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>4 points</b>

SCORING GUIDE: POST – TEST

**Indicator: Reading for the gist**

N.º	Question	Answer	Score per item
1	Read and select the correct headline for each paragraph. Use the word bank below.	1. I love my grandmother.	0,5 points
		2. My study routine.	0,5 points
		3. The morning walk.	0,5 points
<b>TOTAL</b>			<b>1,5 points</b>
2	Match the picture with their corresponding activities.	1. c	0,5 points
		2. a	0,5 points
		3. b	0,5 points
<b>TOTAL</b>			<b>1,5 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>3 points</b>

**Indicator: Reading for specific information**

N.º	Question	Answer	Score per item
1	Read carefully the text and circle the correct option for each question.	1. b	0,5 points
		2. a	0,5 points
		3. b	0,5 points
<b>TOTAL</b>			<b>1,5 points</b>
2	Based on the text, answer true or false	False	0,5 points
		True	0,5 points
		True	0,5 points
<b>TOTAL</b>			<b>1,5 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>3 points</b>

**Indicator: Inferring meaning through text**

N.º	Question	Answer	Score per item
1	Read the following sentences and fill in the blanks with the most appropriate word based	a. Wakes up	0,5 points
		b. Gets dressed	0,5 points
		c. Takes a shower	0,5 points

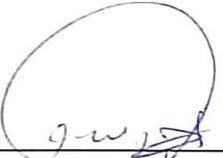

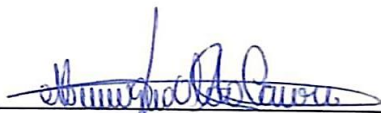
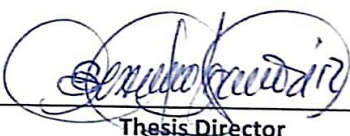
	on the context. Use the word bank.	<b>d.</b> Goes to sleep	0,5 points
	<b>TOTAL</b>		<b>2 points</b>
<b>2</b>	Read and choose the correct word or phrase that describes what happens.	<b>1.</b> a	0,5 points
		<b>2.</b> b	0,5 points
		<b>3.</b> b	0,5 points
		<b>4.</b> a	0,5 points
	<b>TOTAL</b>		<b>2 points</b>
<b>TOTAL PER QUESTIONS</b>			<b>4 points</b>



## Annex 8. Lesson Plans

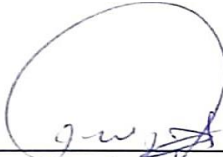


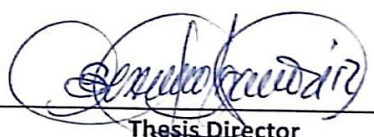
### Lesson plan 1

LESSON PLAN # 1			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	April 24 <sup>th</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X ) Private ( ) Fisco-Misional ( ) Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgtr. Edgar M. Castillo C.		
<b>Thesis Director</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7th "C" – Wednesday – 10:45 –12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	Daily routines vocabulary Present simple tense Adverbs of frequency		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To describe regular activities using adverbs of frequency appropriately in sentences and short dialogues.</li> <li>○ To determine the current level of proficiency in reading comprehension skills by administering a pre-test.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>○ Pre-test</li> <li>• Textbook</li> <li>• Flipcharts</li> </ul>		
<b>Engage</b>			<b>Time</b>
<p><b>Warm up and lead in: "Imitations of the daily routine".</b> The teacher divides the class into small groups. Each group takes turns acting out different daily routines using gestures and body language, without speaking. The other groups have to guess the daily routine that is being represented. After each round, the teacher discusses the adverbs of frequency that can be associated with each daily routine.</p>			10 mins
<b>Study</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>○ Students have to work on a pre-test elaborated by the teacher.</li> <li>○ Immediately, after the pre-test, the teacher starts by reviewing the adverbs of frequency and their meanings by the use of a flashcard and flipcharts.</li> <li>○ The teacher writes fill-in-the-gap exercises where students have to use adverbs of frequency according their contexts.</li> <li>○ The teacher randomly asks students to participate by saying an example where they describe a daily routine using any adverb of frequency.</li> </ul>			50 mins
<b>Activate</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• Students work on their textbook describing daily routines pictures and writing sentences using adverbs of frequency, p. 56</li> <li>• In pairs, students have to present to the class a short dialogue activity, prompted</li> </ul>			25 mins

by the teacher, in which they have to describe a regular activity using adverbs of frequency.	
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>The teacher assesses students' comprehension of the contents as they develop the dialogue in which they have to describe their daily routines using adverbs of frequency.</li> </ul>	Through the class
<b>Feedback / Closure</b>	<b>Time</b>
<p>Once each pair of students presents their dialogues on everyday activities to the class, the teacher reviews their answers to correct errors and provide feedback, especially if there are problems with the proper use of adverbs of frequency.</p> <p>Summarize the key points of the lesson and review the adverbs of frequency. Finally, ask students to share one thing they learned or found interesting about talking about daily routines.</p>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
<div style="text-align: center;">   <hr style="width: 100%;"/> <p><b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.</p> </div> <div style="text-align: center; margin-top: 20px;">   <hr style="width: 100%;"/> <p><b>Pre-service Teacher</b> Thalía Cecibel Brito Brito</p> </div>	<div style="text-align: center;">   <hr style="width: 100%;"/> <p><b>Institutional Tutor</b> Lic. María Olmedo</p> </div> <div style="text-align: center; margin-top: 20px;">   <hr style="width: 100%;"/> <p><b>Thesis Director</b> Dra. M. Sc. Bertha Ramón</p> </div>

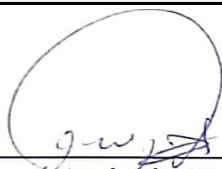
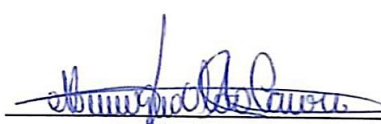


## Lesson plan 2

LESSON PLAN # 2			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 01 <sup>st</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X ) Private ( ) Fisco-Misional ( ) Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgr. Edgar M. Castillo C.		
<b>Thesis Director</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7th "C" – Wednesday – 10:45 – 12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	Daily routines phrases Present simple tense		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>● To describe daily routines using simple present tense.</li> <li>○ To get the main idea of a reading that involves daily routines by using the Preview and Read step of the PQRST strategy.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>○ Worksheet – A Day in the life of Lily</li> <li>● Textbook</li> </ul>		
Engage			Time
<p><b>Lead in: "Memory Game".</b> The teacher prepares a set of cards with pictures and words representing daily routines and present simple verbs. The cards are shuffled and laid face down on a table or on the floor. Students take turns flipping over two cards, earning a point if they match. The game continues until all the cards have been matched. The student with the most pairs at the end of the game is the winner.</p> <p><b>Review:</b> This activity not only gets the students moving and involved, but also helps them practice using present simple.</p>			15 mins
Study			Time
<ul style="list-style-type: none"> <li>● Teacher begins by briefly introducing daily routines phrases and explain what it means to do something regularly. Then, she explains the structure of the present simple tense, focusing on third-person singular forms and the use of auxiliary verbs for negatives and questions through examples.</li> <li>● The teacher asks students to participate by saying activities that they consider as a routine and she writes on the board.</li> <li>○ After that, the teacher presents and defines each step of the PQRST strategy: Preview, Question, Read, Summarize, Test. For this lesson, the teacher focuses on the Preview and Read steps.</li> <li>○ The teacher presents a short reading called "A Day in the life of Lily" using a worksheet in order to get the main ideas of the text.</li> <li>○ The teacher asks students to quickly look at key elements of the reading to gain initial understanding (Preview step). This includes looking at the heading, subheading, pictures, the number of paragraphs, etc.</li> <li>○ After that, the teacher asks students to read the whole text (Read step). Then, select</li> </ul>			45 mins

<ul style="list-style-type: none"> <li>○ what is the main idea of it.</li> <li>○ The teacher asks students to write 3 Lily's routines and then, rearrange the events to reflect Lily's daily routines in the correct order.</li> </ul>	
<b>Activate</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Students have to write 2 sentences about their daily routine, using the present simple tense.</li> <li>• Students work on their textbook writing daily routines phrases according to the pictures shown. p. 58.</li> </ul>	25 mins
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Teacher assesses students' ability to write sentences about their daily routine using the present simple tense correctly.</li> <li>○ The teacher assesses students' comprehension of the contents as they correctly select the main idea of the reading.</li> </ul>	During the class
<b>Feedback / Closure</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher summarizes the key aspect of the lesson and emphasizes the importance of describing regular activities using simple sentence structure.</li> </ul>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
 <hr/> <b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.	 <hr/> <b>Institutional Tutor</b> Lic. María Olmedo
 <hr/> <b>Pre-service Teacher</b> Thalía Cecibel Brito Brito	 <hr/> <b>Thesis Director</b> Dra. M. Sc. Bertha Ramón

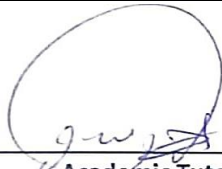
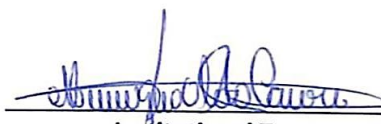


### Lesson plan 3

LESSON PLAN # 3			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 08 <sup>th</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X ) Private ( ) Fisco-Misional ( ) Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgtr. Edgar M. Castillo C.		
<b>Thesis Director</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7 <sup>th</sup> "C" – Wednesday – 10:45 – 12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	Present continuous Daily routines vocabulary Wh-questions "why"		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To answer questions regarding daily routines using the present continuous tense structure.</li> <li>○ To develop the sub-skill of reading for specific information based on a reading activity about daily routines through the use of the Question and Read steps of the PQRST strategy.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Flipchart</li> <li>○ Worksheet – Sarah's day</li> <li>• Textbook</li> </ul>		
Engage			Time
<p><b>Lead in: "Daily Routine Bingo!":</b> The teacher divides the class into six groups, then she gives each group a bingo card with different daily routine activities arranged randomly in the squares. As the teacher says different activities, each group has to mark the corresponding squares on their card. The first group to mark a horizontal, vertical or diagonal line shouts "Bingo!" and win the round.</p> <p><b>Review:</b> This activity not only gets the students actively engaged and involved, but also it helps them to practice daily routines vocabulary by using the present continuous tense.</p>			15 mins
Study			Time
<ul style="list-style-type: none"> <li>• The teacher begins by reviewing the present continuous tense and then, she gives examples of sentences like "He is sleeping" or "She is eating". After that, she asks students to identify the action and the person who is doing it.</li> <li>• The teacher introduces some adjectives that describe feelings or states, such as tired, sick, dirty, and hungry by demonstrating them. Then, she encourages students to participate by saying more examples.</li> <li>○ After that, the teacher explains the 'Question' and 'Read' steps of the PQRST strategy. Then, she presents a short reading called "Sarah's day" using a worksheet in order to read for specific information.</li> <li>○ Before starting the reading, the teacher asks students to answer questions that require them to find specific information in the text (Question step). For example:</li> </ul>			45 mins

<ul style="list-style-type: none"> <li>- What activities can you see in the pictures?</li> <li>- What time does Sarah wake up every day?</li> <li>- Does Sarah go to school?</li> <li>- Does she eat breakfast with her family?</li> <li>- Does she like to play the piano?</li> </ul> <p>○ After that, the teacher asks students to read the whole text (Read step). Then, they have to choose the best option that describes what activities does Sarah. Students read each question and then find the relevant information in the reading to answer it.</p>	
<b>Activate</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Students work on their textbook by matching "Why" questions with their respective answer using the present continuous tense about daily routines. Then, they have to combine and write new sentences related to the previous questions, but in affirmative sentence form instead of a question, p. 59.</li> </ul>	25 mins
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Teacher assesses students' ability to ask and answer questions regarding daily routines using the present continuous tense correctly.</li> <li>○ The teacher assesses students' comprehension of the reading as they correctly answer the reading activities.</li> </ul>	During the class
<b>Feedback / Closure</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher summarizes the key points of the activity, highlighting the use of 'why' questions and present continuous tense</li> <li>• Then, the teacher encourages students to continue practicing forming questions before reading to have a reading purpose and find specific information in the text, also to read actively to have a better understanding of the texts.</li> </ul>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
 <hr/> <b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.	 <hr/> <b>Institutional Tutor</b> Lic. María Olmedo
 <hr/> <b>Pre-service Teacher</b> Thalía Cecibel Brito Brito	 <hr/> <b>Thesis Director</b> Dra. M. Sc. Bertha Ramón

## Lesson plan 4

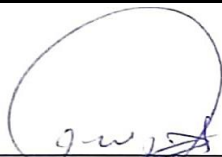


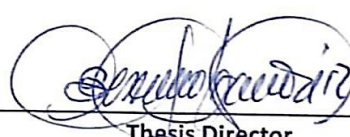
LESSON PLAN # 4			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 15 <sup>th</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X )    Private ( )    Fisco-Misional ( )    Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgtr. Edgar M. Castillo C.		
<b>Thesis Director</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7th "C" – Wednesday – 10:45 – 12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Calendar vocabulary</li> <li>• Daily routines vocabulary</li> <li>• There is/ there are</li> <li>• Numbers</li> </ul>		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To ask questions about quantity using <i>there is</i> and <i>there are</i> structures.               <ul style="list-style-type: none"> <li>○ To develop the sub-skills for gist and inferring meaning through text based on a reading activity about daily routines through the use of the Read and Summarize steps of the PQRST strategy.</li> </ul> </li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Flipchart</li> <li>○ Worksheet – <i>Navigating the Calendar Year</i></li> </ul>		
Engage			Time
<p><b>Lead in:</b> "<i>Calendar quest</i>": The teacher gives each student a printed mini-calendar. Then, she writes on the whiteboard a list of calendar vocabulary. After that, the teacher will call out a word from the list, and students must find and mark it on their mini-calendar. For example, if she calls out month, they should circle all the months on the calendar. The first student to mark all the called-out words correctly shouts "Quest!" and wins.</p> <p><b>Review:</b> This activity not only gets the students actively engaged and involved, but also helps them practice vocabulary from the previous class.</p>			15 mins
Study			Time
<ul style="list-style-type: none"> <li>• The teacher begins by showing flashcards about daily routines, and then she introduces vocabulary related to day, weeks, months, and years. As for example: <i>What day is today? What month were you born?</i></li> <li>• Then, she explains how to make questions using <i>There is</i> and <i>There are</i>, then she writes examples adding vocabulary related to time. For example: <i>Is there one year in a calendar? Are there 31 days in October?</i></li> <li>○ After that, teacher provides students a short reading worksheet related to time called: "<i>Navigating the Calendar Year</i>" in order to read for gist and infer meaning through text.</li> <li>○ The teacher asks students to read the whole text and select the best option that describes the main idea of the it. (Read step). After that, she asks students to answer</li> </ul>			45 mins

<p>questions related to making inferences through the text. They have to choose; <i>why something occurs related to time and what they think is the most accurate reason given in the text.</i></p> <ul style="list-style-type: none"> <li>○ After reading the text and highlighting the important points of the reading (Summarize step), the teacher asks students to fill in the blanks with the most appropriate word or phrase based on the text, so they have to infer what could fill on the gaps. Additionally, the teacher instructs the students to create a brief mind map that summarizes the key points from the reading that the teacher had asked to highlight. By summarizing the text, students are encouraged to think about what the information really means.</li> </ul>	
<b>Activate</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● In pairs, students create a brief dialogue where they ask each other questions about quantity using <i>there is</i> and <i>there are</i>. The teacher ensures that their questions and responses accurately employ there is and there are structures, and that they incorporate time-related vocabulary as needed.</li> </ul>	25 mins
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● Teacher assesses students' ability to ask and answer questions regarding time and daily routines using <i>there is</i> and <i>there are</i> structures correctly.</li> <li>○ The teacher assesses students' comprehension of the reading as they correctly answer the reading activities.</li> </ul>	During the class
<b>Feedback / Closure</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● The teacher summarizes the key points of the activity, highlighting the use <i>there is</i> and <i>there are</i> to make questions about quantity.</li> <li>○ Then, the teacher motivates students to further enhance their skills by summarizing what they have read, interpreting meanings in their own words. Additionally, she encourages students to engage in active reading to deepen their comprehension of the texts.</li> </ul>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
 <hr/> <b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.	 <hr/> <b>Institutional Tutor</b> Lic. María Olmedo
 <hr/> <b>Pre-service Teacher</b> Thalía Cecibel Brito Brito	 <hr/> <b>Thesis Director</b> Dra. M. Sc. Bertha Ramón



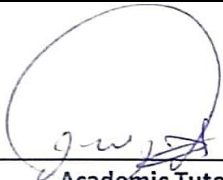
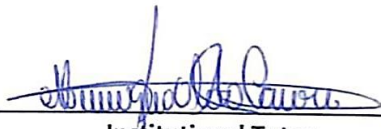


## Lesson plan 5

LESSON PLAN # 5			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 22 <sup>nd</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X )    Private ( )    Fisco-Misional ( )    Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgtr. Edgar M. Castillo C.		
<b>Thesis Director:</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7th "C" – Wednesday – 10:45 – 12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Daily routines vocabulary</li> <li>• Adverbs of frequency</li> <li>• Present simple</li> </ul>		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To role play a conversation about daily routines using the present simple tense and adverbs of frequency.</li> <li>○ To develop the sub-skills of reading for specific information and inferring meaning through text based on a reading about daily routines through the use of the Read and Test steps of the PQRST strategy.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Textbook</li> <li>○ Worksheet – <i>My daily routine</i></li> </ul>		
<b>Engage</b>			<b>Time</b>
<p><b>Lead in: "Daily routines Match Up":</b> The teacher writes daily routine activities on one set of cards and photographs of the day on another. Then she mixes it and places it upside down. Students take turns turning over a card from each set and constructing a sentence combining the activity and the picture. If it is correct, they keep the pair; If not, the cards are turned back. Students play until all the cards match.</p> <p><b>Review:</b> Through this game, students are prompted to remember the vocabulary from the previous class and to practice by making examples.</p>			15 mins
<b>Study</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher begins the lesson by showing flashcards related to daily routines and asks students to stand up and tell an example using this vocabulary and adverbs of frequency. She then, checks students' pronunciation.</li> <li>• Then, she writes on the board some examples of adverbs of frequency and asks students to fill in the blanks so they remember the adverbs and, in turn, practice.</li> <li>○ After that, teacher provides students a short reading worksheet called: "My daily routine" in order to read for specific information and infer meaning through text.</li> <li>○ The teacher asks students to read the text and highlight specific vocabulary related to daily routines (Read step), then asks them to answer some questions and write whether a statement is true or false based on the reading (Test step).</li> </ul>			45 mins

<ul style="list-style-type: none"> <li>○ Following that, students engage in inferring meaning from the text by answering to questions (Test step).</li> </ul>	
<b>Activate</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● In pairs, students create a brief dialogue where they share their daily routines. The teacher ensures that they use adverbs of frequency in their sentences or descriptions about their daily routines.</li> </ul>	25 mins
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● The teacher assesses students' proficiency in using adverbs of frequency to describe daily routines accurately during role-play activities. Additionally, the teacher assesses their pronunciation skills.</li> <li>○ The teacher assesses students' comprehension of the reading as they correctly answer the reading activities.</li> </ul>	During the class
<b>Feedback / Closure</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● The teacher summarizes the key points of the activity, highlighting the importance of using adverbs of frequency to describe daily routines.</li> <li>○ Then, the teacher motivates the students to read, focusing on key words or aspects and to infer meaning about what they have read, which will facilitate their better understanding of the readings.</li> </ul>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
 <hr/> <b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.	 <hr/> <b>Institutional Tutor</b> Lic. María Olmedo
 <hr/> <b>Pre-service Teacher</b> Thalía Cecibel Brito Brito	 <hr/> <b>Thesis Director</b> Dra. M. Sc. Bertha Ramón

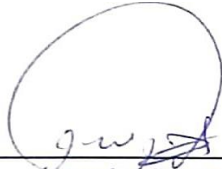
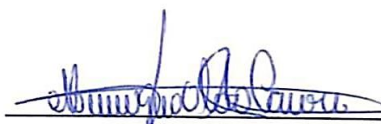

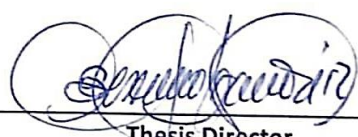
## Lesson plan 6

LESSON PLAN # 6			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 28 <sup>th</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X ) Private ( ) Fisco-Misional ( ) Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgtr. Edgar M. Castillo C.		
<b>Thesis Director:</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7 <sup>th</sup> "C" – Tuesday – 11:30 – 12:15		
<b>Time per lesson:</b>	45 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Daily routines vocabulary</li> <li>• Adverbs of frequency</li> <li>• There is/ there are</li> <li>• Numbers</li> </ul>		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To show students understanding of the whole unit 6.               <ul style="list-style-type: none"> <li>○ To demonstrate the effectiveness of the Preview, Question, Read, Summarize, and Test (PQRST) strategy to improve the students' reading comprehension through the use of a post-test.</li> </ul> </li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>○ Post-test</li> </ul>		
<b>Engage</b>			<b>Time</b>
<p><b>Lead in: Routines recall:</b> The teacher instructs the students to examine each flashcard displaying different daily routines and then recalls the routines depicted on the cards. Following that, the students are asked to provide examples of each routine. E.g. During the September month, I always wake up / do exercise/ get dressed at 7 am/pm.</p> <p><b>Review:</b> This activity not only gets the students actively engaged and involved, but also helps them practice vocabulary from the whole unit. So, the teacher gives a brief recap of the structures and vocabulary covered in Unit 6.</p>			2 mins
<b>Study</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• After that, the teacher gives each student a post-test and explains that this is the final lesson, so they have to complete the test.</li> <li>• The teacher clearly explains how much time the students have for the test.</li> <li>• The teacher tells the students that they can ask questions if they don't understand any part of the instructions.</li> </ul>			3 mins
<b>Activate</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher prompts some students to give additional examples using the vocabulary and structures they learned in unit 6, as a way to remind them the contents.</li> </ul>			3 mins

<b>Assessment</b>		<b>Time</b>
<ul style="list-style-type: none"> <li>○ The students take the test while the teacher supervises the test-taking process.</li> </ul>		35 mins
<b>Feedback / Closure</b>		<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher summarizes the key points of the activity, emphasizing the importance of the correct use of all the structures and vocabulary related to daily routines.</li> <li>○ The teacher thanks students for being part of the research project and for their excellent collaboration.</li> </ul>		2 mins
<b>Observations</b>		
<p>.....</p> <p>.....</p> <p>.....</p>		
<b>Signatures</b>		
 <hr style="width: 20%; margin: 0 auto;"/> <p><b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.</p>	 <hr style="width: 20%; margin: 0 auto;"/> <p><b>Institutional Tutor</b> Lic. María Olmedo</p>	
 <hr style="width: 20%; margin: 0 auto;"/> <p><b>Pre-service Teacher</b> Thalía Cecibel Brito Brito</p>	 <hr style="width: 20%; margin: 0 auto;"/> <p><b>Thesis Director</b> Dra. M. Sc. Bertha Ramón</p>	

## Lesson plan 7

LESSON PLAN # 7			
<b>Institution Name:</b>	Unidad Educativa "Pío Jaramillo Alvarado"		
<b>Date:</b>	May 29 <sup>th</sup> , 2024	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( X )    Private ( )    Fisco-Misional ( )    Municipal ( )		
<b>Institutional Tutor:</b>	Lic. María Olmedo		
<b>Academic Tutor:</b>	Mgr. Edgar M. Castillo C.		
<b>Thesis Director:</b>	Dra. M. Sc. Bertha Ramón		
<b>Preservice Teacher:</b>	Thalía Cecibel Brito Brito		
<b>Schedule:</b>	7 <sup>th</sup> "C" – Wednesday – 10:45 – 12:15		
<b>Time per lesson:</b>	90 mins	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	7 <sup>th</sup> "C": 30		
<b>Contents:</b>	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Daily routines vocabulary</li> <li>• Adverbs of frequency</li> <li>• There is/there are</li> <li>• Numbers</li> </ul>		
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>• To describe the students' perceptions about the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) strategy in reading comprehension through the application of a questionnaire.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>○ Poster</li> <li>○ Questionnaire</li> </ul>		
<b>Engage</b>			<b>Time</b>
<p><b>Warm up:</b> "Tingo-Tango": The student who loses have to say a word from the previous lesson related to daily routines, adverbs of frequency and time vocabulary. Here, students practice vocabulary.</p> <p><b>Review:</b> After that activity, the teacher asks students to recall the key concepts covered in the previous class (Present simple, daily routines vocabulary, adverbs of frequency, there is/there are, and numbers), then she asks them to say aloud some examples (phrases or sentences).</p>			15 mins
<b>Study</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher provides feedback on the post-test, addressing any common mistakes.</li> <li>○ Through the use of a poster, the teacher makes a recap of the PQRST strategy, explaining its meaning, purpose and benefits to remind students about the strategy.</li> <li>○ Once that is done, the teacher distributes the questionnaire to each student and explains that the purpose of the questionnaire is to gather their perceptions of the application of the PQRST strategy.</li> <li>○ The teacher instructs the students to answer the questions honestly.</li> </ul>			45 mins
<b>Activate</b>			<b>Time</b>
<ul style="list-style-type: none"> <li>• The teacher asks students to correct any mistakes on their post-test from the previous lesson. If there are no mistakes, no corrections are needed. Then, she</li> </ul>			25 mins

provides feedback to ensure students thoroughly understand the contents covered in Unit 6, and especially feedback about the use of each step of the PQRST strategy when reading.	
<b>Assessment</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>○ Students work on the questionnaire by answering questions about their perceptions of the implementation of the PQRST strategy in improving reading comprehension.</li> </ul>	During the class
<b>Feedback / Closure</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>○ The teacher engages the class in a brief oral discussion about their experience of applying the PQRST strategy.</li> <li>○ Then, she addresses questions or concerns that students may have.</li> <li>○ After that, she summarizes the main points covered in the lesson and highlights the importance of the PQRST strategy in enhancing reading comprehension.</li> <li>○ Finally, the teacher thanks the students for their participation and effort.</li> </ul>	5 mins
<b>Observations</b>	
<p>.....</p> <p>.....</p> <p>.....</p>	
<b>Signatures</b>	
 <hr/> <b>Academic Tutor</b> Mgtr. Edgar M. Castillo C.	 <hr/> <b>Institutional Tutor</b> Lic. María Olmedo
 <hr/> <b>Pre-service Teacher</b> Thalía Cecibel Brito Brito	 <hr/> <b>Thesis Director</b> Dra. M. Sc. Bertha Ramón

## Annex 9. Research Matrix

<b>Title</b>	The Preview, Question, Read, Summarize, and Test (PQRST) strategy and reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024			
<b>Problem</b>	<b>Objectives</b>	<b>Theoretical Framework</b>	<b>Methodological design</b> <b>Action Research</b>	<b>Techniques/Instruments</b>
<b>General problem</b>	<b>General Objective</b>	<b>Independent variable</b>	<b>Research Design</b>	<b>Testing Technique</b>
<ul style="list-style-type: none"> <li>How does the PQRST strategy improve reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024?</li> </ul>	<ul style="list-style-type: none"> <li>To determine the impact of the Preview, Question, Review, Summarize, and Test (PQRST) strategy in the improvement of reading comprehension among middle basic education students at an educational institution in Loja, school year 2023-2024.</li> </ul>	<p><b>6.1. The Preview, Question, Read, Summarize, and Test (PQRST) strategy</b></p> <p>5.1.1. The definition of PQRST strategy</p> <p><b>5.1.2. Steps of the PQRST strategy</b></p> <p>5.1.2.1. Preview</p> <p>5.1.2.2. Question</p> <p>5.1.2.3. Read</p> <p>5.1.2.4. Summarize</p> <p>5.1.2.5. Test</p> <p>5.1.3. Advantages of the implementation of the PQRST strategy</p> <p>5.1.4. Procedures of the PQRST strategy in teaching and learning</p> <p>5.1.5. Type of tasks for each step of the PQRST strategy</p> <p><b>Dependent Variable</b></p>	<p>Mixed action research</p> <ul style="list-style-type: none"> <li>Quantitative</li> <li>Qualitative</li> </ul>	<ul style="list-style-type: none"> <li>Pre-test</li> <li>Post-test</li> </ul> <p><b>Observation Technique</b></p> <ul style="list-style-type: none"> <li>Field notes</li> </ul> <p><b>Survey Technique</b></p> <ul style="list-style-type: none"> <li>Questionnaire</li> </ul>
<b>Subproblems</b>	<b>Specific Objectives</b>		<b>Intervention</b> <b>Lesson Plan (ESA Model)</b>	
<ul style="list-style-type: none"> <li>What is the effectiveness of the PQRST strategy to enhance students' reading comprehension?</li> <li>What are students' perceptions about the implementation of the PQRST strategy in</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate the effectiveness of the Preview, Question, Review, Summarize, and Test (PQRST) strategy to</li> </ul>		<ul style="list-style-type: none"> <li>Engage: Warm-up, objective discussion</li> </ul>	

reading comprehension?	<p>enhance students' reading comprehension.</p> <ul style="list-style-type: none"> <li>To describe the students' perceptions about the implementation of the Preview, Question, Review, Summarize, and Test (PQRST) strategy in reading comprehension.</li> </ul>	<p><b>5.1. Reading comprehension</b></p> <p>5.1.1. Definition of reading.</p> <p>5.1.2. Importance of reading in EFL classrooms</p> <p>5.1.3. Purpose of reading.</p> <p>5.1.4. Types of reading</p> <p>5.1.5. Definition of reading comprehension</p> <p>5.1.6. Elements of reading comprehension</p> <p>5.1.7. Factors affecting reading comprehension</p> <p>5.1.8. Stages of reading comprehension</p> <p>5.1.8.1. Pre-reading activities</p> <p>5.1.8.2. During/While reading activities</p> <p>5.1.8.3. Post-reading activities</p> <p>5.1.9. Important reading skills for reading comprehension</p> <p>5.1.9.1. Reading for gist</p> <p>5.1.9.2. Reading for specific information</p> <p>5.1.9.3. Inferring meaning through text</p> <p>5.1.9.4. Prediction</p>	<p>and review of the last class.</p> <ul style="list-style-type: none"> <li>Study: Instruction, controlled, and guided practice.</li> <li>Activate: Group/pair activities, reflections, and assessment.</li> </ul>
		<p><b>5.2. Previous studies</b></p>	