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Enhancing 10th-grade students' ability to recall information from extended narrative texts in reading comprehension, through the implementation of the SQ3R method

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés.

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List of Acronyms

1. SQ3R: Survey, question, read, recite and review.
2. SIMCE: Education quality measurement system
3. EFL: English as a foreign language
4. MINEDUC: Ministry of Education
5. CEFR: Common European Framework of References
6. AR: Action Research
7. TV: Television
8. AI: Artificial Intelligence
9. M: Mean
10. SD: Standard Deviation
11. PIAP: English Open Doors Programme

Abstract

This action research investigated the effectiveness of the SQ3R (Survey, Question Read, Recite, Review) method in improving students' overall reading comprehension, particularly the ability to recall information from extended narrative texts. The study employed a mixed-methods approach with 22 tenth-grade EFL students at a subsidized school in Concepción, Chile. Data collection included pre- and post-intervention reading comprehension tests, a focus group with five participants, and teacher-researcher audio diaries to document implementation using descriptive statistics. Results revealed a significant improvement in students' ability to recall information after implementing the SQ3R method. Focus group data indicated positive student perceptions of the method when working with longer texts, while teacher reflections offered valuable insights into pedagogical practices and decisions. The findings support the efficacy of the SQ3R method for developing reading comprehension skills among students with A2 or lower English proficiency levels according to the Common European Framework of References, indicating its potential application for EFL reading instruction.

Keywords: SQ3R method, Reading Comprehension, Reading strategies, EFL.

Resumen

Esta Investigación-acción estudió la efectividad del método SQ3R (Survey, Question, Read, recite, review) para mejorar la comprensión lectora de los estudiantes. Particularmente la habilidad de recordar información desde textos narrativos extensos. Este estudio empleó metodología mixta con 22 estudiantes de segundo medio que aprenden Inglés como lengua extranjera en un colegio particular subvencionado en Concepción, Chile. La recolección de datos incluyó comprensión lectora de textos a través de evaluaciones como Pre y Post- intervenciones. Los resultados revelaron una mejora significativa en la habilidad de recordar información después de implementar el Método SQ3R. La recolección de datos del focus group, indicó una recepción positiva de los estudiantes cuando trabajaron con los textos extensos, mientras la profesora reflexionó la eficacia del método al momento de apoyar la comprensión lectora entre estudiantes con un nivel de Inglés A1 o más bajo como Pre- A1, según el marco común europeo de referencia, indicando su potencial aplicación para la instrucción en la lectura en la asignatura de Inglés como lengua extranjera.

Palabras Claves: Método SQ3R, Comprensión Lectora, Estrategias de lectura, Inglés como lengua extranjera (EFL)

Chapter I: Introduction

I.- Introduction

The English subject in the Chilean Educational System aims to develop students' communicative competence by equally improving the four language skills from 5th grade onwards (Ministerio de Educación, 2023). Not only does this subject contribute to linguistic processes but also bridges the learners' connection with the rest of the world. However, according to data gathered by the Chilean Ministry of Education, scores from the 2017 national assessment (SIMCE) show a national average in the reading comprehension skill of 22 out of 100 points, based on a sample of 7340 students across Chile. Most students are placed in A1 level (Ministerio de Educación, 2017; 2018). This low score reveals a critical area needing attention and suggests prominent challenges in English language instruction. The National Curriculum contains the following learning outcomes for 10th grade, regarding reading comprehension (Ministerio de Educación, 2023):

Learning Objective 09 translates to:

Demonstrate comprehension of general ideas and explicit information in simple adapted and authentic texts, in printed or digital form, about a variety of topics (students' interests, other subjects, immediate context, current events and global interest, other cultures and some less familiar themes), which contain the corresponding linguistic contents.

Learning Objective 12 translates to:

Select and use strategies to support comprehension of texts read:

- Pre-reading: read with a purpose, use prior knowledge
- Reading: do skimming, scanning, focused reading, make inferences, reread, identify organizational elements (title, subtitle, diagrams), ask questions while reading
- Post-reading: Answer questions, use graphic organizers, reread, retell, summarize, ask questions to confirm information

These objectives must be met by every school across the country. As the Ministry of Education (2016) states in the National Study Programme of English, students must achieve the learning objectives to evidence the expected learning outcomes align with what their 10th grade requires to learn. Moreover, teachers should integrate a variety of strategies to enable the achievement of such objectives. In other words, teachers should provide diverse types of strategies for students to choose the most suitable for them when addressing different types of texts depending on the learning outcome to achieve in the English lessons.

This action research was conducted in a subsidized school located in Concepción in a tenth-grade class. These learners are exposed to 2-3 hours of English lessons per week. Although these participants are frequently exposed to online content through social media or entertainment platforms, they do not regularly consume online English content to learn or practice the language.

1.1.- Problem identification

In the context of this study, low-performance levels in reading comprehension among these 10th graders make it difficult to progress into extended narrative texts. Since 5th grade, the Ministry of Education (2018) provides specific strategies to employ in every type of text suggested by the national curriculum guidelines. In addition, the subsidized school of this action research participants have implemented to read short books in 5th upgrading to to extended texts in higher grades, highlighting the narrative type among the other typology texts, as the English department requires in that school. Moreover, EFL (English as a Foreign Language) learners struggle to understand or keep focused on texts, which is evident in overall results, low engagement in tasks, and frustration and anxiety issues. The need to tackle this issue and set students on a path to achieving the expected learning outcomes gave way to the current research.

As anticipated, teachers already use different strategies when teaching reading comprehension skills, such as skimming and scanning, among others. Nonetheless, these strategies fall short on scaffolding learning to the next level. Investing time and effort into implementing new methodologies that bridge the gap in reading comprehension.

1.2.- Research question and objectives

To what extent does the SQ3R method help 10th-graders improve their reading comprehension skills when facing extended narrative texts?

General Objective

1) To examine the contribution of the SQ3R method for improving reading comprehension skills of extended narrative texts in a group of 10th graders.

Specific objectives

a) To assess the students' ability to recall information from extended narrative texts after using the SQ3R Method.

b) To analyze students' perceptions regarding their reading comprehension skill progress when using the SQ3R method.

c) To identify the teacher-researcher's perceptions regarding the implementation of the SQ3R method for developing reading comprehension skills in her learners.

Chapter II: Theoretical Framework

2.- Theoretical Framework

This chapter examines reading comprehension in EFL contexts, focusing on instructional approaches and relevant research in the field. Specifically, it deals with the SQ3R method, which is particularly useful when addressing extended narrative texts. The current work synthesizes key findings that support this method's contribution for developing Reading comprehension skills.

2.1. Reading Comprehension in EFL

Many definitions are found among EFL researchers, who highlight a relevant connection between the text and prior knowledge or individual experiences. According to Nunan (2003), reading comprehension becomes a fluent process when readers combine textual information with previous knowledge to build meaning. In a similar vein, Mikeladze (2014) asserts that reading comprehension connects the reader's own experiences in meaningful ways. In other words, as readers combine their own experiences with the text, they actively construct understanding through this interaction between background information and the written text.

Reading comprehension also plays a crucial role in second language development. Brown (2001) explains how the cognitive process of understanding texts constructs meaning and facilitates language acquisition. Additionally, Grabe and Stoller (2011) argue that when readers successfully interpret written codes, they can build upon their existing knowledge. This cognitive development is a major gain for the learning process; hence, there is a need to allocate systematic time to developing reading comprehension skills in students.

Furthermore, Grabe and Stoller (2002) believe that English continues to spread around the world, becoming the language of science, technology, and advanced research, which makes reading ability a fundamental skill to access this knowledge. In making this comment, Grabe and Stoller urge teachers to equip and adapt themselves to people's demands to learn English and reach their goals. Teachers should consider upgrading their knowledge in the teaching of this skill to provide effective ways to help EFL learners develop reading comprehension skills.

The need for competent reading instruction has become increasingly urgent. Nunan (2003) a leading expert in the field mentioned that good instruction is the most powerful means if the goal is to have proficient readers and prevent problems in reading comprehension. In other words, having steps to follow and reading strategies to apply when reading can boost proficiency in reading comprehension. Additionally, Nunan (2003) addressed that readers must monitor their comprehension processes and be able to talk to their teacher or fellow readers and see which strategies are the most suitable to comprehend a text. This metacognitive awareness helps students understand both what strategies to use and how to apply them.

In addition, a study conducted among Indonesian secondary school students, addressed the causes of poor reading comprehension in EFL classrooms, indicating that it is generated by the participants' lack of motivation when facing reading texts, and lack of overall English knowledge, particularly limited vocabulary (Nanda & Azmy, 2020). In other words, these ideas align with English SIMCE (2007) results, where students could not achieve more than 20 out of 100 points in reading comprehension. This is a permanent challenge that provides a clear rationale for addressing reading comprehension in this action research study.

To better understand what could negatively influence reading comprehension in EFL, Abbas (2021) analysed the factors that influenced the difficulties in students in reading comprehension skill, mentioning the lack of knowing strategies to help them understand the texts in EFL. This suggests that in EFL, students still struggle when trying to understand and address any type of text if they do not have the necessary strategies to teach them how to study and elicit information from them.

Furthermore, another study conducted to Arab EFL learners by Al-Jarrah and Ismail (2018) in identifying reading comprehension difficulties, concluded that students could not recognize the type of text they were reading, leading to affecting their language proficiency, needing a change in the educational policy for institutions, shared with EFL teachers and learners to together work toward one goal, to understand different types of texts.

Similarly, a study conducted in Malaysia by Chen et al. (2016) reported that the lack of vocabulary, previous knowledge, interest, motivation and strategies to use when reading, impacted the low capacity to read in English as a Foreign language, and indicating how the teacher show be aware of the students' motivation, interests and previous knowledge to provide suitable strategies for them to proficient in reading comprehension. In other words, many factors continue to impact students' ability to read written texts effectively in English.

In order to understand the processes involved in reading comprehension, it is essential to know that there exist different model theories to understand the processes that people experience when reading written texts. One theoretical model that aligns with this action research about improving reading comprehension through the implementation of the SQ3R method is called Cognitive Load Theory, which indicates the low capacity for processing the information in the short-term memory transmitted to the long-term memory. On the other hand, the SQ3R method helps in improving retaining the information due to the constant practice this method considers. Additionally, steps such as survey and question optimize attention and working cognitive load. Furthermore, the steps Read, Recite, and Review help in retaining and recalling information that can be hard to internalize (Sweller, 2024). This means that this Cognitive Load theory coincides in working with the SQ3R method, as it offers a set of procedures that facilitate learning acquisition.

2.2.- Reading comprehension strategies

L2 learners with different L1 benefits with strategies when addressing reading comprehension in EFL. These strategies provide essential support for learners as they engage with texts in their second language.

The Chilean National Curriculum (MINEDUC, 2017) defines learning strategies as intentional actions, steps and techniques that involve cognitive and socio-affective processes to enhance L2 competence. According to this document, when students employ appropriate strategies for specific tasks, they gain greater control over their learning process, which improves self-confidence, motivation, and language performance. Furthermore, Goh (2012) indicates that students who manage strategies can achieve their potential by working independently towards reading comprehension. In addition, they become reflective of their learning process and stop relying on their teacher's guidance to work autonomously.

In the Educational Chilean context, specifically English lessons, the Ministry of Education (2016) requires using these two well-known reading comprehension strategies are employed. The first one, scanning, is used to localize information regarding what is being asked. On the other hand, skimming is used when it is required to obtain a general idea from the text (Mokalu, et al., 2022). These strategies are promising when addressing elementary to intermediate level of English texts, filling the gap to provide general understanding and elicit specific information. However, they alone cannot address all reading comprehension challenges, particularly with extended narrative texts for 9th and higher grade levels in a school that requires reading these types of texts with activities that demand high-order thinking skills, as the subsidized school this action research implemented the study.

Recent research by Arun Verman (2021) on reading comprehension strategies found that scanning and skimming produced more positive results compared to other approaches. However, the authors recommend that strategies should be adjusted to learners' needs or learning styles. This suggests that students should be able to use the strategy that best suits their approaches to reading comprehension. Therefore, teachers should provide a variety of strategies to help students achieve their reading goals.

Current literature on reading comprehension pays attention to strategies that support EFL students' learning process. In this regard, Ramadhianti and Somba (2023) identify common obstacles students face when understanding texts including lack of vocabulary, lack of interest in reading, and low motivation to read. Moreover, what stands out in this study is how difficult it is to identify main ideas, supporting details and inferring in a text. In other words, it is mandatory to know the students' challenges in reading comprehension, in order to know how to tackle the problem that affects students to understand diverse texts presented for EFL.

Research conducted by Aritonang et al. (2019), analyzed the effectiveness in using scanning and skimming strategies in reading comprehension. Moreover, this study's

literature review provides the advantages of using both strategies that support students in improving their reading skills. Among the advantages reported, scanning helps students to locate information and use time effectively, and skimming helps students in getting the gist of the text without reading it completely. But if students need to use strategies to understand and recall information from extended texts, would scanning and skimming still be effective?

When systematically implemented in EFL classrooms, these strategies can significantly impact students' learning outcomes by helping them achieve specific reading goals. However, as teacher-researchers, we need to reflect on the strategies we provide, ensuring they help students understand, deconstruct, question, synthesize, and think critically about texts. To achieve this, new strategic approaches are needed to serve as scaffolding by providing clear steps and fostering academic autonomy. When students possess a repertoire of strategies and understand how to apply them, they gain confidence and improve their self-esteem, becoming better equipped to achieve academic goals (Zarei et al., 2012). This supports the idea of how crucial is when considering facilitating the students reading strategies to overcome difficulties in reading comprehension, arising their confidence at addressing EFL reading comprehension texts. In addition, another study conducted in Slovakia by Stranovska & Gadusova (2020) stated the relation between low self-esteem and reading comprehension, affecting the development of the EFL reading comprehension.

A recent study conducted in Indonesia explored the link between reading comprehension and strategy use. Manurung et al. (2024) found that students who employ various reading strategies perform better on reading tasks. These authors emphasize what I consider a crucial point about the relationship between reading comprehension and strategies: the value of providing students with multiple strategies so they can select the most appropriate ones when dealing with diverse types of texts.

Furthermore, research conducted at a senior high school English club in Indonesia examined how scanning and skimming strategies foster EFL reading comprehension. Agustin et al. (2023) found a significant increase in post-intervention test scores, demonstrating the effectiveness of these strategies. These findings underscore the importance of using strategies to support reading comprehension skills when aiming to improve students' EFL reading proficiency.

Similarly, a different study conducted in Israel, aimed to find if critical reading strategies enhanced reading comprehension performance in high school students. Based on the pre-and post-intervention test results, it is highlighted how significant critical reading strategies enhanced reading comprehension, fostering critical thinking and deeper understanding (Rahmasari & Sunarti, 2024). Although addressing strategies may seem trivial, it is in fact crucial in terms of addressing today's concern over low levels of reading comprehension among learners.

Additional research on reading strategies' effectiveness conducted at Kasertsart University in Thailand, stated that skimming, scanning, making predictions, and

questioning strategies, supported students' reading process, having a notable significance in providing effective strategies (Banditvilai, 2020). These insights indicate the benefits of including students when encountering reading comprehension texts.

Results from earlier studies demonstrate a strong and consistent association between reading comprehension and the use of strategies to support and better understand this fundamental skill. Empirical research is vitally important to evidence the role of strategies in the EFL reading comprehension ability.

2.3.- Teaching Reading in the Chilean EFL context

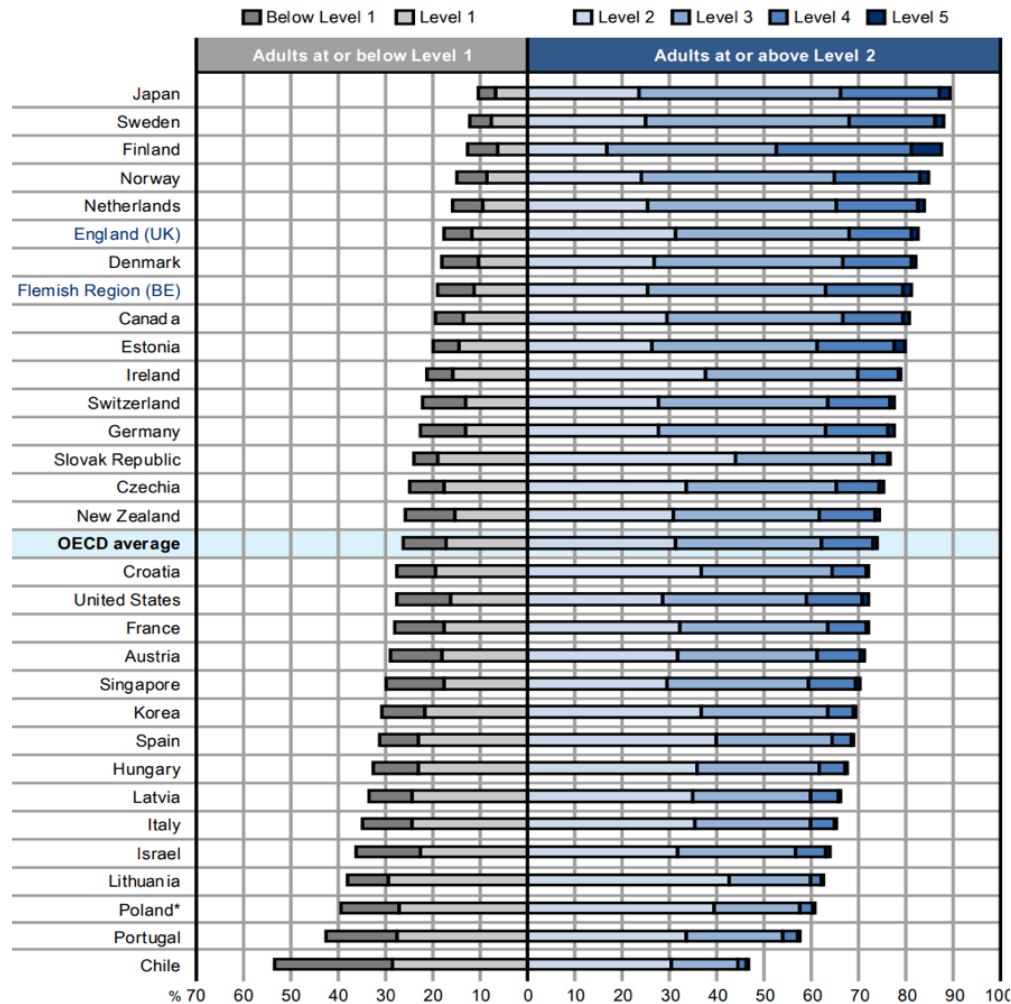
English lessons are usually taught from 1st to 12th grade in urban schools in Chile. In the first four grades, there is a curricular proposal to teach English for two hours a week, and these two hours can be reduced depending on the school administration. Then, from 5th to 12th grade, English is mandatory with three hours weekly. Currently, English teachers follow the National Curriculum Guidelines (Ministry of Education, 2024) to teach English at public or subsidized schools in Chile.

Furthermore, it is imperative to highlight the significant differences in EFL between private, subsidized, and public schools in Chile. While private school students benefit from weekly 7-9 hours of English or bilingual education, subsidized and public-school students' exposure to English is restricted to only 3 hours a week (Herrera-Farfan, 2019). These inequalities in the Chilean Education System offer individuals with higher socioeconomic backgrounds more opportunities while students in subsidized and public schools are at a disadvantage due to social class divisions (Torrico-Ávila et al., 2021; Matear, 2007 & 2008). Moreover, students from 10th grade, as the participants from this study, should be in the process of attaining a B1 level when finishing high school, according to MINEDUC (2017), which indicates an intermediate level of English according to the Common European Framework of Reference (Council of Europe, 2020). Nevertheless, students in the current study understand A1 reading texts or below, based on the Common European Framework of References (CEFR) and as claimed by the teacher-researcher, indicating poor literacy and difficulty in understanding A2 texts when addressing reading comprehension. That is, this information is a significant contributing factor the teacher-researcher considered when deciding to support students in increasing their reading comprehension skills.

Another critical factor when addressing reading comprehension in Chile is the Organization for Economic Co-operation and Development (OECD) literacy test results, which assessed Chileans aged 16 to 65 in 2023. For context, the OECD is an international organization that promotes policies to enhance worldwide economic and social well-being (OECD, 2017), and Chile participates in this organization. Recently, Chilean education has been assessed by this entity in adult skills in Literacy, Numeracy, and Problem-solving. Regarding Literacy, which is the topic of interest, Chile ranks last among 31 countries, with the highest percentage of adults performing at or below Level 1. Additionally, only 44% of Chilean adults can understand what they read, showing a low level of literacy (OECD, 2024a). In other words, if Chilean people, starting from 16 years

old onwards, cannot mostly understand what they read in their native language, and are at level 1 or below according to the OECD, what can we expect regarding students' ability to reach an intermediate level in EFL by 12th grade?-

Figure 1
Literacy Adult skills' score 2023



Note. Reading comprehension results among 31 countries that participate in The Organization for Economic Co-operation and Development (OECD). From “Do Adults Have the Skills They Need to Thrive in a Changing World?”: Survey of Adult Skills 2023, OECD Skills Studies, by OECD, 2024, Publishing, Paris, <https://doi.org/10.1787/b263dc5d-en>

Figure 1 addresses these concerning results suggesting that students need to develop skills beyond understanding simple sentences and locating basic information from a text. They should be able to elicit main ideas and grasp details beyond character identification, demonstrating more than a basic level of understanding in both Spanish and English.

A recent report carried out by the OECD (2024b) about How 15-year-olds learn English, concentrated in case studies from Finland, Greece, Israel, The Netherlands, and Portugal, provides valuable insights into how English education in those countries is. These countries offer hours of EFL to their students; besides, students consider English important to continue a future career in this globalized world. Therefore, English has become essential worldwide, and it has drawn major organizations' attention, such as the Programme for International Students Assessments (PISA). This organization will assess foreign language competencies for the first time in 2025, which is needed in a globalized world.

A study in two Chilean schools conducted by Honorato et al., (2017), whose objective was to demonstrate whether the application of task-based activities in a group of 10th graders could improve reading comprehension skills in EFL, concluded in satisfactory results as improving and making students feeling more motivated with task-based activities rather than teacher-center classes. Upon closer examination of the results, it becomes evident that students in both schools improved their results and also acknowledged the task-based activities used in reading comprehension as in the control to the experimental groups.

However, there is a study conducted in a Chilean University with fifth-year students deficient results in English Pedagogy. This study was carried out by Cisterna-Zenteno et al. (2015) and intended to measure listening and reading skills in second, third and fifth-year students. The measurement considered CEFR exams such as KET in second year, PET in third year and FCE in fifth year, resulting in optimal results with second-year students, meaning that students can understand explicit simple information and recognizing main ideas, but could not infer extended texts in the KET exam. In addition, third-year grade students obtained a high performance at understanding daily life texts, synthesize and inferring information from texts. On the contrary, fifth-year students could not reach a B2 level according to the FCE exam requirements, being unable to infer, issues with specific information and lack of vocabulary, positioning them below the B1 level. In other words, difficulties emerge when eliciting, interpreting and inferring information, both Low and High Order of thinking skills, considered to be achieved in higher educational levels.

In light of these findings, implementing the SQ3R method with 10th-grade students can address the reading comprehension gaps identified in this action research. As this method supports the development of reading comprehension skills, such as information recall, it offers a set of strategies to support literacy, which will benefit two languages, English and Spanish.

2.4. SQ3R Method

Francis P. Robinson, an educational psychologist, used his skills to create new strategies for reading comprehension. In this regard, he created the SQ3R method, mentioned in his book “Effective Study” in 1946.

In the EFL field, Brown (2001) recommends using the SQ3R method, mentioning that it is an effective series of procedures for approaching a text. Similarly, **Habeeb & Abbas (2018)** alluded that through the SQ3R method, students are likely to generate their ideas about the text as it stimulates the students to be ready to connect their previous information to added information in the text. Given this information, a thorough understanding of the SQ3R method is essential to enhance reading comprehension. This method consists of five distinct steps organized across three reading stages. The pre-reading stage involves *Survey* and *Question*, the while-reading stage focuses on *Read*, and the post-reading stage includes *Recite* and *Review*.

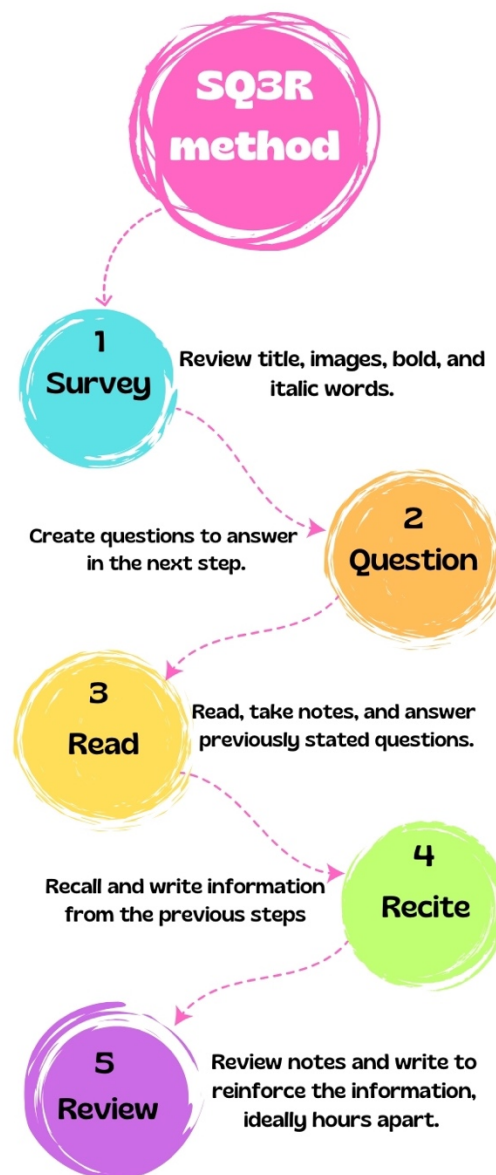
The first SQ3R method’s step, *Survey*, requires readers to quickly scan titles, headings, subheadings, bold words, pictures, introduction, conclusion, and the index, to gain an overview of the text. During this process, students activate their schemata connecting their previously learned information and experiences with these preliminary text elements. In the second step, *Question*, students are asked to create questions from what they had previously examined in the first step, and others that address characters, setting and main ideas of the reading. This will arouse the students’ interest and increase comprehension (Robinson, 1946). These questions may be the most used when addressing assessments, such as: *What is the text about? Who are the characters? Where does this story/information take place? What is or are the main idea(s)?* Etc.

Subsequently, in the third SQ3R’s step, *Read*, students read every paragraph carefully while synthesizing information in their own words (this will make them think critically). Moreover, the questions formulated in the second step will be answered as they elicit information from the reading. Additionally, as they read, they actively engage with the text itself to absorb as much information as possible. In the fourth step, *Recite*, students write down everything they can recall, such as their notes and answers from the previous steps. Then, they reinforce their understanding by repeating this information aloud. The final step, *Review*, requires students to recall and summarize key information written in their notes some time ahead or even a day, to activate their short-term memory and store the information in their long-term memory system, as Hartati and Yuliawati (2019) mentioned above. In addition, students create an organized list of main points and details they remember. Then, they can verbalize everything written to reinforce their learning. By guiding learners through systematic steps of surveying, questioning, reading, reciting,

and reviewing, the SQ3R method enables a deeper understanding of texts and facilitates recalling information.

The structured nature of SQ3R facilitates active engagement with the material, allowing readers to process and retain information more effectively than traditional reading approaches, as empirical studies (mentioned below) have stated in the past few years. In Figure 2, the method itself is described with the steps to follow and the information to elicit and review in order to recall information and understand what they are reading.

Figure 2
SQ3R Method



Source: Self-elaboration

What we know about the SQ3R method is based on empirical studies such as: Ismail (2015), Bakhtiar (2018), Kusumayanthi and Maulidi (2019), Ayitey & Baiden, (2020), Abimbola & Aramide (2021), Prasetyo (2022), Khalik et al. (2023), Pratama et al. (2024), Sudarsono & Astutik (2024), who are mentioned in this study and have investigated how this method has helped students enhance reading comprehension.

Accordingly, research has examined evidence that contributes to understanding the favorable uses of the SQ3R method. First, Ismail (2015) concluded the SQ3R method makes reading more active and improves understanding of the reading assignment. Additionally, it provides a structure and a plan of action, which enhances learners' sense of control over their learning process. This systematic strategy not only improves retention and recall of added information but also helps maintain student attention throughout the reading process. The method's straightforward steps make it accessible and practical for students to implement in their daily reading tasks.

In addition, a study conducted by Bakhtiar (2018) indicated how the SQ3R method improved students' reading comprehension in the first and second cycles of the spiral model, considering it an attractive approach to address their learning process. This valuable information states the importance of addressing extended texts by applying this method, owing to eliciting more details from main ideas, by facilitating an entire text comprehension than just identifying specific information. This evidence supports upgrading from scanning and skimming strategies to this more elaborative method.

In a similar vein, a recent study by Kusumayanthi and Maulidi (2019) found that the implementation of the SQ3R method was successful as learners responded positively when understanding English texts, leading to enrich their vocabulary, drafting reports and summaries about the text. Enrichment of vocabulary, besides developing literacy, are other benefits that the SQ3R method can bring to students who use this guided step by step method. Additionally, SQ3R helps students to facilitate recalling essential information contained in books. In other words, the benefits of using this method extend beyond understanding information, and it can be used to fill the gap in accomplishing successful g comprehension skills in our EFL Chilean context.

Additionally, the SQ3R method provides active learning by enhancing understanding and retention of the text, showing how this systematic approach is designed to improve reading comprehension skills (Bakhtiar, 2018; Kirantha, 2020). Besides, evaluating this method in our specific context is a necessary first step to take and go beyond what is expected from the students, meeting our expectations as teachers.

Furthermore, in 2020, another study was carried out using the SQ3R method to help students to understand expository texts to improve their reading comprehension skills, showing that the difference between the pre-intervention test and the post-intervention test was statistically significant, ascribed to the SQ3R method intervention (Ayitey & Baiden, 2020). In this case, expository texts were analyzed through the implementation of the method, reporting crucial help to enhance reading comprehension, no matter the extended type of text, this method provides a sense of achievement when eliciting information from extended narratives.

In another study, the SQ3R method showed it can reduce aliteracy among high school students and awaken students' interest in reading texts (Abimbola & Aramide, 2021). These researchers' study of how this method reduces aliteracy is extremely useful as it sheds light on the difficult problem many students still have when addressing language.

Similarly, a study conducted in Indonesia showed significant improvement in students' comprehension of narrative texts after implementing two cycles of the SQ3R method. In addition, after the second cycle, these study results indicate a higher improvement than the first cycle of employing the method, proving how effective the SQ3R is with narrative texts (Prasetyo, 2022). This data supports the benefits of this method for addressing narrative texts.

Moreover, another study undertaken by Khalik et al. (2023) reported the SQ3R method supported students' reading comprehension skills. Students not only showed increased interest in reading the text provided but also demonstrated improved focus and metacognitive awareness of their progress. Therefore, the cognitive process of reading carries out metacognition as the student reflects on the steps done.

A recent study conducted by Pratama et al. (2024) investigated the use of SQ3R method to improve reading comprehension among 10th-grade high-school students in Indonesia, through pre- and post-intervention tests, their results demonstrated considerable improvements in students' reading skills and information recall. These findings suggest that the SQ3R method can be effectively implemented with 10th-grade EFL students.

Subsequently, a current Indonesian study researched into how the SQ3R method enriches reading comprehension and the students' learning outcomes (Sudarsono & Astutik, 2024). Students improved reading comprehension supported by both quantitative scores and positive feedback. The experimental group showed significant improvement in reading achievement and reported the method is valuable for better comprehension and information retention. These results suggest the SQ3R method is an effective tool for enhancing reading comprehension among EFL learners.

These studies collectively demonstrate the effectiveness of the SQ3R method in enhancing students' reading comprehension, addressing a significant gap in reading skills development. This literature review provides valuable insights about this promising method for implementation in the Chilean educational context. The incorporation of strategic tools for improving reading comprehension skills among EFL learners has become increasingly necessary in this globalized world.

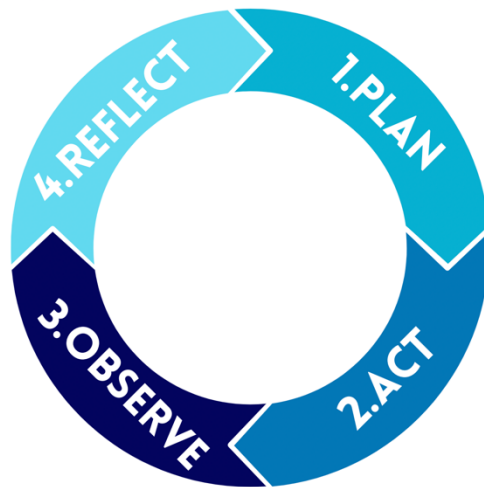
Chapter III: Method

3.1.- Type of research

This study employs action research (AR), a methodological approach designed to address and improve educational practices. AR focuses on solving specific issues within educational settings by systematically planning, implementing, observing and reflecting (Burns, 2010) on targeted interventions. Once a specific issue has been identified the researcher carefully designs an action plan closely observing its implementation and critically reflecting on the outcomes. This reflective cycle allows educators to continually evaluate and refine strategies to better meet learners' needs (Burns, 2010; Contreras-Soto et al., 2023; Feldman et al., 2018). This cycle can be repeated and adjusted as needed to ensure ongoing improvement, making AR particularly pertinent for this study's intervention.

Figure 3

Action Research Cycle



Note. Action Research Cycle, adapted from “*Doing Action Research in English Language Teaching*” by **Burns, A., 2010**, New York: Routledge.

This study employs a qualitative approach as it integrates both qualitative and quantitative analysis to offer a more thorough analysis of the problem and better support the assessment of the intervention (Onwuegbuzie & Corrigan, 2014; Wiśniewska, 2011). In addition, Corrigan, and Onwuegbuzie (2020) indicate that quantitative and qualitative components are mixed to triangulate or complement data, which is one of the purposes set for this study.

3.2.- Description of Participants

This action research was conducted in a subsidized school in Concepción, Chile. For this study, a convenience sample was utilized considering the accessibility and proximity the teacher-researcher had with the participants, who willingly took part in this investigation (Etikan et al., 2016). Subsequently, there were 22 participants whose ages ranged between 14 and 16 years old. Furthermore, their level of English extends from pre-A1 to A2, according to the CEFR (Council of Europe, 2020).

Table 1

Participants' description

Participants						
Type of School	Type of Sample	Grade	Age	Level of English	Number of Participants	Years of EFL instructions
Subsidized	Convenience	10th	14 to 16 years old	Pre-A1 to A1 level	22	10

Source: Self-elaboration

Despite participants being trained in using reading comprehension strategies, such as scanning and skimming, it is still insufficient for them to understand and recall information from extended narrative texts. Nevertheless, these participants have had a positive attitude towards the English class this year, engaging with the lessons and allowing the learning process to flow naturally. For the time being, traveling or understanding TV series serves as a motivational factor for them to continue learning English.

3.3.- Research Question and Objectives

3.3.1.- Research Question

To what extent does the SQ3R method help 10th-grade EFL students improve their reading comprehension skills when facing extended narrative texts?

3.3.2.-General Objective

1) To examine the contribution of the SQ3R method for improving reading comprehension skills of extended narrative texts in a group of 10th graders.

3.3.3.- Specific objectives

- a) To assess the students' ability to recall information from extended narrative texts after using the SQ3R Method.
- b) To analyze students' perceptions regarding their reading comprehension skill progress when using the SQ3R method.
- c) To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.

3.4.- Research Problem

In Chile, teachers of English follow the National Curriculum Guidelines provided by the Ministry of Education (MINEDUC). In addition, regarding reading comprehension, MINEDUC (2017) stated that students in 10th grade should be able to comprehend general and specific ideas, using strategies to support their learning process. Moreover, the students' ability to read regarding the A2 level should be attained when finishing eighth grade; thus, 10th-grade students should be in the process of achieving a B1 level, which is the expected level when leaving school in 12th grade, following the Common European Framework of References (CEFR). In addition, the Council of Europe (2020) explains that an A2 level student should be able to understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. This suggests that MINEDUC's alignment with CEFR English standards is based on theory rather than actual educational experience.

According to the Education Quality Measurement System (SIMCE) English results conducted in 2017, explained that 68% of 11th-grade Chilean students got an A1 level and 32% achieved an A2-B1 level of English (MINEDUC, 2017). Therefore, these outcomes revealed the need for an intervention regarding reading comprehension skills, as these percentages fall below MINEDUC's expectations. In this 10th grade class at the subsidized school, extended narrative texts are part of the curriculum. However, learners do not obtain the results expected, and struggle with reading comprehension of these texts. Students need specific strategies to effectively address these reading challenges and achieve the results expected.

Therefore, to address this problem, the following study aims to use the SQ3R Method to enhance students' reading comprehension. According to Biringkanee (2018) the SQ3R method helps students set study goals and systematically process information through very structured steps. Thus, this method can improve students' ability to understand and recall information from various text types.

3.5.- Stages of the action research

This action research stage consisted of one piloting session, a pre-intervention session, five intervention sessions, and a post-intervention session. Prior to the intervention, the participants and their tutors received consent forms in order to accept and participate in this action research. (See Consent Forms in Appendix A)

Table 2 shows the dates, actions, and specific objectives for implementing the plan.

Firstly, given that the participants were underage, consent forms were collected from their parents and guardians to agree to participate in this action research. (see Appendix A). Secondly, To establish whether the chosen type of instruments and design were appropriate and understandable for the participants, all instruments were piloted on May 8th and 9th with students from 9th grade. Thirdly, prior to the intervention on May 14th, reading comprehension was explained to the students with further discussion on the topic, followed by introducing the first extended narrative text to read on their own, without dictionaries to support the understanding of it. Subsequently, on May 16th, the students began with a pre-intervention test to gauge the students' responses about the extended narrative test read on May 14th. After the test was taken by the students, the SQ3R method was introduced and explained to be applied during the entire intervention by starting this session with another extended narrative text.. Further actions in sessions 2(May 23rd), 3(May 28th), 4(May 30th) and 5 (June 4th), followed the same structure, where students employed the SQ3R method in extended narrative texts, receiving feedback on the method's implementation from the teacher-researcher. Finally, after the intervention on June 6th, the students took the post-intervention test from the extended narrative text read on June 4th. Succeeding with a Focus group that could analyse the students' progress perceptions after using the SQ3R method.(See Lesson Plan in Appendix B)

Table 2.

Action research planning

Session/Date	Activity	Research Objective
May 8 th – 9 th	-Pilot instruments: Pre- and post- intervention tests -Audio-diaries	To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.
Pre-intervention session May 14 th	-Introduction to reading comprehension and first extended narrative text reading.	To identify the teacher-researcher's perceptions regarding the procedure of

	- Audio-diaries	teaching the SQ3R method in reading comprehension skills.
Session 1 - May 16 th	-Pre-intervention test -Implementation of the SQ3R method - Audio-diaries	To assess the students' ability to recall information from extended narrative texts when using the SQ3R Method.
- Session 2 - May 23 rd - Session 3 - May 28 th - Session 4 - May 30 th - Session 5 - June 4 th	-Implementation of the SQ3R method -Feedback Regarding the implementation of the SQ3R method - Audio-diaries	To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.
Post-intervention session June 6 th	-Post-intervention test	
	-Focus Group - Audio-diaries	To analyze students' perceptions regarding their reading comprehension skill progress when using the SQ3R method. To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.

Source: Self-elaboration

3.6.- Data Collection Techniques

During the action research intervention, four data collections were undertaken in alignment with the three specific objectives of this investigation. Emphasis was placed on the acquisition of sufficient data to facilitate the analysis. Given the primary qualitative nature of this study, two distinct qualitative data collection techniques were employed to explore the participants' and teacher-researcher perspectives: namely, Focus group and Audio diaries. Additionally, the study incorporated quantitative data collection techniques through pre- and post-intervention tests to measure participants' reading performance. These test scores were analyzed to evaluate the effectiveness of the intervention.

3.6.1.- Pre- and Post-intervention test

Participants took a pre- and post- intervention test to establish a comparative analysis aimed at discerning any improvements attributable to the intervention. The test comprised three open-ended questions administered in the session following a reading comprehension activity without SQ3R (pre-test) and with SQ3R (post-test). Students were asked to: (1) identify the characters from the chapter, (2) describe the setting, and (3) explain the main idea in their own words, including relevant supporting details. The third question carried more weight in scoring due to its complexity and requirement for deeper comprehension. (See Appendix C)

3.6.2.- Analytic Rubric

The teacher-researcher designed an analytic rubric to evaluate student responses, focusing on their ability to recall information from the previous reading session. It had a total score of 8 points. Responses about Characters and Setting were scored as: 0 points (not achieved), 1 point (partially achieved), or 2 points (achieved). The Main Idea question, which required students to include supporting details, weighed more (4 points) since it demanded more extensive written production from students. This criterion was scored as: 0 points (not achieved), 2 points (partially achieved), or 4 points (achieved). (See Appendix D)

3.6.3.- Focus group

Following the implementation of the SQ3R method, five students were selected to participate in a focus group session. These participants answered four questions regarding their perceptions about the progress' felt after employing the SQ3R method and their perceptions of recalling information after implementing the method. Subsequently, the students were chosen according to their work during the intervention, considering stages completion of the SQ3R method and they provided valuable insights regarding their perceptions of the applied method. Krueger and Casey (2009) mentioned "A focus group study is a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment." (p.2). Participants in this study willingly collaborated in this instance. (See Appendix E)

3.6.4.- Audio-diaries

At the end of every session, the teacher-researcher identified her perceptions regarding what went wrong, what went right, and what could be improved addressing the pre-while-post stages within the intervention The reflections revolved around pedagogical practices and experiences after each session. Documenting thoughts about the process, including

sentiments and specific experiences, helps educators shape their profession, adjust, and improve their practice (Arun Verma, 2021). (See Appendix G)

3.7.- Data Analysis Techniques

The implementation of this action research considers the incorporation of one quantitative instrument and two qualitative instruments. qualitative instruments and quantitative instruments.

3.7.1.- Descriptive Statistics for Pre- and post-intervention tests

This quantitative instrument was designed to gauge the results by using an analytic rubric with descriptive statistics, to attain scores among the participants. Thus, the scores were analyzed using descriptive statistics by JAMOVI software for statistics.

3.7.2.- Thematic Analysis for Focus Group

The participants' responses were analyzed through thematic analysis. This involved coding the transcriptions, identifying initial themes, reviewing these themes, and then into sub-themes. This careful process allows the researcher to dig deeper into the content, as Braun and Clarke (2006, p. 97) note: "A rigorous thematic approach can produce an insightful analysis that answers particular research questions". Moreover, the focus group transcriptions were reviewed and double-checked by the teacher-researcher and a software called SONIX (AI Sonix, 2024), which uses artificial intelligence (AI).

3.7.3.- Thematic Analysis for Audio-diaries

Audio diaries content was also analyzed through thematic content analysis. Categories emerged were then classified into two dimensions: (1) teacher-researcher's perceptions on students' progress and (2) teacher-researcher's perceptions in students' ability to recall information. Moreover, the same as the focus group, Audio-diaries transcriptions were reviewed and double-checked by the teacher-researcher and a software called SONIX (AI Sonix, 2024), which uses artificial intelligence (AI).

Chapter IV: Findings

4.- Findings

This chapter provides an analysis of the results obtained regarding the research objective. The first specific objective was addressed using Pre- and Post-intervention tests to assess if students could improve their ability to recall information after using the SQ3R method. The second specific objective used a Focus group to analyze the participants' perceived progress after employing this method, while the last specific objective, Audio diaries analysed the teacher-researcher thoughts prior-during-after the intervention, regarding the implementation of the SQ3R method in reading comprehension.

4.1.- SO1: To assess the students' ability to recall information from extended narrative texts using the SQ3R Method for reading comprehension.

This objective aimed to gauge students' ability to recall information prior to the SQ3R method's implementation, focusing on how participants performed during the pre-intervention test. Furthermore, this action research emerged from the need to support students in recalling information, and understanding extended narrative texts, by providing five-steps strategies called SQ3R to work with these texts.

4.1.1.- Pre-intervention test

In Session 0, the teacher-researcher encourages students to reflect on the importance of reading comprehension and the strategies they apply. Next, participants read an extended narrative text without using dictionaries to support their comprehension. Subsequently, in Session 1, the participants are given the pre-intervention test to measure their ability to recall information contained in the extended narrative text they had read in the previous session. An analytic rubric was used to gauge students' performance in this assessment.

The Pre-intervention test assesses three elements contained in the extended reading chapter: a) Characters, b) Setting and c) Understanding main idea and details beyond characters. Consequently, an analytic rubric is designed and used to evaluate responses based on those three criteria and three levels of performance: a) Achieved b) Partly achieved, and c) Not achieved. Performance levels for the first and second criteria are assigned 2, 1, and 0 points. However, for the last criterion (Understanding the main idea details beyond character) the points assigned for each performance level are 4, 2, and 0. This distinction reflects the greater amount of information assessed by the last criterion. As a result, the maximum score is 8 points. Additionally, Descriptive statistics are used to help analyze the results. This includes the mean, standard deviation, the number of participants involved, and the highest and lowest scores observed.

Table 3 displays an overview of the 22 participants' results from the Pre-intervention test, showing a mean (M) score of 0.455 for "Characters mentioned" and a standard deviation (SD) of 0.596, indicating that most participants' responses clustered around the mean. On the other hand, results for the "Setting" criterion reveal a mean score of 0.864 and a standard deviation of 0.710, suggesting that scores in this category also clustered near the mean. Additionally, the third criterion "Understanding main idea and details beyond characters" has a mean of 0.409 and a standard deviation of 0.854, reflecting a wider spread of scores and indicating a moderate level of difficulty in recalling detailed information. Finally, the total pre-intervention test results within 22 participants have a mean score of 1.727 with a standard deviation of 1.804 indicating how close the participants' responses were close to the mean, which in this case did not overcome 2 points out of 8 score.

Table 3

Scores obtained for each criterion assessed in the Pre-intervention test:

a) Character, b) Setting and c) Understanding main idea and details beyond characters

Descriptives

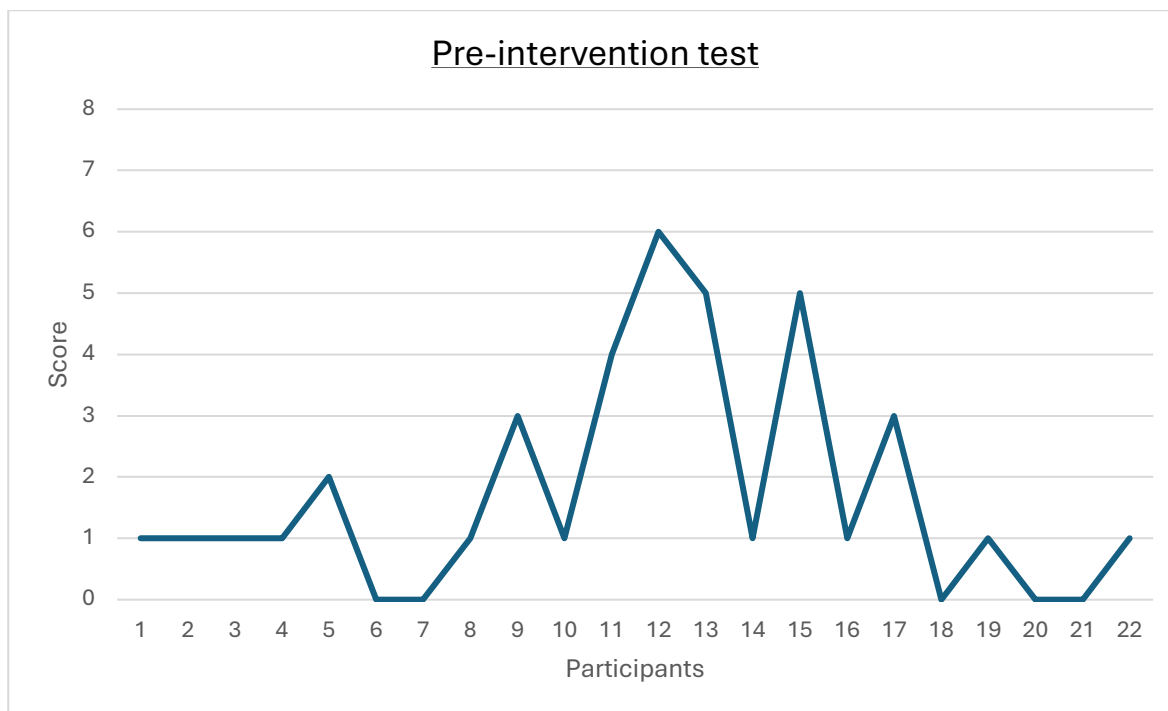
Descriptives	N	Mean	SD	Minimum	Maximum
a) Characters	22	0.455	0.596	0	2
b) Setting	22	0.864	0.710	0	2
c) Understanding main idea and details beyond characters	22	0.409	0.854	0	3
Total pre-intervention test results	22	1.727	1.804	0	6

Note: The jamovi project (2024). jamovi. (Version 2.5) [Computer Software] Retrieved from [https:// www.jamovi.org](https://www.jamovi.org).

Figure 4 observation reveals a skewed distribution of scores among participants. Notably, no participant could achieve the highest score of 8, instead, the maximum was 6, achieved by only one student. Four students scored between 4 and 5 points, while approximately 50% obtained between 0 and 2 points.

Figure 4

Pre-intervention test total scores by participant



Source: Self-elaboration

4.1.3.- Post-intervention test

The participants applied the SQ3R method to extended narrative texts over four sessions, during which they were formatively assessed each time. In addition, timely individual feedback was provided to help them monitor their progress. At session 5, participants took a post-intervention test to assess the effectiveness of the method in recalling information from extended narrative texts.

The post-intervention evaluates the three same criteria. The first criterion “Characters” exhibits a mean score of 1.64 and a standard deviation of 0.658, which indicates how spread the results from the mean are in the participants responses, and in this case, it had a low variability. The second criterion “Setting” results in a mean score of 1.68 and a standard deviation of 0.716, that shows less dispersion than “Characters” in the participants’ scores and standard deviation. Finally, the criterion “Understanding main idea and details beyond characters” has a mean score of 2.14 and a standard deviation of 1.552, reflecting a wider spread in the participants’ responses, with scores less concentrated around the mean. Table 4 below shows the participants’ results.

Table 4

Scores obtained for each criterion assessed in the post-intervention test:

a) Characters, b) Setting and c) Understanding Main Idea and details beyond characters

Note: The jamovi project (2024). jamovi. (Version 2.5) [Computer Software]. Retrieved from [https:// www.jamovi.org](https://www.jamovi.org).

Descriptives

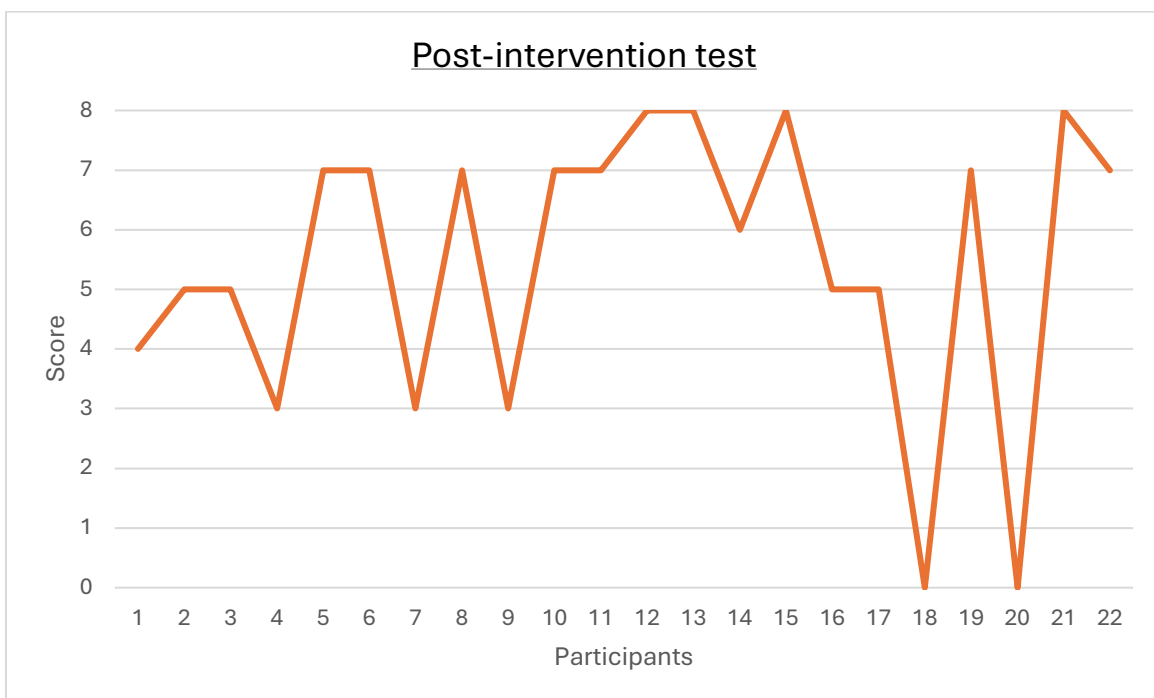
Descriptives

	N	Mean	SD	Minimum	Maximum
a) Characters	22	1.64	0.658	0	2
b) Setting	22	1.68	0.716	0	2
c) Understanding main idea and details beyond characters	22	2.14	1.552	0	4
Total pre-intervention test results	22	5.45	2.425	0	8

Figure 5 below shows the participants' total scores from the post-intervention test highlighting the 10 students who obtained between 7 and 8 points, 9 students obtained between 3 and 6 points, while 9 students obtained 0 scores.

Figure 5

Post-intervention tests total scores by participant



Source: Self-elaboration

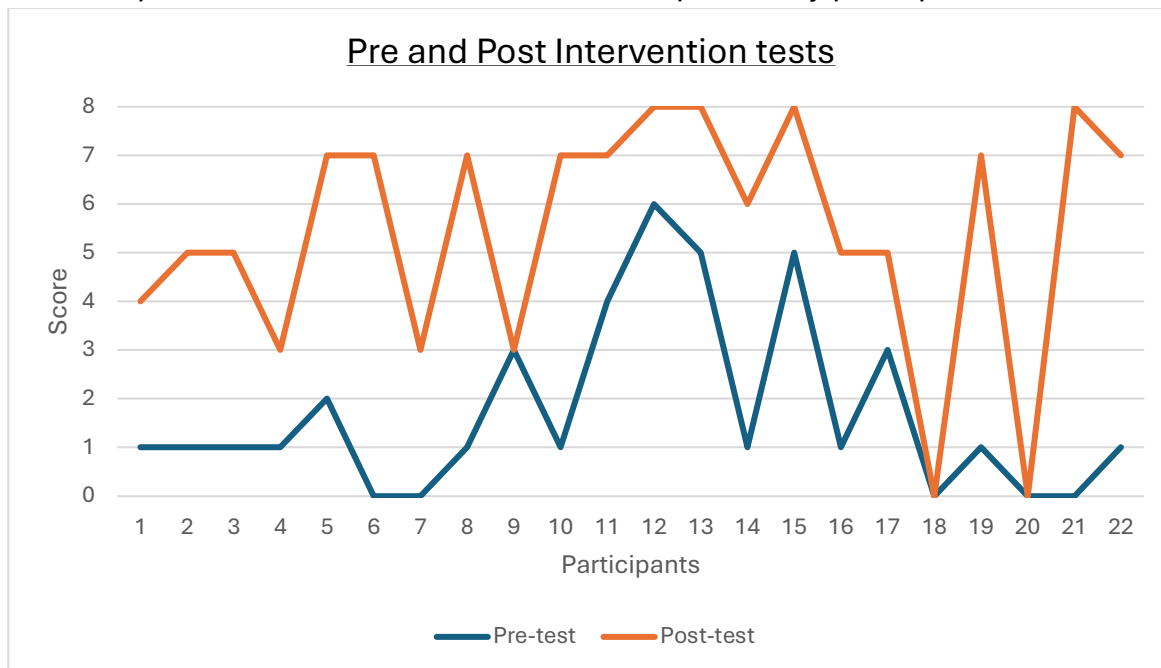
4.1.4.- Pre- and Post-intervention tests

To understand the participants' performance throughout the intervention, a pre-intervention test and a post-intervention test were required to analyze and assess the participants' results to determine if there was a significant improvement when using the SQ3R method in reading extended narrative texts.

Figure 6 shows the pre-intervention test total score by participants in a blue line (without employing the SQ3R method) and the post-intervention test total score by participants in an orange line (after applying the SQ3R method) showing a difference in both participants' tests. In addition, this figures visually illustrates variations in most participants. Furthermore, the comparison displays the presence of outliers in the pre-intervention test, the same as in the post-intervention test that significantly deviates from the general results.

Figure 6

Pre- and post-intervention test total scores comparison by participant.



Source: Self-elaboration

Table 5 presents the level of significance through Wilcoxon signed-rank tests, demonstrating that the p-value <.001 exhibits a highly significant difference between the tests, reporting the meaningful impact on the results, thus, being reliable.

Table 5

Total scores obtained for the Pre-intervention test and the post-intervention test through Wilcoxon signed-rank tests.

Paired Samples T-Test

			Statistic	p	Mean difference	SE difference
Pre-intervention test	Post-intervention test	Wilcoxon W	0.00 ^a	<.001	-4.50	0.480

Note. H_a $\mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$

^a 3 pair(s) of values were tied

Note: The jamovi project (2024). jamovi. (Version 2.5) [Computer Software]. Retrieved from [https:// www.jamovi.org](https://www.jamovi.org).

What emerges from the results reported above is how the SQ3R method has significantly benefited these 22 participants when recalling information from extended narrative texts, fostering a deeper comprehension, as they practiced during five sessions. (See Appendix C)

4.2.- SO2: To analyze students’ perceptions regarding the use of the SQ3R method to recall information when reading extended narrative texts.

4.2.1.- Focus Group

Five students were chosen to participate in this focus group to gather information about their perceived progress and recall information skill, after using the SQ3R method.

These students attended all sessions and completed all tasks during the intervention. Furthermore, these participants used to struggle to understand English texts. Bearing this in mind, the information obtained from them is crucial to evaluate the effectiveness of the method understanding and recalling information from extended narrative texts.

Table 6 displays two dimensions, “Students’ perceptions of their progress after using the SQ3R method” and “Students’ perceptions of the recall information skill after using the SQ3R method”, which are considered in the focus group. The participants’ responses are categorized in themes and sub-themes that emerge from this process. The first theme displays “Reading comprehension” topic and sub-themes such as: “Progress felt when reading a text using the SQ3R method”, “Improvement in understanding English” and “Complete method to support reading comprehension. The second theme in this Table

provides information regarding “Recalling information” that leads to the sub-theme called “Recalling information after using the SQ3R method”.

Table 6

Focus group’s thematic analysis.

DIMENSION 1: Students’ perceptions of their perceived progress after using the SQ3R method.			
Theme	Sub-theme	Frequency	Examples
Overall Reading Comprehension skills	Progress perceived after reading a text using the SQ3R method	8	<p>a) Participant 1: “<i>La verdad que, si pude sentir un progreso en mi manera de entender los textos en inglés, porque pude tomar notas de cada párrafo y tomar las ideas principales de cada uno.</i>”</p> <p>b) Participant 3: “<i>gracias a esto, ya puedo darme una idea de lo que estoy leyendo o directamente leerlo todo en inglés.</i>”</p> <p>c) Participant 2: “<i>me ayudó, como ya dije, a tomar notas de mi mano, lo que me ayudaba a recordar o a especificar la información que me ayudaría después, también me ayuda a sintetizar las ideas principales y a poder encerrar un poco más la información más relevante sobre el texto.</i>”</p> <p>d) Participant 4: “<i>básicamente era como yo leer todo y entendiendo lo que yo sabía que más o menos iba como escribiendo las cosas de cada párrafo. Entonces igual después uno tiene como una idea de lo que puede tratar de que todo el texto y es como más fácil.</i>”</p> <p>e) Participant 3: “<i>cuando uno empieza a leer como que se pregunta, porque se pregunta qué</i></p>

			<p>es lo que va a pasar o por qué está pasando esto. Y es como que se da pequeños objetivos que al momento de leerlo como que va logrando esos objetivos y te va gustando más leer, básicamente eso.”</p> <p>f) Participant 1: “Pude acoplar ideas principales de cada texto, o sea de cada párrafo, para poder hacer una idea principal, contar todo lo relevante.”</p> <p>g) Participant 4: “yo no sabía nada y gracias al método como pude mejorar mi rendimiento en ese tema de lectura”.</p> <p>h) Participant 5: “a través de todo ese método, uno aprendió mucho más allá y entender más sobre el inglés y el texto y sacarle información y saber lo que uno está leyendo.”</p>
	Improvement in understanding English	2	<p>a) Participant 3: “también me ayudó bastante porque antes de esto directamente no podía leer en inglés o me costaba demasiado entenderlo.”</p> <p>b) Participant 5: “porque a la primera yo no entendía prácticamente nada de inglés y con esto método he entendido al Leer más. Mucho más los párrafos, los capítulos. Entendía las palabras en inglés y eso.”</p>
	Effective method to support reading comprehension	6	<p>a) Participant 1: “Yo siento que es un método que está muy completo”</p> <p>b) Participant 2: “es bastante bueno, porque con tan solo entender, aunque sea un paso, ya puedes avanzar bastante en tu</p>

			<p><i>lectura y poder concentrarte más también.”</i></p> <p>c) Participant 3: <i>“Ya, como dijo mi compañero Participant 2, este sistema como que está bastante completo. A mí al parecer, y por eso para mí no hace falta nada”</i></p> <p>d) Participant 4: <i>“Bueno, como han dicho, mis compañeros, está muy completo y cada uno se va adaptando.”</i></p> <p>e) Participant 5: <i>“opino lo mismo que mis compañeros, aquí está súper completo el método, porque a través de todo eso uno puede ir entendiendo mejor las cosas y los textos en inglés.”</i></p> <p>f) Participant 3: <i>“lo mismo, los pasos del método están bastante completos y me parece que en el método se puede ver en qué paso alguien falla más y mejorarla.”</i></p>
DIMENSION 2: Students’ perceptions of recalling information after using the SQ3R method.			
Theme	Sub-theme	Frequency	Examples
Recalling more specific information	Recalling information using the SQ3R method	5	<p>a) Participant 2: <i>“También creo que tuvo un progreso bastante significativo, ya que yo pude recordar cosas que antes no podía recordar. Hay que tomar notas de mi propia mano, pues lograba como dejar más, más interiorizado alguna información que quizás no usando el método no lo podría conseguir.”</i></p> <p>b) Participant 4: <i>“Bueno, la verdad como dicen mis compañeros, yo igual tuve un progreso muy grande porque</i></p>

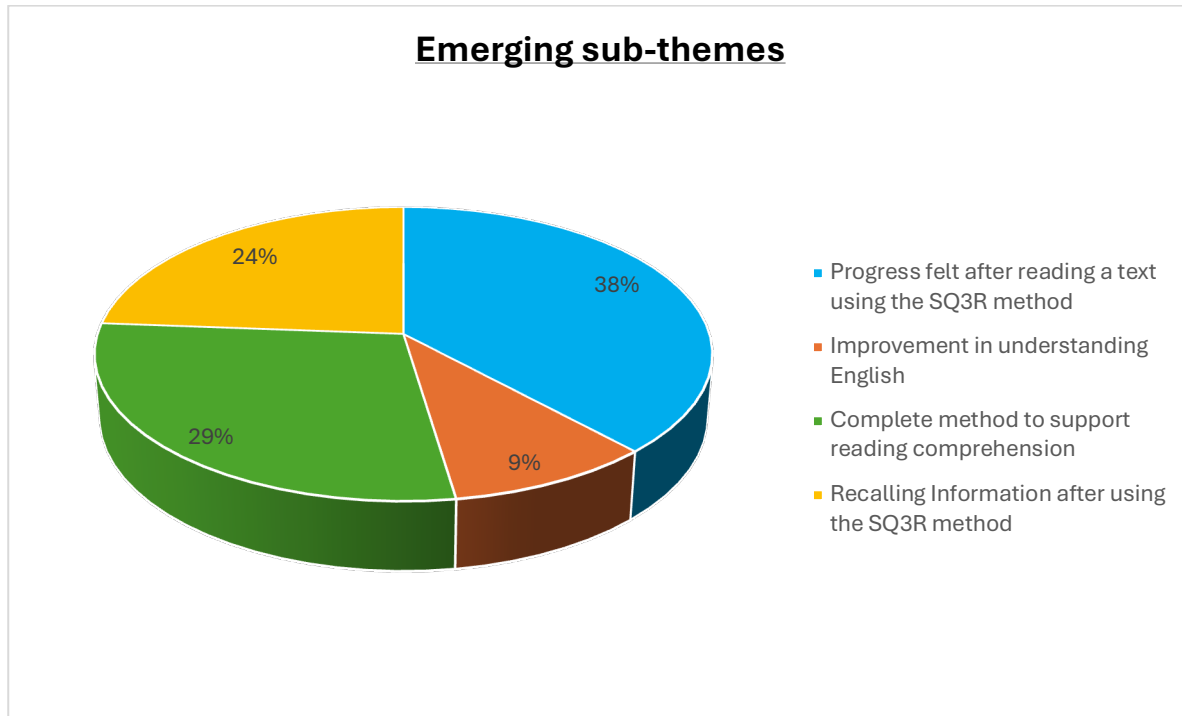
		<p><i>antes cuando yo leía textos así sea en español o en inglés, me costaba como mucho acordarme de los títulos, de los personajes, de cada cosa, de los párrafos y gracias al método he pude recordar mucho más de cada cosa que decían los párrafos, el título, entonces igual fue como un progreso bien grande en mi vida”</i></p> <p>c) Participant 1: <i>“Definitivamente siento que puedo recordar más la información después de usar el método”</i></p> <p>d) Participant 3: <i>“me ayudó a tomar notas de mi mano, lo que me ayudaba a recordar o a especificar la información que me ayudaría después”</i></p> <p>e) Participant 5: <i>“Porque básicamente era como yo leer todo y entendiendo lo que yo sabía que más o menos iba como escribiendo las cosas de cada párrafo. Entonces igual después uno tiene como una idea de lo que trata todo el texto y es como más fácil.”</i></p>
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These quotations suggest that the participants find the SQ3R method helpful, feeling progress when understanding and recalling information from a text, the method’s effectiveness due to its thoroughness that enabled them to understand the extended narrative texts, providing interesting insights from the participants.

Figure 7 shows the frequency in which the participants mention the sub-themes from the Focus group. Among the total number of quotations emerged, 38% indicate students acknowledged the progress they made by using the SQ3R. In addition, 29% of participants considered SQ3R was effective to develop reading comprehension skills, and 24% indicated that this method led them to recall details more effectively. Finally, 9% of learners suggested the method supported overall improvement in English.

Figure 7

Visualization of emerging identified sub-themes



Source: Self-elaboration

4.3.- SO3: To identify the teacher-researcher’s perceptions regarding the implementation of the SQ3R method to help students recall information in extended narrative texts.

4.3.1.- Audio-diaries

The Teacher-researcher’s audio diaries perceptions of the SQ3R method use from the piloting session up to the post-intervention session recorded in English were analyzed using thematic analysis, through a thorough analysis by utilizing Artificial Intelligence to transcribe the audio recordings, providing a rigorous thematic analysis. Following this, a meticulous analysis of the generated transcript by the AI is reviewed in-depth to verify the accuracy of the script and the themes.

Themes, sub-themes, frequencies, and examples are shown in Table 7 below.

Table 7

Audio diaries' Thematic analysis

DIMENSION 1: Identify the perceptions of the teacher-researcher addressing the participants' progress when using the SQ3R method in extended narrative texts.			
Theme	Sub-theme	Frequency	Examples
Participants' progress	Progress when working autonomously with the SQ3R method in extended narrative texts.	5	<p>Teacher-researcher: “The participants can easily get engaged with the method, progressing autonomously in the texts.”</p> <p>Teacher-researcher: “in this second session, even though they do not use dictionaries to understand what the text is about, they have gathered information from the extended narrative texts using the SQ3R method”.</p> <p>Teacher-researcher: “Session 3 has shown their independent work and progress in classes, due to the fact that they have spent less time implementing the method but providing plenty of information from the extended narrative text”.</p> <p>Teacher-researcher: “Students have told me how helpful the method has been, and I can see how they have improved, providing more information than before.”</p> <p>Teacher-researcher: “they feel confident when using the method and realized how they have completed the required questions”</p>

DIMENSION 2: Identify the perceptions of the teacher-researcher regarding the participants' recalling information using the SQ3R method when reading extended-narrative texts.			
Teacher-researcher's perceptions	Recalling information	2	<p>Teacher-researcher: "It seems that students are writing more than before when using the SQ3R method, meaning that they are able to recall more information than before".</p> <p>Teacher-researcher: "a participant told me that besides feeling that he could understand the text, he was also able to recall more information from two days apart, this tells me that there is kind of a progress in terms of reminding the information, and also because of the work made in class"</p>

Hence, as a teacher-researcher, I could challenge myself introducing the SQ3R to my students, in which they felt how this thorough method helped them to achieve the task outcome, despite my fear of addressing reading comprehension, due to the lack of motivation from students in this matter. However, the achievement of recalling information from understanding the texts provided inspired me to replicate this experience in other educational levels.

Consequently, what stands out in this chapter's specific objectives are the significant participants' improvement after applying the SQ3R method in extended narrative texts, fostering active learning by interacting with the readings.

The next chapter, therefore, moves on to discuss these results.

Chapter V: Discussion

This action research study sets out to evaluate the effectiveness of the SQ3R method in helping 10th-grade learners develop reading comprehension skills. The implementation stages, data gathering, and subsequent results analysis have produced insightful findings discussed in this chapter. Additionally, implications are further developed to offer a comprehensive analysis of the scope and applications of this method in educational contexts. Similarly, limitations must be considered to better understand the reach of this work.

5.1.- Discussion

Regarding specific objective 1, this study evaluated whether participants could improve their ability to recall information from narrative texts through the SQ3R method. Insufficient results in reading comprehension at school prompted this research. To measure the method's effectiveness, pre- and post-intervention tests were conducted, with results presented in the findings chapter.

The findings indicate that participants showed significant improvement after implementing the SQ3R method enhancing both their overall reading comprehension and their ability to recall information from texts. The impact of the SQ3R method extended beyond improving the information recall skill. Notably, participants were able to comprehend texts without relying on dictionaries, suggesting that SQ3R might help reduce anxiety when dealing with extended reading tasks.

Since the SQ3R method provides a structure and a plan of action, the reader experiences a higher sense of control over the reading; consequently, they maintain longer periods of focus, enhancing their information recall ability (Ismail, 2015). Consequently, the "Review" stage, which is the last step of the method, has to be done hours or one day ahead –and at least once- so that the information stored in the short-term memory can start migrating to their long-term memory (Hartati & Yuliawati, 2019; Tadlock, 1978). Therefore, being aware of how to properly apply the SQ3R method is paramount to increase the ability to retain information from the readings. This systematic approach makes studying more efficient, by establishing clear steps for eliciting key information from texts.

This aligns with research conducted by Pratama et al. (2024) as they conducted it with similar 10th grade participants and had significant results when recalling information in reading comprehension texts when employing the SQ3R method, reporting how students enhanced their ability to understand and recall information in reading comprehension.

Moreover, when using the SQ3R method, students generate their ideas from the text while developing critical thinking. (Habeeb & Abbas, 2018). This suggests that this process makes students move beyond surface-level comprehension as they work on texts, addressing questions, which requires further analysis, synthesis, and evaluation of textual information. These higher-order thinking skills result from engaging with the text in an autonomous self-guided process.

Throughout specific objective 2, the Focus group delved into the participants' perceptions to discuss whether they perceived any progress after using the SQ3R method in reading comprehension. Regarding the findings' data of the focus group, the participants had an overall positive perception of the SQ3R method implementation during the intervention, particularly when addressing extended narrative texts.

Themes and sub-themes emerged during the analysis of the data, providing significant insights into participants' perceptions. The first, second and third sub-themes tackle the progress felt by participants, after using the method and how this complete method is effective for supporting reading comprehension, acknowledging the help provided when reading extended narrative texts. In other words, this method provided a set of achievable steps for the participants, guiding them throughout the steps ahead, offering a detailed analysis of the reading task.

The fourth sub-theme addressed recalling information after using the SQ3R method. Participants highlighted that they could gradually recall information that had been previously difficult to remember dealing with the titles, pictures, then progressing to main ideas and details from them. In addition, while taking notes by hand, they appeared to reinforce the information during the writing tasks as one of the participants mentioned in the focus group. Without a doubt, the overall responses to this focus group are strong evidence of the effectiveness of the SQ3R method in extended narrative texts. Students reported improved ability to deal with longer texts, emphasizing how the method's systematic approach helped them break down information into simple segments. Their comments and opinions indicate that the method stages were clear and helped them maintain focus and extract key information more effectively. This positive feedback aligns with quantitative improvements in reading comprehension scores, suggesting that SQ3R offers valuable support for students when engaging with extended narrative texts.

Students' responses reflected a deeper understanding of the texts. In addition, as the participants followed every step of the method, careful progression through each step enabled students to elicit and recall the information from extended narrative texts, reinforcing the information they had previously examined. In addition, as they could recall more information than before, they provided more details in the post-intervention tests

than in the pre-intervention tests, (See Appendix F). Moreover, this method systematically guided the participants through their performance, achieving a significant improvement in their results.

Furthermore, the benefits that this method carried out are beyond the ability to recall information, due to the organization provided, offering the possibility to address complex extended narrative and other types of typology texts not only in English, but in any other subject. Moreover, it provides effective text study skills and yields autonomy increasing personal development, enhancing self-awareness and encouraging to monitor themselves, reflecting on their practices.

Even though I was afraid of implementing this action research with 10th grade students, given their general lack of motivation towards reading across all subjects, the results are encouraging. The participants not only acknowledged the benefits of the SQ3R method but also demonstrated improved ability to recall information and comprehend extended narrative texts.

Finally, it can be argued that knowing how to approach a text while using the SQ3R can increase student interest. As engagement increases due to higher interaction with the material, information becomes more meaningful to the reader. This active process facilitates information consolidation in the brain, making it more readily available for retrieval. Overall, the SQ3R method is a valuable tool that schools should incorporate in EFL classes, thereby improving students' comprehension and learning outcomes.

With respect to specific objective 3 audio-diaries the implementation of self-recording to collect reflections about the implementation of the SQ3R method students' progress and reading comprehension was significant in order to deeply reflect on my practices prior, during and after the intervention. In addition, the data gathered has allowed me to consolidate my role as a researcher by developing a more systematic approach to observing, documenting and analyzing students' progress and my own perceptions of my pedagogical practices. Critically discussing the implementation process of the SQ3R method has enhanced my ability to make informed decisions about changes or adjustments needed during the intervention period.

When reviewing the audio-diaries, I could deeply reflect on my practices as a teacher-researcher after the intervention, realizing about the fear of addressing reading comprehension, due to the lack of interest in reading from the participants, as they had mentioned before. However, as I could reflect on my practices, the students' progress and how the participants were dealing with the extended narrative texts, made me recall the SQ3R method's creator, Robinson, (1946) who in his book "Effective Study"

addresses how this method arouses the students' interest and increase comprehension, leading to rely myself on the intervention and continue providing valuable insights, details, and feelings of what was going on at the moment of speaking. A rich tool to provide more data from the intervention itself.

The documented transcription in the audio-diaries shows how witnessing the students' positive response to the SQ3R method challenged my initial concerns. Recording my thoughts after each class helped me reflect on what I observed, and how my views as a teacher were changing. These audio diaries allowed me to see both how students were improving and how I was growing as a teacher while implementing this method. These regular recordings enabled me to spot important patterns and improvements that I might have otherwise missed during busy teaching days. All in all, my reflections are indeed revealing as I could see how well the method worked and how I was growing as a teacher.

5.2.- Implications

The significant findings of this action research indicate the SQ3R method can be implemented in other English levels at this school. Actually, the other teachers of English experimented with the method as well in 5th, 11th and 12th grade, supporting the development of students' reading comprehension skills through both extended narrative texts and comics. Similarly, the Spanish teachers have shown interest in the effectiveness of the SQ3R method. Their willingness to implement the method next year is prompted by a major obstacle some students face when they have to read books at home but fail to be consistent. Systematizing their independent reading might help these learners become more competent when faced with such reading comprehension tasks.

If this method were implemented in schools, it would solve many issues at once. First, the students would have a set of strategies to better approach extended narrative texts/books. Second, students would be more effective at recalling information. Third, students would learn how to study extended texts on their own, developing autonomy and becoming self-aware of their learning process. Finally, the SQ3R method would make learners engage with the text, working actively, while developing other strategies, such as, connecting the text with their own personal experiences, developing their imagination when creating questions, synthesizing paragraphs in their own words, and understanding texts without using dictionaries.

The findings of this study must be shared with other teachers who are dealing with the same problem and need tools to engage and motivate students to read extended texts. When students feel better prepared to address a task, their performance is boosted,

which, in turn, may enhance their results. Initially, some students were afraid to do the task required, as they would not use a dictionary to help them understand the text. However, in the last two sessions, some students expressed how amazed they were at their increased understanding of texts without the use of dictionaries. It was eye-opening for them to realize that following some steps in a systematic manner would support their reading comprehension ability. Their confidence was strengthened as they became aware they were developing strategies to narrow their gap in reading comprehension. When learners feel confident, they take responsibility for their own learning process, and this synergistic process is fundamental to become competent learners.

These crucial insights and the effectiveness of the SQ3R method should also be shared at a RICELT event in Chile, or other research instances. Moreover, it should be presented to the English Open Doors Programme (PIAP), in order to foster and facilitate significant and deep learning among students. As teachers, we should always aim to be part of the solution; thus, these findings might help reduce the gap evidenced in the recent OECD Literacy results., mentioned in the theoretical framework, where Chile became the country with the least favorable literacy scoring among 16- to 65-year-old people.

5.3.- Limitations

While the SQ3R method showed promising results overall, irregular attendance emerged as a challenge in its implementation. Students who missed sessions during the intervention struggled to fully grasp and practice all five stages of the method, limiting its effectiveness for such learners. This attendance issue highlights an important consideration: the SQ3R method requires consistent practice and systematic implementation across multiple sessions to be truly effective as each stage builds upon the previous one. Interruptions may impact students' ability to develop the automaticity needed to apply these strategies. Successful implementation needs regular attendance and complete participation.

Although the focus group and audio-diaries conducted in this study provided advantageous reflections among students and the teacher-researcher, some limitations hindered efficiency during the intervention. First, the data transcription process was time-consuming, even when supported by AI. It is advisable, therefore, to find new ways to automate this process so that content analysis becomes a more efficient endeavor. Second, the small number of participants, only 22 of them, while adequate for an action research study, limits the findings to broader populations. A larger sample across different educational contexts would provide more robust evidence of the SQ3R method's

effectiveness in Chilean classrooms. It is crucial to acknowledge the limitations for further research, as these results cannot be extrapolated to other educational settings.

Chapter VI: Conclusion

6.- Conclusion

This study investigated the effectiveness of the SQ3R method in enhancing reading comprehension, particularly, information recall among 10th-grade students at a subsidized school in Concepción, Chile. The critical need to address gaps in reading comprehension skills, emerged from several observed challenges: students' lack of study habits, difficulties at recalling information, lack of autonomy, excessive use of dictionaries, and struggle with understanding and providing detailed information from extended narrative texts

6.1.- Summary of main findings

This action research findings demonstrate significant improvement in students' ability to comprehend extended narrative texts, supported by both quantitative and qualitative data, addressing the research question and objectives, by showing increased test scores and positive receptions from the students and teacher-researcher regarding the effectiveness of the SQ3R method.

First, specific objective 1 addressed if students could improve their ability to recall information from extended narrative texts, by employing the SQ3R method, and its results indicated significant improvement in students' scores, particularly in the amount of information they could provide. Second, specific objective 2 could gather positive students' perceptions regarding the progress they perceived after using the SQ3R method, emphasizing its effectiveness in recalling information through systematic practice. Finally, the qualitative data obtained in the audio-diaries revealed the teacher-researcher's initial concerns about potential student rejection of the method due to frequent lack of motivation and engagement with texts.

The significance of this research extends beyond immediate reading comprehension gains. It addresses a crucial gap in the Chilean educational context, where students often struggle with extended texts across various subjects. The successful implementation of SQ3R suggests its potential as a tool in helping students develop systematic approaches to challenging texts.

6.2.- Personal reflection

From a personal perspective, this action research has strengthened my belief in evidence-based teaching methods and the importance of systematic reflection. The journey from the initial doubt about implementing SQ3R method started by having negative beliefs regarding the skill I dared myself to work on, to witnessing the positive impact on the students' engagement, my own beliefs and the value to introduce new methodologies in the classroom. Moreover, the dual role of teacher-researcher has enhanced my ability to make informed pedagogical decisions based on both empirical

evidence and classroom observations, thereby strongly enriching my professional practice.

Moreover, at the beginning of the intervention, I could see how the participants were struggling to try to understand texts without their usual reliance on dictionaries. This initially led me to doubt my decision to implement such an extensive method. However, from the second session onwards, students reported that the SQ3R method had been helpful when extracting information from the extended narrative texts, expressing satisfaction and surprise at their ability to comprehend texts without dictionary support.

This sense of achievement in my students was reflected in this action research findings through the focus group discussions and their comments during the intervention, extending beyond information recall to suggestions about implementing this method across other grade levels. The valuable insights gained throughout this research experience, prompted me to reflect on enhancing both my teaching practices and my growth as a researcher.

6.3.- Recommendations

This study suggests several areas for future research. First, investigating the method's effectiveness with different text types would provide valuable insights for curriculum development. Second, examining how the SQ3R method might be adapted for students with irregular attendance patterns could address an important implementation challenge identified in this study. Third, exploring how this method might be integrated into broader literacy initiatives within the Chilean educational system could enhance practical impact. Finally, considering the incorporation of a second cycle of action research can enhance the learning outcomes, providing more time to strengthen these learning strategies and, ultimately, students' performance.

The theoretical implications of this study validate existing research on structured reading approach while highlighting the need for contextual adaptations in non-English speaking environments. The successful implementation in a Chilean classroom suggests that SQ3R's principles transcend linguistic and cultural boundaries, though necessary adaptations to local contexts may be needed.

These findings point toward promising directions for both practice and research in reading comprehension instruction, particularly in EFL contexts. The study's outcomes support the value of systematic reading strategies while acknowledging the need for continued research into optimal implementation in diverse educational settings.

It is imperative to take into consideration the number of sessions needed or the incorporation of a second cycle to help students manage the SQ3R method more effectively. In the context of this study there were two sessions per week, one was the first class for the students in the morning, which made them focus during the session, while the other took place after lunch break, when participants seemed exhausted from

the academic day. Considering the Chilean context, it is prudent to make the necessary adjustments to ensure successful implementation of this method, bearing in mind the number of sessions, the best time to carry out these tasks, the duration of a typical lesson and the cycles needed.

To sum up, teachers should become acquainted with the SQ3R method, as it should be incorporated into pre-service teacher education programs at universities, enabling future educators to provide their students with effective strategies to support the development of reading comprehension skill, across various text types, including extended narratives and other genres included in the national curriculum. In any case, teaching students' systematic approaches to studying extended texts will help them remain focused, while enhancing engagement, and motivation in the reading process.

Chapter VII: References

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Chapter VIII: Appendices

Appendix A: Consent forms

Participants consents' form



CONSENTIMIENTO INFORMADO

Yo, _____ expreso mi acuerdo para participar en el proyecto de investigación-acción denominado **Enhancing 10th grade Students' ability to recall information in the Reading comprehension skill, through the implementation of the SQ3R Method, in extended Narrative texts**, cuyo investigadora responsable es la señorita Camila Ignacia Sandoval Villalobos, Profesora de Inglés y tesista de Magíster de la Facultad de Educación, Universidad de Concepción, bajo la supervisión de Dra. María Jesús Inostroza, Dr. Claudio Díaz y Mg. Yasmina Contreras, académicos de la Universidad de Concepción, Facultad de Educación.

Este proyecto corresponde al programa Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés de la Facultad de Educación de la Universidad de Concepción. El objetivo general de este estudio es: Examinar la contribución del Método SQ3R en la mejora de la comprensión lectora de textos narrativos extensos de estudiantes de 2° medio. *To examine the contribution of the SQ3R method in the reading comprehension skill improvement from extended narrative texts in a group of 10th graders.*

Los objetivos específicos de este estudio son:

- 1) Evaluar la habilidad de recordar información de textos narrativos de los estudiantes cuando usen el Método SQ3R. *To assess the students' ability to recall information from narrative texts when using the SQ3R Method.*
- 2) Analizar las percepciones del progreso de los estudiantes según su comprensión lectora cuando usen el Método SQ3R. *To analyze students' perceptions regarding their reading comprehension skill progress when using the SQ3R method.*
- 3) Reflexionar sobre las percepciones en torno al proceso de enseñanza del método SQ3R de la Profesora-Investigadora, en la comprensión lectora. *To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.*

Se prevé que los componentes de este estudio de investigación-acción en el que usted da su consentimiento para participar, duren un máximo de siete sesiones (con una duración máxima de 90 minutos cada una), y estos componentes se forman de elementos previos, durante y posteriores a una intervención. La intervención consiste en la enseñanza de un Método llamado SQ3R que está compuesto de una serie de estrategias para mejorar la comprensión lectora en textos narrativos. En las sesiones se evaluará, identificará y analizarán componentes importantes para entender su comportamiento y ejecución de este ejercicio para la mejora de esta habilidad en Inglés.

Los datos para este estudio se recopilarán de las sesiones previas, durante y posteriores a la intervención. Los instrumentos de recopilación de datos para este estudio son: Pre y Post tests (pruebas antes y después de la intervención), Audio diaries (Audio diario utilizado para la

reflexión de la Profesora-investigadora) y un Focus Group (entrevista grupal). Al aceptar participar en este proyecto de investigación-acción, acepta el uso de estos instrumentos de recopilación de datos y da su autorización para ser grabado(solo audio), y acepta de participar con estos instrumentos.

Entiendo que mi participación es voluntaria y anónima y me puedo retirar o rechazar mi participación en cualquier momento sin razón alguna y consecuencias de ningún tipo. La información recogida a través de este proyecto podría aparecer en artículos de revistas académicas y/o en un libro, tanto como en presentaciones públicas de los resultados de investigación.

Los datos recopilados serán guardados por la investigadora responsable Camila Ignacia Sandoval Villalobos en formato virtual y almacenados en carpetas con claves secretas, manejadas sólo por la Investigadora Responsable. Los datos serán utilizados exclusivamente en la presente investigación.

Si se desea conocer los resultados y/o procedimientos de la investigación comunicarse, directamente, con Dr. Claudio Díaz, claudiodiaz@udec.cl. Esta investigación no conlleva ningún tipo de riesgo o costo para las participantes, resguardando los aspectos de confidencialidad acordados.

Entiendo que, por mi firma en este formulario, señalo la aceptación.

Conuerdo con participar en el proyecto de investigación-acción:

Sí _____ No _____

Nombre de participante Firma _____ Mayo 2024
Fecha

Fono: _____ Dirección: _____

Se solicita firmar dos copias de este formulario, una copia para el investigadora responsable y otra para su archivo personal.

Investigador Responsable

Camila Sandoval Villalobos

Tesista de Magíster, Facultad de Educación, Universidad de Concepción,

Profesora de Inglés

Email: c.sandoval@coemco.cl

Parents consents' form



CONSENTIMIENTO INFORMADO PADRES O APODERADOS

Proyecto de Investigación-Acción: "Enhancing 10th grade students reading comprehension skill when using the SQ3R method in extended narrative texts".
Universidad de Concepción

Estimado Apoderado/a,

Mi nombre es Camila Ignacia Sandoval Villalobos, Profesora de Inglés del Colegio Concepción Los Acacios. Se le ha invitado a participar a su pupilo de un proyecto de investigación-acción que se llevará a cabo en el curso 2° medio B. Antes de tomar una decisión, es importante que entienda el motivo de la investigación y lo que involucrará. Por favor tómese su tiempo para leer cuidadosamente la siguiente información.

El proyecto tiene como principal objetivo: Examinar la contribución del Método SQ3R, en estudiantes de 2° medio, a través de la comprensión lectora, en textos narrativos extensos. *To examine the contribution of the SQ3R method in the reading comprehension skill improvement from extended narrative texts in a group of 10th graders.*

Los objetivos del estudio son los siguientes:

1. Evaluar la habilidad de recordar información de textos narrativos de los estudiantes cuando usen el Método SQ3R. *To assess the students' ability to recall information from narrative texts when using the SQ3R Method.*
2. Analizar las percepciones del progreso de los estudiantes según la comprensión lectora cuando usen el Método SQ3R. *To analyze students' perceptions regarding their reading comprehension skill progress when using the SQ3R method.*
3. Reflexionar sobre las percepciones en torno al proceso de enseñanza del método SQ3R de la Profesora-Investigadora, en la comprensión lectora. *To identify the teacher-researcher's perceptions regarding the procedure of teaching the SQ3R method in reading comprehension skills.*

El proceso de investigación-acción se extenderá por siete sesiones, de modo de recopilar suficiente información sobre si el método de lectura SQ3R ayuda a las y los estudiantes a mejorar su comprensión lectora en textos narrativos extendidos.

Este proyecto implica utilizar este método compuesto por cinco estrategias/pasos definidos, con el fin de mejorar la comprensión lectora, incrementando la retención de la información en los participantes, con el fin de recopilar información que pueda ser útil para futuras investigaciones-acción o implementación dentro de la educación.



Cronograma de actividades: Mayo-Junio

Sesiones	Etapas de Investigación
Pre-Intervención 14/05	Introducción importancia sobre la Lectura Lectura I
Sesión 1 16/05	-Pre-Intervention test -Lectura II -Implementación del Método SQ3R
Sesión 2 23/05	Recolección de datos: -Responder preguntas en relación a lectura II, reciben feedback. Lectura III -Aplicación del Método SQ3R
Sesión 3 28/05	Recolección de datos: - Responder preguntas en relación a lectura III, reciben feedback. Lectura IV -Aplicación del Método SQ3R
Sesión 4 30/05	Recolección de datos: - Responder preguntas en relación a lectura IV, reciben feedback. Lectura V -Aplicación del Método SQ3R
Sesión 5 04/06	Recolección de datos: - Responder preguntas en relación a lectura V, reciben feedback. Lectura VI -Aplicación del Método SQ3R
Post-intervención 06/06	Recolección de datos: -Post-Intervention test Recolección de datos: -Instrumento Focus Group (entrevista grupal)

Appendix B: Intervention's lesson planning

Action Plan Intervention

Sessions	Date	Learning Objective	Activities and Procedures	Time	Materials	Assessment instances	Research Objective
Session 1	May 16th	Students will apply every step of the SQ3R method to understand the extended narrative text provided.	<p>1) Students take the Pre-intervention test: Students take the Pre-intervention test regarding the extended narrative text read in the previous class.</p> <p>2) The SQ3R Method steps will be introduced using a PPT: The Teacher-researcher will give students the SQ3R method explanation worksheet and show the method in a PPT to make them understand the steps with some examples.</p> <p>3) Students will start implementing the SQ3R method: Students will start using every step of the SQ3R method in an extended narrative text given, using pre-while-post activities, following and using the upcoming steps:</p> <p>❖ <u>Pre-reading</u></p> <p>a) Survey: Students will scan the text to obtain the main ideas by reading titles, headings, sub-headings, pictures, footnotes, and bold words.</p> <p>b) Question: Students will jot down questions they may have as they survey the material, this aids comprehension.</p>	<p>1) 15 min</p> <p>2) 15 min</p> <p>3) 60 min</p>	<p>1) Pre-intervention test worksheet.</p> <p>2) -PPT about the SQ3R method explanation and use.</p> <p>-SQ3R method worksheet with all the information about the method. (same info as the PPT)</p> <p>3) -Reading narrative text.</p> <p>-SQ3R method worksheet to complete with information from the text. (taking notes)</p>	<p>3) Students will complete a worksheet individually using all the SQ3R method steps, taking notes about the text given, instance where the teacher-researcher is going to check how they are doing.</p>	To assess the students' ability to recall information from narrative texts when using the SQ3R Method.
			<p>❖ <u>While-reading</u></p> <p>a) Read: Students will read the chapter and answer the questions previously stated, taking notes and highlighting the main ideas.</p> <p>❖ <u>Post-reading</u></p> <p>a) Recite: Students will recite by writing all the information they have gathered in the previous steps and also aloud, to start working with their memory and maintain the information in their long-term memory.</p> <p>b) Review: Students will review everything they have done in the previous steps. (Students will complete a Google form to provide information regarding everything done in the previous steps; this action will take place a day ahead).</p>				
Session 2	May 23rd	Students will apply every step of the SQ3R method to understand the extended narrative text provided.	<p>1) Answer questions about the extended narrative text read in the previous class.</p> <p>2) Review of the SQ3R method: The Teacher-researcher will review the SQ3R method steps.</p> <p>3) Students will continue implementing the SQ3R method: Students will start using every step of the SQ3R method in an extended narrative text given, using pre-while-post activities, following and using the upcoming steps:</p>	<p>1) 15 min</p> <p>2) 5 min</p> <p>3) 75 min</p>	<p>1) Students receive feedback.</p> <p>2) -PPT about the SQ3R method explanation and use.</p> <p>-SQ3R method worksheet with all the information about the method. (same</p>	<p>1) Feedback</p> <p>3) Students will complete a worksheet individually using all the</p>	

			<ul style="list-style-type: none"> ◆ <u>Pre-reading</u> a) Survey: Students will scan the text to obtain the main ideas by reading titles, headings, sub-headings, pictures, footnotes, and bold words. b) Question: Students will jot down questions they may have as they survey the material, this aids comprehension. ◆ <u>While-reading</u> a) Read: Students will read the chapter and answer the questions previously stated, taking notes and highlighting the main ideas. ◆ <u>Post-reading</u> a) Recite: Students will recite by writing all the information they have gathered in the previous steps and also aloud, in order to start working with their memory and maintain the information in their long-term memory. b) Review: Students will review everything they have done in the previous steps. (Students will complete a google form to provide information regarding everything done in the previous steps; this action will take place a day ahead). 		<p>info as the PPT)</p> <p>3) -Reading narrative text.</p> <p>-SQ3R method worksheet to complete with information from the text. (taking notes)</p>	<p>SQ3R method steps, taking notes about the text given, instance where the teacher-researcher is going to check how they are doing.</p>	
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Session 3	May 28 th	Students will apply every step of the SQ3R method to understand the extended narrative text provided.	<p>1) Answer questions about the extended narrative text read in the previous class.</p> <p>2) Review of the SQ3R method: The Teacher-researcher will review the SQ3R method steps.</p> <p>3) Students will continue implementing the SQ3R method: Students will start using every step of the SQ3R method in an extended narrative text given, using pre-while-post activities, following and using the upcoming steps:</p> <ul style="list-style-type: none"> ◆ <u>Pre-reading</u> a) Survey: Students will scan the text to obtain the main ideas by reading titles, headings, sub-headings, pictures, footnotes, and bold words. b) Question: Students will jot down questions they may have as they survey the material, this aids comprehension. ◆ <u>While-reading</u> a) Read: Students will read the chapter and answer the questions previously stated, taking notes and highlighting the main ideas. ◆ <u>Post-reading</u> a) Recite: Students will recite by writing all the information they have gathered in the previous 	<p>1) 15 min</p> <p>2) 5 min</p> <p>3) 75 min</p>	<p>1) Students receive feedback.</p> <p>2) -PPT about the SQ3R method explanation and use.</p> <p>-SQ3R method worksheet with all the information about the method. (same info as the PPT)</p> <p>3) -Reading narrative text.</p> <p>-SQ3R method worksheet to complete with information from the text. (taking notes)</p>	<p>1) Feedback</p> <p>3) Students will complete a worksheet individually using all the SQ3R method steps, taking notes about the text given, instance where the teacher-researcher is going to check how they are doing.</p>	
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			<p>steps and also aloud, in order to start working with their memory and maintain the information in their long-term memory.</p> <p>b) Review: Students will review everything they have done in the previous steps. (Students will complete a google form to provide information regarding everything done in the previous steps; this action will take place a day ahead).</p>				
Session 4	May 30 th	Students will apply every step of the SQ3R method to understand the extended narrative text provided.	<p>1) Answer questions about the extended narrative text read in the previous class.</p> <p>2) Review of the SQ3R method: The Teacher-researcher will review the SQ3R method steps.</p> <p>3) Students will continue implementing the SQ3R method: Students will start using every step of the SQ3R method in an extended narrative text given, using pre-while-post activities, following and using the upcoming steps:</p> <p>◆ <u>Pre-reading</u></p>	<p>1) 15 min</p> <p>2) 5 min</p> <p>3) 75 min</p>	<p>1) Students receive feedback.</p> <p>2) -PPT about the SQ3R method explanation and use.</p> <p>-SQ3R method worksheet with all the information about the</p>	<p>1) Feedback</p> <p>3) Students will complete a worksheet individually using all the SQ3R</p>	

			<p>a) Survey: Students will scan the text to obtain the main ideas by reading titles, headings, sub-headings, pictures, footnotes, and bold words.</p> <p>b) Question: Students will jot down questions they may have as they survey the material, this aids comprehension.</p> <p>◆ <u>While-reading</u></p> <p>a) Read: Students will read the chapter and answer the questions previously stated, taking notes and highlighting the main ideas.</p> <p>◆ <u>Post-reading</u></p> <p>a) Recite: Students will recite by writing all the information they have gathered in the previous steps and also aloud, in order to start working with their memory and maintain the information in their long-term memory.</p> <p>b) Review: Students will review everything they have done in the previous steps. (Students will complete a Google form to provide information regarding everything done in the previous steps; this action will take place a day ahead).</p>		<p>method. (same info as the PPT)</p> <p>3) -Reading narrative text.</p> <p>-SQ3R method worksheet to complete with information from the text. (taking notes)</p>	<p>method steps, taking notes about the text given, instance where the teacher-researcher is going to check how they are doing.</p>	
Session 5	June 4 th	Students will apply every step of the SQ3R	<p>1) Answer questions about the extended narrative text read in the previous class.</p> <p>2) Review of the SQ3R method: The Teacher-researcher will review the SQ3R method steps.</p>	<p>1) 15 min</p> <p>2) 5 min</p>	<p>1) Students receive feedback.</p>	<p>1) Feedback</p>	

		method to understand the extended narrative text provided.	<p>3) Students will continue implementing the SQ3R method: Students will start using every step of the SQ3R method in an extended narrative text given, using pre-while-post activities, following and using the upcoming steps:</p> <ul style="list-style-type: none"> ❖ <u>Pre-reading</u> a) Survey: Students will scan the text to obtain the main ideas by reading titles, headings, sub-headings, pictures, footnotes, and bold words. b) Question: Students will jot down questions they may have as they survey the material, this aids comprehension. ❖ <u>While-reading</u> a) Read: Students will read the chapter and answer the questions previously stated, taking notes and highlighting the main ideas. ❖ <u>Post-reading</u> a) Recite: Students will recite by writing all the information they have gathered in the previous steps and also aloud, in order to start working with their memory and maintain the information in their long-term memory. b) Review: Students will review everything they have done in the previous steps. 	3) 75 min	<p>2) -PPT about the SQ3R method explanation and use.</p> <p>-SQ3R method worksheet with all the information about the method. (same info as the PPT)</p> <p>3) -Reading narrative text. -SQ3R method worksheet to complete with information from the text. (taking notes)</p>	<p>3) Students will complete a worksheet individually using all the SQ3R method steps, taking notes about the text given, instance where the teacher-researcher is going to check how they are doing.</p>	
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			(Students will complete a google form to provide information regarding everything done in the previous steps; this action will take place a day ahead).				
Session 6	June 6th	Students apply the SQ3R method in an extended narrative text.	<p>1) Students take the pos-intervention test.</p> <p>2) Some students participate in a Focus group.</p>	1)30 min 2)20 min	<p>1) Post-intervention test worksheet.</p> <p>2) Focus group's Questions</p>	<p>1)Assessment is provided to show the students' results</p>	To assess the students' ability to recall information from narrative texts when using the SQ3R Method.

Appendix C: Pre-intervention test

Pre-Intervention test

Read the questions carefully, then choose an answer.

In your own words. (En tus propias palabras)

a) Who are the people that appeared in the chapter? (¿Quiénes son los personajes que aparecieron en el capítulo?)

b) Where did this chapter take place? (¿En qué lugar se desarrolló el capítulo?)

c) What happened in this reading text? (¿Qué pasó en el texto?)

Post-intervention test

Post-Intervention test

Read the questions carefully, then choose an answer.

In your own words. (En tus propias palabras)

a) Who are the people that appeared in the chapter? (¿Quiénes son los personajes que aparecieron en el capítulo?)

b) Where did this chapter take place? (¿En qué lugar se desarrolló el capítulo?)

c) What happened in this reading text? (¿Qué pasó en el texto?)

Appendix D: Pre- and post-intervention test
Analytic Rubric

Criteria	Achieved (2)	Partly Achieved (1)	Not Achieved (0)
Characters Mentioned	Student mentions all major characters accurately.	Student mentions some characters but misses others.	No characters mentioned or incorrectly named.
Setting Identified	Student correctly identifies the primary setting.	Student mentions a related but incorrect setting.	Setting not identified or incorrectly stated.
Criteria	Achieved (4)	Partly Achieved (2)	Not Achieved (0)
Understanding Main Idea and Details Beyond Characters	Demonstrates clear, insightful understanding and identifies key events and their significance.	Demonstrates partial understanding with some gaps and identifies some events but lacks detail.	No evidence of understanding provided, or the answer is too incomplete to evaluate, and no relevant events identified or incorrect.
		Total score:	_____ /8

Appendix E: Focus Group

<u>Dimension 1</u>	1.- Con el fin de poder usar un método que contenga estrategias para ayudar en la
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Students' perceptions of their perceived progress after using the SQ3R method.	comprensión lectora. ¿Pudieron percibir un progreso usando el método SQ3R? 2.- Si pudieron percibir un progreso, ¿pueden indicar de qué manera? Y ¿Por qué?
<p style="text-align: center;"><u>Dimension 2</u></p> Students' perceptions of recalling information after using the SQ3R method.	1.- Su opinión es muy importante sobre la reflexión de este estudio, ¿Cuáles son sus opiniones respecto a los beneficios del método? 2.- ¿Pudiste recordar más información a través del método SQ3R?

Appendix F: Audio-diaries

Pre-intervention session	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
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Session 1	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
Session 2	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
Session 3	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
Session 4	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
Session 5	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?
Post-intervention session	<u>Notes/transcript</u> 1.- What went right? Why? 2.- What went wrong? Why? 3.- What can be improved? Why?

Appendix F: Pre- and post-intervention tests Participants' samples

Pre-intervention tests students' samples	Post-intervention tests students' samples
<u>Student 01</u>	<u>Student 01</u>

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)
No recuerdo

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)
En un teatro

3) What happened in this reading text? (¿Qué pasó en el texto?)
No recuerdo

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)
Christine Daae, Meg Giry, the director, Philippe, Raoul, Madame Giry

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)
In the opera house

3) What happened in this reading text? (¿Qué pasó en el texto?)
Everybody know the love story between Daae and Raoul, Raoul wants to marry with Christine but Philippe and Raoul was fighting for that. The director paid the 20 000 francs and let me free the box 3 for the ghost. When Christine started to sing but suddenly the light went out and then a woman scream heard, the lights came on again but Daae was no longer in the stage, Everybody was mad because nobody find her.

Student 02

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo tres?)
Christine Daae, Meg Giry, Monsieur Firmin, Conte de Chagny, Raoul.

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)
The chapter take place in the moments before Daae finished her sing

3) What happened in this reading text? (¿Qué pasó en el texto?)
Daae ~~was~~ impressed the public with his voice and Raoul was interested on her, Raoul give a Daae to her room

Student 02

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)
Christine Daae, Raoul, el padre de Christine Madame Giry y su hija Meg, los directores y el padre

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)
En la ópera, una parte en las vestíbulos la otra en la oficina de los directores

3) What happened in this reading text? (¿Qué pasó en el texto?)
Raoul tiene la idea de casarse con Christine a lo cual el conde Philip le dice no, que tal vez no la usara en 20 años más y que la familia Chagny nunca se ha casado con alguna cantante, más tarde de repente otra familia a la ópera a ver a Christine cantar, cuando ella saltó hacia una silla asustada a mitad del show, ella canta muy bien a mitad del show las luces se apagaron y se escuchó un grito de Christine cuando las luces se volvieron a prender ella ya no estaba. Antes de que empezara el show los directores dejaron 20.000 francos en el box 3 ya que no querían que hubieran más accidentes y menos ese día, cuando volvió a abrir la ópera, la policía hizo preguntas sobre la desaparición de Christine Daae, llegaron Madame Giry y su hija Meg a la oficina de los directores, Meg le contó a los directores que habían 2 desaparecidos más el usacando Raoul y el padre, ya que cuando entraron al vestíbulo de Christine Daae, y cuando ella fue a verlos, no había nadie ahí.

Student 03

Student 03

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo)

CHRISTINE DAE

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

EN EL TEATRO DE PARÍS

3) What happened in this reading text? (¿Qué pasó en el texto?)

NO ME ACUERDO

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)

Meg, Daae, Viconte and Comte de Chagny, Perban

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

In the opera House in the stage

3) What happened in this reading text? (¿Qué pasó en el texto?)

In this chapter Christine Daae disappeared in the whole cap. & Viconte and Comte de Chagny are ~~searching~~ looking for her, Meg says that she is in his dressing-room, everyone goes to the room of Daae and they can't find her.

Student 04

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo)

Christine Daae

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

In the opera and the dressing room

3) What happened in this reading text? (¿Qué pasó en el texto?)

Christine Daae sang really good in the opera and someone fall in love with her, her walk in the dressing room and he hear Christine Daae speak with someone

Student 04

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)

Meg, the Directors, the dancers, Raoul, Philippe, Erik (the o.g), Christine

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

in the Stage of Opera House

3) What happened in this reading text? (¿Qué pasó en el texto?)

When Christine starts to sing Raoul is talking with his brother Philippe and the director give to (ghost) what he wants for, suddenly the lights turn off and sounds a scream, the lights turn on and Christine will disappeared and she is not appeared in ex where.

Student 05

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo)

Aparecen Christine Daae, Madame gir.

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

En el teatro y en las pasillos de ahí

3) What happened in this reading text? (¿Qué pasó en el texto?)

Lo que paso fue de que Christine Daae remplazo a la otra cantante y un chico del publico del box A1 que se entercen en ella y la fue a besar en las camerinas del teatro para poder hablar con ella.

Student 05

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)

Christine Daae, Raoul, Comte philippe, viconte de chagny, los directores, el perba, madame gir, meg

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

En la opera

3) What happened in this reading text? (¿Qué pasó en el texto?)

Raoul y el conde philippe hablan sobre si raoul seguira amando a Christine en 10 años más Raoul va reaccionar. En la opera los directores querian dejar elase a O.G. y despues se fuerona ver a Christine cantar, cuando Christine se subio al escenario tenia cara palida estaba asustada y de repente se apagaron las luces Christine desaparecio todos asustados la buscaban hasta que el perba se llevo a viconte de chagny todos asustados la buscaban pero no habia rostro de el ni de Christine.

Student 06

Student 06

1) Who are the people that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)

I don't remember so good but I remember the name of Christine Daae.

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

According to me this chapter take place in the Opera

3) What happened in this reading text? (¿Qué pasó en el texto?)

According to me Christine Daae was an excellent singer and everyone loves her.

1) Who are the characters that appeared in the chapter? (¿Quiénes son las personas que aparecen en el capítulo?)

CHRISTINE, PHILLIP, RAUL & MARY & MADAM Giry

2) Where did this chapter take place? (¿En qué lugar se desarrolla el capítulo?)

EN LA CASAS DE LA OPERA EN PARIS.

3) What happened in this reading text? (¿Qué pasó en el texto?)

PHILLIP Y RAUL ESTABAN DISCUTIENDO POR SI RAUL VA A SEGUIR AMANDO A CHRISTINE EN 10 O 20 AÑOS MAS Y DESPUES DE DISCUTIR YA LE TOCABA CANTAR A CHRISTINE EN LA OPERA ESTABA CANTANDO Y DE REPENTE SE APAGARON LAS LUCES Y LUEGO SE PRENDIERON Y YA NO ESTABA CHRISTINE Y TODOS CONTARON SU VERSION DE LO QUE LES PASO Y LUEGO MARY CONTO SU VERSION Y NADIE VIO A CHRISTINE DEVUEVO