



**Universidad de Concepción
Facultad de Educación
Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación
del Inglés**

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

**Enhancing Reading Comprehension through Fluency Strategies within a
Strategy-Based Instruction Framework**

Candidate's name: Valeska Fabiola Aranda Fres

**Research advisors: Dra. María Jesús Inostroza Araos
Dr. Claudio Díaz Larenas**

Concepción, January 2025

Acknowledgements

To my dad, who encouraged me to learn.

To my mum, who has always been there, be strong.

To my husband, thanks for your patience and love.

Many thanks to my Uni professors for listening, advising and above all waiting. I never thought I would make it.

Table of contents

| | |
|--|----|
| Abstract | 6 |
| Chapter 1: Introduction | 7 |
| Chapter 2: Conceptual framework | 9 |
| 2.1 Reading comprehension | 9 |
| 2.2 Reading for general information and fluency | 11 |
| 2.2.1 Reading for general information | 11 |
| 2.2.2 The role of fluency in reading for general information | 12 |
| 2.2.3 Relationship between fluency and comprehension | 13 |
| 2.3 Reading fluency strategies | 14 |
| 2.3.1 Repeated reading | 15 |
| 2.3.2 Echo reading | 16 |
| 2.3.3 Audio-assisted reading | 17 |
| 2.3.4 Paired reading | 18 |
| 2.4 Strategy-based instruction | 19 |
| Chapter 3: Method | 22 |
| 3.1 Type of research | 22 |
| 3.2 Description of participants | 22 |
| 3.3 Research question and objectives | 23 |
| 3.4 Research problem | 24 |
| 3.5 Stages of the action research study | 25 |
| 3.5.1. Piloting process stage | 26 |
| 3.5.2. Pre- and post-intervention tests | 26 |
| 3.5.3. Intervention stage | 27 |
| 3.5.4. Instrument application stage | 27 |
| 3.6 Data collection techniques | 28 |
| 3.6.1. Pre-post-test results | 28 |
| 3.6.2. Focus group | 28 |
| 3.6.3. Likert's scale | 29 |
| 3.7 Data analysis techniques | 30 |

| | |
|--|----|
| 3.7.1. Descriptive statistics | 30 |
| 3.7.2. Thematic analysis | 31 |
| Chapter 4: Findings | 32 |
| 4.1. Specific objective 1 | 32 |
| 4.1.1 Pre-intervention test results | 32 |
| 4.1.2. Post-intervention test results | 33 |
| 4.2 Specific objective 2 | 34 |
| 4.2.2. Thematic analysis of the focus group | 44 |
| 4.2.2.1 Dimension 1: improvement | 44 |
| 4.2.2.2 Dimension 2: support | 45 |
| 4.2.2.3 Dimension 3: motivation | 45 |
| 4.2.2.4 Dimension 4: effectiveness of strategies | 45 |
| Chapter 5: Discussion | 47 |
| 5.1 Specific objective 1 | 47 |
| 5.2 Specific objective 2 | 48 |
| 5.2.1 Repeated reading | 48 |
| 5.2.2 Echo reading | 49 |
| 5.2.3 Audio-assisted reading | 49 |
| 5.2.3 Paired reading | 50 |
| 5.3 Implications | 50 |
| 5.4 Limitations of the study | 51 |
| Chapter 6: Conclusion | 53 |
| 6.1 Summary of the main findings | 53 |
| 6.2 Recommendations | 54 |
| 6.3 Personal reflection | 55 |
| Reference | 58 |
| Appendices | 63 |

List of Figures and Tables

| | |
|--|----|
| Table 1: Statistical results of the pre-intervention test. | 32 |
| Table 2: Statistical results of the post-intervention test. | 33 |
| Table 3: Statistical comparison of pre- and post-intervention tests. | 34 |
| Table 4: Dimensions and categories of the focus group. | 44 |
| Figure 1: Stages of this action research study. | 24 |
| Figure 2: Pre-intervention tests results. | 33 |
| Figure 3: Post-intervention tests results. | 34 |
| Figure 4: Statement 1 results. | 35 |
| Figure 5: Statement 2 results. | 36 |
| Figure 6: Statement 3 results. | 36 |
| Figure 7: Statement 4 results. | 37 |
| Figure 8: Statement 5 results. | 38 |
| Figure 9: Statement 6 results. | 38 |
| Figure 10: Statement 7 results. | 39 |
| Figure 11: Statement 8 results. | 40 |
| Figure 12: Statement 9 results. | 40 |
| Figure 13: Statement 10 results. | 41 |
| Figure 14: Statement 11 results. | 42 |
| Figure 15: Statement 12 results. | 42 |
| Figure 16: Statement 13 results. | 43 |
| Figure 17: Statement 14 results. | 44 |
| Figure 18: Cyclical process of AR . | 56 |

List of Acronyms

EFL English as a foreign language

SBI Strategy-based instruction

CEFR Common European Framework of Reference for Languages

AR Action research

L1 Native language

L2 Non-native language

Abstract

This action research explores the contribution of audio-assisted reading, echo reading, repeated reading, and paired reading on the development of reading comprehension for general information among seventh-grade EFL students at a private German-Chilean school. In Chile, where national English test scores reveal persistent challenges in reading comprehension among middle school students, achieving the A2 proficiency level required by the curriculum is often hindered by traditional teaching methods. Grounded in the principles of Strategy-Based Instruction, the research highlights the importance of explicit, scaffolded teaching methods to address the limitations of traditional approaches in meeting national comprehension standards. Conducted over five sessions with 12 participants, the intervention focused on one strategy per session, concluding with students choosing their preferred method. Data collection involved a pre- and post-intervention test using a written text created specifically for this research. Findings revealed significant improvement in reading comprehension scores, with 75% of participants achieving the maximum score post-intervention. Students highlighted increased confidence by using paired and repeated reading. The study suggests that reading fluency strategies can be effective in scaffolding comprehension skills. Future research should expand sample sizes and explore long-term applications to confirm these results and refine instructional approaches in diverse EFL contexts.

Key words: Action research, reading comprehension, reading for general information, reading fluency strategies, Strategy-Based Instruction

Chapter 1: Introduction

Understanding texts in English is today not just a curriculum requirement but a path towards knowledge, interaction, and prospects in the competitive economy. In Chile, the national English exam implemented in 2017 only managed to have 22% of junior high school students meet the reading comprehension levels expected of them, which indicates a considerable deficiency in language education in the country that beats the intention of curricula (Agencia de Calidad de la Educación, 2018). For Chilean students in seventh grade, there is the use of the English language, in which most of them have to read and understand the given texts and the problem hinders their academic progress but also limits their potential opportunities in a society increasingly influenced by English as a global language.

These issues are exposed in seventh-grade students at a private German-Chilean school in Chile. It has been observed that they struggle to comprehend written materials, frequently skipping important steps such as text structure, contextual knowledge, and identification of key information. According to Grabe and Stoller (2020), reading comprehension is "more complex than often assumed" (p. 9), especially in second-language contexts, and they have identified problems with the lack of strategies employed. Traditional methods that primarily focus on decoding words and sentences frequently fail to provide students with the skills required to comprehend general information in texts, as learners struggle to connect isolated words and phrases to larger contexts, interpret key ideas, and identify the overall purpose or structure of the text. The National Reading Panel (2000) highlights that while decoding is essential for word recognition, it does not guarantee comprehension. Consequently, it is required to address this as educators, with a new perspective that can handle both reading instruction and the implementation of strategies that can help enhance reading comprehension skills, in order to empower learners with the necessary skills that will enable them to succeed in managing authentic and complex texts autonomously.

To support seventh-grade students in developing their reading comprehension skills for general information, this study investigates the implementation of four specific reading fluency strategies designed to enhance fluency. The principles of strategy-based instruction, an instructional framework that emphasises explicit teaching and scaffolded practice of strategies to help learners internalise and apply them across diverse contexts, form the foundation of these strategies (Cohen, 2000). Strategy-based instruction takes importance in English as an EFL contexts due to explicitly teaching of strategies and the way it can support specifically reading development. These strategies are intended to foster learning and responsibility in independent learners across diverse contexts and tasks.

As stated in the setting above, a question has arisen in my context as their English language teacher: How does the implementation of four reading fluency strategies, grounded in the principles of SBI, support the development of reading comprehension skills for general information among seventh-grade EFL students in a private German-Chilean school? In order to answer the research question, this study will focus on examining to what extent the use of echo, paired, audio-assisted, and choral reading enhances students' ability to comprehend general information from texts. Furthermore, it

will explore students' perceptions of these strategies to assess their impact on engagement, motivation, and overall learning experiences.

In this study, action research methodology will be used since it is particularly suitable in educational contexts due to its flexibility and dynamism. Action research entails repeating cycles of planning, implementing, observing, and reflecting. This process enables constant revisions in interventions as guided by participants' demands or feedback (Burns, 2010). Consequently, this can guarantee that the research is not only evidence-based but also contextually relevant, reflecting the realities of each singular classroom environment and providing teachers with research-based ideas to implement in their classrooms.

A sample of 12 seventh-grade students, six of each gender, aged between 12 and 13 years was taken from a private German-Chilean institution, all in the same 7th grade class. The intervention was administered over five sessions, with each session concentrating on one of the four fluency strategies, at the end of which students were given a chance to opt for any strategy during the final session. The pre- and post-tests measured students' ability to comprehend general information from texts, while the surveys and focus groups captured their perceptions of the strategies' effectiveness and their overall learning experiences.

This research has contemporary application in EFL classrooms. First, reading comprehension is a fundamental skill that supports academic success and lifelong learning. In EFL instruction, the development of strong reading abilities is particularly important since it gives students access to a wider variety of information and materials, which benefits their academic progress and personal development. The purpose behind this study is to fill a major research gap by examining how fluency strategies are applied in multilingual EFL contexts using a SBI framework. Despite the extensive research conducted on the relationship between fluency and comprehension in first-language settings, there is still a lack of attention to the specific requirements of multilingual learners when it comes to tailoring these strategies. This study develops theoretical understanding and real-world applications in EFL instruction by examining the relationships among fluency, comprehension, and the SBI methodology. It also contributes significantly to our understanding of how reading abilities can be successfully developed in a variety of linguistic and cultural contexts.

The intervention seeks to enhance metacognitive awareness and promote active engagement with texts, thereby increasing students' confidence and motivation, which facilitates their development as autonomous learners. The study addresses both the immediate challenges of reading comprehension and fosters students' long-term development as proficient and confident readers.

Chapter 2: Conceptual framework

This theoretical framework examined the intricate relationships between reading fluency, reading for general information, reading comprehension strategies, and strategy-based instruction. It has emphasised the high potential of multiple reading fluency strategies in improving students' ability to read for general information by referring to a variety of prior studies in language learning and acquisition.

2.1 Reading comprehension

Reading is a receptive language process (Carrell et al., 1990), which refers to the ability to understand and process information received (Harmer, 2007). In an EFL context, reading is seen as an ability to understand and interpret written texts in English, an essential skill, and as Oakhill et al. (2015) state, “for broader learning, success in education, and employment” (p. 1). This part discusses some important definitions and views of reading comprehension, which include its relevance and instructional implications for the development of this skill in EFL contexts.

Nunan (2003) defines reading as “a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension” (p. 68). This definition highlights the dual role of the text and the reader in constructing meaning, emphasising that reading is both interactive and constructive. Readers bring their personal knowledge, cultural understanding, and experiences to the text, which interact with the information provided to create a meaningful interpretation. This interactive nature makes reading a dynamic skill that requires constant negotiation between textual information and the reader's schemata. As noted by Nunan, this dual role of the text and reader underscores the dynamic nature of comprehension, requiring constant negotiation between what is read and the reader's prior knowledge.

Grabe and Stoller (2020) explain reading as a dynamic process of construction of meaning from written texts by integrating prior knowledge, linguistic skills, and comprehension strategies. These skills involve decoding, word recognition, vocabulary acquisition, and comprehension itself, all to be integrated to form a full comprehension of a text in order to foster a comprehensive understanding of it.

This perspective can be applied to EFL scenarios in which students are challenged by their internal processes and contexts. As a result, the definition of reading extends beyond simple word recognition, emphasising the reader's active engagement and interpretation of written material. Grabe and Stoller's framework also highlights the significance of strategies like summarising, predicting, and inferring, which are universally applicable across languages and can empower learners to navigate complex texts.

Grabe and Stoller (2020) further analyse the complexities of reading in a second language, identifying several challenges that L2 readers may encounter. The differences between reading in one's first language (L1) and second language (L2), noting that L2 readers face unique challenges that can impact their comprehension abilities. These

include limited linguistic proficiency and issues related to cultural references contained in texts, and slowness in word recognition. Even though there are issues, the authors argue that comprehension strategies work in all languages. Teaching L2 learners these strategies will therefore be very helpful. The authors further highlight the importance of reading for general comprehension; this involves gaining a broad understanding of a text without paying much attention to specific details. Such reading helps build up the general knowledge base of learners and enhance their capacity to read a wide range of texts.

Alderson (2000) gives a complementary view by describing reading comprehension as a complex mental activity of decoding and making sense of a text, both academically and in everyday life. He further emphasises that reading comprehension is an active process; learners need to use metacognitive strategies: predict, infer, summarise, and question their understandings to monitor, make out gaps, and solve if any problem arises. These strategies are essential for identifying gaps in understanding and resolving difficulties. In EFL settings, where learners often struggle with unfamiliar vocabulary and syntax, these strategies can help them navigate texts more effectively. Furthermore, Alderson stresses the importance of assessing reading comprehension to identify students' strengths and weaknesses.

Nunan (2003), Alderson (2000), and Grabe and Stoller (2020) have emphasised that reading is not a passive but rather an active and purposeful process. This reading instruction should integrate bottom-up processes such as decoding and word recognition with top-down strategies, including drawing on prior knowledge and making inferences. Since students in Chilean classrooms usually have little exposure to the use of English texts, a combination of these approaches is likely to enhance comprehension and increase involvement. It helps readers reach a more holistic understanding and then apply it to various contexts.

Apart from understanding the individual explanation of reading comprehension, an implication has to be drawn according to the wider context of how it should be treated instructionally in EFL. Effective reading instruction should develop the potentiality of the learner to handle the text meaningfully at different levels using a range of strategies to enhance comprehension. It is not only a matter of linguistic skills, such as vocabulary or grammar; it also concerns developing metacognitive awareness to monitor one's comprehension and change the reading strategy if necessary. A teacher has to consider sociocultural underpinnings in reading since the background knowledge and cultural experience of learners considerably affect the possibilities they have to make sense of the text. Reading comprehension is a multilevel process that involves interactions among cognitive, linguistic, and sociocultural processes in order for readers to build meaning from texts.

Besides, the sociocultural aspects of reading comprehension have to be considered by the teachers. According to Butterfuss et al. (2020), reading comprehension depends on the interaction between the reader and the text, all of which are influenced by the broader sociocultural context. They note that effective reading involves activating prior knowledge and integrating it with the information in the text, a process particularly important in multilingual and multicultural EFL settings. In Chile, students often bring their

own cultural perspectives to class, which can be used to make texts more interesting and relatable.

2.2 Reading for general information and fluency

This section examines the theoretical underpinnings of reading for general information, the relationship of fluency with it, and the instructional practices that support the development of these skills.

2.2.1 Reading for general information

Reading for general information is a core literacy skill that entails identifying the main ideas and overall meaning of the text while ignoring the finer details or specific word-level focus. This has been defined by Grabe and Stoller (2020) as “the most basic purpose for reading” (p. 9), emphasising how it could make readers view the subject matter at large. This kind of reading is very essential to an EFL learner, as it allows the learner to approach a wide array of texts in their target language, ranging from academic material to everyday reading sources that might include news articles and online material.

The primary aim of reading for general information is to allow readers to interact with a text at a macro level, prioritising comprehension of the overall message over detailed analysis. According to Nunan (1991), this is how "learners can therefore focus their minds on the overall meaning of the document rather than individual words" and, in that way, gain access to an understanding of key themes and central ideas. Such a skill is important in both educational and real contexts, where readers often need to quickly evaluate the relevance of information without getting entangled in detail or in language and structure.

Reading for general information is a fundamental aspect of EFL learners that contributes to overall language development. Reading is the most important academic skill because it is the best predictor of future success in education and employment, according to Oakhill et al. (2015). This is on the basis of the fact that reading well relates to lifelong learning best appreciated in terms of acquiring new information and improving cognitive skills. The effectiveness of EFL reading for general information lies in its ability to prepare students to tackle complex texts, enhance their overall language proficiency, and understand information across diverse contexts. This type of reading is intrinsically linked to comprehension, as it involves constructing meaning through the dynamic interaction between texts and readers. Grabe and Stoller (2020) state that a successful reader uses the prior knowledge, linguistic capabilities, and reading strategies in understanding the text to be able to make a meaningful interpretation. This kind of interaction between reader and text is more dynamic in EFL contexts, as learners may read and learn with their own particular cultural and linguistic backgrounds. Prior acquaintance with similar topics, recognisable vocabulary, and the ability to infer meaning from context shape the understanding of the text.

Also, reading for general information has practical applications, since that could open up many different readers' tasks. Many situations in which one extracts the text's

gist very quickly are very common in everyday life, say scanning a news headline, skimming through an online article or reading the instructions for a task. The world of today is being globalised, and access to information in the English language turns out to be one of the necessary tools that help participants in international flows of information and knowledge. Thus, according to Alderson's observation (2000) of the cognitive activity of reading for general information, which does not take place in the classroom but introduces learners to a lifetime activity of learning and critical thinking, there is a reason to promote the development of independent reading skills.

Reading for general information goes beyond practical application in that it fosters intellectual curiosity and encourages learners to begin to engage critically with the text. This makes this a particularly valuable skill in academia, as students can draw information from a variety of sources into a comparison of different viewpoints on a subject, developing and sustaining a comprehensive, educated opinion. Good teaching of reading will develop not just linguistic competence but also analysis and evaluation.

However, learning to read for general information is not a natural skill; it requires purposeful teaching and practice. Grabe and Stoller (2020) stress that though being the most generic reading purpose, it is not always easy to achieve, especially among those students who are learning to speak English fluently due to their challenges with unknown vocabulary, intricate sentence constructions, and cultural notations embedded in the text. It follows, therefore, that there is a need for special strategies in teaching tutees how to acquire this sort of skill by teaching them, for example, to identify the main idea.

2.2.2 The role of fluency in reading for general information

Reading fluency is defined as “the ability to read a text accurately, quickly, and with the correct expression” (NICHD, 2000, p. 193). The relationship between reading fluency and comprehension has been well-established in academic literature (Hudson et al., 2005; Klauda & Guthrie, 2008; Basaran, 2013; Rochman, 2018; Veenendaal et al., 2014; Kor et al., 2014; Wolf, 2018), and we will analyse their link.

One of the foundational aspects of reading fluency is the transition from controlled to automated processing, as highlighted by Wolf (2018). Wolf defines automaticity as the ability to decode text effortlessly, a critical prerequisite for effective reading comprehension. She explains that when decoding becomes automatic, readers can redirect their cognitive resources toward understanding the meaning of the text. This aligns with LaBerge and Samuels' (1974) automaticity theory, which also emphasises the importance of reducing the cognitive load of decoding to facilitate comprehension.

According to the automaticity theory (LaBerge & Samuels, 1974), fluent reading requires the ability to process lower-level tasks, such as word recognition and constructing meaning, without conscious attention. As readers practice these sub-skills (decoding letters and words), they move from requiring attention (controlled processing) to performing them automatically (automatic processing). When reading, the change from controlled to automatic processing is essential because it frees up readers' mental resources to focus on understanding what they are reading instead of decoding it.

Furthermore, Hudson et al. (2005) indicate in their article a strong link between reading fluency and reading comprehension by describing how fluent reading involves not just speed but also effortless and accuracy. This fluency allows readers to decode text automatically, freeing up cognitive resources for understanding the meaning of the text; on the other hand, “when readers have trouble automatically recognising words or move slowly through a text, it makes it harder for them to build an ongoing interpretation of the text” (p. 703). This is why, when readers get better at automatically recognising words, they can focus more on comprehension tasks like drawing conclusions and figuring out what the text means.

2.2.3 Relationship between fluency and comprehension

With a particular emphasis on prosody when reading aloud, Veenendaal et al. (2014) investigated the relationship between reading comprehension and fluency. The scholars found that readers who, while reading aloud, showed appropriate intonation, pauses, and expression tended to have a higher level of comprehension. They concluded that “a related explanation is that the relationship between text reading prosody and reading comprehension becomes more prominent once decoding skills are well established and efficiency in reading is acquired” (p. 222), which aligns accurately with the automaticity theory (LaBerge & Samuels, 1974) as students developed automaticity in word recognition using prosodic reading. Wolf (2018) further underscores that struggling readers often face comprehension challenges because their cognitive effort is consumed by decoding tasks. This limits their ability to engage in higher-order processes, such as interpreting and analysing text. In contrast, fluent readers who have achieved automaticity can focus on comprehension, allowing them to engage deeply with the text's meaning and context.

Reading comprehension is influenced by prosody as well as accuracy and reading speed. Basaran (2013) establishes an important connection between reading fluency and comprehension by demonstrating that fluent reading is an indicator of comprehension. His study found that while reading speed by itself may have a weaker correlation with comprehension, prosody and accuracy in reading fluently contributed more significantly to understanding deeper meanings within a text. Specifically, the findings concluded that prosody was the most effective predictor of in-depth comprehension. Basaran (2013) highlighted that students who could read fluently with appropriate prosody were better able to link different parts of the text to construct a coherent understanding. Findings therefore indicate that reading instructions should focus on fluency strategies that emphasise prosody and accuracy. Such methods allow students to read in a fluent manner and have a good grip on general information from their readings.

In a similar area, Klauda and Guthrie (2008) explored how the components of fluency (word recognition speed, syntactic processing), and passage-level fluency each contributed to comprehension. They found that faster word recognition allowed students to allocate more cognitive resources to understanding the text, while syntactic processing and passage-level fluency, including prosody and expression, played significant roles in making connections between sentences and paragraphs. This study backs up the idea that fluency works at more than one level of cognitive processing and that different

strategies can help with each part to improve understanding of general information. Their study, on the other hand, demonstrated that fluency and comprehension are closely related, both ways, with higher comprehension leading to increased fluency and increased fluency leading to increased comprehension.

Intervention studies by Rochman (2018) and Kor et al. (2014) have proven the effectiveness of fluency strategies in improving reading comprehension. According to Rochman (2018), "current methods for teaching reading comprehension tend to emphasise the products of comprehension and neglect the processes of comprehension" (p. 6). That means that applying it in an English class may be of great help to the learners in reading at faster and more automatic rates, hence improvement in their comprehension skills.

Kor et al. (2014) add that fluency strategies such as modelled reading and reader's theatre that address prosodic reading can potentially provide an effective way for enhancing comprehension. By encouraging students to read expressively, the fluency strategies do not just make them more fluent but rather enhance the comprehension of the meaning of the text. The study reinforces the notion that fluency is not solely about speed but also about reading with expression and understanding, further linking fluency development to improved reading comprehension outcomes.

2.3 Reading fluency strategies

"Effective reading strategies are a significant contributing factor to achieving high levels of reading comprehension" (Manurung et al., 2024, p. 222). The importance of fluency strategies in enhancing reading comprehension has been demonstrated through intervention studies (Rochman, 2018; Kor et al., 2014; Kodan & Akyol, 2018).

Wolf (2018) highlights the importance of structured interventions, such as repeated reading and scaffolded instruction, to foster automaticity. These strategies are particularly effective in helping students progress from controlled to automated processing. By systematically practising decoding skills, students not only improve their fluency but also enhance their comprehension as cognitive resources are freed from basic decoding tasks.

Rochman (2018) criticises traditional ways of teaching reading comprehension and says, "current methods for teaching reading comprehension tend to emphasise the products of comprehension and neglect the processes of comprehension" (p. 6). He postulates that integration of fluency strategies within English classes enables students to read at quicker and more automatic rates, hence improving their comprehension abilities. According to Kor et al. (2014), prosodic reading techniques like readers' theatre and modelled reading are also very successful at enhancing comprehension and fluency. These strategies encourage expressive reading, which enhances not only the reader's fluency but also their grasp of the text's meaning. The different language and cognitive needs of real classrooms may not be reflected in their study, which mostly assumes a homogeneous group of students.

Kodan and Akyol (2018) present evidence that combining choral, repeated, and assisted reading strategies enhances both fluency and comprehension, as they state, "the combined implementation of choral, repeated, and assisted reading strategies has developed the poor readers' fluent reading and reading comprehension skills" (p. 175). Nonetheless, the authors primarily evaluate the outcomes for struggling readers, which poses the question of whether these strategies are equally effective for advanced or EFL learners. While the emphasis on guided reading practices is insightful, additional research is required to investigate the potential for these strategies to be adapted for autonomous implementation in real-world environments. The focus on guided reading practices is insightful, but more research is needed to explore how such strategies might be adapted for autonomous application in real-world settings.

Consequently, four reading fluency strategies were instructed in this AR; however, we will analyse whether they assist comprehension under the umbrella of SBI rather than automatised, prosody, and rate.

2.3.1. Repeated reading

Samuels (1979) refers to the process where students read a text "several times" (p. 404) as repeated reading. This method is widely recognised for its effectiveness in building fluency, particularly in terms of speed, accuracy, and expression. Repeated reading provides students with opportunities to practice and achieve fluency, often described as "a gateway to comprehension" (Nichols et al., 2009, p. 4). Beyond fluency, repeated reading also supports comprehension as successive readings make the text more familiar, enabling students to focus on meaning rather than decoding (Samuels, 1979; Alghafri & Hosni, 2023).

Research has demonstrated repeated reading as effective in improving fluency and comprehension as well. For instance, Alghafri and Hosni (2023) reported that in a repeated reading program in the fourth grade, statistically significant improvements in reading fluency and comprehension, as well as the automaticity of reading, word recognition, and decoding ability, indeed, their study stressed the idea of repetition and practice in developing lower-level processing reading skills, which then facilitated comprehension by allowing students to allocate more resources to semantic processing.

Powell and Gadke (2018) compared repeated reading to other fluency-based strategies, including listening passage preview, with middle school students and noted that repeated reading resulted in greater gains in words read per minute. These findings are in line with earlier meta-analyses by Therrien (2004), who stated that optimal effect sizes on fluency and comprehension improvements are attained after three to four repeated readings. In addition, according to Therrien (2004), repeated reading enhances the transfer comprehension of a new passage as well as comprehension of the practiced passage.

Moreover, Nichols et al. (2009) emphasised that repeated reading is especially effective if supported by instructional scaffolding, which guarantees students' deep involvement with the text, thus enabling them to shift their cognitive load from word

recognition to comprehension and to substantially improve their general reading ability. Samuels (1979) also noted that as decoding becomes more automatic through repeated reading, students can dedicate more cognitive resources to understanding the text.

2.3.2. Echo reading

Echo reading is a fluency-building strategy that involves students responding or echoing teacher modelling of a segment of a passage read and is done to help with the development of certain aspects of fluency given the modelling of pronunciation through rhythm and intonation. Sanchez (2023) argues that "echo reading can ensure that struggling readers of all ages build their reading stamina and reinforce their pronunciation and comprehension skills" as long as the teacher scaffolds fluency, repeating the read phrase by the student, which should be imitated for pronunciation, pace, and rhythm. This approach improves word recognition and pronunciation as well as helps students internalise intonation, stress, and rhythm patterns in reading (Raddi, 2018; Blessing et al., 2023). This strategy is commonly used to enhance fluency rather than comprehension; however, recent studies suggest its dual benefits in both areas, especially when used in structured routines (Landreth & Young, 2021).

Echo reading is especially used in primary school for the role of the teacher in this strategy, which can be significant in guiding the students, their role as a model and fostering a supportive environment (Kodan & Akyol 2018). Landreth and Young (2021) highlight that fluency-building strategies, including echo reading, enable students to focus on comprehension by reducing the cognitive load required for decoding. Their study on the Secondary Fluency Routine demonstrated that consistent, structured use of echo reading in conjunction with other fluency practices led to measurable improvements in both fluency and comprehension among middle school students.

The effectiveness of echo reading to address specific learning needs has been explored within various contexts. Raddi (2018) implemented an intervention with a second-grade student diagnosed with dyslexia, showing significant improvements in reading fluency, measured by an increase in the number of words read per minute. This research underlines the strategy's potential in addressing learning disabilities through the development of automaticity in decoding and increasing engagement with texts.

Blessing et al. (2023) studied the impact of echo reading on students in Akwa Ibom and noticed remarkable improvements in intonation, pronunciation, and reading speed as compared to other teaching methods. This quasi-experimental study proved that students who received teaching with the echo reading approach outperformed their peers in conventional teaching methods, demonstrating its effectiveness in developing fluency skills.

Echo reading also plays an effective part in developing reading comprehension by enabling students to focus less on word decoding and more on meaning. This aligns with the automaticity theory (LaBerge & Samuels, 1974), which suggests that fluent reading frees cognitive resources for deeper text comprehension. Additionally, Raddi (2018) highlighted that echo reading helps students mimic fluent reading patterns, enhancing

prosody and their capacity to derive meaning from context. By bridging the gap between fluency and comprehension, echo reading facilitates learners' advancement toward autonomous reading.

2.3.3. Audio-assisted reading

“Audio-assisted reading is a reading strategy where students read along in their books while listening to a fluent reader read aloud on an audio recording” (Lhamo & Sakulwongs, 2023, p. 22). It is a fluency-building technique that provides a model of fluent reading, emphasising correct pronunciation, rhythm, pacing, and intonation. By combining auditory and visual inputs, it supports the decoding process and synchronises listening and reading activities, which enhances comprehension (Rainbow Reading Programme, n.d.).

Research demonstrates that audio-assisted reading significantly improves reading fluency and comprehension. Al Mahmud (2022) examined the effects of audio-assisted reading on Saudi EFL learners and discovered significant improvements in fluency and comprehension among students who used audio resources. The experimental group outperformed the control group in listening comprehension and maintaining a steady reading pace, which improved text processing efficiency. Students also reported that the audio components made reading activities more enjoyable and engaging, which supported their learning outcomes.

Similar to this, Chang and Millett (2015) found that audio-assisted reading improved the reading speed and comprehension of beginner English learners. They attributed these enhancements to the synchronisation of reading and listening activities, which resulted in increased concentration and engagement. The study also observed that this method assisted students in overcoming difficult texts by enhancing their word recognition and decoding abilities through auditory repetition.

This method offers a supportive and private environment for learners to improve their comprehension, expand their vocabulary, and practice fluency (Rainbow Reading Programme, n.d.). Listening to a fluent model allows students to read materials that may otherwise be too difficult, thereby expanding their reading capabilities and confidence. The efficacy of audio-assisted reading is further enhanced by the integration of technological devices, such as tablets, in the classroom, which personalises the experience for learners. Tablets enable students to practise at their own pace and improve their comprehension while working towards their individual academic goals by offering access to a wide range of eBooks and audio files. This integration of technology not only promotes independent learning but also establishes an environment that is adaptable and engaging for a wide range of student needs, becoming an excellent tool that advocates for differentiation.

Additionally, as the efficacy of audio-assisted reading is promoted by the incorporation of technological devices, including tablets, it enables the use of authentic materials. Students are able to customise their learning experience to meet their specific needs by practicing at their own pace and accessing eBooks and audio files on tablets.

This technology fosters independent learning and creates an engaging, adaptable environment that supports diverse student requirements while working toward personalised academic goals.

2.3.4. Paired reading

Paired reading, or partner reading, is a reading strategy in which students read a selected text aloud in pairs. This allows those who experience challenges in independent reading to improve their reading with the support of a partner (Adviento-Rodulfa & Lopez, 2021). The interaction between partners in this approach fosters a cooperative learning environment, which in turn improves fluency, motivation, engagement, and comprehension.

The benefits of this fluency strategy have been widely studied. In addition to enhancing fluency due to the nature of itself, paired reading can also improve reading comprehension by enabling discussions about the text in pairs. The partners can clarify questions, explore meanings, and relate content to prior knowledge as they read in pairs. The strategy is applicable to both children and teenagers, even though it is commonly used with kids in L1. Adviento-Rodulfa and Lopez (2021) found that Grade 10 students exposed to paired reading achieved higher comprehension levels compared to those taught through traditional methods in ESL. The paired reading strategy fostered collaboration among students, improved their decoding skills, and enhanced their comprehension, particularly in understanding applied-level concepts. This improvement was attributed to this interactive feedback and collaborative analysis of the text.

Additionally, Wahyuddin et al. (2022) found in their research that the paired reading method significantly enhanced the reading skills of eighth-grade students at Nurut Tauhid Boarding School. Pre-test results revealed poor performance, with most students failing and struggling particularly with inference and identifying main ideas. However, after 12 sessions using paired reading, post-test results showed substantial improvement, with no failing scores and better outcomes in vocabulary, references, and specific information. Statistical analysis confirmed the effectiveness of the approach, highlighting its potential as an alternative strategy to improve reading comprehension in educational settings.

Furthermore, the paired reading method can be effective in assisting learners to overcome reading difficulties. Yılmaz and Kadan (2019) conducted an action research study with a fifth-grade student who struggled with word recognition and comprehension. The results demonstrated that the student's reading level was elevated from a state of frustration to an independent reading level as a result of consistent practice with paired reading. The intervention encouraged the student to become more confident and independent in reading, as evidenced by the improved performance across reading levels.

Paired reading also promotes active participation and engagement in the learning process (Wahyuddin et al., 2022). The strategy supports comprehension while fostering a positive attitude towards reading by encouraging prompt feedback and clarification of questions (Adviento-Rodulfa & Lopez, 2021). This interactive engagement between partners enhances the reading experience, rendering it both enjoyable and intellectually enriching.

2.4 Strategy-based instruction (SBI)

Strategy-based instruction is “a learner-centred approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content” (Cohen, 2000, p. 16). It emphasises both the content being taught and the process by which students acquire knowledge, helping them become more effective and independent learners. Cohen (2000) underscores that SBI focuses on equipping learners with cognitive, metacognitive, and affective tools to enhance their performance on tasks, foster autonomy, and optimise learning outcomes. This approach is particularly effective in EFL contexts, where linguistic challenges often hinder learners’ progress (Grenfell & Harris, 2017; Rubin et al., 2007). Chamot (2005) highlights that SBI can address the needs of “less successful language learners” (p. 112) by explicitly teaching strategies to systematically improve their skills.

At the core of SBI is the belief that learning strategies can be explicitly taught, internalised, and transferred to new contexts. Cohen (2000) distinguishes between “content knowledge” and “process knowledge,” emphasising that teaching how to learn is as important as mastering subject matter. Gu (2007) further elaborates on this idea, describing learning strategies as iterative processes involving problem-solving, self-reflection, and fine-tuning. These strategies are dynamic and adaptive, making them valuable tools not only for immediate academic tasks but also for fostering lifelong learning.

The effectiveness of SBI has been documented in educational research. Chinpakdee and Gu (2021) conducted a study with secondary EFL learners and found that explicit strategy instruction significantly improved reading comprehension and metacognitive awareness. Their findings also highlighted the value of think-aloud protocols and teacher modelling in helping students develop self-monitoring skills and confidently apply strategies. Similarly, Karimi and Dastgoshadeh (2018) investigated the effects of SBI on students in English for Academic Purposes programmes. They reported substantial gains in reading comprehension, particularly when strategies such as summarising, inferring, and questioning were explicitly taught. However, they noted that fostering autonomy required longer interventions, suggesting that the development of independence in learning is a gradual process. Further demonstrating SBI's adaptability in meeting a range of linguistic needs, Ahangari and Mohseni (2016) highlighted the beneficial effects of planning and self-monitoring metacognitive strategies on reading comprehension in an English for Specific Purposes context.

Li et al. (2022) studied how teaching reading strategies affects university EFL students in China. They found that students who received strategy instruction improved their reading comprehension more than those who did not. While students did not report using strategies more often, interviews showed they found the strategies helpful and were starting to use them. The study also showed no big changes in students’ motivation or confidence in reading, possibly because these take longer to develop. However, students had positive opinions about the strategy lessons and said they helped them understand texts better. This study shows that teaching strategies can improve reading comprehension, however it states the need for more time and practice for greater impact on motivation and confidence.

Research also shows that SBI promotes the development of other important language skills in addition to improving reading comprehension. Rahimi and Allahyari (2019) discovered that multimedia-assisted SBI significantly improved EFL learners' vocabulary acquisition and strategy use, highlighting the function of technology in promoting independent and effective learning. Similarly, the Self-Regulated Strategy Development model was shown to be effective in enhancing the persuasive writing abilities of L2 learners (Baghbadorani & Roohani, 2014). Their research demonstrated how learners can autonomously plan, organise, and complete challenging writing assignments when they receive explicit instruction in metacognitive techniques.

The integration of technology into SBI has also shown promising results. Ochoa and Ramírez (2016) explored the use of multimedia tools, including e-portfolios and PowerPoint presentations, to support strategy instruction among university students in Mexico. Their findings indicated that these tools enhanced engagement and structured the learning environment, making strategy application more interactive and effective. This demonstrates the potential of technology to amplify the benefits of SBI, particularly in contexts where learners may struggle to remain engaged using traditional methods.

SBI typically follows a structured framework to ensure that learners internalise and effectively apply strategies. Gu (2007) and Rubin et al. (2007) outline five key stages: raising awareness, modelling, guided practice, evaluation, and transfer.

1. **Raising Awareness:** It is one of the key skills, as it helps students appreciate the importance of learning with strategy and examine their own knowledge so as to “become more aware of what helps them learn the language they are studying most efficiently” (Cohen, 2000, p. 15). Rubin et al. (2007) support this by stating that asking students is an effective way to find out what strategies they are already using (p. 5).

2. **Modelling:** Teachers are crucial in demonstrating to learners how to apply various strategies to real-world tasks. Grenfell and Harris (2017) argue that what is referred to as a modelled context is where teachers illustrate the use of authentic materials as illustrations of particular strategies; however, they also stress that modelling and scaffolding cannot be effective unless there is extensive training of the teachers. Chinpakdee and Gu (2021) further emphasise the importance of teacher modelling, noting that explicit demonstrations help students develop metacognitive awareness and confidence in strategy application.

3. **Guided Practice:** During guided practice, learners are able to try out strategies under the teacher’s guidance. Rubin et al. (2007) state that “this support should be gradually faded to reminders and eventually students should be asked to choose the strategies they plan to use for a task” (p. 9); that is to say, it makes learners more confident, which ultimately leads them to be independent users of strategies.

4. **Evaluation:** Reflection alone characterises the evaluation stage, whereby students evaluate the efficacy of the strategies they have applied. Tools supported by Grenfell & Harris (2017) for reflection include learning logs or giving feedback on one another’s work among students so that they can realise their competencies and weak

zones. “This phase is especially important in developing students’ ability to reflect on their own learning and develop their procedural knowledge” (Rubin et al., 2007, p. 9).

5. Transfer: The last stage involves helping learners to adjust the strategies they are familiar with to tackle new tasks under different settings. This calls for effective transfer measures that imply the internalisation and hence automatising of such strategies into the learner’s behaviour pattern. However, as suggested by Cohen (2000), this one is crucial because it fosters independence as well as continual learning.

In addition to its theoretical foundations and practical framework, SBI offers several advantages for language learning. It promotes learner autonomy by encouraging students to take ownership of their learning process. Cohen (2000) notes that allowing students to choose and adapt strategies spontaneously enhances their confidence and self-efficacy. This shift from teacher-centred instruction to learner-centred autonomy supports the development of critical metacognitive skills, such as planning, monitoring, and evaluating progress. As learners experiment with different strategies and reflect on their effectiveness, they become more proactive and self-reliant, which ultimately supports lifelong learning.

However, implementing SBI also presents challenges. Effective integration requires well-trained teachers who can model and scaffold strategies effectively (Rubin et al., 2007). Additionally, curriculum adjustments are often necessary to allocate sufficient time and resources for strategy instruction. Karimi and Dastgoshadeh (2018) suggest that fostering learner autonomy may require extended interventions, particularly for students who are accustomed to teacher-centred learning environments. Institutional support is also crucial for addressing these challenges, as schools and universities must prioritise professional development and resource allocation to ensure the successful adoption of SBI.

Strategy-based instruction is a powerful approach for enhancing language learning, particularly in EFL settings. SBI can assist students in managing academic and practical tasks with efficacy and confidence by giving them flexible resources and encouraging independence. In combination, these results highlight how flexible SBI is as a teaching strategy that improves writing, vocabulary growth, and reading comprehension while giving students transferable skills that they can use on a variety of academic and real-world assignments.

Chapter 3: Method

3.1 Type of research

This study follows an action research (AR) design. A process called AR was described by Dickens and Watkins (1999) as "participating in studies both as subjects and objects with the explicit intention of bringing about change through the research process" (p. 116). This practical approach allows educators to move beyond passive observation as they engage directly in problem-posing and problem-solving (Cohen et al., 2018). By taking a "self-reflective, critical, and systematic approach to exploring their own teaching contexts" (Burns, 2010, p. 2), teachers become both the practitioners and researchers within their classrooms." Similarly, Clark et al. (2020) describe action research as "an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice" (p. 15).

Action research enables educators to play both practitioner and researcher roles, thereby establishing a solid framework for self-reflection and continuous improvement of their teaching practice. It allows them to examine their teaching methods, identify areas requiring development, and implement changes that will enhance their students' learning experiences; therefore, through this continuous process, educators gather evidence that informs changes in teaching practices, ultimately leading to improved educational outcomes (Clark et al., 2020)".

In the context of this study, action research provides a framework for exploring and improving reading strategies among middle school students. By reflecting on classroom practices and identifying areas for development, the researcher can implement targeted interventions to enhance students' reading comprehension."

3.2 Description of participants

The action research was carried out at a private school in San Pedro de la Paz, Chile, employing the convenience sampling design due to its availability and accessibility (Gliner et al., 2017). The sample consisted of 12 students from 7th grade, including 4 boys and 8 girls, all aged between 12 and 13 years old. Convenience sampling, also known as accidental sampling, is a non-probability sampling technique where the selection of units from the population is based on their immediate availability and accessibility to the researcher (Gliner et al., 2017).

The school follows a unique curriculum where German is taught as a second language starting in preschool, and English instruction begins in the fifth grade for a total of four hours per week. The 7th grade comprises 101 students, divided into four classes. The level of English instruction corresponds to A2 on the Common European Framework of Reference for Languages (CEFR). The teaching approach is student-centred, emphasising active participation.

At the time of the intervention, the students were adapting to a new English teacher and adjusting to her teaching methodology and accent. Female students, in particular,

showed more willingness to participate, often using English to communicate with their teacher, thereby setting a positive example for their peers. However, there were eight students who were more reserved and found spontaneous use of the language challenging.

Each student owns an iPad, connected to the school's Wi-Fi network, and has access to dictionaries, copybooks, and folders to organise their materials. This allows for a more interactive and resource-rich learning environment, enabling students to easily access digital tools and resources that can support their reading comprehension and overall academic performance.

Students' out-of-school exposure to English varies. Some students interact with English via music, films, and video games, while others have restricted exposure beyond the classroom. This difference in exposure can affect their English language skills.

To ensure ethical consideration, legal consent was obtained from parents for individual student interviews. Additionally, students provided their assent for participation in the research.

3.3 Research question and objectives

3.3.1 Research question

How does the implementation of four reading fluency strategies grounded in the principles of Strategy-Based Instruction support the development of reading comprehension skills for general information among seventh-grade EFL students in a private German-Chilean school?

3.3.2. Research objectives

3.3.2.1. General objective

To explore the contribution of four reading fluency strategies, implemented within the SBI framework, on the development of seventh-grade students' reading skills for general information in a private German-Chilean school.

3.3.2.2. Specific objectives

1. To analyse the contribution of audio-assisted reading, echo reading, repeated reading, and paired reading in improving students' ability to comprehend general information from written texts.

2. To identify participants' perceptions about the contribution of four specific reading strategies to support their reading skills for general information.

3.4 Research problem

In the context of English as a Foreign Language instruction at a private school in San Pedro de la Paz, Chile, seventh-grade students are expected to demonstrate a clear understanding of general ideas and explicit information in simple, authentic, adapted texts based on the national curriculum objectives. According to the Ministry of Education of Chile's English Curriculum, students at this level should comprehend both literary and non-literary texts (such as emails, web pages, biographies, and graphs) by identifying key ideas, specific information, and relevant details (Ministerio de Education, 2016).

In the first two months of the school year, classroom observations revealed that students consistently struggled to identify key ideas or connect details to broader text contexts. Many students relied on guessing or surface-level understanding to answer comprehension questions, indicating a lack of deeper engagement with the texts. These observations confirm that the absence of explicit strategy instruction contributes to students' difficulties in developing meaningful comprehension skills.

Grabe and Stoller (2020) argue that general reading comprehension, while a fundamental purpose of reading, is "more complex than often assumed" (p. 9), particularly in second language contexts. Despite efforts to address this issue, the classroom primarily relies on traditional reading comprehension exercises, which lack targeted strategy instruction. An analysis of lesson plans exposed that reading activities predominantly focus on answering comprehension questions without explicitly teaching strategies for extracting main ideas, summarizing, or making inferences. Consequently, the issue hinders students' from meeting an A2 level of proficiency, as defined by the Common European Framework of Reference for Languages (CEFR), which specifies that learners should be able to comprehend simple texts and extract basic information (Council of Europe, n.d.).

In L2 contexts, "the difficulties that students have in becoming fluent readers of longer texts under time constraints reveal the complexities of reading for general comprehension" (Grabe & Stoller, 2020, p. 9). This was evidenced in the report presented by Agencia de Calidad de la Educación (2018) of the last national English test taken in 2017 in Chile, where the average score on reading comprehension by junior high school students was 22% (on a scale of 0%-100%). These results show us the difficulties students face in developing effective reading comprehension skills and emphasise the need for teachers to implement targeted strategies to address these gaps.

This AR proposes that by incorporating strategic approaches such as repeated reading, audio-assisted reading, echo reading, and paired reading, students will improve their reading comprehension for general information.

3.5 Stages of the action research study

The action research process is a cyclical and iterative procedure that involves several stages, each with its own unique importance and contribution to the overall research. In this particular case, each stage was designed to build upon the previous one, providing a comprehensive approach to the research process as shown in Figure 1.

Figure 1
Stages of this action research study



Source: self-elaboration

3.5.1. Piloting process stage

The action research process, a cyclical and iterative procedure, comprises several stages, each contributing uniquely to the overall research. This section focuses on the piloting stage, a critical phase that ensures the validity and reliability of the research instruments.

The piloting stage is a preparatory phase that tests the research instruments with a representative sample before the actual implementation of the study. In this action research, we conducted two sessions to test the instruments on three 7th grade participants. Administering the instruments in English to the same students was crucial to verifying the viability of the intervention plan (Cohen et al., 2018). During this stage, it was observed that some phrases on the Likert scale needed to be reworded and that shorter statements were more effective. This refinement was a crucial part of ensuring the instruments were fit for purpose and would yield accurate and reliable results (Burns, 2010).

Despite encouraging students to use Spanish in the focus group, they felt more comfortable using English. The fact that English participation affects their final semester grade most likely contributed to this preference for English.

The piloting stage played a pivotal role in enhancing reliability by allowing for the refinement of research instruments and procedures. According to Creswell (2014), documenting the procedures and creating a thorough case study protocol and database during this stage ensured a consistent approach across various researchers and projects. The piloting stage also enhanced the validity of the research. Testing the research instruments ensured their accurate capture of the intended issue, thereby enhancing the validity of the research findings (Cohen et al., 2018). This stage, therefore, was instrumental in ensuring the research's overall reliability and validity.

3.5.2. Pre- and post-intervention tests

Pre- and post-intervention tests were administered to participants to collect quantitative data. Brophy (n.d.) states that pre- and post-testing provides valuable data by allowing teachers to measure the degree of student learning over time. The instrument was validated by paired colleagues who also delivered feedback to ensure its reliability and appropriateness for the students' English level and curriculum expectations.

In this AR, the same written text, "The Circus is in Town," was used for both the pre- and post-intervention tests. Participants were asked the same three general information questions in both tests, ensuring consistency in the evaluation process. By using the same test at two different points, before and after the intervention, this study aimed to gauge the effectiveness of four reading strategies.

The pre-intervention test involved students reading the text "*The Circus is in Town*" and then responding to three general information questions. Although students recorded themselves while reading, only their written responses were used for analysis. The questions were as follows:

1. What is the topic of the text?
2. What is the main idea of the text?
3. What is the purpose of the text?

Participants submitted their written answers, which were evaluated using a scoring system where each complete and correct answer was awarded one point. Answers that were unclear or incorrect were given zero points. This scoring method provided a quantifiable measure of their initial comprehension of the text. This pre-test provided essential quantitative data on their ability to grasp general information before the intervention (Brody, n.d.).

After the implementation of four reading strategies (repeated reading, audio-assisted reading, echo reading, and paired reading), the post-intervention test followed the same procedure as the pre-intervention test. During this stage, participants were allowed to select their preferred strategy from the four available options for reading the text. This option enabled students to choose the method with which they felt most at ease or that had proven most helpful for them throughout the intervention. As in the pre-test, they answered the same three general information questions in written format. This consistency ensured that the results could be directly compared with the pre-test data.

3.5.3. Intervention stage

The intervention stage is a critical phase in action research, where the proposed strategies or treatments are implemented and their changes observed. In this study, five intervention sessions were conducted during the month of June 2023 in a regular classroom setting. Each session focused on a specific reading strategy, with the final session allowing students to choose their preferred strategy.

Session 1: Audio-Assisted Reading: In this session, students engaged in audio-assisted reading, a strategy that involves listening to a recording of fluent reading while following along with the text.

Session 2: Repeated Reading: The second session focused on repeated reading, a strategy where students read the same passage multiple times until a satisfactory level of comprehension is achieved.

Session 3: Echo Reading: During the third session, students participated in echo reading. In this strategy, the English teacher reads a segment of text, after which the students read the same segment.

Session 4: Paired Reading: The fourth session involved paired reading, a cooperative learning strategy where students read aloud together.

Session 5: Student's Choice: The final session was unique in that it allowed students to choose their preferred strategy from the previous four sessions. This session aimed to empower students in their learning process and encourage them to take ownership of their reading development.

3.5.4. Instrument application stage.

The instrument application stage is a crucial phase in action research, where post-intervention measures are administered to evaluate the effectiveness of the intervention. In this study, the instrument application stage was conducted over two sessions.

Session 1: Post-intervention test and Likert Scale. The first session involved the administration of the post-test and a Likert scale. The post-intervention test, similarly, to the pretest, measured the dependent variables, which in this case were the students' reading skills. The Likert Scale was in the form of a Google Form, which only took a couple of minutes to answer.

Session 2: Focus Group The second session involved conducting a focus group. It involved a structured discussion with the participants.

3.6 Data collection techniques

3.6.1. Pre-post-test results

The primary data collection technique for quantitative data in this action research was the analysis of pre- and post-intervention test results. The test was designed to provide a baseline on the participants' ability to comprehend general information in a written text. To ensure consistency and comparability, the same text, "The Circus Is in Town," was used for both the pre- and post-tests.

As Brody (n.d.) highlights, most teachers create their own tests and performance assessments to meet the specific needs of their students. In line with this approach, the text used for the tests was generated using ChatGPT and subsequently edited by the researcher to suit the participants' A2-level English proficiency. This process ensured that

the test content was appropriately challenging, aligning with the linguistic expectations of A2-level learners while maintaining a focus on general comprehension skills.

Both the pre- and post-intervention tests included three general information questions, specifically designed to evaluate students' understanding of the text's topic, main idea, and purpose. To grade the responses, a simple point system was applied: one point was awarded for each complete and correct answer, while no points were given for unclear or incorrect answers. The key to mark them was made by the researcher.

3.6.2. Focus group.

Focus groups are “a form of group interview where reliance is placed on the interaction within the group to discuss a topic provided by the researcher, yielding a collective rather than individual perspective” (Morgan, 1988, as cited in Cohen et al., 2018 p. 532). Furthermore, Burns (2010) highlights that focus groups have “the advantage of reducing individual pressure on one speaker, who may otherwise feel nervous or anxious about being interviewed and allowing ideas to be triggered by what others in the group share” (p. 77).

In the context of this action research, a focus group was suitable for analysing the participants' perceptions about the contribution of four specific reading strategies: audio-assisted reading, echo reading, repeated reading, and paired reading. The specific objective of the focus group discussions was to understand how the students perceived these strategies and how they believed these strategies supported their reading skills for general information. The focus groups allowed the students to voice their opinions, share their experiences, and interact with their peers, thereby providing a collective view of the students' perceptions.

The questions defined for the focus group were guided by four key dimensions: improvement, support, motivation, and effectiveness. These dimensions were chosen to provide a comprehensive understanding of how the intervention influenced the students' reading comprehension.

1. Improvement: Participants were asked to reflect on their progress since the beginning of the intervention and identify specific areas where they felt their skills had developed.
2. Support: Participants were asked to describe how the strategies facilitated their reading comprehension and supported their ability to independently engage with texts.
3. Motivation: Participants were asked to describe how motivated they felt to engage with the reading and how the strategies impacted their willingness to read.
4. Effectiveness: Participants were asked to reflect on the perceived effectiveness of the strategies, evaluating which strategies they found most beneficial in improving their reading comprehension.

3.6.3. Likert scale

The Likert scale, developed by Rensis Likert, is a widely used rating scale to measure opinions, attitudes, or behaviours (Bhandari & Nikolopoulou, 2020), which “gives you a broader range of responses than yes/no” (Burns, 2010, p. 93). This scale measures the intensity with which respondents feel about an issue by asking them their degree of agreement with a series of statements or items. These statements together form a multiple-indicator or item measure (Bryman, 2012).

The Likert scale enhances the qualitative data gathered in this study by providing a way to quantify participants’ subjective experiences. In relation to specific objective 2, which aims to identify participants' perceptions of the four reading strategies, the Likert scale allows for measuring these perceptions in a structured format. It offers insight into how participants feel about the strategies' effectiveness, support, and motivational impact, which can then be analysed for patterns, thereby complementing and enriching the qualitative data collected from focus groups and interviews (Bhandari & Nikolopoulou, 2020).

In this AR, the Likert scale was designed to measure participants' perceptions of four reading strategies—audio-assisted reading, echo reading, repeated reading, and paired reading. The scale used five response options: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." Each item on the scale asked students to rate their level of agreement with statements regarding the effectiveness, motivational impact, and support provided by these strategies in improving their reading comprehension skills.

Each item on the scale asked participants to rate their level of agreement with statements regarding the following dimensions:

1. Effectiveness: The extent to which each strategy enhanced their reading comprehension abilities.
2. Support: The extent to which the strategies helped them in overcoming reading challenges.
3. Motivation: How the strategies influenced their willingness to engage with reading tasks.
4. Confidence: How the strategies affected their self-confidence in their reading abilities.

The scale consisted of 14 statements and was administered via a Google Form, which participants completed on their iPads in the class that followed the post-intervention test, allowing them to reflect on their experiences with the strategies in a structured manner.

3.7 Data analysis techniques

3.7.1. Descriptive statistics

Descriptive statistics were used to analyse the data gathered from both pre- and post-intervention tests as they offer a clear, structured summary of the quantitative data, making it easier to interpret the changes observed over time (Burns, 2010, p. 121). Measures of central tendency encapsulate in one figure a value that is typical for a distribution of values. There are three main measures of central tendency: mode, median and mean, as described by Bryman (2012) and Cohen et al. (2018):

1. Mode: the mode is the value that appears most frequently in the dataset, providing insight into the most common response.
2. Median: the median represents the middle value in an ordered dataset, which is useful when the data contains outliers that might distort the mean.
3. Mean: the arithmetic mean is calculated by summing all the values in a dataset and dividing by the total number of values. It gives an overall idea of the data's central tendency.

The standard deviation was also calculated to measure the spread of the data around the mean, helping to understand variability within the responses. To calculate these values and standard deviation, The jamovi project (2024), a statistical spreadsheet software, was used. To compare both means obtained in the pre- and post-intervention tests, a T-test was run to analyse the differences using the T-Test Calculator for 2 Dependent Means (Social Science Statistics, 2019).

Additionally, the use of percentages in the Likert scale responses allows for a clearer comparison of participants' agreement or disagreement. Google Forms automatically generated these results, additionally providing pie charts for further analysis of the answers, making it simpler to analyse trends and patterns within the data.

3.7.2. Thematic analysis

Thematic analysis is a widely used qualitative research method that involves identifying patterns or themes within qualitative data. The analysis of the focus group data was carried out following the steps outlined by Burns (2010):

1. Assembling the data: All the data from the focus group was collected, which included the transcriptions of the discussion made during the session. The research question was reviewed, and perceptions were recorded using an iPad.
2. Coding the data: Based on the patterns identified, the data was coded into more specific patterns or categories. As the data from the focus group was qualitative in nature, it was coded qualitatively.
3. Comparing the data: After the coding was complete, the categories or patterns were compared to the Likert's scale's results to see whether they were consistent or

whether there were contradictions. Tables and sets of quotes were developed to display the data in a concise form.

4. Building meanings and interpretations: This step involved deep reflection on what the data was saying, looking beyond the immediate details to more abstract concepts. Questions were posed, connections were identified, and explanations were developed about what the research means at the broadest level.

5. Reporting the outcomes: Consideration was given to how the research, and findings could be presented to others.

This process provided a comprehensive framework for analysing the focus group data, allowing for a thorough and deeper understanding and interpretation of the participants' perceptions regarding the contribution of the four reading strategies.

Chapter 4: Findings

In this chapter, you will find the results of the data collected through the instruments described in Chapter 3. The findings of each specific objective will be described thoroughly.

4.1. Specific objective 1: to analyse the contribution of audio-assisted reading, echo reading, repeated reading, and paired reading in improving students' ability to comprehend general information from written texts.

4.1.1 Pre-intervention test results

The pre-intervention test consisted of a reading text that had three questions to be answered by the participants. Each correct answer was given 1 point, whereas incomplete or incorrect answers were given 0 points.

Table 1 shows the descriptive statistics from the pre-intervention test scores.

Table 1

Statistical results of the pre-intervention test.

| |
|-------------|
| Mean: 1.67 |
| Median: 1.5 |
| Mode: 1 |
| SD: 0.9428 |

Source: own elaboration

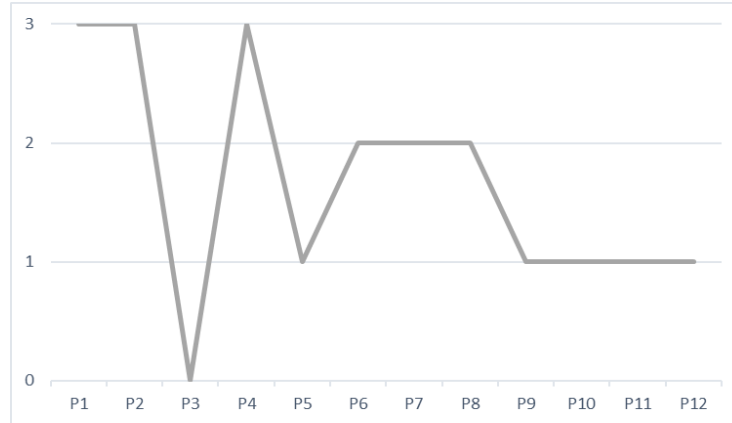
The mean score of 1.67 out of a possible 3 suggests that participants demonstrated moderate proficiency. The median score of 1.5 indicates that half of the participants scored at or above this level, while the other half scored below, reflecting a balanced distribution of scores. The most frequently occurring score, or mode, was 1, indicating that a significant proportion of participants scored on the lower end of the scale.

The standard deviation of 0.9428 reveals a moderate spread in the data, suggesting that while the majority of participants scored lower, a few achieved higher scores, thereby influencing the average. The fact that the mean is greater than the mode points to a positively skewed distribution, where the higher scores contributed to elevating the average despite a concentration of lower scores as shown by the mode.

Figure 2 displays the results obtained by the 12 participants in the pre-intervention test.

Figure 2

Pre-intervention tests results



Source: own elaboration

Based on the pre-intervention test, we can observe the heterogeneity of the results; only 3 participants achieved the maximum score of 3, being that 25% of the sample, whereas 1 participant scored the lowest of 0 points. 8 participants scored 1 or 2 points, resulting in 66.66% of the total sample.

4.1.2. Post-intervention test results

The post-test consisted of a reading text that had three questions to be answered by the participants. Each correct answer was given 1 point, whereas incomplete or incorrect answers were given 0 points. Table 2 illustrates the descriptive statistics from the post-intervention test scores.

Table 2

Statistical results of the post-intervention test.

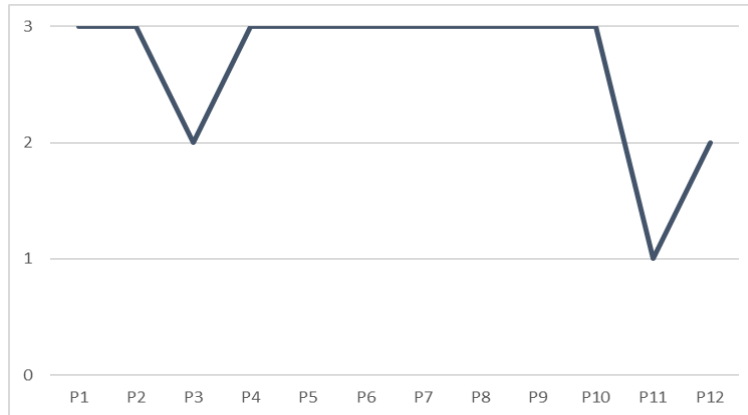
| |
|------------------|
| Mean: 2.66666 |
| Median: 3 |
| Mode: 3 |
| SD: 0.6513389474 |

Source: own elaboration

The mean score of the participants was approximately 2.67 on a scale of 3. This suggests that, on average, the participants were able to correctly answer a substantial majority of the questions, indicating a high level of comprehension and application of the reading strategies introduced during the intervention. The median score was 3. This implies that at least 50% of the participants achieved the maximum possible score, further reinforcing the effectiveness of the intervention strategies. Moreover, the mode was also 3. This indicates that the maximum score was the most achieved result among the participants. The standard deviation of 0.6513389474 shows a low spread in the data, meaning that the values are clustered closely around the mean score. This suggests that the performance of the participants was relatively consistent, with less variability in the

scores. Figure 3 displays the results obtained by the 12 participants in the post-intervention test.

Figure 3
Post-intervention tests results



Source: own elaboration

The post-test results indicate a high level of performance among the participants, with nine out of twelve achieving a maximum score of 3. However, 1 participant scored the lowest with 1 point, while 2 participants scored 2. Table 3 shows a statistical comparative chart result of both tests.

Table 3

Statistical comparison of pre- and post-intervention tests.

| |
|-------------------------|
| <i>t-value</i> 4.062019 |
| <i>p-value</i> 0.00188 |

Source: own elaboration

The statistical analysis revealed a t-value of 4.062019 and a p-value of 0.00188, indicating that the results are significant at $p < .05$. This tells us that there is a statistically significant difference between the two tests. Hence, we can say that the null hypothesis is not supported, that there is a significant difference between the means of the two tests, and that the mean of the post-intervention test (2.67) is significantly higher than the mean of the pre-intervention test (1.67). This confirms that the observed improvements in reading comprehension after the intervention were due to the effectiveness of the applied intervention.

4.2 Specific objective 2: to identify participants' perceptions about the contribution of four specific reading strategies to support their reading skills for general information.

4.2.1 Likert scale findings

This action research included a Likert scale with 14 statements, administered via Google Forms, to investigate participants' perceptions of the application of four specific reading strategies. Through pie charts and percentages, Google Forms enabled the visualisation of participants' individual responses to each question. To ensure a thorough

comprehension of the instrument, the researcher carefully read each statement aloud, addressing any questions that arose and confirming that all participants had a full understanding of the content.

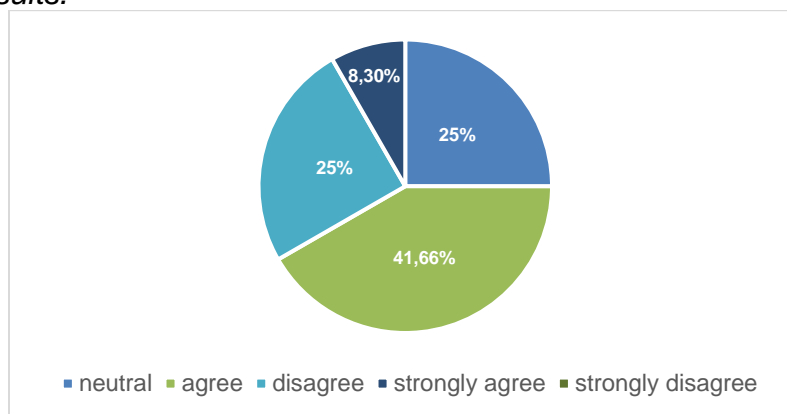
The disagreements shown in the results underline the importance of considering the unique learning preferences of individuals and the probable necessity of employing a range of reading styles to cater to the various characteristics of students.

4.2.1.1 Statement 1: The implementation of audio-assisted reading has improved my reading skills for general information.

Figure 4 shows the results obtained in the Likert scale. The results show that 41.66% of participants (33.33% agree and 8.33% strongly agree) viewed audio-assisted reading as having a positive impact on their reading abilities. This highlights that a significant portion of students found the strategy beneficial. However, 25% of students remained neutral, indicating a level of ambivalence or uncertainty about its effectiveness. This neutrality may suggest that some participants did not notice a noticeable improvement or require further exposure to the strategy. Additionally, 25% of respondents (16.66% disagree and 8.33% strongly disagree) expressed disagreement, suggesting that for some, audio-assisted reading was not effective in enhancing their reading skills.

These findings indicate that while audio-assisted reading positively impacted a significant group of students, its effectiveness varied, with a notable proportion remaining unconvinced of its benefits.

Figure 4
Statement 1 results.



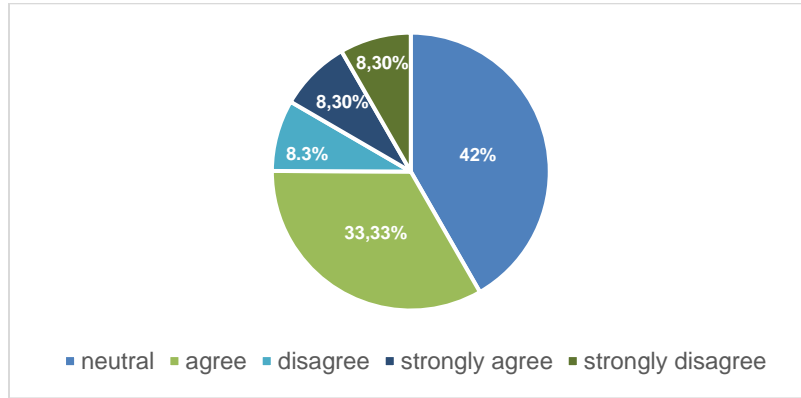
Source: own elaboration

4.2.1.2 Statement 2: The implementation of echo reading has improved my reading skills for general information.

Figure 5 shows the results obtained in the Likert scale. The data reveal a range of opinions among participants. 42% remained neutral, indicating that a significant portion of students did not notice a clear improvement in their reading skills through this strategy. In contrast, 41.66% (33.33% agree and 8.33% strongly agree) expressed positive perceptions, showing that nearly half of the participants viewed echo reading as beneficial for enhancing their reading skills. On the other hand, 16.66% (8.33% disagree and 8.33%

strongly disagree) indicated disagreement, suggesting that a small group did not find this strategy effective for their learning. These findings suggest that while echo reading was effective for some students, its impact was less for others.

Figure 5
Statement 2 results.

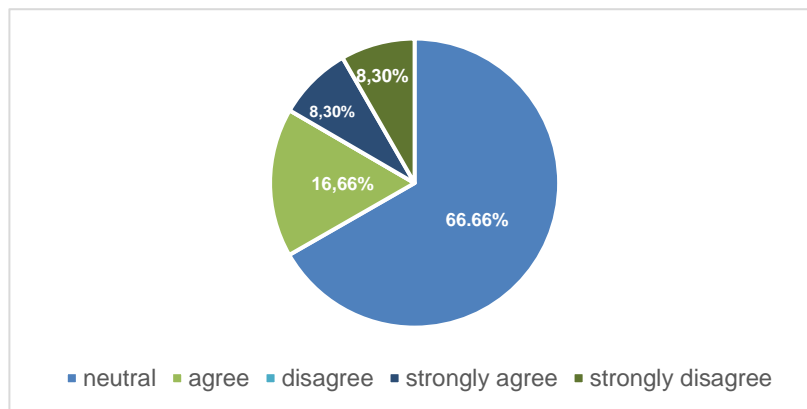


Source: own elaboration

4.2.1.3 Statement 3: The implementation of repeated reading has improved my reading skills for general information.

Figure 6 shows the results obtained in the Likert scale. A majority of 66.6% of students expressed a neutral stance, indicating they did not perceive a significant improvement in their reading skills through repeated reading. However, 25% of students (16.6% agreeing and 8.3% strongly agreeing) reported that repeated reading was a valuable tool for enhancing their reading skills. Only 8.3% of participants strongly disagreed, reflecting a small proportion who considered the strategy ineffective. These findings suggest that repeated reading, while beneficial for just a small number of learners, the impact was low in general.

Figure 6
Statement 3 results.



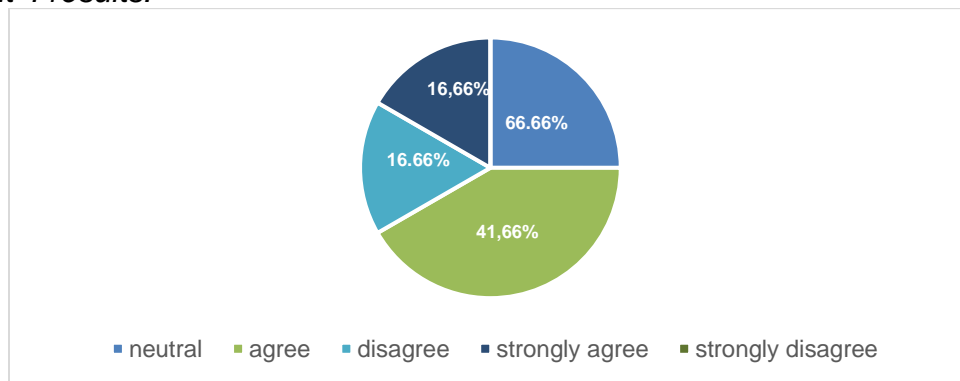
Source: own elaboration

4.2.1.4 Statement 4: The implementation of paired reading has improved my reading skills for general information.

Figure 7 shows the results obtained in the Likert scale. The data reveal that 58.33% of participants (41.66% agree and 16.66% strongly agree) viewed paired reading as a beneficial strategy for enhancing their reading skills. This indicates that most students recognised its positive impact. However, 25% of participants remained neutral, suggesting that these students either did not notice a significant improvement in their reading skills or require additional time and exposure to the strategy to form a clearer opinion. In contrast, 16.66% of students disagreed, indicating that a smaller portion of the group did not find paired reading effective for improving their reading skills.

These results highlight paired reading as a generally effective strategy, with the majority of students perceiving it as beneficial.

Figure 7
Statement 4 results.



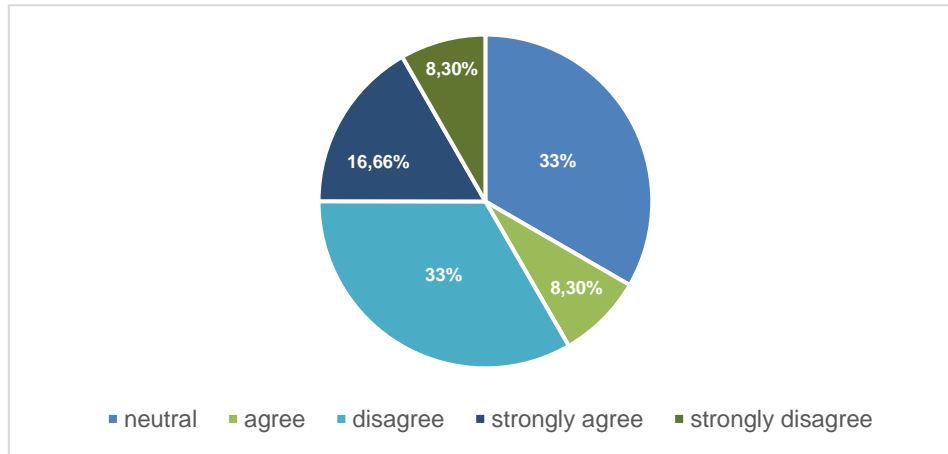
Source: own elaboration

4.2.1.5 Statement 5: I believe that audio-assisted reading is a beneficial strategy to support my reading skills.

Figure 8 shows the results obtained in the Likert scale. The data reveal mixed perceptions of the strategy. A minority of participants, 25% (8.3% agree and 16.66% strongly agree), viewed audio-assisted reading as beneficial for enhancing their reading skills. In contrast, 41.66% (33.33% disagree and 8.33% strongly disagree) expressed dissatisfaction, indicating that a significant portion of students did not find the strategy effective. Additionally, 33.3% of participants remained neutral, which suggests uncertainty or ambivalence about the impact of this strategy.

These findings suggest that while audio-assisted reading may support some learners, it does not resonate equally across the student population.

Figure 8
Statement 5 results.



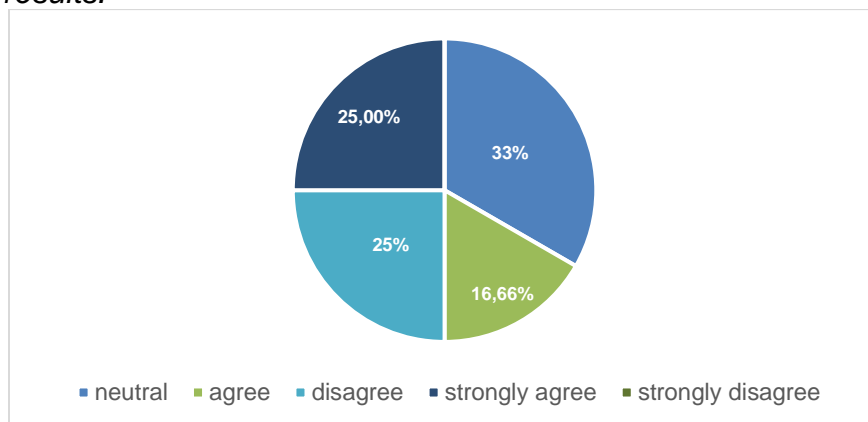
Source: own elaboration

4.2.1.6 Statement 6: I believe that echo reading is a beneficial strategy to support my reading skills.

Figure 9 shows the results obtained in the Likert scale. 41.66% of students either agreed (16.66%) or strongly agreed (25%) viewed echo reading as a valuable tool for enhancing their reading abilities, indicating that nearly half of the participants recognised its benefits. In contrast, 25% of students disagreed with the statement, suggesting that a quarter of the participants did not find echo reading effective in supporting their reading skills. Additionally, 8.3% remained neutral, reflecting uncertainty or ambivalence about the strategy's impact.

These findings suggest that while echo reading is positively perceived by a significant number of participants, its effectiveness vary among the sample of students.

Figure 9
Statement 6 results.



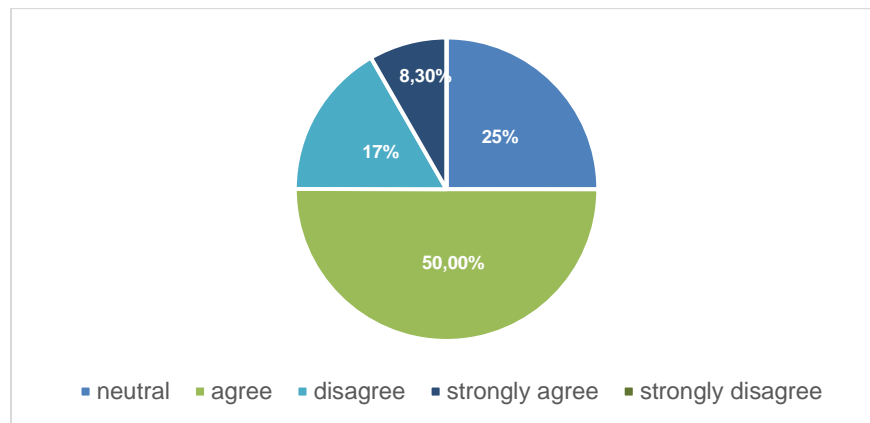
Source: own elaboration

4.2.1.7 Statement 7: I believe that repeated reading is a beneficial strategy to support my reading.

Figure 10 shows the results obtained in the Likert scale. The results show that 58.33% of students (50% agree and 8.33% strongly agree) viewed repeated reading as a valuable tool for enhancing their reading skills, indicating that the majority of participants perceived the strategy positively. However, 25% of students remained neutral, suggesting ambivalence about the benefits of repeated reading. Additionally, 16.6% of participants disagreed, reflecting a smaller group who did not find the strategy effective for supporting their reading skills.

These findings suggest that while repeated reading is beneficial for many learners, its benefit varies among the participants.

Figure 10
Statement 7 results.



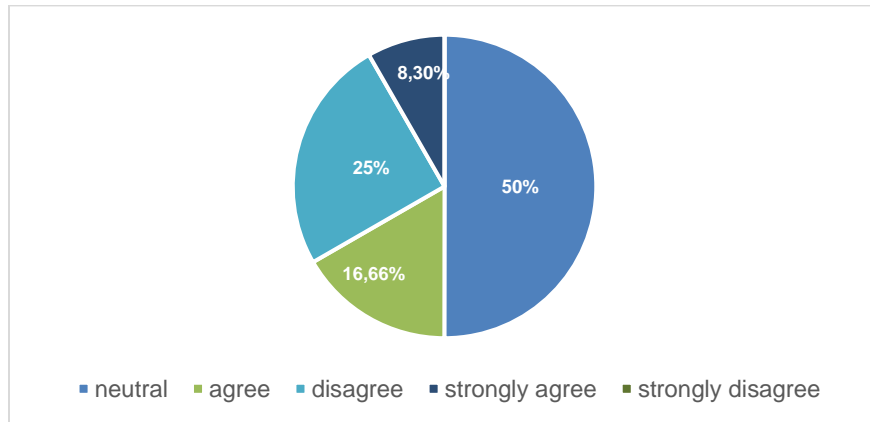
Source: own elaboration

4.2.1.8 Statement 8: I believe that paired reading is a beneficial strategy to support my reading skills.

Figure 11 shows the results obtained in the Likert scale. 50% of students expressed a neutral stance, indicating ambivalence about the strategy's effectiveness. This neutrality may suggest that these students did not perceive a significant impact from paired reading. In contrast, 25% of participants agreed or strongly agreed, highlighting that a quarter of the student population viewed paired reading as a valuable tool for enhancing their reading skills. However, 25% of students disagreed, suggesting that for some, paired reading did not provide the desired support.

These findings suggest that paired reading holds potential as a beneficial strategy for certain learners but may need adaptations to address the needs and preferences of a broader range of students.

Figure 11
Statement 8 results.



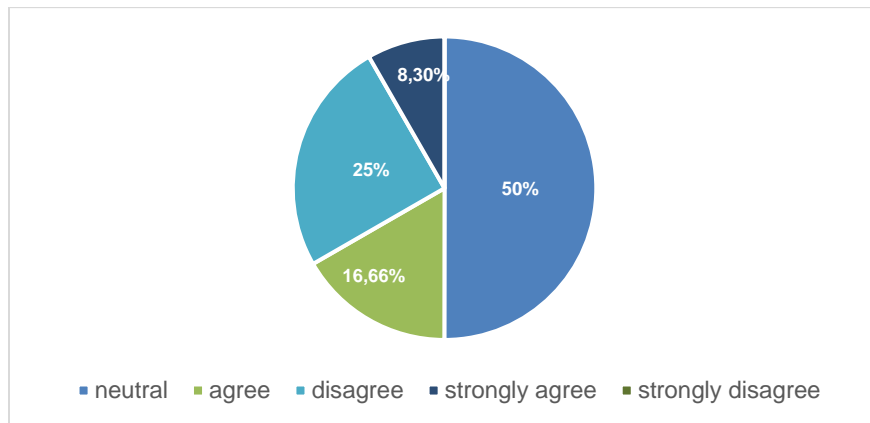
Source: own elaboration

4.2.1.9 Statement 9: I have enjoyed reading aloud to practice my English reading comprehension.

Figure 12 shows the results obtained in the Likert scale. The results show that 58.33% of students expressed a neutral stance, indicating ambivalence about the enjoyment of reading aloud. This neutrality may suggest that many students did not find the activity particularly engaging. In contrast, 33.3% of participants (25% agree and 8.3% strongly agree) reported positive perceptions, highlighting that a notable portion of students enjoyed reading aloud as a strategy. However, 8.3% of students disagreed, indicating that a small group did not find this activity enjoyable.

These findings suggest that while reading aloud resonates positively with some students, its effectiveness as an enjoyable practice may depend on individual preferences and the context in which it is implemented.

Figure 12
Statement 9 results.



Source: own elaboration

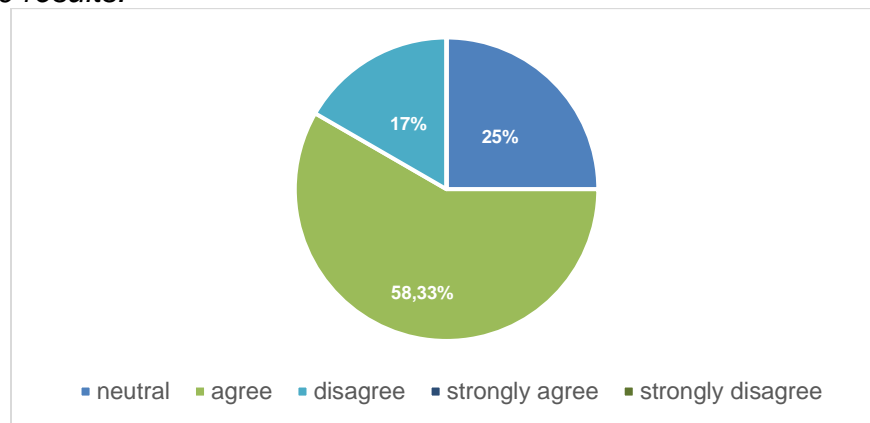
4.2.1.10 Statement 10: I feel more confident in my ability to read in English after learning these strategies.

Figure 13 shows the results obtained in the Likert scale. A total of 58.33% of students reported increased confidence in their English reading abilities after learning these strategies. This indicates that most participants found the strategies beneficial in boosting their confidence. However, 25% of students expressed a neutral stance, suggesting that a significant portion of participants did not notice a notable change in their confidence. Additionally, 16.66% disagreed, indicating that this group did not feel more confident in their ability to read in English after implementing the strategies.

These findings suggest that while the strategies effectively increased confidence for most students, some participants remained unsure or did not experience the same benefits.

Figure 13

Statement 10 results.



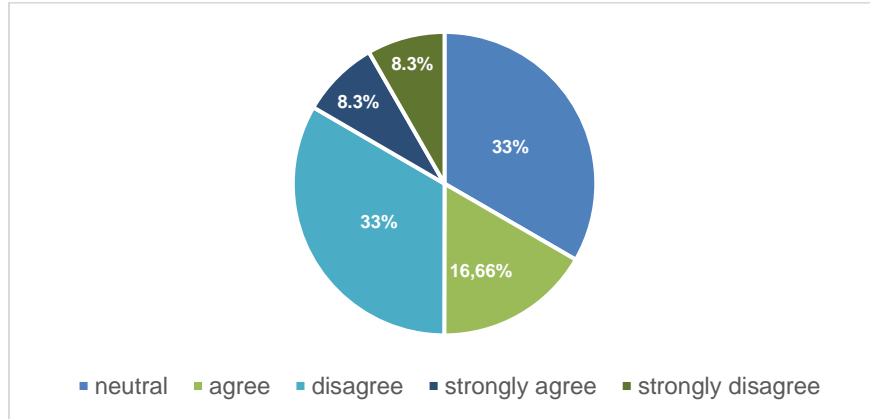
Source: own elaboration

4.2.1.11 Statement 11: I find the audio-assisted reading strategy to be the most effective in improving my reading skills.

Figure 14 shows the results obtained in the Likert scale. The results show that 33.33% of students expressed a neutral stance, indicating uncertainty or ambivalence about the strategy's effectiveness. In contrast, 25% of participants (16.66% agree and 8.33% strongly agree) viewed audio-assisted reading as the most effective strategy for improving their reading skills. However, a larger proportion, 41.66% (33.33% disagree and 8.33% strongly disagree), did not find the strategy effective, highlighting that audio-assisted reading may not resonate with most learners.

These findings suggest that while some students perceive audio-assisted reading as beneficial, the strategy is less effective for a significant portion of the group.

Figure 14
Statement 11 results.



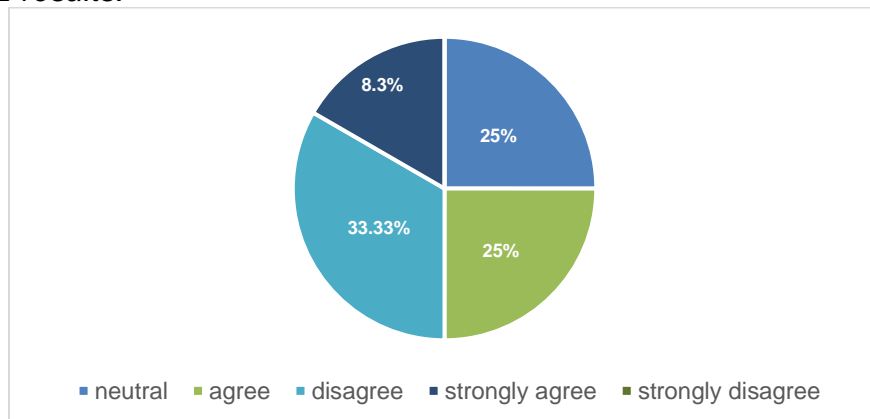
Source: own elaboration

4.2.1.12 Statement 12: I find the echo reading strategy to be the most effective in improving my reading skills.

Figure 15 shows the results obtained in the Likert scale. The data reveal that 41.66% of students (25% agree and 16.66% strongly agree) perceived echo reading as the most effective strategy for enhancing their reading skills. This suggests that a notable portion of the student population recognises the value of echo reading. However, 25% of students expressed a neutral stance, indicating that some participants did not observe a significant difference in the effectiveness of echo reading compared to other strategies. On the contrary, 33.33% of students disagreed with the statement, suggesting that for a substantial group, echo reading was not considered the most beneficial strategy.

These findings indicate that while echo reading is positively regarded by a large proportion of students, its perceived effectiveness varies, highlighting the importance of providing a range of strategies to accommodate different learner needs.

Figure 15
Statement 12 results.



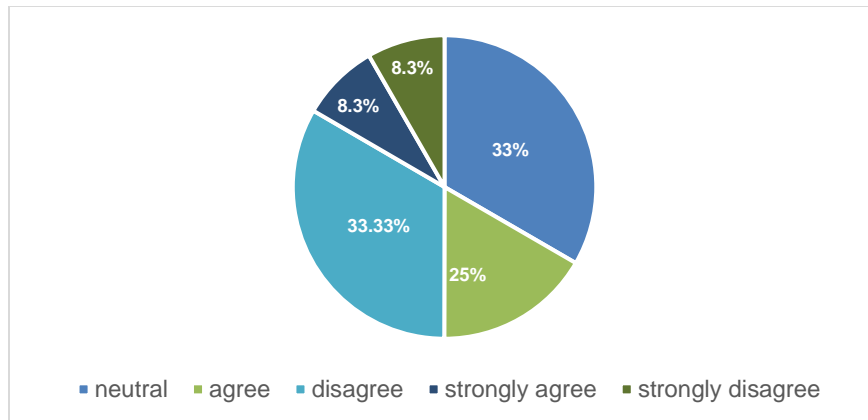
Source: own elaboration

4.2.1.13 Statement 13: I find the repeated reading strategy to be the most effective in improving my reading skills.

Figure 16 shows the results obtained in the Likert scale. The results reveal a range of opinions among participants. 33.33% of students expressed a neutral stance, indicating that some participants did not observe a notable difference in the effectiveness of repeated reading compared to other strategies. In contrast, 25% of participants (16.66% agree and 8.3% strongly agree) found repeated reading to be the most effective strategy, demonstrating that a significant percentage of students recognised its value in enhancing their reading skills. However, 41.66% (33.33% disagree and 8.33% strongly disagree) did not perceive repeated reading as the most beneficial approach, indicating that for a significant number of students, this strategy was less effective.

These findings suggest that while repeated reading is effective for some learners, it is not universally preferred.

Figure 16
Statement 13 results.



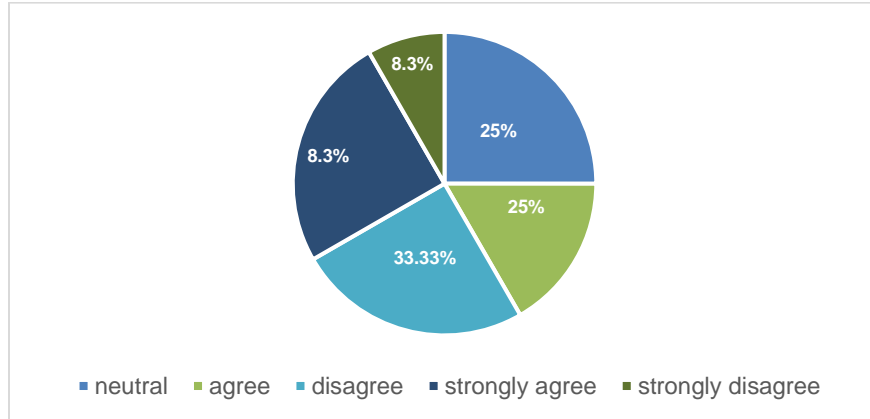
Source: own elaboration

4.2.1.14 Statement 14: I find the paired reading strategy to be the most effective in improving my reading skills.

Figure 17 shows the results obtained in the Likert scale. The results reveal that 41.66% of students (16.66% agree and 25% strongly agree) viewed paired reading as the most effective strategy for enhancing their reading skills, indicating that a notable proportion of the participants recognised its value. However, 25% of students expressed a neutral opinion, suggesting that these participants did not perceive a significant difference in the effectiveness of paired reading compared to other strategies. On the other hand, 33.33% of students (25% disagree and 8.33% strongly disagree) did not find paired reading to be the most beneficial strategy, indicating that for a significant portion of the population, this approach was less effective.

These findings highlight that while paired reading is positively regarded by a substantial group of students, another large number does not agree with this.

Figure 17
Statement 14 results.



Source: own elaboration

4.2.2. Thematic analysis of the focus group

The data collected during the focus group was subjected to thematic analysis using the methodology outlined by Burns (2010). The data gathered in the focus group was first transcribed by the teacher researcher. Then, it was categorised into dimensions and then into categories based on the patterns found.

Table 4
Dimensions and categories of the focus group

| Dimension | Category | Frequency |
|-----------------------------|-----------------------------------|-----------|
| Improvement | In pronunciation | 4 |
| | In comprehension | 3 |
| | In fluency | 5 |
| Support | Teacher's pronunciation | 2 |
| | Peer support | 3 |
| Motivation | Motivation for reading | 4 |
| | Increased confidence when reading | 3 |
| Effectiveness of strategies | Paired reading | 5 |
| | Echo reading | 6 |

Source: own elaboration

4.2.2.1 Dimension 1: improvement

The participants who participated in this focus group manifested the improvements they perceived regarding pronunciation, comprehension, and fluency. Regarding pronunciation, some students reported that engaging in repeated reading and echo reading proved to be beneficial in improving their pronunciation. Student 1, for instance, said, "When I repeat it, I pronounce it good," and so did student 2 when she stated, "I

improve my pronunciation, for example, and my confidence too in reading." Student 3 emphasised the benefit of comprehension, stating, "It's better because I understand with a partner," demonstrating how collaborative reading helped clarify meaning and reinforce understanding. Furthermore, student 4 supported this by saying, "Partners help you when you not understand," acknowledging the crucial role of peer support in comprehension.

Fluency was the most frequently mentioned area of improvement, with 5 supporting statements in which participants discussed how their ability to read fluently had developed. Student 1 explained that when she first engaged with texts, her reading was less fluent, but after the strategies, she now reads "more fluent." Students 4 and 5 both indicated that repeated and echo reading helped them improve their fluency, with students 4 asserting that "reading aloud is better for fluency."

4.2.2.2 Dimension 2: support

The findings from the focus group emphasised the essential role of support, particularly from the teacher and a peer. Students emphasised the positive impact of the teacher's pronunciation during reading activities. For example, participant 6 stated, "Miss Vale reads super good, and I think that's better," referring to echo reading when she was asked about the benefits regarding the implementation of reading strategies, demonstrating how a model of correct pronunciation helped students. Similarly, student 2 valued the professional quality of both the teacher's and audio-assisted reading, stating, "Audio and Miss Vale have a good pronunciation."

Similarly, peer collaboration also played a critical role in students' reading development. Students pointed to the benefits of working with a partner, especially when encountering difficult text. Student 3 expressed that "it's better because I understand with a partner," highlighting how collaborative reading created opportunities for peer learning and comprehension. Student 4 supported this, noting that "Partner help you when you not understand," which further emphasises the value of peer support in clarifying difficult concepts.

4.2.2.3 Dimension 3: motivation

Data gathered showed degrees of motivation that reading made them feel, in which participants declared their lack of enthusiasm for reading and identified in which conditions they felt more motivated. When they were asked if the strategies had increased their motivation to read, they openly answered their dislike of reading. Student 7 declared, "No, I don't like to read," whereas student 3 echoed the exact same words. Nonetheless, motivation is clearly declared when working with a partner in paired reading. In the same question, participant 7 also declared, "I like read in pairs," and participant 3 declared, "Pair reading because I read with my friend," highlighting the social and supportive nature of this reading strategy.

4.2.2.4 Dimension 4: effectiveness of strategies

Participants identified echo reading and paired reading as the most effective strategies for improving their reading skills, as it received the highest number of votes.

Moreover, it was frequently mentioned for its role in enhancing fluency and pronunciation by providing a clear model to follow, particularly when led by the teacher. Participant 5 shared, "Echo reading because I understand more," underscoring how hearing the correct pronunciation from an external source helped her comprehension. Similarly, participant 1 also highlighted the importance of this strategy, noting, "It's more effective than echo reading or audio-assisted reading because a professional is reading the text, so for me it is more secure."

Paired reading, meanwhile, was recognised for its ability to create a supportive, collaborative environment by working with a partner or friend. Several students remarked on the confidence and understanding gained from reading with a peer. Participant 3 pointed out that "you can work with a friend or another person and for me is better because I understand," while participant 4 mentioned, " partner can help you when you not understand," demonstrating the emotional support this strategy provided.

Chapter 5: Discussion

The next part will discuss the specific objectives, participant perceptions, relationship with existing literature, and implications and limitations of the current findings.

5.1 Specific objective 1.

The first specific objective aimed to examine the development of reading skills for general information through the contribution of four reading fluency strategies based on the principles of SBI. The pre-intervention test results showed the difficulties in reading comprehension for general information. The mean score of 1.67 highlighted significant areas for improvement, setting the stage for the intervention's targeted strategies. Seven participants obtained 0 or 1 points, representing the 58.33% of the sample, these low results show the difficulties faced in understanding the text and/or the task, thus the pre-intervention results were a valuable insight into the students' initial state and the disparities among them.

On the other hand, the post-intervention results presented improvement, consequently evidencing the effectiveness of the intervention. The post-intervention test result showed an important increase in the mean score to 2.67 after the treatment. The marked increase in mean scores from 1.67 to 2.67 reflects the intervention's success, however one participant scored the lowest with 1 point, which indicates the need for additional support or a different approach to deal with comprehension. One additional interesting aspect of these results was the absence of the category showing a zero-point score after the intervention. Positively, the failing scores decreased from 58.33% to 8.33% of the sample, besides there was a substantial change in the group that achieved the highest score, with a change from 25% before the intervention to 75% after the intervention, indicating that nine participants met the goal after the intervention. These findings indicate that the structured, strategy-based approach supported struggling readers in reaching the baseline proficiency level, it also empowered a majority of the sample to excel.

Reflecting on the process, the progress showed in the participants, demonstrates the deliberate and strategic nature of the intervention. The connection with prior studies reinforces the idea that fluency functions as an essential skill that facilitates enhanced comprehension (Basaran, 2013; Wolf, 2018; Rochman, 2018; Kor et al, 2014). The intervention was a well-planned process that allowed students to engage with texts more effectively and confidently rather than merely repeating strategies mechanically.

Through the intervention sessions, students engaged in fluency-enhancing activities that aimed to facilitate their transition from decoding individual words to comprehending the overall meaning of texts. This transition noted an important change from controlled to automated processing. Seeing this change in real time demonstrated the intervention's effectiveness through repeated exposure and practice (Wolf, 2018; Kodan & Akyol, 2018; Alghafri & Hosni, 2023; Landreth & Young, 2021; Chang & Millett 2015; Wahyuddin et al., 2022).

Wolf's (2018) analysis provides a critical link between reading fluency and comprehension, reinforcing the idea that automaticity is not an end goal but a stepping

stone to developing proficient, independent readers. This perspective underscores the importance of explicit fluency instruction in EFL settings, where learners often struggle with decoding and comprehension simultaneously.

Furthermore, the collaborative and supportive nature of the strategies, such as paired and echo reading, is likely to have helped students gain confidence and motivation (Adviento-Rodulfa & Lopez, 2021; Sanchez, 2023). The classroom dynamics changed as students who had previously faced challenges with comprehension started to self-assess their progress and independently implement new strategies. This enhanced autonomy is a fundamental component of effective educational interventions, highlighting the significance of developing self-efficacy and ownership of learning in addition to teaching skills (Rubin et al., 2007).

Another important aspect of this process was SBI. The principles supported the intervention. The incorporation of fluency strategies along metacognitive strategies, during the intervention provided participants with a comprehensive approach to improve reading comprehension (Chinpakdee & Gu, 2021; Karimi & Dastgoshadeh, 2018; Li et al., 2022; Ahangari & Mohseni, 2016).

5.2 Specific objective 2

The second specific objective sought to identify participants' perceptions of the contribution of four reading fluency strategies to enhance their reading comprehension of general information. Using both the Likert scale and focus group feedback, the findings revealed various perceptions of these strategies, providing interesting data regarding their effectiveness, engagement levels, and motivational impact.

5.2.1 Repeated reading

Repeated reading received mixed feedback, with a majority of participants expressing neutrality. For statement 3, 66.66% of students were neutral about its effectiveness, while 25% agreed or strongly agreed, and only 8.33% disagreed. Statements 7 and 13 showed higher levels of negative responses (41.66%) compared to agreement (25%), indicating growing dissatisfaction when evaluating the strategy's broader benefits.

Repeated reading is widely acknowledged for its role in fostering automaticity, which frees cognitive resources for comprehension (Basaran, 2013; Samuels, 1979; Wolf, 2018). Research by Therrien (2004) and Alghafri and Hosni (2023) highlights additional benefits, noting that repeated reading not only enhances fluency but also supports comprehension by enabling more effective semantic processing through successive readings. Despite these findings in the literature, this study did not demonstrate such outcomes. Although some students acknowledged repeated reading's role in improving fluency, there was no explicit evidence in the focus group data of its impact on comprehension or its ability to engage diverse learners effectively.

The researcher believes that students did not fully engage with repeated reading as it was perceived as monotonous. Additionally, students may have been afraid of making mistakes without guidance, which could have further reduced their willingness to

participate actively. While repeated reading may be less suitable for comprehension, its benefits for developing fluency remain evident.

Future implementations of repeated reading should consider using diverse and contextually relevant materials to maintain student interest. Introducing collaborative or gamified elements could further enhance engagement and highlight the strategy's benefits.

5.2.2 Echo reading

Student responses to echo reading reflected generally positive feedback but also highlighted variability in its perceived effectiveness. According to statement 2 on the Likert scale, 41.66% of participants agreed or strongly agreed that echo reading improved their reading skills, while 42% remained neutral, and 16.66% disagreed or strongly disagreed. Similarly, statements 6 and 12 presented a consistent pattern of mixed responses, with around 41.66% of participants agreeing or strongly agreeing, 33.33% remaining neutral, and 25% expressing disagreement. These results suggest that although echo reading was recognised as beneficial by many, a substantial group of students remained unsure about its impact or found it less effective compared to other strategies.

Echo reading aligns with Sanchez (2023) and Landreth and Young (2021), who emphasise its dual benefits of improving fluency and comprehension through structured modelling. Focus group participants noted that echo reading helped with pronunciation highlighting its role in providing a clear model for fluent reading. This lack of engagement could explain the neutral and negative responses. Future implementations of echo reading could incorporate interactive elements, such as collaborative tasks or personalised feedback, to engage students more in these types of activities.

5.2.3 Audio-assisted reading

The perceptions of audio-assisted reading were more polarised compared to other strategies. According to statement 1, 41.66% of participants agreed or strongly agreed that the strategy improved their reading skills. However, statements 5 and 11 revealed that only 25% of students viewed it as beneficial or highly effective, while 41.66% expressed disagreement. Neutral responses ranged from 25% to 33.33%, indicating ambivalence among some participants.

While some students mentioned that listening to a fluent model improved their pronunciation and comprehension, the lack of interactive components may have contributed to lower engagement. Chang and Millett (2015) highlight the importance of integrating active elements, such as guided questions or discussions, to enhance the effectiveness of audio-assisted reading. The findings suggest that without these interactive features, the strategy may fail to resonate with all learners.

To address these issues, future implementations should focus on incorporating activities that promote active participation, such as comprehension tasks, group discussions, or reflective exercises. These enhancements could help ensure that the strategy is more engaging and effective for a broader range of students.

5.2.4 Paired reading

Paired reading was perceived as highly effective by a significant percentage of participants, particularly for its collaborative nature. According to statement 4, 58.33% of students agreed or strongly agreed that paired reading improved their reading skills, which aligns with Wahyuddin et al. (2022), who highlight its academic and social benefits. Focus group participants frequently emphasised how working with a partner reduced anxiety and fostered a supportive learning environment. One participant shared that having a partner "helps you when you not understand," illustrating the mutual support provided by this strategy. Additionally, participants noted that being accustomed to working in pairs eased the workload and allowed tasks to be completed more efficiently, further acknowledging its practical benefits.

However, statements 8 and 14 revealed more mixed responses. In statement 8, only 25% of students agreed or strongly agreed that paired reading was beneficial, while 50% were neutral. For statement 14, 41.66% of participants identified it as the most effective strategy, but 33.33% disagreed or strongly disagreed. These results suggest that while paired reading was effective for many, others found it less effective, potentially due to challenges in mixed-ability pairings. Some focus group comments highlighted difficulties in working with partners of significantly different skill levels.

To improve its effectiveness, paired reading could be enhanced by providing clearer pairing guidelines and additional scaffolding for mixed-ability groups. Encouraging reflective discussions after paired activities might also help students recognise the strategy's benefits.

In summary, while each strategy demonstrated strengths, their perceived effectiveness varied among students. As a teacher-researcher, I recognise the importance of adapting strategies to meet the specific needs and preferences of my learners. This experience has reinforced the need to observe and reflect on how students respond to each method, considering not just the theoretical benefits but also the practical challenges faced in the classroom. Tailoring strategy implementation requires ongoing reflection, flexibility, and a commitment to understanding what works best for different groups of students. These findings underscore the importance of continuously adapting and refining teaching approaches to maximise their impact.

5.3 Implications

These findings lead to several important implications for EFL teaching and learning. The demonstrated success of this intervention clearly highlights how fluency strategies can address multilingual learners' reading challenges. When these strategies are integrated into the curriculum, educators can help students develop the skills needed to navigate complex texts and improve their reading abilities.

Moreover, the findings emphasise the need for a student-centred approach to teaching strategies. Since participants displayed diverse preferences and responses, it becomes evident that a single approach will not meet the needs of all learners. Offering a variety of strategies and empowering students to choose the ones that align with their learning styles can significantly enhance engagement and outcomes.

Additionally, the study demonstrates the importance of reflective practice and continuous assessment in teaching. The action research process allowed me to refine and adapt the strategies to better meet the students' needs. This iterative approach provides a model for other educators who aim to improve their teaching practices while achieving better results for their students.

The findings also open pathways for further research. Future studies could examine the long-term effects of fluency strategies on reading comprehension and overall language proficiency. Examining whether these strategies can be transferred to other language skills, such as writing or speaking, would deepen our understanding of their broader impact.

Furthermore, the role of technology in supporting fluency instruction deserves attention. Digital tools, including audio recordings and interactive platforms, could enhance both the accessibility and the effectiveness of these strategies. Investigating how technology and strategy-based instruction intersect could inspire innovative methods for EFL teaching and learning.

5.4 Limitations of the study

There are some facts to consider when analysing the results:

a) The sample size is a factor to take into consideration, as it is rather small with only 12 participants. Although findings are positive, the limited number of students involved restricts the generalisation of the results to a larger sample. Future research could involve more participants from a variety of school settings to validate the effectiveness of the strategies.

b) The intervention was conducted over a short period, which may not fully capture the long-term effects of the reading strategies on students' comprehension skills. While there was significant progress within the study's timeframe, extending the intervention would provide a clearer picture of the sustained impact of these strategies. Long-term studies could explore how students maintain or further develop their reading skills after continuous exposure to these fluency strategies.

c) The study focused primarily on reading comprehension for general information, which is only one dimension of reading. Broadening the scope of future studies to include multiple aspects of comprehension would provide a more comprehensive understanding of how fluency strategies support overall reading development.

d) As students became familiar with the types of questions and tasks over the course of the intervention, there may have been a practice effect; that is, participants may have improved their scores simply by becoming more accustomed to the task format rather than developing deeper comprehension skills. While the fluency strategies likely contributed to their improvement, some of the improvements could be attributed to task familiarity. Future research could introduce a greater variety of question types.

e) Another important limitation of this study is that fluency was not assessed as part of the intervention. By not directly measuring fluency, the study missed an opportunity to establish a clearer connection between the fluency strategies used and their impact on students' reading performance. Future research could include specific fluency assessments; therefore, it would provide a more comprehensive understanding of how fluency development influences overall reading outcomes.

Chapter 6: Conclusion

This study explored the impact of SBI on improving reading comprehension among EFL learners, focusing specifically on four fluency strategies: audio-assisted reading, echo reading, repeated reading, and paired reading. The research addressed the critical challenge of helping middle school students achieve proficiency in reading comprehension for general information in an EFL context.

The findings revealed that implementing SBI significantly enhanced students' reading fluency and comprehension skills. Students demonstrated noticeable improvements in decoding, self-monitoring, and overall confidence when tackling reading tasks. These results align with the findings of Chinpakdee and Gu (2021), who demonstrated that explicit SBI improved metacognitive awareness and reading comprehension among secondary school learners. Similarly, Karimi and Dastgoshadeh (2018) highlight the role of strategies such as summarising and questioning in fostering comprehension and learner confidence, reinforcing the effectiveness of explicitly taught strategies in EFL contexts.

This study also contributes to a broader understanding of SBI as a learner-centred approach. It reaffirms the importance of integrating cognitive and metacognitive strategies to scaffold learning and promote long-term autonomy, as emphasised by Rubin et al. (2007). Furthermore, Wolf (2018) stresses the connection between automaticity in decoding and improved comprehension, supporting the notion that fluency interventions free cognitive resources, allowing learners to focus on understanding text. The success of the intervention also mirrors Ochoa and Ramírez's (2016) findings, which highlight the potential for SBI to be augmented with technological tools to enhance engagement and strategy application.

Despite its contributions, this study is not without limitations. The sample size was small, and the research was conducted in a specific educational context, which may limit the generalisation of the findings. Moreover, the length of the intervention may not have been sufficient to observe sustained improvements in autonomy and strategy transfer. These observations are consistent with Karimi and Dastgoshadeh's (2018) statement that fostering independence often requires extended interventions. Future research could address these limitations by employing larger, more diverse samples and exploring the long-term impacts of SBI interventions.

6.1 Summary of the main findings

The findings of this study reveal significant improvements in students' ability to comprehend general information from written texts following the implementation of four fluency strategies within an SBI framework. Each strategy contributed uniquely to this development. Audio-assisted reading provided students with an auditory model that enhanced word recognition and supported consistent pacing, thereby improving comprehension. Echo reading emphasised prosody, helping students internalise rhythm, stress, and intonation, which aided their understanding of the text's meaning. Repeated

reading enabled students to practice decoding and word recognition repeatedly, fostering automaticity in reading. Finally, paired reading encouraged collaborative learning, as students supported one another through peer feedback, building both confidence and mutual encouragement.

These findings align with Wolf (2018), Kodan and Akyol (2018), Alghafri and Hosni (2023), Landreth and Young (2021). Chang and Millett (2015) and Wahyuddin et al., (2022) who researched the close relationship between fluency and comprehension. Moreover, the study highlights the connection of fluency, comprehension, and learner autonomy, reinforcing core principles of the SBI framework.

Interestingly, while Likert scale results did not strongly indicate the effectiveness of paired reading, focus group discussions revealed surprising positive responses. Students described paired reading as a collaborative and supportive activity that fostered a sense of teamwork and mutual encouragement. These qualitative insights suggest that the social-emotional benefits of paired reading may not be fully captured by quantitative measures, therefore it seems important the incorporation mixed methods to understand students' perceptions and experiences fully.

6.2 Recommendations

This research contributes to the understanding of how integrating multiple fluency strategies within a SBI framework can enhance reading comprehension in multilingual EFL contexts. Prior studies have often examined these strategies in isolation or in environments where English is a second language. However, this study's unique focus on a German-Chilean multilingual school, where English is a third language, highlights the distinct challenges learners face, such as limited exposure to authentic English and the interaction of multiple linguistic systems that influence language acquisition.

Given the study's context-specific findings, the recommendations focus on addressing these challenges while promoting broader applicability:

1. Incorporating strategies into multilingual curricula: teachers should embed SBI-based strategies, such as audio-assisted, echo, repeated, and paired reading, systematically into the curriculum since primary years. As these strategies can target fluency, they can also serve as opportunities to comprehension by addressing students' specific linguistic needs. Echo reading and paired reading, in particular, should be tailored to foster confidence and collaboration, encouraging students to practice rhythm, stress, and mutual support.
2. Professional development for teachers: to ensure the effective implementation of SBI strategies, professional development programmes should be designed to train educators in scaffolding techniques and adapting SBI to multilingual classrooms. These programmes should include practical workshops, demonstrations, and reflective sessions that focus on using SBI to enhance reading fluency and comprehension in environments with diverse linguistic demands.

3. Integrating technology: building on the insights of Ochoa and Ramírez (2016), incorporating technological tools into fluency instruction can enhance engagement and accessibility. For example: AI-powered pronunciation apps could complement echo reading by providing real-time feedback on rhythm, stress, and intonation. Interactive reading platforms and audio-assisted tools can make repeated and audio-assisted reading more engaging by enabling students to practice at their own pace and receive immediate feedback.
4. Student-centred approaches: the positive feedback from students regarding paired reading highlights the importance of considering learners' perceptions when designing instructional strategies. Educators should actively involve students in selecting and evaluating fluency strategies, ensuring that the approaches are not only effective but also engaging and relevant to their experiences. This participatory approach aligns with SBI's emphasis on fostering learner autonomy and metacognitive awareness.
5. Research on long-term impacts: future studies should explore the long-term effects of SBI strategies on both fluency and comprehension. Research can examine whether the skills developed through these interventions lead to sustained improvements in learner autonomy and academic performance.
6. Replicating the study in diverse contexts: to understand the broader applicability of the findings, similar studies should be conducted in various multilingual and EFL settings. Such research could reveal how different linguistic and cultural contexts influence the effectiveness of SBI and its associated fluency strategies.
7. Expanding SBI to other language skills: building on the success of these fluency strategies, future research could explore how SBI can be adapted to support other language skills, such as writing and speaking. For instance, collaborative writing tasks or paired speaking activities could align with the principles of SBI and foster similar benefits of fluency and confidence.

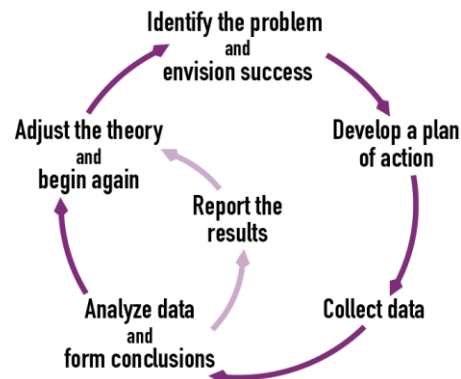
6.3 Personal reflection

Conducting this action research has been a transformative journey, both professionally and personally. The process began with recognising a pressing need in my teaching context: the challenge of helping middle school students improve their reading comprehension in an EFL environment. Although the issue was well-recognised, there was a lack of recent data and evidence to inform effective strategies in Chilean classrooms. This prompted a deeper reflection on how to bridge the gap between theoretical knowledge and practical application, a challenge that action research is uniquely suited to address.

Developing the theoretical framework was one of the most demanding yet rewarding parts of this process. I found myself repeatedly revisiting and refining the literature to ensure it aligned with the specific needs of my context. This iterative process mirrored the cyclical nature of action research, as depicted in Figure 18, and taught me the value of persistence and adaptability in research.

Figure 18

Cyclical process of AR



Source: The creative educator, 2019

The intervention's implementation was insightful and equally challenging. It was extremely fulfilling to see the students' development in terms of their reading abilities as well as their confidence and participation. The positive response to strategies like echo reading and paired reading reaffirmed the importance of creating supportive and interactive learning environments. Interestingly, the focus group discussions revealed unexpected enthusiasm for paired reading, even though the Likert scale data did not strongly reflect this. This finding highlighted the importance of incorporating qualitative methods to capture the full depth of learners' experiences and perceptions.

This research also deepened my understanding of the role of empathy in teaching. Listening to students' struggles, motivations, and successes gave me a new appreciation for their resilience and the importance of tailoring strategies to meet their needs. I learned that effective teaching goes beyond implementing evidence-based practices; it also involves creating an environment where students feel empowered and supported to take ownership of their learning.

Another key lesson was the importance of reflection and flexibility in teaching. The cyclical process of planning, observing, and refining activities helped me become more responsive to immediate feedback, a skill I intend to carry forward into my future teaching. For instance, modifying paired reading assignments to include collaborative components and peer feedback had a particularly significant effect since it promoted students' social-emotional development and fluency.

Professionally, this experience has highlighted the importance of basing teaching practices on research, demonstrating how evidence-driven approaches can significantly enhance both instruction and student outcomes. It has shown me that action research is not merely a tool for problem-solving but also a pathway for professional growth and lifelong learning. By engaging in this process, I have gained a deeper understanding of

how to connect theory and practice, evaluate the effectiveness of strategies, and advocate for evidence-based improvements in educational settings.

Looking ahead, I am eager to continue exploring the potential of SBI and expanding its application to other language skills. The success of this study has inspired me to further investigate how collaborative and technology-enhanced approaches can support learners in developing their language proficiency. Additionally, I plan to share my findings with colleagues at school through a professional development workshop, encouraging a collective effort to integrate SBI strategies into our teaching practices.

References

- Adviento-Rodulfa, C., & Lopez, M. R. S. (2021). Paired Reading Strategy and Comprehension Level Among Grade 10 Students. *World Journal of English Language*, 12(1), 104. <https://doi.org/10.5430/wjel.v12n1p104>
- Agencia de Calidad de la Educación. (2018). *Informe de Resultados Estudio Nacional de Inglés III medio 2017*.
- Ahangari, S., & Mohseni, F. (2016). The effect of awareness raising through metacognitive strategy-based instruction on ESP learners' reading comprehension. *THE JOURNAL OF ENGLISH LANGUAGE PEDAGOGY AND PRACTICE*, 9(18), 65-77. SID. <https://sid.ir/paper/181275/en>
- Al Mahmud, F. (2022). The Effect of Video- and Audio-Assisted Reading on Saudi EFL Learners' Reading Fluency and Comprehension. *World Journal of English Language*, 12(8), 260. <https://doi.org/10.5430/wjel.v12n8p260>
- Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press.
- Alghafri, A., & Hosni, R. (2023). The Effect of Repeated Reading Strategy on Comprehension Among Grade Four School Students. *Participatory Educational Research*, 10(3), 21–36. <https://doi.org/10.17275/per.23.42.10.3>
- Baghbadorani, E. A., & Roohani, A. (2014). The Impact of Strategy-based Instruction on L2 Learners' Persuasive Writing. *Procedia - Social and Behavioral Sciences*, 98, 235–241. <https://doi.org/10.1016/j.sbspro.2014.03.412>
- Basaran, M. (2013). Reading Fluency as an Indicator of Reading Comprehension. *Educational Sciences: Theory & Practice*, 13(4), 2287–2290. <https://doi.org/10.12738/estp.2013.4.1922>
- Bhandari, P., & Nikolopoulou, K. (2020, July 3). *Designing and Analyzing a Likert Scale | What, Why and How*. Scribbr. <https://www.scribbr.com/methodology/likert-scale/#:~:text=A%20Likert%20scale%20is%20a>
- Blessing, P., Johnson, S., & Onyinyechi, N. (2023). ECHO READING, PAIRED READING STRATEGIES AND READING FLUENCY PERFORMANCE OF PUPILS IN AKWA IBOM NORTH –EAST SENATORIAL DISTRICT. In *ResearchGate* (pp. 1–18).
- Brody, T. S. (n.d.). "A *Practical Guide to Assessment*". Institutional Assessment, University of Florida. <https://assessment.aa.ufl.edu/resources-and-information/faculty-resources/a-practical-guide-to-assessment/>
- Bryman, A. (2012). *Social Research Methods* (4th ed.). Oxford University Press.

- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.
- Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading comprehension. In *Oxford Research Encyclopaedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
- Carrell, P. L., Devine, J., & Eskey, D. E. (Eds.). (1990). *Interactive Approaches to Second Language Reading* (3rd ed.). Cambridge University Press.
- Chamot, A. U. (2005). Language Learning Strategy Instruction: Current Issues and Research. *Annual Review of Applied Linguistics*, 25, 112–130. <https://doi.org/10.1017/s0267190505000061>
- Chang, A. C.-S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System*, 52, 91–102. <https://doi.org/10.1016/j.system.2015.05.003>
- Chinapakdee, M., & Gu, P. Y. (2021). The impact of explicit strategy instruction on EFL secondary school learners' reading. *Language Teaching Research*, 136216882199415. <https://doi.org/10.1177/1362168821994157>
- Clark, J., Porath, S., Thiele, J., & Jobe, M. (2020). *Action Research*. New Prairie Press.
- Cohen, A. D. (2000). Strategies-based instruction for learners of a second language. *NASSP Bulletin*, 84(618), 10–18. <https://doi.org/10.1177/019263650008461203>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
- Council of Europe. (n.d.). Listening and reading – towards a delineation of the constructs. *CEFR Illustrative Tasks: Reading and Listening*. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806a39b1>
- Creswell, J. W. (2014). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Dickens, L., & Watkins, K. (1999). Action Research: Rethinking Lewin. *Management Learning*, 30(2), 127–140. <https://doi.org/10.1177/1350507699302002>
- Gliner, J. A., Morgan, G. A., & Leech, N. L. (2017). *Research Methods in Applied Settings: an Integrated Approach to Design and Analysis* (3rd ed.). Routledge.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and Researching Reading* (3rd ed.). Routledge.

- Grenfell, M. J., & Harris, V. (2017). *Language Learner Strategies: Contexts, Issues and Applications in Second Language Learning and Teaching*. Bloomsbury.
- Gu, Y. (2007). Strategy-based instruction. In T Yashima, T Nabei (Ed.), *Proceedings of the international symposium on English education in Japan: exploring new frontiers* (pp. 21-38). Yubunsha.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading Fluency Assessment and Instruction: What, Why, and How? *The Reading Teacher*, 58(8), 702–714. <https://doi.org/10.1598/rt.58.8.1>
- Karimi, S., & Dastgoshadeh, A. (2018). The effect of strategy-based instruction on EAP students' reading performance and reading autonomy. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186x.2018.1527981>
- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of three components of reading fluency to reading comprehension. *Journal of Educational Psychology*, 100(2), 310–321. <https://doi.org/10.1037/0022-0663.100.2.310>
- Kodan, H., & Akyol, H. (2018). Effects of Choral, Repeated and Assisted Reading Strategies on Reading and Reading Comprehension Skills of Poor Readers. *EDUCATION AND SCIENCE*, 43(193). <https://doi.org/10.15390/eb.2018.7385>
- Kor, C. P., Low, H. M., & Lee, L. W. (2014). Relationship between Oral Reading Fluency and Reading Comprehension among ESL Students. *GEMA Online Journal of Language Studies*, 14(03), 19–32. <https://doi.org/10.17576/gema-2014-1403-02>
- LaBerge, D., & Samuels, S. Jay. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6(2), 293–323. [https://doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2)
- Landreth, S. J., & Young, C. (2021). Developing fluency and comprehension with the secondary fluency routine. *The Journal of Educational Research*, 114(3), 252–262. <https://doi.org/10.1080/00220671.2021.1910475>
- Lhamo, J., & Sakulwongs, N. (2023). The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skills for Bhutanese Students. *THAITESOL JOURNAL*, 36(2), 20–38. <https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/268986>.
- Li, H., Gan, Z., Leung, S. O., & An, Z. (2022). The Impact of Reading Strategy Instruction on Reading Comprehension, Strategy Use, Motivation, and Self-Efficacy in Chinese University EFL Students. *SAGE Open*, 12(1), 215824402210866. <https://doi.org/10.1177/21582440221086659>

- Manurung, S., Ariyanti, A., Yana, D., Juwita Boneka Sinaga, & Adam, A. (2024). The Correlation between Reading Strategies and Reading Comprehension. *JCP (Jurnal Cahaya Pendidikan) Fakultas Keguruan Dan Ilmu Pendidikan*, 9(2), 221–231. <https://doi.org/10.33373/chypend.v9i2.5975>
- Ministerio de Educación. (2016). *Programa de Estudio Séptimo básico: Idioma Extranjero Inglés*. Ministerio de Educación de Chile.
- National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Nichols, W. D., Rupley, W. H., & Rasinski, T. (2009). Fluency in Learning to Read for Meaning: Going Beyond Repeated Readings. *Literacy Research and Instruction*, 48(1), 1–13. <https://doi.org/10.1080/19388070802161906>
- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall.
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: a handbook*. Routledge.
- Ochoa, M. A., & Ramírez, M. S. (2016). Strategy Based Instruction Facilitated by Technologies to Enhance Reading Comprehension. *Journal of Language Teaching and Research*, 7(4), 655. <https://doi.org/10.17507/jltr.0704.04>
- Powell, M. B., & Gadke, D. L. (2018). Improving oral reading fluency in middle-school students: A comparison of repeated reading and listening passage preview. *Psychology in the Schools*, 55(10), 1274–1286. <https://doi.org/10.1002/pits.22184>
- Raddi, B. (2018). *The Effects of the Choral and Echo Reading Strategies on a Second Grade Student with Dyslexia* [MSc Thesis]. <https://www.proquest.com/openview/bea2b5bf21b62cb1715bef8061c95c9f/1?pq-origsite=gscholar&cbl=18750>
- Rahimi, M., & Allahyari, A. (2019). Effects of multimedia learning combined with strategy-based instruction on vocabulary learning and strategy use. *SAGE Open*, 9(2), 1–14. <https://doi.org/10.1177/2158244019844081>
- Rainbow Reading Programme. (n.d.). *The Research Base of Audio-facilitated Reading*. <https://www.rainbowreading.org.nz/wp-content/uploads/2017/08/Research-Base-of-Audio-Assisted-Reading-003.pdf>
- Rochman, M. (2018). The Importance of Teaching Reading: Improving Students' Reading Comprehension in EFL Context Emphasized on Reading Fluency and Accuracy.

- Journey: Journal of English Language and Pedagogy*, 1(1), 6–14.
<https://doi.org/10.33503/journey.v7i2>
- Rubin, J., Chamot, A. U., Harris, V., & Anderson, N. J. (2007). Intervening in the Use of Strategies to Enhance Learning. In A.D. Cohen & E. Macaro (Eds.), *Language Learner Strategies* (pp.1-26) Oxford University Press.
- Samuels, S. J. (1979). The Method of Repeated Readings. *The Reading Teacher*, 32(4), 403–408. <http://www.jstor.org/stable/20194790>
- Sanchez, M. (2023). *Echo Reading Importance, Intervention & Examples*. Study.com. <https://study.com/academy/lesson/echo-reading-definition-strategy-examples.html>
- Social Science Statistics. (2019). *T-Test Calculator for 2 Dependent Means*. Socscistatistics.com. <https://www.socscistatistics.com/tests/ttestdependent/default2.aspx>
- The jamovi project (2024). jamovi (Version 2.5) [Computer Software]. <https://www.jamovi.org>
- Therrien, W. J. (2004). Fluency and Comprehension Gains as a Result of Repeated Reading. *Remedial and Special Education*, 25(4), 252–261. <https://doi.org/10.1177/07419325040250040801>
- Veenendaal, N. J., Groen, M. A., & Verhoeven, L. (2014). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading*, 38(3), 213–225. <https://doi.org/10.1111/1467-9817.12024>
- Wahyuddin, U. R., Sahraini, S., & Tenrisanna Syam, A. (2022). The use of paired reading method to teach reading skill for the eight grade students of Islamic boarding school. *English Education Journal*, 13(1), 1–12. <https://doi.org/10.24815/eej.v13i1.22335>
- Yılmaz, M., & Kadan, Ö. F. (2019). An Action Research Aiming to Reveal the Effects of Paired Reading on Eliminating Reading Difficulties. *Bartın University Journal of Faculty of Education*, 8(1), 231-244. <https://doi.org/10.14686/buefad.432501>
- Wolf, G. M. (2018). Developing Reading Automaticity and Fluency: Revisiting What Reading Teachers Know, Putting Confirmed Research into Current Practice. *Creative Education*, 09(06), 838–855. <https://doi.org/10.4236/ce.2018.96062>

Appendices

1. PRE-POST INTERVENTION TEST

The Circus is in Town

The Rodriguez Brothers Circus is in town! Every year, the circus arrives and stays for a week. Then they go to the next town.

There are not many animals in the circus. People told the circus that they didn't like seeing animals performing. There is an elephant called Jacob and two old lions, Hattie and Meg.

Most of the performers are human! There is Leopold, The strongest man in the World. His father also worked in the circus, but Leopold is stronger than him, he has bigger arms and bigger legs too! Leopold performs his act every night for the town's people who come to watch.

Another performer is Clara. She says she has the longest hair in the world. It's about 4 metres long! She also has a daughter who works in the circus. Her name is Sue-Ellen. Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlight of the circus are the three clowns, Pit, Pot and Pat. They all wear long red shoes, but Pat's shoes are the longest and sometimes, he falls over because they're so long! They perform for about twenty minutes, and they are always the most popular act with the audience, especially the children.

Many people think Pit, Pot and Pat are three brothers, but Pat is older than the other two - he's their father! He's the oldest clown in the country, but he has a lot of energy. Tomorrow will be the longest day because the circus is leaving town, and everything must be packed away into big trucks.

Answer the following comprehension questions using complete sentences.

1. What is the topic of the text?

2. What is the main idea of the text?

3. What is the purpose of the text?

2. CONSENT LETTER

CONSENTIMIENTO INFORMADO PADRES O APODERADOS

Tema: Proyecto de Investigación-Acción

Estimado Apoderado/a:

Mi nombre es Valeska Aranda Fres, soy profesora de inglés del Colegio Alemán de Concepción y actualmente alumna de segundo año del Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés de la Universidad de Concepción.

He invitado a su hijo/a a participar de un proyecto de investigación-acción que se llevará a cabo en horario de clases, durante 7 clases en total entre mayo y junio. Éste tiene como principal objetivo explorar la contribución de 4 estrategias de comprensión lectora implementadas bajo el marco de la instrucción basada en las estrategias en el desarrollo de las habilidades de comprensión lectora para comprensión general en alumnos de 7° básico.

Los objetivos del estudio son los:

1. Analizar la aplicación de la lectura asistida por audio, la lectura en eco, la lectura repetida y la lectura por parejas en la mejora de la capacidad de los alumnos para comprender información general de textos escritos.
2. Describir las percepciones de los estudiantes con respecto a la implementación de las estrategias de c....

Como parte del proceso de recolección de datos, los alumnos/as responderán una escala de apreciación en la forma de un Google Form y serán parte de focus group el cual será grabado (solo audio).

La participación de su pupila/o es voluntaria y anónima y puede retirarse o rechazar su participación en cualquier momento sin razón alguna y consecuencias de ningún tipo. Los resultados de esta investigación-acción podría aparecer en artículos de revistas académicas, tanto como en presentaciones públicas de los resultados de investigación. En tales circunstancias, todos los participantes se mantendrán anónimos, por lo que no se usarán nombres y se proporcionarán seudónimos cuando sea apropiado (por ejemplo, el nombre de la escuela y las niñas y niños).

He leído y aclarado mis dudas respecto a este proyecto, y autorizo la participación de mi hijo/a en este proyecto de investigación-acción.

Yo (su nombre completo) autorizo a mi pupilo/a (nombre completo de su pupilo/a) a participar del proyecto de investigación.

- Conuerdo en que mi hijo/a sea parte de la grabación del focus group: Sí___ No___
- Conuerdo en que mi hijo/a participe en el programa de intervención: Sí___ No___

Nombre de participante

Firma

Fecha

Miss Valeska Aranda Fres
Universidad de Concepción
varanda@udec.cl

3. ASSENT STUDENTS

This assent was done orally and rephrase accordingly.

ASENTIMIENTO INFORMADO DE NIÑAS Y NIÑOS

¿Por qué estás haciendo esta investigación-acción?

Queremos encontrar mejores formas de enseñar y apoyar a las niñas y niños a aprender inglés. tenemos información de cómo los niños y niñas aprenden inglés en general, pero no sabemos nada acerca de las niñas y niños en Chile. para poder averiguar qué les motiva e interesa, tenemos que ir a sus clases y conversar con ellas y ellos.

¿Por qué me pide a mi?

Estamos invitando a jóvenes de tu edad –entre los 12 y los 13 años- que aprenden inglés en el colegio.

¿Tengo que hacer esto?

No tienes por qué participar en esta investigación si no lo deseas. es tu decisión si decides participar o no en la investigación, está bien y no cambiara nada. incluso si dices que “sí” ahora, puedes cambiar de idea más tarde y estará bien todavía.

¿Qué me va a suceder?

Si decides que quieres participar, pasará lo siguiente:

- Te pediré que contestes un cuestionario en línea usando tu iPad.
- Me verás en tus clases de inglés grabando en audio.
- Te pediré que me respondas un cuestionario con tus compañeros en forma grupal.

¿Van a saber todos acerca de esto?

No diremos a otras personas que estás en esta investigación y no compartiremos información sobre ti a nadie que no trabaje en el estudio de investigación. la información sobre ti recogida por la investigación será retirada y nadie sino la investigadora podrá verla. cualquier información sobre ti tendrá un número o un nombre que tú elijas en vez de tu nombre de verdad. solo las investigadoras sabrán cuál es tu nombre y se guardará la información con llave.

¿Puedo elegir no participar en la investigación? ¿Puedo cambiar de idea?

No es obligatorio que participe en esta investigación. nadie se enojará o molestará contigo si dices que no. eres libre de tomar la decisión. puedes pensar en ello y responder más tarde si quieres. puedes decir “sí” ahora y cambiar de idea más tarde y también estará bien.

PREGUNTAS PARA CONTESTAR EN FORMA ORAL CON UN SÍ O NO:

1. Estoy de acuerdo en participar en este estudio.
2. Entiendo que no estoy obligada/o a participar si no quiero.
3. Entiendo que mi nombre no será revelado.
4. Estoy de acuerdo con ser observada/o en mi clase de inglés.
5. Estoy de acuerdo en que Miss Valeska grabará en audio la entrevista.

4. Intervention seession materials

| Session | Materials |
|----------------|-------------------------------------|
| Intervention 1 | Session 1 materials |
| Intervention 2 | Session 2 materials |
| Intervention 3 | Session 3 materials |
| Intervention 4 | session 4 materials |
| Intervention 5 | session 5 materials |

5. Focus Group Questionnaire.

| Dimension | Question |
|---------------|--|
| Improvement | 1. Can you share any specific instances where you felt your reading skills improved after using the audio-assisted reading strategy? |
| | 2. How has echo reading contributed to your ability to understand and retain general information? |
| | 3. In what ways do you think repeated reading has helped you in improving your reading skills? |
| | 4. Can you describe your experience with paired reading and how it has affected your reading skills? |
| Support | 5. How beneficial do you find each of these strategies: audio-assisted reading, echo reading, repeated reading, and paired reading? Can you rank them in order of perceived benefit? |
| | 6. Can you share any specific benefits you've noticed after implementing these reading fluency strategies? |
| Motivation | 7. Have these reading strategies increased your motivation to read? Can you provide examples? |
| | 8. How has your confidence in your reading skills changed after using these strategies? |
| Effectiveness | 9. Which of the four reading strategies do you find the most effective and why? |
| | 10. Can you share any specific instances where you felt one strategy was more effective than the others? |

6. Likert Scale.

| Dimension | Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------------|---|-------------------|----------|---------|-------|----------------|
| Improvement | 1. The implementation of audio-assisted reading has improved my reading skills for general information. | | | | | |
| | 2. The implementation of echo reading has improved my reading skills for general information. | | | | | |
| | 3. The implementation of repeated reading has improved my reading skills for general information. | | | | | |
| | 4. The implementation of paired reading has improved my reading skills for general information. | | | | | |
| Support | 5. I believe that audio-assisted reading is a beneficial strategy to support my reading skills. | | | | | |
| | 6. I believe that echo reading is a beneficial strategy to support my reading skills. | | | | | |
| | 7. I believe that repeated reading is a beneficial strategy to support my reading skills. | | | | | |
| | 8. I believe that paired reading is a beneficial strategy to support my reading skills. | | | | | |
| Motivation | 9. I have enjoyed reading aloud to practice my English reading comprehension. | | | | | |
| | 10. I feel more confident in my ability to read in English after learning these strategies. | | | | | |
| Effectiveness | 11. I find the audio-assisted reading strategy to be the most effective in improving my reading skills. | | | | | |
| | 12. I find the echo reading strategy to be the most effective in improving my reading skills. | | | | | |
| | 13. I find the repeated reading strategy to be the most effective in improving my reading skills. | | | | | |
| | 14. I find the paired reading strategy to be the most effective in improving my reading skills. | | | | | |