



**Preview, Question, Read, Summarize and Test (PQRST) Strategy to Improve Reading  
Comprehension of Short Texts in A1 Students**

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**Abstract**

The main objective of this research was to establish whether the use of the PQRST strategy impacted on the level of reading comprehension of short texts 100 to 300 words. The Students are enrolled in the careers offered by the Higher Technological Institute of the city of Santo Domingo in Ecuador. The group of students who participated in the study was made up of 40 people. Data obtained from a pretest and posttest, interviews, and learning records were used to answer the research questions. At the end of the pedagogical treatment, there was a statistically significant difference in the post-test results in the same group, which concluded that the PQRST strategy positively impacted on the level of reading comprehension in English. Furthermore, the participants showed a positive general perception about the PQRST strategy. English Foreign Language (EFL) Teachers of the public institution suggest to include the PQRST strategy in the syllabus of English courses to have methodologies and innovations that help to achieve the objectives to improve reading comprehension in the teaching-learning process.

*Keywords:* PQRST strategy, reading comprehension, EFL, 2-year college.

### Resumen

El objetivo principal de esta investigación fue establecer si el uso de la estrategia PQRST impactó en el nivel de comprensión lectora de textos breves de 100 a 300 palabras. Los estudiantes matriculados en las carreras que ofrece el Instituto Tecnológico Superior de la ciudad de Santo Domingo en Ecuador. El grupo de estudiantes que participó en el estudio estuvo compuesto por 40 personas. Los datos obtenidos de una prueba previa y una prueba posterior, entrevistas y registros de aprendizaje se utilizaron para responder las preguntas de investigación. Al final del tratamiento pedagógico, hubo una diferencia estadísticamente significativa en los resultados del posttest en el mismo grupo, por lo que se concluye que la estrategia PQRST impactó positivamente en el nivel de comprensión lectora en inglés. Además, los participantes mostraron una percepción general positiva sobre la estrategia PQRST. Se sugiere a los docentes de Inglés como Lengua Extranjera del Instituto Tecnológico Superior incluir la estrategia PQRST en el plan de estudios de los cursos de Inglés para contar con metodologías e innovaciones que ayuden a lograr los objetivos de mejorar la comprensión lectora de los procesos de enseñanza-aprendizaje.

*Palabras clave:* estrategia PQRST, comprensión lectora, EFL, 2 años de universidad.

**Preview, Question, Read, Summarize and Test (PQRST) Strategy to improve reading comprehension of short texts in A1 students**

English is an international language that must be mastered. It is the instrument that allows the expansion of international trade, the development of telecommunications and the globalization process (Shobikah, 2017). For this reason, people must master and read it fluently, especially since 25.42% of internet content is searched in English (Pandita, 2017).

In the case of non-native students, who are learning English, reading is a language skill to learn, since it helps to strengthen vocabulary, thereby benefiting other English skills. Reading is important for students who are learning English and especially for those taking third level careers, since it allows them to obtain new ideas and information to carry out tasks and research projects related to their studies (Malia, 2015). However, reading comprehension is a common problem among students. They cannot understand the words or the content of a text. Reading comprehension refers to the understanding, evaluation and application of information and ideas through a text, which is used to answer questions and analyze an argument (Kartini et al., 2017).

Sulistyo's research (as cited in Sulistyo & Miqawati, 2014) concluded that on average Indonesian university students have poor abilities to understand information from academic texts in English and to detect meanings in sentence structures, even though primary and secondary students have received English classes. In the same way, Ecuadorian students do not understand texts when reading (Escudero et al., 2018). They read to perform academic tasks; they do not seek to improve reading comprehension (Jaramillo-Ponton et al., 2019)

In order to improve the reading comprehension of the students, it is necessary to apply an adequate teaching strategy. Dimas (2018) recommended the Preview, Question, Read, Summarize and Test (PQRST) strategy to improve reading comprehension. In the same way,

Sandiarsa et al. (2013) considered that PQRST allows students to remember the content of the texts more easily, because a repetitive process of revision of the texts is carried out.

It is relevant to indicate that the search for bibliographic information regarding the PQRST Strategy and that is related to the reading comprehension generated by Ecuadorian authors is null. An aspect that makes this research a pioneer in the application of this strategy.

In Ecuador, teaching the English language is a transversal subject. Which is taught in basic and secondary education. It is a function that is the responsibility of the Ministry of Education. The levels to be achieved range from A1 to B1 according to the Common European Framework of Reference for languages.

Within the scope of the higher education system, the learning and teaching of a foreign language is required in the Organic Law of Higher Education. Article 124 and in the Academic Regime Regulation, article 80, as a requirement to obtain a third level degree (Consejo de Educación Superior, 2019). A student enrolled in a third level technological career, according to current regulations, must obtain at least an A2 level as a requirement to graduate.

In the EF English Proficiency Index (EPI) of the year 2019, Ecuador is in the place 81 of 100 countries. This result indicates that there are problems in acquiring language skills in English; it can be inferred that the strategies used are not effective and that a skill such as reading comprehension shows a reduced level of dominance among EFL Ecuadorian.

The value obtained in the EPI by Ecuador in 2019 was 46.57 points compared to the 50.34 points on average recorded by Latin America. The public institutions by provinces places Santo Domingo below the national average with 44.95. This territory is where the public institute, an institution that offers third-level technological careers. The student population of the institute exceeds 2,100, and students attend classes in the morning, afternoon, and evening. Students enrolled in this institution of higher education do not have

language skills in the English language developed upon entering the first level of training. They present difficulties in reading comprehension, since they do not efficiently understand short texts about topics related to real facts.

### **Literature Review**

The study analyzed the impact of applying the PQRST strategy to improve reading comprehension skills. The variables of the study are the following: PQRST strategy as the independent variable and the improvement of reading comprehension of short texts between 100 to 300 words as the dependent variable.

### **Reading Skill**

Reading is a skill that enables the comprehension of written texts. Reading contributes to increasing vocabulary, and improving memory and knowledge (Suryani et al., 2020). Reading helps improve the ability to think in English making students feel more comfortable with writing in English (Sari & Oktarina, 2019). Reading is a dynamic process that requires a series of strategies that most readers do not know how to apply (Roomy & Alhawsawi, 2019). Reading comprehension strategies are used to make sense of the text. Students master different types of reading strategies become proficient and independent readers (Roomy & Alhawsawi, 2019).

The strategies are classified into: 1. Global Reading Strategies (GLOB), 2. Problem Solving Strategies (PROB) and 3. Supportive Strategies (SUP). GLOB are strategies that establish planning, reading objectives, activation of prior knowledge, and verifying and predicting what the text is about. PROB strategies are direct activities applied by readers to difficult readings. They include reading slowly and carefully, reading the text aloud, and deciphering the meaning of unknown words. SUP strategies are used by readers to help them understand a text, applying techniques such as visualizing the information read, reading aloud and predicting the meaning of new words (Chen, 2017).

## Reading Comprehension

Oakhill et al. (Oakhill, 2014 as quoted in Ruiz, 2019) stated that reading is more than a process of reading words, it involves understanding or interpreting what is being read. Reading comprehension groups together skills such as word reading, vocabulary, syntax, memory and speech skills. According to Gilakjani and Sabouri (Gilakjani and Sabouri, 2016 as cited in León, 2020), reading comprehension is obtained when the reader extracts a meaning or message from the text. It consists of interpreting the words, understanding the meaning, and identifying the main ideas expressed in the text read (Saputri, 2019).

Non-Native English speakers register a medium to high level of difficulty in reading comprehension in English journal articles, since they have a limited vocabulary, reduced reading speed, insufficient semantic knowledge, lack of syntactic knowledge and low attention span (Chen, 2017). This has been observed in students of the public institute where this research was carried out.

According to the study carried out by Chandran and Shah (2019), other difficulties were identified in the reading comprehension process, such as: 1) they do not know the proper reading process to understand the content of texts, 2) they do not scan for the main idea and do not understand the content of reading comprehension difficulty that is related to prior knowledge, 3) they feel that reading is boring or uninteresting, aspects that are related to student motivation.

The difficulties identified in the reading comprehension process are significant among students who intend to learn English. The case of the student population of the public institute, a situation that shows the need to apply strategies that allow to develop this skill adequately.

According to Baqi (Baqi, 2014 as quoted in Saputri, 2019), there are four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading, and creative reading.

- Literal comprehension consists of identifying main ideas, details, causes, and effects in order to evaluate what is explicitly stated (Saputri, 2019).
- Interpretive comprehension implies understanding the hidden message of a text, therefore it consists of extracting main ideas, identifying cause and effect relationships that are not explicitly stated and generating a conclusion (Saputri, 2019).
- Critical reading allows the student to evaluate, obtain and compare a conclusion, in order to understand the meaning of the text (Saputri, 2019).
- Creative reading consists of thinking while the reading process is carried out, in this context the teacher being an example of teaching-learning (Saputri, 2019).

The exposure of the levels of reading comprehension of English is relevant, because the strategy that is intended to be applied with the students enrolled in the different technological careers is limited to the literal comprehension of the texts selected for the innovation process, in consideration that the other levels require further development of reading comprehension.

### **Teaching Reading Comprehension**

Teaching is transmitting knowledge to others, allowing the student to capture new knowledge and skills. Teaching consists of counting, showing, and guiding the student in completing the tasks and subsequently evaluating the results obtained (Singer, 2014). In turn, teaching reading implies training the student to review and understand the content of a text (Ifrianti, 2013).



Reading comprehension and the difficulties inherent to it indicate that it is appropriate to use strategies to promote the development of this skill. However, the only way to measure the effectiveness of the implemented strategy is through an evaluation test. It is recommended to use multiple-choice tests due to their reliability in scoring for reading comprehension, an aspect that is considered in this research.

### **PQRST Strategy**

According to the findings of Khoiriah et al. (2017), the PQRST strategy is suitable to be used in reading comprehension, because it improves the performance of students and the search for details in texts. In the same way, Hartanto (2020) suggested using the PQRST strategy because it improves students' reading comprehension.

In Sartika's research (2018), some obstacles were identified when implementing the PQRST strategy, such as: 1) in the preview step some students showed little confidence, 2) in the question step some students were silent when asked by the teacher, 3) in the read step, it was noticed that the time is reduced to explain difficult words by the teacher and 4) in the test step, sometimes the time was insufficient to take an exam to the students. However, the author recommends the implementation of the PQRST strategy for teaching reading comprehension.

Haryono et al. (2019) indicated that the PQRST strategy was applied by students following all procedures, making them enjoy the activities, developing the courage and desire to ask questions, allowing them to discuss and express their opinion in the forum generated in the classroom. Febrianti (2019) suggested that PQRST is more effective for skimming and searching than for simple information aspect.

According to the study carried out by Latifa and Manan (2018), the PQRST strategy improves prior knowledge and improves critical thinking by allowing students to structure questions and makes students more active by motivating them to follow all the steps of the

strategy. From the author's perspective, the PQRST strategy is an effective mechanism to improve reading comprehension ability, by contributing to the identification of the main idea, and by strengthening the ability to predict the content of a text and vocabulary in general.

PQRST strategy considers three basic principles to improve memory. Which are: 1) organize materials, 2) prepare materials and 3) practice recovery (Sholikah, 2019).

The authors mentioned above belong to countries in the Middle East and Asia, an aspect that is mentioned because when searching for information on the implementation of the PQRST strategy in Latin America, articles on the subject were non-existent, a finding that allows us to verify the effectiveness of these types of strategies in Ecuador.

The main objective of implementing the PQRST Strategy is to help students improve reading comprehension of English texts. The PQRST strategy has five steps, which are detailed below:

#### **Step 1: Preview the chapter or article**

- i. Check the table of contents and map out the organization of ideas.
- ii. Read the learning objectives, summary and/or intro and conclusion, headings, pictures, charts, etc.
- iii. If there are none of the above aids (such as in an article), read the first sentence of every 2nd or 3rd paragraph to get an overview of the whole article.

#### **Step 2: Question before you read**

- i. Ask questions:
  - Based on the title of the chapter or article.
  - Based on each heading.
  - Based on your previous knowledge.

#### **Step 3: Read to answer your question**

- i. Read in 3-5 minute “chunks”

- ii. Read to find the answer to your question
- iii. Vary the pace:
  - Slow down when the answer is found
  - Speed up when the material seems familiar
  - Guess and read quickly to confirm

**Step 4: Summarize the answer after reading**

- i. Say the answer out loud in your own words.
- ii. Highlight only the most important words and ideas, after reading the chunk.
- iii. Write down key words and phrases for each chunk to jog your memory when you review.

**Step 5: Test yourself immediately and later**

- i. At the end of the session, test yourself on what you just read.
- ii. Talk your way through the headings, explaining the main ideas.
- iii. Elaborate on the key words you wrote in your notes, giving examples if appropriate.
- iv. Test yourself again the next day, in a few days, and in a week or so.

**Research Questions**

The objective of this innovation was improve reading comprehension using PQRST strategy. For that reason, the present research addressed the following questions:

1. What will be the impact of the PQRST strategy on the reading comprehension of the students?
2. What is the students' appreciation about the PQRST strategy to improve reading comprehension?

**Innovation**

The objective of the innovation was to apply the PQRST strategy among the students of the public institute to improve reading comprehension of texts of 100 to 300 words.

The backward design model (Appendix C) based on the PQRST strategy was applied, organizing activities for reading short texts on aspects related to the careers in which they are enrolled in the institute.

The application of this research took 5 weeks, 1 hour each day (60 minutes), 25 hours total. During which the students learned and applied the PQRST strategy at the time of reading the short texts selected by the teacher.

To strengthen the preliminary explanation, the teacher proceeded to allocate 2 days to explain in depth, with examples and several practices, each of the 5 steps that make up the PQRST strategy. With this, it is intended to prepare students for the consolidation of the strategy. There was a pretest (Appendix B) with 3 short readings text about different topics. Students read and answered questions about the texts.

The students applied the PQRST strategy individually, during the process of using the strategy, the teacher supervised and provided support to answer questions.

The role of the teacher was to present the PQRST strategy. Guide the students to apply the strategy, select the short texts, monitor the achievement of the weekly learning objectives, and evaluate the progress made by the students.

The role of the students consisted of applying the PQRST strategy. Showing an active and positive attitude towards the texts selected by the teacher. Carrying out complementary research to improve reading comprehension of the text, since the document is related to their major. Establishing a space to evaluate their personal progress.

To measure progress in improving reading comprehension, weekly partial tests were carried out, monitoring the effectiveness of the PQRST strategy. At the end of the innovation process students took the posttest (Appendix D) to know the effectiveness.

### **Methodology**

This is an action research with qualitative and quantitative data analysis. Qualitative because an interview with 4 questions related to the strategy. There was an interview with 8 students chosen randomly to ask 4 questions related with the strategy (Appendix E) Quantitative because the scores of the applied tests obtained, to evaluate if there was improvement in the reading comprehension ability.

### **Participants**

According to the Academic Regime Regulations (2019), in article 80, it is stated that learning a second language will be a requirement for the third-level degree. Regarding the third technical level at least A1 is required and for the third technological level at least A2 is required.

In order to comply with the provisions of current regulations, the public institution, executes a work plan that involves taking English courses, which are offered to students enrolled in the different active academic programs. In the institution, students choose to enroll in schedules for English courses, based on their time availability. Teachers are assigned to each English course according to the working hours they must carry out in the institution of higher education, which can be morning, afternoon, evening, or intensive weekends. The number of classrooms in which teachers must teach English depends on the number of enrolled students, that is, on demand. Therefore, it is concluded that the selection of students for the application of the study was random, and that by being students assigned to the teacher (who is also the researcher) they become participants in the innovation.

There were 40 students, 22 men and 18 women, between 17 and 34 years old, all domiciled in the province of Santo Domingo de los Tsáchilas. Their mother tongue is Spanish and they are all from Ecuador. Their ethnicity is mix-race. Regarding access to technological tools, everyone had access to the internet at home since face-to-face classes were eliminated

due to the COVID-19 pandemic. They register intermediate knowledge in the domain of technological tools.

### **Instruments**

It is important to evaluate whether the process of teaching reading comprehension was effective, therefore tests must be applied. The phases followed in this study were the ones stated by Özdemir and Akyol (2019). First the test was prepared by the teacher, then it was reviewed by experts, applied to students and finally a final version was produced.

Multiple-choice tests have a prominent position in tests and evaluation, since they involve less investment of time by students, this means that a greater number of questions can be added. With multiple choice tests the scoring process is accurate and objective, distinguishing between correct and incorrect answers (Özdemir & Akyol, 2019). The reading comprehension test was carried out using multiple choice questions, yes / no question, true / false questions, vocabulary tests, connecting sentences and sentence completion questions (Wati, 2019).

To inform the research question N° 1: What will be the impact of the PQRST strategy on the reading comprehension of the students? Pretest (Appendix B) and posttest (Appendix D) instruments used to measure reading comprehension. The pretests contained 3 readings of 100 to 300 words. To evaluate the reading comprehension each text had multiple-choice questions, true or false, and yes, no questions. The tests were graded over 10 points.

To inform research question N° 2: What is the students' appreciation about PQRST strategy to improve reading comprehension? An interview with 4 questions for 8 students chosen randomly (Appendix E) was used.

### **Data Analysis**

Research question 1: The scores of the students before and after the test was recorded and analyzed in an Excel spreadsheet, descriptive statistics was calculated: mean, and

standard deviation. Statistical t test observed, to examine the differences between the scores obtained in the pretest and posttest. The t-test indicates that the results are reliable. Results are statistically significant and due to the implementation of the PQRST strategy.

Research question 2: There were 8 interviews to the students (Appendix E) by Google Meet. The answers were transcribed and analyzed to determine students' appreciation of the strategy.

### **Ethical Considerations**

It is relevant to indicate that before carrying out this innovation, a letter was presented to the Rector of the public institution to obtain authorization to conduct the research. After authorization, the students were verbally informed about the innovation related to applying the PQRST strategy. It was informed that the names of the participants were not be revealed in the investigation. It was also mentioned that participation was voluntary and that assignments were not graded for this module. It is important to note that the researcher who conducted the research is an English teacher at the institution of higher education.

### **Results**

This section contains the results obtained from the research project. These are organized according to the research questions.

#### **Demographic Information**

The students who participated in the application of the PQRST strategy present the following characteristics:

There were 40 students aged 17 to 34 years. Between 17 to 20 years old, 65% of the students were young. The participants of the innovation are defined as mixed race by 82.50%. Regarding work, 85% did not have a job. The basic salary in Ecuador for the year 2020 was defined at \$ 400 per month, in consideration of this, 92.50% indicated that they receive income below that value. The public institution offers a variety of careers, therefore, the

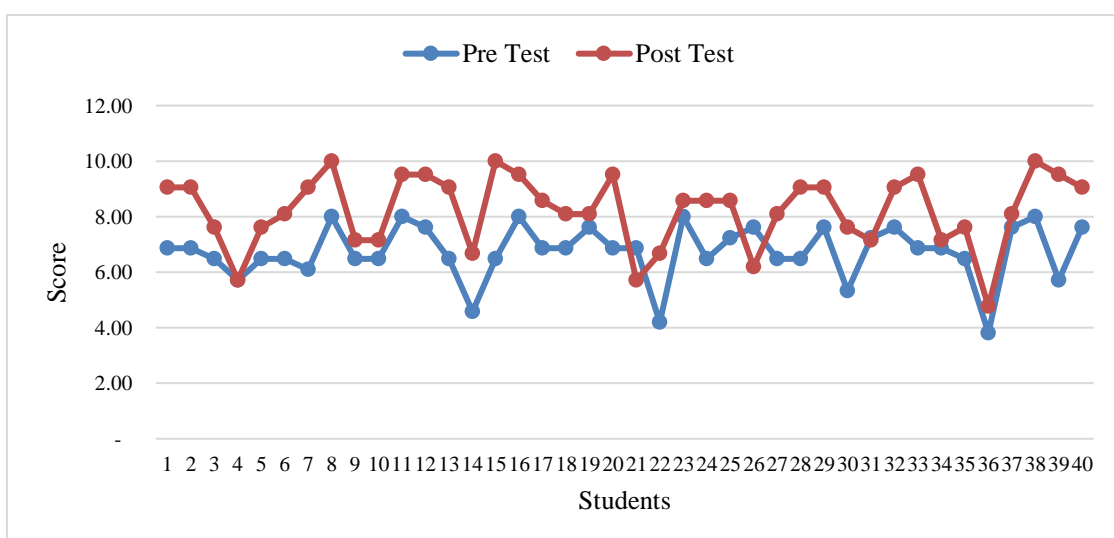
participants of the innovation came from Superior Technology in Electronics representing 20%, from Superior Technology in Safety and Prevention of Occupational Risks with 20%, of Higher Technology in Industrial Mechanics with 20%. 55% belonged to the afternoon schedule, 42,5% belong to the morning schedule and 2,5% belong to the night schedule. And finally, 52.50% of the participants were enrolled in the first semester of their respective careers, 42,5% were enrolled in second semester, 2,5% were enrolled in fourth semester and 2,5% to the fifth semester.

**Regarding question 1:** *What will be the impact of the PQRST strategy on the reading comprehension of the students?* the results are the following:

When comparing the scores of the students in the evaluation of reading comprehension, it is observed that the red curve corresponding to the post-test is higher than the pre-test blue curve, which concludes a priori that the PQRST strategy contributed to improving reading comprehension.

**Figure 1**

*Comparative scores Pretest and Posttest*



With the purpose of evaluating whether the PQRST strategy generated an impact on the students' reading comprehension, the t test was used for two samples assuming equal variances. With this, it is necessary to raise the following hypotheses:



**Null hypothesis(H<sub>0</sub>):** *The PQRST strategy did not impact the students' reading comprehension.*

**Alternative Hypothesis(H<sub>1</sub>):** *The PQRST strategy had an impact on students' reading comprehension.*

The application of the t test for two samples assuming equal variances to the pre and posttest generated the following results:

**Table 1**

*T-test for two samples assuming equal variances: Pre and Post Reading*

*Comprehension Test*

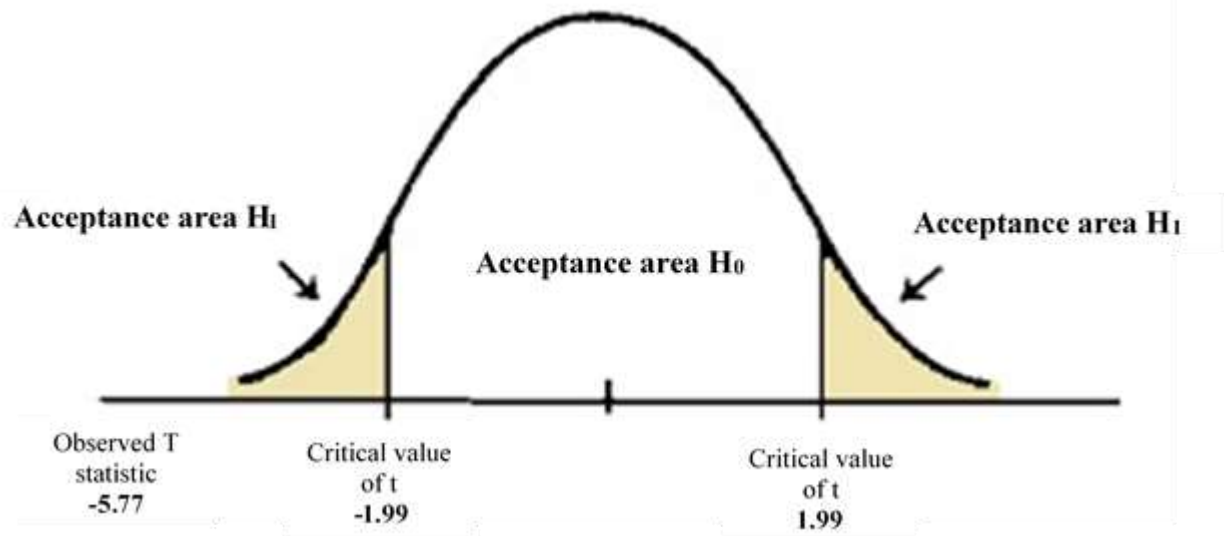
<i>Results</i>	<i>Pre Test</i>	<i>Post Test</i>
Mean	6.73333333	8.226190476
Variance	1.00015117	1.674370603
Observations	40	40
Pooled variance	1.33726089	
Hypothetical difference of means	0	
Degrees of freedom	39	
Observed T statistic	-5.77331398	
P (T <= t) one tail	7.535E-08	
Critical value of t (one tail)	1.66462464	
P (T <= t) two tails	1.507E-07	
Critical value of t (two-tailed)	1.99084707	
Standard deviation	0.00000015	0.00000015

As can be seen in Table 1, regarding the evaluation of reading comprehension, in the pretest, the mean obtained was 6.73 points, while after applying the PQRST strategy, the mean obtained was 8.23 points, which implies an improvement of 22% in the level of reading comprehension. Now regarding the t test, it is observed that the critical point for two tails was 1.99 and the observed t statistic was -5.77, with which the alternative hypothesis is accepted, stating that the PQRST strategy caused an impact on the reading comprehension of English of the 40 students who were part of the study.

The significance value obtained in the statistical test is 1.507E-07 or 0.00000015, which is less than  $p=0.05$ , thus confirming that the result is statistically significant.

**Figure 2**

*Graphic verification of the hypotheses for the assessment of reading comprehension in English*



**Regarding question 2:** *What is the students' appreciation about PQRST strategy to improve reading comprehension?*

To answer research question 2, 8 students, 4 women and 4 men, were interviewed. The interview consisted of 4 questions. The positive, negative comments and suggestions per question are as follows:

**1. How did using the PQRST strategy help you improve reading comprehension?**

All 8 students said that the PQRST strategy helped them improve reading comprehension. According to student's opinion, the steps were easy to apply. The students stated that the teacher's guidance and motivation was essential to effectively apply the strategy.

**2. What steps did you follow to use the strategy?**

At the time of the interview, 6 of the students fully remembered the steps of the strategy and the remaining 2 students knew the steps but did not mention them properly.

**3. What was your appreciation about the steps to followed in the strategy?**

The 8 students had positive comments about the strategy. They indicated that the images at the beginning of the text help to get a previous idea of the content of the text, then asking questions, reading, summarizing, and testing helps to understand the text. All students interviewed indicated that their reading comprehension improved when applying the strategy.

#### **4. How important did you consider reading?**

All the students interviewed stated that reading is an important English skill to improve language proficiency, since it provides vocabulary and information on topics of interest.

### **Discussion**

The use of the PQRST strategy by 40 students of the third level careers offered by the public institution is the first initiative of this type, in Santo Domingo de Los Tsafichilas and apparently in Ecuador, considering the available research. The present study was designed to answer two questions. The first one evaluated the impact of the PQRST strategy on reading comprehension. There is an improvement of the students' reading comprehension ability after the implementation of PQRST strategy in teaching reading. It can be seen from the result of hypothesis testing which shows at significance level  $p < 0.05$  ( $p = 0.000$ ),  $t$ -value (-5.77) is less than  $t$ -table (-1.99). In addition, the students' mean score in pre-test was 6.73 increasing to 8.22 in post-test. It can be concluded PQRST strategy can be used to improve the students' reading comprehension ability.

The second question was focused on determining the students' appreciation of the PQRST strategy, with the general opinion being that its application contributed to improving the reading comprehension of short texts in English. They mentioned and accepted that they have a low level of reading comprehension to the begin. It was detected in the interviews that the students remembered the steps to follow in the PQRST strategy. From the use of the PQRST strategy, they affirmed that they felt that their reading

comprehension improved, since the strategy is easy to apply, for example, the images that are part of the reading contributed to contextualize the text, which allowed students to understand a priori, the topic addressed in the readings.

According to the students, the generation of questions related to the topic of reading was a relevant exercise to understand the text. In general terms, the participants affirmed that reading comprehension is essential to improve English proficiency. Since it contributes to the acquisition of new words and thus it is possible to progressively understand more complex texts. It is also significant to note that according to the opinion of the students, the teacher played a fundamental role in teaching, monitoring and motivating the application of the PQRST strategy, which influenced positive results to be obtained. The students' appreciation of the PQRST strategy was positive, which agrees with the findings of Latifa and Manan (2018).

The existing empirical evidence and that obtained in this research show that the PQRST strategy is a pedagogical tool that contributes to the improvement of reading comprehension and general terms are well accepted by students.

In the literature review, mentioned that authors such as Khoiriah et al. (2017) and Hartanto (2020) that the PQRST strategy contributes to improving reading comprehension of texts in English. The evidence obtained in this study; it is concluded in the same statement.

Regarding the author Sartika (2018), who details difficulties when applying the steps of the PQRST strategy, it can be indicated that in the case of students from the public institute, it was identified that: 1) the preview step gave them confidence to understand the content of the text, 2) in the question step, the students asked the teacher questions, 3) in the reading step, it was recorded that the teacher explained most of the difficult words in the time allotted for the class and 4) in the test step, the time was adequate to carry out the

evaluations to the students. The improvement of reading comprehension by the students at the public institute, confirms the findings of Latifa and Manan (2018), that the PQRST strategy is an effective mechanism to achieve this learning objective.

Another aspect to highlight is related to the fact that the students at the public institution expressed a positive position regarding the application of the PQRST strategy. In the study by Haryono et al. (2019) were willing to ask questions and generate discussion in the classroom forum.

### **Conclusion**

When considering the level of English of the students who participated in the study, this being A1 according to the European Framework of Reference, and that reading comprehension ability is important to learn a language, the research focused on determining the impact of the PQRST strategy in reading comprehension (question 1) and in evaluating students' appreciation of the strategy (question 2). The statistical evidence obtained in this study, coincides, and confirms with other investigations developed around this topic, with which it is concluded that the PQRST strategy contributes positively to improving reading comprehension.

Along the same lines, the students indicated that they had a positive appreciation regarding the use of the strategy, since it has steps to follow, easy to understand. According to the students, the teacher performs a role to be assessed in the strategy implementation process, by establishing the bases for the use of the technique, guiding, and monitoring the progress of the participants. It is concluded that the PQRST strategy is an adequate technique for third-level education students with an initial level of English, which is important to highlight, since much of the research consulted focuses on basic and secondary education. The role of teacher was essential to motivate students to use the strategy.

**Limitations**

The present study had some limitations. Considering that this study was conducted in an English as a foreign language context, the most obvious limitation was time. Furthermore, this study was limited to a small sample size (40 people) and therefore the results and findings cannot be generalized to a full setting and further research will be needed to do so. Finally, since it was an investigation that implies having an interaction between the teacher and the students, which is inherent to the teaching-learning process, the existence of some level of bias could be considered, when addressing the topic and its results. To avoid this, the grades were generated automatically at the end of the tests on the Google Classroom platform and the interviews were videotaped to obtain precision and maintain all the important aspects mentioned.

**Recommendations**

The most important recommendation for researchers who are willing to study the effects of the PQRST strategy on the reading comprehension who intend to use it, has to do with time of application. An emergency program may not have immediate effects; instead, the PQRST strategy will reveal more tangible and evident results when performed over longer periods of time.

In other research projects focused on the use of the PQRST strategy, it is important to consider not only reading comprehension skills. It would be very useful to include formal assessment tools to measure the acquisition of vocabulary, spelling, among other language skills to increase the scope of future studies.

It is important to highlight that the application of the PQRST strategy was carried out in a context in which the public higher education system of Ecuador and the world, has had to accelerate the teaching-learning process through virtual classes due to the COVID-pandemic. 19. This aspect posed significant challenges for the teacher, from the field of curriculum development, evaluation, and feedback that students should receive. In another

perspective, this process of virtualization of higher education allowed access to technological applications, to develop tests that can be scored automatically, which makes classroom management of the teacher more efficient and allows the student to monitor their progress. With regard to the PQRST strategy in this new virtual reality, access to a significant number of short texts and other readings that promote the improvement of reading comprehension is vast, so it is recommended to use the technological tools for the benefit of students.

Finally, it is suggested that the PQRST strategy should be included in the syllabus of the English teachers, in order to have various methodologies and innovations that allow achieving the learning objectives in the language.

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**APPENDIX A**



**Universidad Casa Grande  
Teaching English  
Demographic Information**

Available upon request.

**APPENDIX B**



**Universidad Casa Grande  
Teaching English  
Pre Test of Reading Comprehension**

**SCORE**

Available upon request.

**APPENDIX C**

**Lesson plan**

**Design from Your Goals<sup>1</sup>**

Available upon request.

**APPENDIX D**



**Universidad Casa Grande  
Teaching English  
Post Test of Reading Comprehension**

**SCORE**

Available upon request.

**APPENDIX E**



**Universidad Casa Grande  
Teaching English  
Interview**

Available upon request.