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Theme:

QUESTION – ANSWER RELATIONSHIP (QAR) COMPREHENSION STRATEGY
AND READING SKILLS

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DEDICATION

“The only way to achieve your dreams is to keep thinking about them and working toward them. Even when it is difficult. Pain and failure are not the opposite of success; they are part of it.”

KNJ

TO:

God, for giving me the strength, perseverance and the necessary guidance to move forward every day. Thank you for illuminating my path with your infinite wisdom, love and protection, which have been the fundamental pillars that have sustained me throughout this process.

To my parents, who have been my unwavering pillars of support and my greatest source of inspiration. Your unconditional love, your words of encouragement and wise counsel have guided me every step of the way. Thank you for believing in me, for your sacrifices and for teaching me the value of effort and dedication. Everything I have achieved so far is a reflection of your constant love and support.

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Topic: Question-Answer Relationship Comprehension Strategy and Reading Skills

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ABSTRACT

This research work aimed to examine the effects of Question – Answer Relationship Comprehension Strategy for reading skills among fifth semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Universidad Técnica de Ambato. This research, although it covers reading skills, focuses more on reading comprehension. In a quasi-experimental design, 23 participants were divided into two groups: 13 students formed the experimental group, while 10 students composed the control group. The study employed pre and post-tests based on the reading section, parts 1, 2 and 3, of the PET exam. These tests were evaluated using three criteria of reading comprehension (literal, inferential and critical). Using a quantitative approach, the study analyzed and interpreted the results obtained from the tests, formulating conclusions and recommendations based on the specific context and experiences of the participants. Data analysis confirmed that the experimental group showed significantly greater improvement in literal comprehension, while inferential and critical comprehension were maintained. The finding demonstrated that the QAR strategy effectively improved students' literal comprehension, particularly with Right There and Think and Search questions. However, it had limited impact on inferential and critical comprehension levels. While students became more proficient at identifying explicit information in the text, additional support is needed to strengthen their ability to engage with higher-order thinking tasks like inference and critical evaluation.

Key words: Question-Answer Relationship strategy, reading skills, reading comprehension.

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RESUMEN

El presente trabajo de investigación tuvo como objetivo examinar los efectos de la Estrategia de Comprensión Relación Pregunta Respuesta en las habilidades lectoras de los estudiantes de quinto semestre del programa Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Ambato. Esta investigación, a pesar de abarcar las destrezas lectoras, se centra más en la comprensión lectora. En un diseño cuasi-experimental, 23 participantes fueron divididos en dos grupos: 13 estudiantes conformaron el grupo experimental, mientras que 10 estudiantes integraron el grupo de control. El estudio empleó pruebas previas y posteriores basadas en la sección de lectura, partes 1, 2 y 3, del examen PET. Estas pruebas se evaluaron utilizando tres criterios de comprensión lectora (literal, inferencial y crítica). Utilizando un enfoque cuantitativo, el estudio analizó e interpretó los resultados obtenidos en las pruebas, formulando conclusiones y recomendaciones basadas en el contexto específico y las experiencias de los participantes. El análisis de los datos confirmó que el grupo experimental mostró una mejora significativamente mayor en la comprensión literal, mientras que la inferencial y la crítica se mantuvieron. El hallazgo demostró que la estrategia QAR mejoró eficazmente la comprensión literal de los estudiantes, en particular con las preguntas Right There y Think and Search. Sin embargo, tuvo un impacto limitado en los niveles de comprensión inferencial y crítica. Si bien los alumnos mejoraron su capacidad para identificar información explícita en el texto, se necesita más apoyo para reforzar su capacidad de participar en tareas de pensamiento de orden superior, como la inferencia y la evaluación crítica.

Key words: Question-Answer Relationship strategy, reading skills, reading comprehension.

Chapter I.- Theoretical Framework

1.1 Research background

Reading skills encompass a broad range of skills that enable individuals to decode, interpret, and make sense of written texts (Mann, 1984). These skills are fundamental to literacy and academic success, as they are essential for understanding information in a variety of subjects. Despite the fact that this skill is essential, people present problems in developing it, especially students who have difficulties effectively comprehending reading materials. These challenges frequently translate into poor academic results. Therefore, this research, despite covering reading skills, focuses more on reading comprehension among students of the Universidad Técnica de Ambato.

Several studies have investigated the effectiveness of QAR in improving reading comprehension. For instance, Apriani (2019) conducted a quasi-experimental study involving 70 eighth-grade students who were separated into an experimental and a control group each one of 35 students. Data was collected through pretests and posttests, each containing of 40 multiple-choice questions. The analysis conducted using Paired Sample and Independent Sample t-tests, demonstrated that the t-obtained was greater than the t-table value, indicating a notable difference in reading comprehension between the two groups before and after the intervention. Finally, the researcher pointed out that QAR strategy effectively enhances students' reading comprehension, as evidenced by their improved performance in reading comprehension assessments.

Gaffar et al. (2024) investigated the influence of the QAR strategy on enhancing ninth-grade students' reading comprehension. The research was pre-experimental and the sample was 30 students. Data was gathered through a multiple choice reading comprehension test consisting of 10 items. To analyzed the data, a paired sample test was used to comparing learners' performance before and after the strategy implementation. The results showed an advancement in comprehension following the employment of the QAR strategy, suggesting that this strategy can significantly improve the reading comprehension of junior high school students.

Butar et al. (2022) used a quasi-experimental design with pre- and post-tests to explore the effectiveness of the Question-Answer Relationship (QAR) strategy to improve the reading comprehension of narrative texts among 44 class IX students at SMP

Methodist-9 Medan. The experimental group's reading comprehension significantly improved, with mean scores rising from 67.04 to 83.36, while the control group showed only slight progress. Furthermore, 88% of the experimental group achieved very high scores after the intervention. These results demonstrated that the QAR strategy effectively enhanced students' reading comprehension by fostering active engagement with the text and encouraging critical thinking.

Nurhayati et al. (2019) investigated the effect of implementing the Question-Answer Relationship (QAR) strategy on teaching reading comprehension among third-year students at MTsN 7 Aceh Besar. Two groups participated in the study: a control group of 21 students and an experimental group of 23 students. The results showed a significant improvement in the experimental group's post-test scores, with a mean of 73.69 compared to the control group's mean of 65.64. This difference was statistically significant, indicating that the QAR strategy is effective in enhancing reading comprehension. The students also responded positively to the strategy, with 80.9% expressing favorable views. Overall, the study indicates that junior high school students' reading comprehension can improve when QAR is incorporated into instructional strategies.

Afriani et al. (2020) aimed an investigation to identify the consequence of QAR strategy on enhancing learners' reading comprehension. This research was quantitative and quasi-experimental, including a sample of 30 people selected through a purposive sampling. These students were separate in two groups: an experimental class of 15 students who received instruction using QAR strategy and a control class of 15 students who did not. Data was collected through pretests and posttests, each consisting of 20 multiple-choice questions focused on narrative texts. A t-test was used to analyze the results, which indicated that the experimental group obtained a mean post-test score of 73.00, compared to a score of 64.00 for the control group. The research noted that QAR activities significantly promote student' reading comprehension of narrative texts.

Baqi (2019) investigated the impact of the Question-Answer Relationship (QAR) strategy on reading comprehension among 40 eleventh-grade students. A qualitative and quantitative approach was employed. The results showed that the QAR technique greatly improved students' reading comprehension while promoting confidence, excitement, and active engagement in reading exercises. Additionally, by interacting with more complex problems, students improved their critical and creative thinking abilities. The study

highlights that implementing QAR can serve as a valuable framework for guiding questioning and comprehension instruction across different stages of reading and can benefit students and teachers by fostering motivation, participation, and deeper text comprehension.

Pujiastuti (2022) examined how well students' reading comprehension performance was improved by using the Question and Answer Relationship (QAR) reading strategy. The goal was to ascertain how much students' reading comprehension had improved as a result of receiving instruction utilizing the QAR approach. The participants of this research was students in grade XII at SMK Sasmita Jaya 2 who was divided in two groups, a control and an experimental group. The results of the study showed a noteworthy difference in performance between students who received the QAR reading technique and those who did not, as well as a considerable improvement in reading comprehension.

Solihin and Muaz (2022) explored the effect of QAR strategy in improving the twelfth-grade scholars' reading comprehension at SMAN 1 Jatitujuh. They employed a quantitative research method using a pre-experimental design, which involved administering a pre-test and a post-test to gather data. The results were evaluated using a t-test. The outcomes indicated a development in students' reading comprehension following the instruction with the QAR strategy, demonstrating its effectiveness in enhancing their understanding of texts. This suggested that QAR is a viable instructional strategy for boosting reading comprehension among high school students.

Jannah (2022) investigated how well the Question-Answer Relationship (QAR) strategy worked to enhance reading comprehension in University of Pasir Pengaraian first-semester English Study Program students. Forty-two students participated in the study; they were split into two groups: the experimental group and the control group. Both groups were given pre- and post-tests. With a t-value of 6.156 and a p-value of 0.000, the findings of the SPSS analysis demonstrated a substantial impact of QAR on reading comprehension, suggesting that the QAR strategy can successfully enhance students' comprehension of narrative texts. This shows that QAR may be used effectively with first-semester English students and can be a useful teaching tool for improving reading skills in educational contexts.

Sari and Emelia (2022) investigated the impact of QAR strategy on learners' reading comprehension of narrative texts. Utilizing a pre-experimental research design,

the researcher selected one class of 32 students through cluster random sampling. To assess the comprehension of students, pretests and posttests were administered before and after the implementation of this strategy. A normality test was carried out to confirm that the data had a normal distribution, ensuring the validity of the findings. The results displayed that the strategy had a positive impact on students' reading comprehension of narrative texts, demonstrating its effectiveness as a teaching method.

These researches consistently highlights the effectiveness of the Question-Answer Relationship (QAR) strategy in enhancing reading comprehension across diverse educational levels and contexts. Whether applied to junior high school students, senior high school students, or university learners, the findings demonstrate significant improvements in reading comprehension skills when QAR is implemented, often yielding statistically significant results compared to traditional instruction methods. Beyond improved comprehension, the strategy fosters critical thinking, active engagement, and motivation among students, making it a versatile and impactful instructional approach. These studies collectively underscore the value of integrating QAR into teaching practices to support learners in developing deeper text understanding and more effective reading strategies.

Theoretical Foundation of the Variables

Independent variable

Didactics

The science of teaching within a specific field is didactics. Didactics is founded on several theories of instruction and, in a broader sense, on the principle and practical implementation of teaching and learning methods (Vollmer, 2021). Riskulova (2020) mentioned that didactics is perceived as a field of pedagogy that scientifically validates the content, methods and organizational structure of instruction. This statement means that didactics considers not only what is taught, but also focuses on how and why it is taught in a certain way.

In addition, didactics plays a significant role in the construction of a lesson. It provides a framework that guides the planning, implementation and evaluation of teaching (Riskulova, 2020). Additionally, the author also noted that it helps teachers make

effective decisions about lesson content, teaching methods, lesson structure, adapting for diverse abilities, and guiding student evaluation.

Finally, didactics explores the interaction between three key elements: the teacher, the learner and the subject matter (Kędzierska & Wnęk-Gozdek, 2015). The goal is to create a structured and intentional learning environment that encourage active participation and meets the needs of diverse learners. In modern education, didactics is essential to guide teachers in designing effective lessons, differentiating instruction, and using various teaching tools to improve student understanding and retention of knowledge (Vollmer, 2021).

Teaching approaches

Teaching approaches refer to the various strategies and methods educators use to facilitate learning and effectively engage students (Banning, 2005). These approaches can range from traditional teacher-centered methods, such as direct instruction and lectures, to more student-centered techniques, such as inquiry-based learning, collaborative projects, and problem-solving activities. The choice of approach depends on factors such as the subject matter, students' learning needs and desired outcomes (Trigwell & Prosser, 2004).

According to Lam and Kember (2006), teaching approaches are the practical methods educators use to implement their personal beliefs about teaching in the classroom. These beliefs influence decisions about how to present content, interact with students, and structure lessons (Lam & Kember, 2006). For example, if a teacher believes that students learn best through exploration and discovery, he or she may adopt a more student-centered approach, such as project-based learning. On the other hand, if he or she believes in direct instruction, he or she may use lectures and structured lessons.

Due to the constant evolution in the field of education, teaching methods are continually adapting to new research, new technologies and the changing needs of students. For this reason, as new approaches emerge, existing ones become regarded as traditional (Iskandar, 2020). This does not imply that traditional methods are obsolete or ineffective, rather they may be utilized less frequently by professors. Moreover, integrating traditional and modern approaches offers professors a versatile pedagogical toolkit that can be more effectively tailored to meet students' needs (Banning, 2005).

Socratic method

The Socratic method, created by the ancient Greek philosopher Socrates, is a dialogic teaching approach involving interaction between the teacher and the students. It employs questioning and answering techniques to stimulate ideas and establishing connections between different modes of thinking through different questions and stages types, encouraging critical thinking (Dalim et al., 2022). Rather than providing direct answers, this method encourages dialogue between the teacher and students, allowing them to explore ideas in depth and reach their own conclusions collaboratively. This approach fosters a deep understanding of complex topics by emphasizing reflection, active learning and the questioning of preconceived notions (Akhmedov, 2023).

According to Chang (2023), Socratic method involves asking a series of questions to explore complex ideas and guide individuals toward developing their own understanding of a concept. In the practice, it begins with a central question, often challenging a common belief or assumption. The instructor may ask probing questions that require students to think critically, analyze their own reasoning, and consider alternative perspectives. As the conversation unfolds, students are guided through a series of logical steps that force them to reexamine their initial position. This process is not intended to arrive at a definitive answer, but rather to refine students' thinking skills and help them become more aware of their intellectual biases (Dalim et al., 2022).

One of the main advantages of the Socratic method is its ability to actively engage students in the learning process (Akhmedov et al., 2024). Rather than passively absorbing information, students are asked to engage in dialogue, defend their views, and respond to counterarguments. This dynamic interaction fosters deeper engagement with the material while cultivating essential skills such as critical thinking, problem-solving, and effective communication. The method also fosters intellectual humility, as students learn that there can be multiple valid perspectives on a given issue (Akhmedov, 2023).

Question Answer Relationship Strategy

The Question-Answer Relationship (QAR) strategy is an instructional approach crafted to improve students' reading comprehension by categorizing questions based on where the answers can be found (Raphael & Au, 2005). QAR was developed by Raphael (1986), this strategy allows readers to categorize questions based on the location and

nature of the answer, which encourages deeper engagement with texts. It aims to help students recognize that not all answers come directly from the text and that different types of questions require different approaches to answering them.

Raphael (1986) introduced the QAR strategy into his research as part of an effort to help students better understand how to perform on complex reading comprehension tasks. The approach was designed to address a key problem in education: students' frequent difficulty in discerning where and how to find answers to questions posed by teachers or texts. Raphael's work focused especially on the importance of teaching students to be strategic readers, not merely passive receivers of information.

The QAR strategy promotes metacognition by encouraging learners to reflect on their thinking, enabling them to recognize the connection between the type of question and the best way to answer it (Cummins et al., 2012). In addition, this strategy has become widespread in classrooms as a practical tool for improving reading comprehension and critical thinking skills.

Type of questions in QAR strategy

Raphael (1986) divided QAR strategy in two categories. The first category is “In the Book” questions consist of “Right There” and “Think and Search” questions. The second category is “In My Head” questions consist of “Author and Me” and “On My Own”.

In the Book Questions

This type of questions can be found in the text or book (Raphael & Au, 2005). These questions guide readers to focus on explicit details, facts and information presented by the author. By locating and identifying these details, readers strengthen their comprehension and retention of the material. In addition, these questions not only help develop a clear understanding of the text, but also lay the groundwork for more complex inferential thinking by encouraging close reading and attention to information.

- **Right There**

The answer for this type of question is explicitly stated in the text, often in a specific place (Raphael, 1986). This type of question requires little or no inference since the wording of the question reflects the wording that the answer should have. Readers can

easily locate the information by scanning the text, which makes this question type ideal for assessing factual details or basic comprehension. The answers are usually a word or a short phrase. Right There questions encourage students to focus on retrieving key details, reinforcing their ability to find specific information in a text (Erdiana et al., 2017). There are some phrases used for this type of questions: Where is...? What is...? When is...? How many...? Who is...?

- **Think and Search**

This type of question requires readers to gather information from different parts of the text and combine it to form a complete answer (Raphael, 1986). Unlike direct questions, the answer to this type of question is not found in a single sentence, but is spread across several parts of the text. As a result, readers must think about how the ideas or information in the text are interconnected to each other and then search the entire passage to find out the necessary information. The questions and answers of this type have a different wording and the answers are usually short. Think and Search questions encourage deeper comprehension by requiring students to synthesize ideas, analyze relationships between different events or details, and engage more critically with the text (Baqi, 2019). Some phrases used for this type of questions are: How did...? Why was...? What caused...? For what reason...?

In my Head Questions

These types of questions ask readers to go beyond the explicit details of the text and draw on their own prior knowledge, experiences, and critical thinking skills (Raphael, 1986). These questions encourage greater engagement with the material, which motivates readers to make connections, draw inferences, and form personal interpretations (Sari & Emelia, 2022). Answers to "In my head" questions are not explicitly mentioned in the text, in contrast to "In the book" questions, which encourages readers to evaluate and synthesize material more deeply.

- **Author and Me**

This type of question requires readers to combine information from the text with their own prior knowledge or personal experiences to answer (Raphael & Au, 2005). The answer is not explicit in the text so it is important for the reader to understand the author's ideas in order to make inferences and draw conclusions (Raphael, 1986). These questions

ask readers to interpret and analyze the text, and then apply their own thinking to fully answer the question. By pushing readers to go beyond simple comprehension and interact with the material in a more profound, introspective manner, Author and Me questions promote critical thinking. Typical expressions for these kinds of questions include: Would you...? Did you agree with...? What did you think of...?

- **On My Own**

Instead of relying on details from the text, these kinds of questions are wholly dependent on the reader's own knowledge, opinions, or experiences (Baqi, 2019). These questions encourage readers to reflect on their own lives and make connections to issues or situations presented in the reading. Since the answer is not found in the text, readers must draw on their own understanding and perceptions. On My Own questions promote engagement with the material by encouraging self-reflection and helping readers relate personally to the text (Raphael & Au, 2005). This phrases are used for this type of questions: Do you know...? Have you ever...? Would you ever...?

Advantages of QAR strategy

According to Nurhayati et al. (2019), there are several advantages to using the Question-Answer Relationship (QAR) strategy to enhance reading comprehension and critical thinking abilities.

1. QAR encourages students to engage actively with the text by prompting them to think about the type of question they are answering. This strategy improves focus and retention as students aren't passively reading but actively searching for answers (Solihin & Muaz, 2022).
2. By categorizing questions, the QAR strategy helps students recognize where to find answers (either within the text or from their own knowledge), which in turn improves their understanding of the material. It also teaches them to distinguish between factual recall, inference, and personal reflection, fostering deeper comprehension.
3. The strategy encourages students to think critically, especially with Think and Search and Author and Me questions. They learn to make connections between ideas, draw inferences, and integrate their personal knowledge with the text. Sari and Emelia (2022) also mentioned that higher-order thinking abilities like analysis, synthesis, and assessment are develop by these questions.

4. The QAR strategy helps students become better at recognizing and generating different types of questions (Apriani, 2019). This skill can aid them not only in answering questions but also in formulating their own questions when reading independently, leading to more meaningful engagement with texts.
5. Through QAR, students develop metacognitive skills by thinking about the type of question they are answering and how to approach it. This awareness of their thought processes enhances their overall learning strategies and boosts their ability to self-monitor and adjust their reading approach.
6. By including questions that require personal reflection, such as On My Own questions, the QAR strategy helps students connect with the text in a more personal and meaningful way. This type of questions can increase their motivation to read and participate in discussions, as they see how the material relates to their own experiences (Erdiana et al., 2017).

Steps to applying QAR strategy

Aziz and Yasin (2017) mentioned some steps for implementing the QAR strategy in the classroom. These steps guide learners in identifying different types of questions, categorizing them according to their relationship to the text and applying specific strategies to locate and construct answers effectively.

1. Introduce the Question-Answer Relationship (QAR) strategy, explaining how different types of questions are linked to specific ways of finding answers. To reinforce this concept, display an enlarged QAR chart in the classroom that breaks down each question type—like "Right There," "Think and Search," "Author and Me," and "On My Own"—and provide clear examples. This visual reference will serve as a helpful tool for students to consult as they practice identifying the connections between questions and answers.
2. Distribute a text for students to read independently. This action encourages them to engage with the material on their own, setting the stage for applying the QAR strategy.
3. The teacher models how to identify and answer each level of QAR questions using the text. Break down the process step by step: show how the answers to "Right There" are provided in the text, how "Think and Search" questions necessitate integrating information from various parts of the text, how "Author and Me"

questions blend text information with personal interpretation, and how "On My Own" questions rely entirely on personal knowledge or experiences.

4. Ask students to work in pairs to answer a series of questions. Their task is to not only answer the questions but also determine which QAR category each one belongs to. By working together, they reinforce their understanding of the different question types, practicing both comprehension and collaboration. This exercise helps students sharpen their ability to distinguish between factual recall, inferential reasoning, and personal reflection in reading comprehension.
5. Students discuss the answers together. This step emphasizes collaborative learning, which allows students to deepen their understanding of a text by sharing and discussing their answers. These discussions provide an opportunity for students to explain their reasoning, clarify misunderstandings, and compare their perspectives with those of their peers.
6. The teacher gives students some questions to observe their comprehension of the text. To assess how well students have understood the text, the teacher poses questions designed to test various levels of comprehension. These questions may range from literal ones that check for basic recall of facts to inferential and critical questions that require deeper analysis and critical thinking. By analyzing students' responses, the teacher gains valuable insights into their comprehension levels. This process helps identify any gaps in understanding or areas where students excel. The teacher provides immediate feedback, addressing misconceptions and guiding students toward more accurate interpretations.

Dependent variable

English language

The modern English language reflects centuries of evolutions and development (Baugh & Cable, 1993). Emerging in England, it is part of the West Germanic division of the Indo-European language family and has been transformed over the centuries, incorporating vocabulary and influences from Latin, French, Norse and several other languages. Today, English is considered as a lingua franca that allows people from broad linguistic and cultural backgrounds to connect with each other. It has become the main language of worldwide communication, diplomacy, business, and entertainment because of its flexibility and variety. In addition, English not only makes it easier for people to

share ideas and information, but it also allows pupils to engage with people from different backgrounds and perspectives, which broadens their worldview (Johns, 2012).

English language skills

English language skills encompass the ability to effectively communicate, comprehend, and express ideas. According to Kholmurodova (2021), these skills are categorized in: receptive skills, reading and listening, and productive skills, writing and speaking. Reading skills involve to comprehend and analyze written texts, improving vocabulary and critical thinking. Listening skills enables individuals to understand and interpret spoken language in various accents and context. Writing skills requires the capacity to express ideas clearly and persuasively in written. Finally, speaking skills involve the ability to communicate clearly and effectively verbally, whether in informal conversations or in public speaking. Mastery of these skills not only supports success in academic, professional, and personal endeavors but this is also a way to connect with the international community and access a wealth of knowledge and opportunities. (Kholmurodova, 2021).

Receptive skills

Receptive skills refer to how learners receive and process language (Al-Jawi, 2010). These skills are considered passive because learners do not need to produce language, they only focus on understanding it. These skills are divided into reading and listening. Reading skill is the ability to understand texts of various degrees of complexity and listening skill is the ability to understand spoken language (Davies, 1976). In reading, people decode written symbols and understand texts. It also involves recognizing words, understanding the structure of sentences and grasping the overall meaning of paragraphs or longer texts. In listening, the brain processes the spoken language by interpreting sounds, words and the context of speech. It also involves recognizing vocabulary, understanding grammar, interpreting intonation and stress, and making sense of verbal and nonverbal clues.

Reading skill

The capacity to successfully decode, comprehend, interpret, and analyze written material is referred to as reading skill (Mann, 1984). These skills are not only fundamental to education but also form the foundation for students to build knowledge across various subjects and disciplines (Perfetti, 1985). Reading extends beyond merely recognizing words on a page; it involves the ability to understand, analyze, and synthesize information. Effective reading skills are essential for academic success, as they allow students to hold, process, and retain intricate information from different sources such as textbooks, academic articles, and other educational materials. Furthermore, Mann (1984) highlighted that reading is a key tool for fostering critical thinking, expanding vocabulary, and cultivating passion for learning.

Reading skills

According to Grabe and Stoller (2019) reading skills encompass a wide range of techniques that enable readers to not only gather information but also interpret, analyze, and infer meaning from various texts. Whether reading for enjoyment or academic purposes, strong reading skills enhance our ability to absorb details, understand complex ideas, and apply knowledge in meaningful ways.

1. Scanning

Karimova (2023) stated that scanning is a selective reading method. This skill involves quickly searching a text for specific information, such as names, dates, or keywords, without focusing on the full content. It helps to locate details rapidly without the need to read everything. In order to locate the relevant information, effective scanning depends on identifying visual cues such as headings, subheadings, or stressed text (bold or italics). Furthermore, scanning necessitates the capacity to concentrate on particular words or textual patterns.

2. Reading for detail

This is the capacity to study a text carefully in order to comprehend detailed and accurate information (Spratt et al., 2011). It requires attention to specifics, such as facts, descriptions, or detailed instructions. This ability is essential for comprehending technical or complicated material, including academic papers, legal documents, instructions, and manuals. Readers can improve this ability by underlining important details, going over

difficult passages again for clarity, and summarizing the main concepts in their own words. For tasks requiring accuracy and completeness, reading for detail is essential since it guarantees a thorough understanding of the subject matter.

3. Deducing meaning from context

This skill helps readers in deducing the meaning of unknown words or phrases from the context of the text (Spratt et al., 2011). With the help of context clues like synonyms, antonyms, instances, or explanations woven throughout the text, this ability helps readers deduce meanings. Readers may frequently determine the meanings of unknown words without consulting a dictionary by breaking them down into their roots, prefixes, or suffixes. This method promotes a deeper comprehension of the text in addition to helping with vocabulary growth. Language learners and those interacting with specialized or technical topics particularly benefit from it.

4. Understanding text structure

It involves how certain types of text generally develop (Spratt et al., 2011). Recognizing the organization of a text (such as cause-effect, problem-solution, or chronological order) helps in comprehending the material. Familiarity with these structures helps readers predict the flow of information and enhances overall comprehension. Readers can look for organizational signals like headings, subheadings, transitional words (e.g., “however,” “therefore,” “as a result”), and formatting features to discern the structure. Visualizing the relationships between ideas through diagrams or flowcharts further aids in understanding. Mastering this skill is crucial for analyzing essays, academic papers, and reports effectively.

5. Skimming

Karimova (2023) mentioned that skimming is a quick reading method. This means that this skill requires reading quickly to grasp the general meaning or main idea of a text. It's useful for getting an overview of the content without focusing on details. This skill is particularly useful for previewing material, determining relevance, or preparing for in-depth reading. Readers practicing skimming often focus on headings, subheadings, introductory and concluding sentences, and any highlighted text. Visual aids, such as charts, graphs, or illustrations, can also provide valuable context during skimming. This

method is commonly used in reviewing news articles, summaries, and introductory sections of books or research papers.

6. Inferring

Inferring is the process of making educated guesses or drawing conclusions by combining information provided in the text, as well as prior knowledge (Walters, 2006). This skill allows readers to go beyond what is directly stated to uncover deeper meanings, implied messages, or the author's intent. Effective inferring involves recognizing patterns, identifying subtle hints, and considering the context in which information is presented. By asking questions like "What is the author implying?" or "What can be concluded from this detail?", readers can better interpret the underlying meanings in the text. This skill is invaluable for literary analysis, problem-solving, and interpreting persuasive or nuanced material.

7. Predicting

Predicting involves anticipating what will happen next in a text or what a text will discuss based on prior information, headings, or patterns (Par, 2020). It enhances engagement by encouraging active interaction with the material and helps readers stay focused and involved as they confirm or revise their predictions. Effective prediction relies on recognizing recurring themes, understanding the purpose of the text, and interpreting visual or textual signals like charts, headings, or introductory statements. This skill is frequently used in reading fiction, analyzing studies, and interpreting reports, as it prepares the reader for the direction and flow of the text.

Ways of reading

1. Extensive reading

It requires students to read large volumes of text at a level where they can comprehend fluently, maintaining a high degree of understanding (Waring & Vu, 2020). This type of reading allows students to choose materials that interest them and have an appropriate level of difficulty, which makes the process enjoyable and engaging. In addition, by interacting with a variety of texts they enjoy, readers are exposed to different styles and genres of writing and, at the same time, gain knowledge of diverse cultural contexts and perspectives. Enabling them to improve various language skills, including

reading fluency, vocabulary acquisition and an intuitive understanding of language structure and usage.

The primary goal of extensive reading is to foster a love for reading and to promote language learning in a more natural and enjoyable way (Bell, 2015). By selecting materials that align with their interests and are within their comfort zone, learners can immerse themselves in the narrative and thematic elements of the texts, enabling them to concentrate on understanding the overall meaning rather than getting bogged down in detailed analysis or comprehension questions.

2. Intensive reading

Intensive reading involves carefully examining the structure, vocabulary, and meaning of a text to gain a deeper understanding (Morales-Sevilla, 2017). This process goes beyond simply reading for pleasure; it entails exploring the subtleties of the language, interpreting complex sentences, and grasping the author's purpose and arguments (Carrell & Carson, 1997). For this reason, it is often used in academic or language-learning contexts, where precise interpretation and critical thinking are required.

In academic contexts, intensive reading is particularly valuable, as it allows students to extract relevant information, synthesize ideas and respond to texts with their own points of view (Morales-Sevilla, 2017). This focused interaction with the material promotes a deeper understanding of the topic, which helps students to articulate their thoughts clearly and support their arguments with evidence.

Reading comprehension

According to Walters (2006), the capacity to comprehend, analyze, and derive meaning from written material is known as reading comprehension. This statement means that this process involves more than just decoding words and phrases, it also involves grasping the content of the text, understanding how ideas are connected, identifying key details and inferring information that is not directly stated. The capacity to read words and phrases alone is not enough for reading comprehension (Septiyana et al., 2021). In other words, reading comprehension also involves a person's prior knowledge of the world, which is essential in order to comprehend each word and sentence in a text.

By assisting students in recognizing important ideas, drawing conclusions, and relating new material to what they already know, reading comprehension helps them learn and remember information from academic papers or textbooks more successfully (Oakhill et al., 2019). It also enhances the ability to follow arguments, recognize patterns, and understand relationships between ideas. Furthermore, comprehension skills are linked to improved problem-solving abilities, as they help students understand word problems, interpret instructions, and evaluate different perspectives, all of which are critical for academic performance across disciplines (Kendeou et al., 2016).

In addition, reading comprehension supports the evolution of other key skills such as writing, oral communication and vocabulary acquisition, all of which are fundamental for academic and professional progress (Smith et al., 2021). When students can comprehend texts in depth, they are better able to express their ideas in writing, engage in meaningful discussions and apply their knowledge in real-world contexts. Therefore, improving reading comprehension is critical to developing well-rounded, competent and capable learners (Walters, 2006).

Levels of reading comprehension

The kind of mental representation that is created from the written text is referred to as the level of reading comprehension (De-la-Peña & Luque-Rojas, 2021). It plays a critical role in how well readers understand and interact with what they are reading. These levels can range from basic recognition of facts and details to deeper interpretation and analysis of themes and ideas. These levels of comprehension are literal, inferential and critical level (Airasian et al., 2005).

Literal level

The first level is literal reading, where students are required to replicate the information provided by the author. This includes understanding word meanings, recalling stated concepts, summarizing key ideas, recalling significant points, and recognizing the sequence of events or information presented (Nurjanah & Putri, 2022). Teachers typically review this level first, as it focuses on understanding information directly stated in the text. At this level, readers engage with visible elements of the text, such as vocabulary, facts, main ideas, and details, allowing them to answer questions directly using the information provided.

Inferential level

Inferential comprehension is reading to uncover information that is not explicitly stated in the text, relying on the reader's experience, intuition, and inferencing skills (Rusmiati & Kamalina, 2016). In other words, this level emphasizes analyzing the text to identify implicitly conveyed information, such as conclusions, main ideas, or underlying themes. Inferential comprehension also requires readers to combine their literal understanding of the text with prior knowledge of the topic to interpret and infer deep meaning.

Critical level

The third level is critical reading, in which students are required to analyze, assess, and form judgments about the material (Nurjanah & Putri, 2022). The author uses language that can guide readers' interpretations based on the information presented, the author's perspective, intentions, and credibility. This level of comprehension builds upon the literal and inferential levels by synthesizing the information from the text to form a comprehensive opinion or conclusion about it. This level also involves evaluation, requiring the reader to understand the content while integrating their own thoughts and perspectives with the text's message.

Reading comprehension skills

Reading comprehension involves various skills that work together to help readers understand, interpret, and analyze texts. These skills enable readers to process written information at different levels, from basic recognition of words and facts to deeper analysis and critical thinking. Below are some key reading comprehension subskills (Gilakjani & Sabouri, 2017).

1. Summarizing

Summarizing is a powerful tool for elevating reading and studying skills (Rinehart et al., 1986). It involves condensing a larger section of text into its key points. It requires identifying the essential ideas while leaving out unnecessary details. This skill helps readers capture the core message of the text, improving understanding and retention. Summarizing promotes clarity and ensures that the reader grasps the most important elements of the text.

2. Sequencing

It is the ability to arrange events or information in the order they occur in the text (Patten et al., 1986). Recognizing the proper sequence helps readers follow the plot in narratives, understand the flow of ideas in informational texts, and build logical connections between events.

3. Comparing and Contrasting

It is the ability to identify similarities and differences between characters, events, ideas, or texts (Macarthur & Philippakos, 2010). This skill helps readers make connections between ideas, improving their understanding of relationships and distinctions in the text. It is especially useful for analyzing themes, arguments, or multiple perspectives.

4. Drawing Conclusions

It involves using information from the text to form an overall understanding or opinion about it (McMackin & Witherell, 2005). This includes interpreting facts and making judgments based on the evidence presented. This skill allows readers to synthesize ideas from the text and apply critical thinking to make logical conclusions about the material.

5. Self-questioning

It involves asking oneself questions before, during, and after reading to ensure comprehension and engagement with the text (Joseph et al., 2016). This helps readers monitor their understanding and stay engaged. It also promotes metacognition by encouraging readers to think about their own thought processes and understanding as they read.

6. Problem-solving

It is the ability to identify issues or challenges presented in the text and think of ways to resolve them using logic and reasoning (Mohammadi et al., 2020). This skill encourages analytical thinking and helps readers engage with texts that present conflicts, dilemmas, or issues that need resolution, especially in both narratives and argumentative texts.

7. Relating Background Knowledge

It involves connecting the content of the text to the reader's prior knowledge, experiences, or other texts they've read (Smith et al., 2021). Relating new information to what readers already know makes the material more understandable and meaningful. This skill is essential for deeper comprehension and helps readers contextualize the information.

8. Distinguishing Between Fact and Opinion

It involves recognizing the difference between factual statements, which can be proven true or false, and opinions, which are based on personal beliefs or interpretations (Bennett, 2023). Being able to distinguish between fact and opinion is crucial for critical reading, especially when evaluating informational or persuasive texts. It helps readers assess the reliability and objectivity of the material.

Reading comprehension strategies

Bruggink et al. (2022) mentioned that reading comprehension strategies serve as cognitive tools to assist and regulate comprehension of a text, and they are categorized into cognitive strategies and metacognitive strategies.

Cognitive strategies

Cognitive strategies are mental processes that individuals use to help them understand and remember information more effectively. Malmir and Derakhshan (2020) mentioned that cognitive strategies are those that involve activating prior knowledge about the world (bottom-up processing) and interpreting pragmatic information derived from contextual clues. This interplay between prior knowledge and contextual information enables learners to make meaningful connections between new concepts and what they already understand, facilitating deeper comprehension.

In addition, cognitive strategies can encompass a wide range of techniques, such as synthesis, note-taking, and self-regulation, each of which contributes to a more holistic learning experience (Pressley et al., 1987). Implementing these strategies encourages active participation by having learners use critical thinking and problem-solving abilities to evaluate information, make decisions, and adapt their approaches based on the demands of the task at hand.

Metacognitive strategies

Metacognitive strategies refer to the processes through which individuals gain awareness and control over their own learning and thinking. It also facilitates reading comprehension and promote both reading performance and reading comprehension (Muhid et al., 2020). These strategies involve self-regulation and reflection on one's mental processes, allowing learners to organize, monitor, and assess their understanding and performance. For instance, before engaging with a new task, learners might set specific goals for what they wish to achieve and identify appropriate strategies to reach those goals. During the learning process, they can monitor their comprehension and adjust their approaches as needed, such as by re-reading challenging sections or seeking clarification on confusing concepts. After completing a task, reflecting on what worked well and what could be improved enables learners to refine their strategies for future endeavors. By cultivating metacognitive awareness, individuals can become more effective and autonomous learners, ultimately enhancing their ability to tackle complex problems and adapt to new learning situations (Babkie & Provost, 2002).

1.2 Objectives

General objective

To examine the effects of Question Answer Relationship Comprehension Strategy for reading skills.

Specific objectives

- To identify the different elements of Question Answer Relationship Comprehension Strategy in reading skills.
- To measure the reading skills level of fifth – semester students at the beginning of the research.
- To determine the impact of Question Answer Relationship Comprehension Strategy on the development of reading skills.

1.3 Fulfillment of objectives

Examining the effects of the Question Answer Relationship Comprehension (QAR) Strategy on reading skills was the primary goal of this study. This included three specific objectives. Initially, the first specific objective was to identify the different elements of QAR Strategy in reading skills. To achieve this, a thorough literature review was conducted to delineate the fundamental components of the QAR strategy. Four different QAR types were discovered to be compatible with these components: Right There, Think and Search, Author and Me, and On My Own questions.

Secondly, the study aimed to measure the level of reading skills of fifth – semester students at the beginning of the research. This objective was accomplished through a pre-test, adapted from Preliminary English Test (PET), specifically the reading section. The test consisted of the first 3 parts of the reading section as these measure reading comprehension levels (Part 1: inferential, part 2: literal and part 3: critical). The pre-test was administrated at the beginning of the research to measure reading comprehension.

Finally, the research sought to determine the impact of QAR Strategy on the development of reading skills. The outcomes from the pre-test and post-test were compared. The analysis of the results revealed a significant improvement in students' reading comprehension abilities, with a particularly remarkable increase observed in literal comprehension. This growth highlighted the effectiveness of the QAR strategy in helping students locate and understand explicitly stated information in texts, a critical foundational skill in reading comprehension.

Chapter II.- Methodology

2.1 Materials

This study utilized human, material, economical, and technological resources. For the expansion of the theoretical framework, a variety of articles, journals, and books were consulted to validate the research topic and provide comprehensive information on the independent (Question-Answer Relationship Comprehension Strategy) and dependent (Reading Skills) variables. Technological and didactic resources such as videos, presentations and the Moodle platform were used to carry out the implementation of QAR strategy. These resources were essential in fostering student interaction, motivation, and familiarity with the topics, as well as promoting autonomous and collaborative learning.

2.2 Methods

2.2.1 Research approach

This study adopted a quantitative research approach. Quantitative research differs from qualitative research in its use of numerical data, such as statistics, to identify patterns, calculate averages, make predictions and generalize conclusions after analyzing the data collected. According to Taherdoost (2022), quantitative research employs numerical values to explain and describe phenomena observed in a study. The primary objective of quantitative research is to gather numerical data, often through methods such as questionnaires, IQ tests, or measurements, which are subsequently analyzed using mathematical techniques (Sukamolson, 2007). Furthermore, quantitative research typically aims to test hypotheses, examine cause-and-effect relationships, or make predictions about a specific topic.

2.2.2 Modality

This study focused on bibliographic research, drawing on a variety of sources such as scholarly papers, journals, scientific articles, and recent books that have previously examined the subjects of reading comprehension and QAR strategy. Moran and Caetano (2022) stated that bibliographic research is a methodical process that involves identifying, gathering, and analyzing sources of information on a particular topic. It focused on the exploration of academic literature, such as books, journal articles, dissertations, and other scholarly materials, to acquire a comprehensive understanding of existing knowledge within a particular field (Ocaña-Fernández & Fuster-Guillén, 2021). Grazziotin et al.

(2022) concluded that bibliographic research is essential for laying the groundwork for scholarly investigations, helping to identify gaps in the literature, build on previous research, and support arguments with authoritative evidence

This study employed a field research approach. Irgil et al. (2021) mentioned that field research is a method of gathering data directly from a natural environment, outside of a laboratory or controlled setting. It involves the researcher observing, interacting with, and sometimes participating in the daily activities of subjects in their own settings. This approach allows for a deeper understanding of behaviors, social dynamics, or environmental conditions as they occur in real time. Field research is commonly used in disciplines like anthropology, sociology, and environmental studies, where understanding context and nuance is essential (Jönsson et al., 2021). The data collected can be qualitative, such as interviews or observations, or quantitative, like measurements or surveys (Irgil et al., 2021). Because it is conducted in real-world settings, field research often provides more authentic and contextually rich insights, though it also poses challenges like unpredictability and limited control over variables.

2.2.3 Type of research and research design

A quasi-experimental design was employed for this study. In this design, two groups are identified: a control and an experimental group (White & Sabarwal, 2014). The one that receives the intervention is the experimental group, while the control group does not and is kept separate from the experiment. (Maciejewski, 2018). In quasi-experimental researches, the groups are pre-established such as two different courses in an educational setting. Additionally, to ensure consistent assessment of the dependent variable, the same pre-test must be applied to both groups. After the intervention, a post-test is administered to both groups to compare their improvement on the dependent variable, allowing for an analysis of any differences or similarities. In this experiment, both a control and an experimental group were included within the research framework. Unlike the control group, which continued with traditional methods of reading comprehension, the experimental group was exposed to an intervention focused on the QAR strategy in the context of reading skills.

2.2.4 Instruments

The instrument to obtain data for this study is the Preliminary English Test (PET) exam, which corresponds to level B1 according to the Common European Framework of Reference for Languages (CEFR), was selected for this purpose. The reading section parts 1, 2 and 3 were used to gather the necessary data. The test was administered twice: first, as a pre-test at the beginning of the research, and second, as a post-test at the end of the study, after all interventions were completed. The Pet exam was chosen because its B1 level makes it suitable for measuring the reading comprehension skills of fifth semester students with an intermediate level of proficiency.

2.2.5 Procedure

The data collection process consisted of a series of ten interventions. Among these, eight instructional sessions were dedicated to applying the QAR strategy to enhance reading skills. The procedure was carried out by dividing the participants into a control class and an experimental class. While the control group engaged with the traditionally assigned readings in class, the experimental group utilized the QAR strategy to complete the same readings.

Firstly, the research work began with the administration of a pretest of reading parts 1, 2 and 3 obtained from the PET Cambridge International test. The results were evaluated out of ten and students were assigned to the control class and the experimental class. In this context, the control class was assigned the corresponding readings for each class and worked normally without any changes while the experimental class was instructed in the use of the QAR strategy for the development of the readings.

Subsequently, a series of interventions were applied using the QAR strategy, which taught them to identify different kind of questions and to develop specific strategies for responding them. The experimental group's learners were enrolled in a class, in which they found all the necessary documents to complete the activities. In all the interventions they had to upload the classified and answered questions and an audio discussing or expressing their opinion about the topic.

During the first intervention, students watched a video on the QAR strategy, where they learned about the types of questions and how to answer each one. Afterward, they reviewed vocabulary related to the topic "Word Processing". Next, students were given a

list of questions, which they classified into the appropriate QAR categories and answered. Finally, the session concluded with a discussion about the topic.

In the second intervention, students reviewed vocabulary related to the topic “Reading”. Then, students were given a list of questions, which they classified and answered. Finally, they discussed about the topic.

During the third intervention, vocabulary about the topic “Limitations of the Swift model” was reviewed. Then, a list of questions was classified and answered. Finally, students discussed about the topic.

In the fourth intervention, vocabulary about the topic “Dyslexia” was reviewed. Then, a list of questions was classified and answered. Finally, a discussion about the topic was carried out.

During the fifth intervention, vocabulary about the topic “Aphasia” was reviewed. As in prior interventions, students classified and answered related questions and concluded with a discussion.

In the sixth intervention, vocabulary about the topic “Broca’s Aphasia, Wernicke’s Aphasia, and Syntactic Parsing” was reviewed. A list of questions was classified and answered, followed by a discussion on the topic.

During the seventh intervention, vocabulary about the topic “The trace deletion hypothesis” was reviewed. Students classified and answered a list of questions. Finally, a discussion about the topic was carried out.

In the eighth intervention, vocabulary about the topic “Treatment and Recovery from Aphasia” was reviewed. Students classified and answered a set of questions, and concluded with a discussion.

Finally, following the eight interventions, students were given a post-test in the pre-test format to measure their level of comprehension. The posttest was the PET exam, reading section parts 1, 2 and 3.

The interventions were conducted in collaboration with the subject instructor. Following the delivery of regular instruction by the teacher, the intervention activities were implemented. Students were required to submit their assigned tasks via the Moodle and Google Classroom platforms. After each intervention, a review was conducted to

ensure the accurate classification of the questions. Additionally, the students' responses to the audio tasks, completed at the conclusion of each intervention, were analyzed to observe their vocabulary acquisition and fluency development. By the final intervention, a notable improvement was observed, as students demonstrated greater ease in expressing themselves and exhibited an expanded vocabulary.

2.2.6 Population

The research on the QAR strategy and reading skills was conducted with fifth-semester students from the PINE program. These students are at a B1 proficiency level according to the CEFR. The study involved 23 individuals, all of whom were between the ages of 20 and 22. They were split up into a control and an experimental class.

Table 1.
Control group population

Population	Frequency	Percentage
Male students	0	0 %
Female students	10	100 %
Total	10	100 %

Table 2.
Experimental group population

Population	Frequency	Percentage
Male students	3	23%
Female students	10	77 %
Total	13	100 %

2.2.7 Hypothesis

Alternative hypothesis

H1: Question Answer Relationship Comprehension Strategy has a positive impact on reading skills.

Null hypothesis

H0: Question Answer Relationship Comprehension Strategy does not have a positive impact on reading skills.

Chapter III.- Results and Discussion

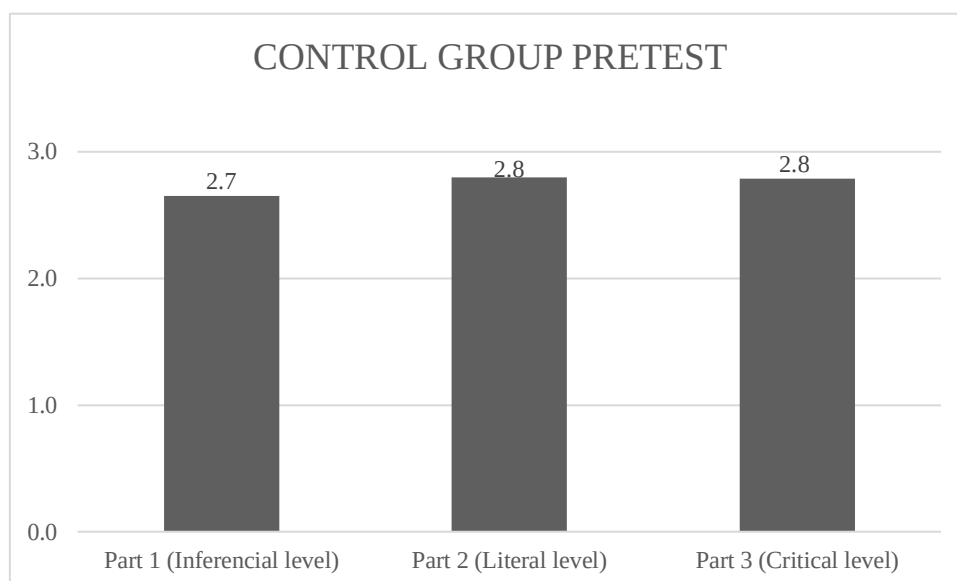
3.1 Analysis and discussion of the results

This chapter presents the analysis, interpretation, and discussion of the data collected from a pre-test and post-test administered to a control group and an experimental group, evaluating their reading comprehension using the Preliminary English Test (PET). The tests were conducted with 23 students of fifth semester from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program, 10 students for the control group and 13 for the experimental group. The test consisted of three parts, totaling 15 questions, designed to assess reading comprehension. Part 1 focused on inferential comprehension and was rated out of 5 points; Part 2 assessed literal comprehension, also rated out of 5 points; and Part 3 evaluated critical comprehension, likewise scored out of 5 points. Additionally, the validation of the hypothesis employs Shapiro – Wilk Normality test and Wilcoxon test using SPSS software to determine the usefulness of the QAR strategy in enhancing students' reading skills.

3.1.1 Control group pretest results

Figure 1 shows the control group's average pre-test results, which evaluated three reading comprehension levels: literal, critical, and inferential. The control group achieved an average score of 2.7 on the inferential level (part 1) and 2.8 on both the literal (part 2) and critical (part 3) levels.

Figure 1.
Control group pretest results



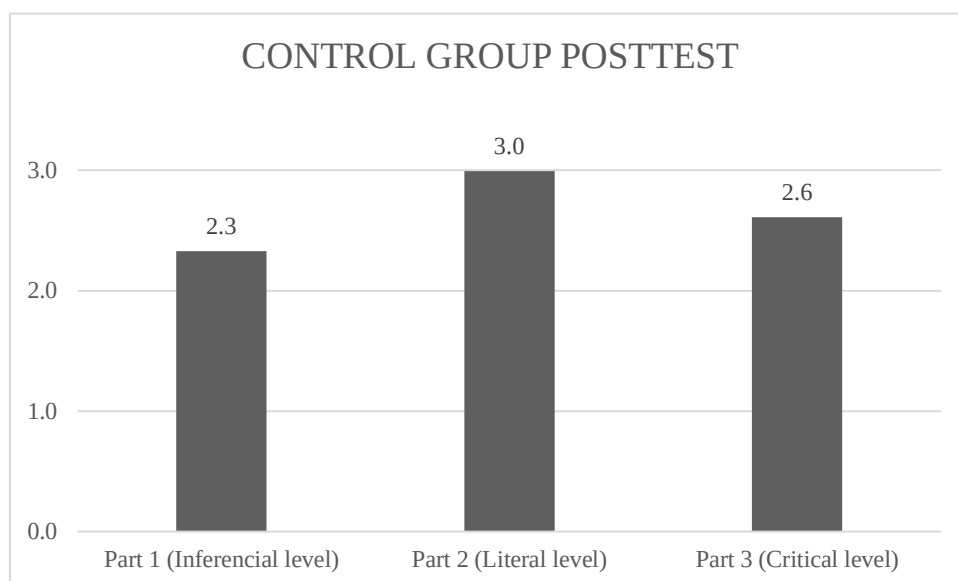
The scores are relatively consistent across all three levels, with slightly lower performance observed at the inferential level.

These results demonstrate that the outcome of the control group on the pre-test was slightly higher for literal and critical comprehension than for inferential comprehension. This slight difference suggests that participants were better at understanding explicit information (literal) and evaluating or analyzing content (critical) than at drawing conclusions or making inferences (inferential).

3.1.2 Control group posttest results

Figure 2 shows the control group's average post-test results, which evaluated three reading comprehension levels: literal, critical, and inferential. The control group achieved an average score of 2.3 on the inferential level (Part 1), 3.0 on the literal level (Part 2), and 2.6 on the critical level (Part 3).

Figure 2.
Control group posttest results



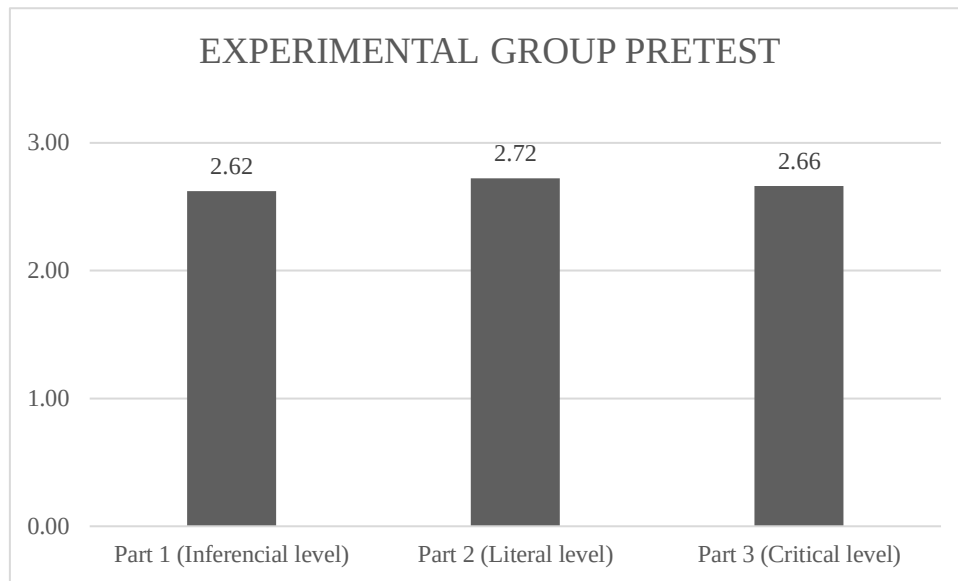
These scores indicate some variation across the three levels, with the highest performance observed in literal comprehension and the lowest in inferential comprehension. These findings display that the control group demonstrated relatively stronger performance in literal comprehension compared to inferential and critical comprehension on the post-test.

These results suggest that the control group performed better on tasks requiring direct comprehension (literal comprehension) than on tasks requiring deeper cognitive processing, such as inference and critical analysis.

3.1.3 Experimental group pretest results

Figure 3 shows the experimental group's average pretest results, which evaluated their inferential, literal, and critical comprehension. The experimental class achieved an average score of 2.62 on the inferential level (Part 1), 2.72 on the literal level (Part 2), and 2.66 on the critical level (Part 3).

Figure 3.
Experimental group pretest results



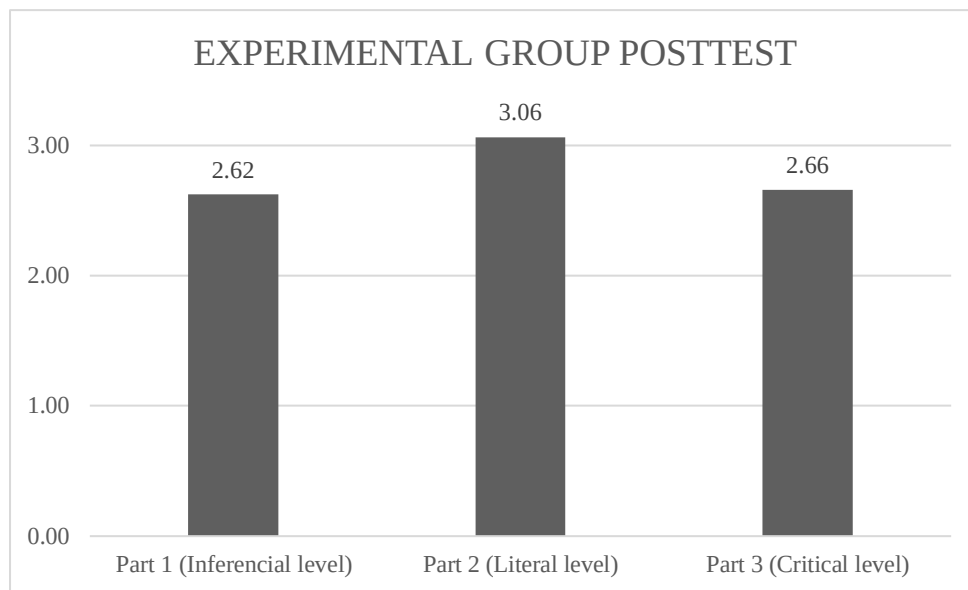
The scores show minimal variation across the three levels, suggesting that the experimental group started the research with a comparable level of reading comprehension at all three levels.

This uniformity of scores implies that the experimental group had a comparable baseline reading ability at these levels, making them well suited to assessing the impact of any intervention or teaching strategy applied during the research. This similarity of baseline suggests that any subsequent differences observed after the intervention can be more confidently attributed to the treatment effect rather than to pre-existing differences in reading ability.

3.1.4 Experimental group posttest results

Figure 4 shows the average posttest scores of the experimental group, which assessed inferential, literal, and critical comprehension. An average score of 2.62 on the inferential level (Part 1), 3.06 on the literal level (Part 2), and 2.66 on the critical level (Part 3) were attained by the experimental group.

Figure 4.
Experimental group posttest results



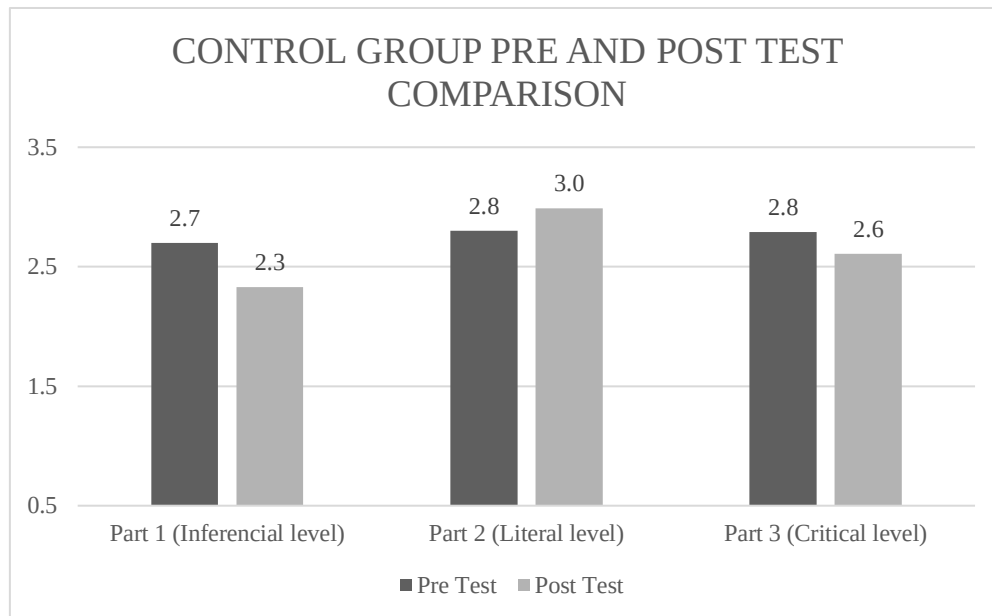
The scores show some variation across the three levels, with the highest performance observed in literal comprehension and the lowest in inferential comprehension. These results suggest the experimental group performed minimally better on literal comprehension than on inferential and critical comprehension on the post-test.

The experimental group demonstrated a slight advantage in literal comprehension compared to inferential and critical levels. This pattern suggests that the intervention or instructional strategy used during the study was more effective in enhancing students' ability to understand explicit details rather than fostering the higher-order thinking skills required for inference-making and critical evaluation.

3.1.5 Control group comparative results

Figure 5 compares the control group's average pre-test and post-test scores at the literal, critical, and inferential levels. The control group received an average score of 2.7 on the pre-test and 2.3 on the post-test at the inferential level. The average score at the literal level was 2.8 on the pre-test and 3.0 on the post-test. Likewise, the average score at the critical level 2.8 on the pre-test and 2.6 on the post-test.

Figure 5.
Control group comparative results



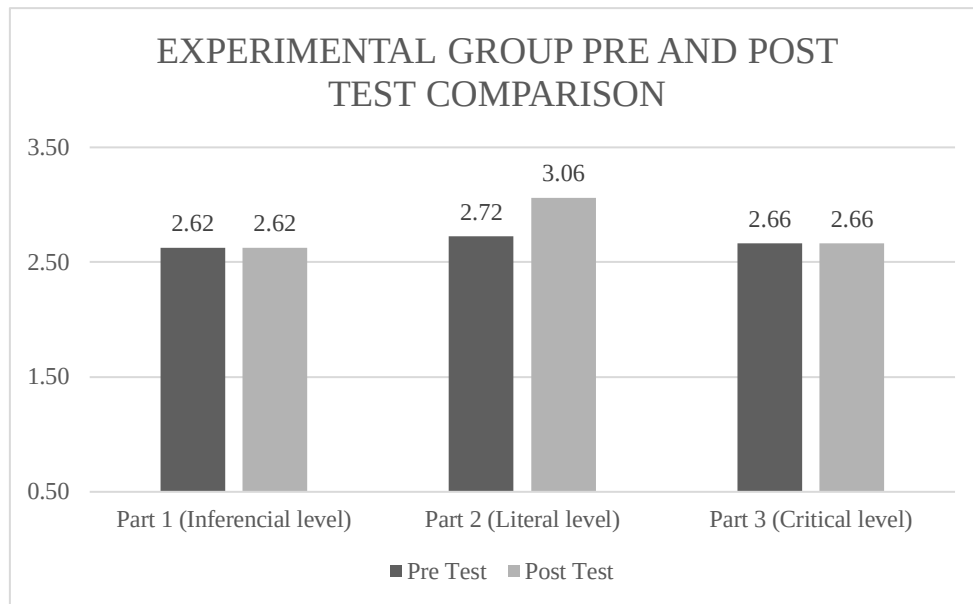
These results indicate a slight decrease in inferential and critical comprehension scores, alongside a modest increase in literal comprehension.

The control group exhibited mixed results in reading comprehension. While their literal comprehension slightly improved, their inferential and critical comprehension skills showed a slight decline. These fluctuations could be attributed to various factors, including natural variations, testing effects, or other external influences. However, the control group's reading comprehension performance remained relatively stable between the two tests, as the changes in scores were minimal across all three levels.

3.1.6 Experimental group comparative results

Figure 6 compares the experimental group's average pre-test and post-test scores at inferential, literal, and critical levels. The experimental group received an average score of 2.62 on both the pre-test and post-test at the inferential level. The average of 2.72 on the pre-test and 3.06 on the post-test at the literal level. Lastly, the experimental group's pre-test and post-test average scores on the critical level were 2.66.

Figure 6.
Experimental group comparative results



These findings suggest the experimental group's literal level scores differed by 0.34 between the pre-test and post-test, while inferential and critical comprehension scores showed no change.

These findings suggest that the interventions applied to the experimental group had a limited impact, primarily benefiting literal comprehension. This improvement in literal comprehension indicates enhanced ability to understand and recall explicit information, but the lack of progress in inferential and critical comprehension suggests that the interventions did not sufficiently address the skills required for making inferences or analyzing and evaluating text.

3.2 Verification of the hypothesis

The Statistical Package for the Social Sciences (SPSS) program was used to test the hypothesis. The distribution of the observed data was evaluated using the Shapiro-Wilk normality test. The average scores of the experimental group's pre-test and post-test were then compared using the Wilcoxon test.

3.2.1 Null hypothesis

H0: Question Answer Relationship Comprehension Strategy does not have a positive impact on reading skills.

3.2.2 Alternative hypothesis

H1: Question Answer Relationship Comprehension Strategy has a positive impact on reading skills.

3.2.3 Shapiro – Wilk Normality test

Table 3 show the dependent variable's normality test results. Since there were fewer than fifty samples, the Shapiro-Wilk test was used. The p-value was 0.227 for the post-test and 0.049 for the pre-test.

Table 3.
Shapiro – Wilk Normality test

		Shapiro – Wilk		
		Statistic	df	Sig.
PRETEST GROUP	EXPERIMENTAL	,868	13	,049
POSTTEST GROUP	EXPERIMENTAL	,917	13	,227

The pre-test data does not follow a normal distribution, as indicated by the rejection of the null hypothesis of normality due to the p-value being less than 0.05.

The normality of the pre-test and post-test results was evaluated using the Shapiro-Wilk test. The pre-test data may not be fully suitable for analysis using conventional parametric statistical tests, which presuppose normality, if the p-value is less than 0.05, indicating that the data vary from a normal distribution.

3.2.4 Wilcoxon test

Table 4 presents the Wilcoxon signed-rank test findings, where the mean rankings of the pre-test and post-test, two related samples, were compared. This test determined whether there were differences between them.

Table 4.
Wilcoxon signed-rank test

		N	Mean rank	Sum of ranks
Posttest Experimental Group - Pretest Experimental Group	Negative ranks	1 ^a	3,00	3,00
	Positive ranks	8 ^b	5,25	42,00
	Ties	4 ^c		
	Total	13		
a. Posttest Experimental Group < Pretest Experimental Group				
b. Posttest Experimental Group > Pretest Experimental Group				
c. Posttest Experimental Group = Pretest Experimental Group				

The analysis showed 8 positive ranks, 1 negative rank, and 4 ties, making a total of 13 observations. The mean ranks were 3.00 for the negative ranks and 5.25 for the positive ranks, with the corresponding sums being 3.00 and 42.00, respectively.

The results indicate that the major part of students showed improvements in their post-test scores, suggesting that the interventions applied during the study had a positive impact on their performance. The minimal number of negative ranks (1) indicates that regression was rare, and the presence of ties (4) highlights that a subset of students did not experience any change in their scores. This distribution of ranks supports the conclusion that, overall, the group benefited from the intervention, with most students showing progress and only a small portion exhibiting stagnation or decline.

3.2.5 Statistics test

Table 5 reveals the test statistic findings and the p-value obtained from the analysis. The test statistic Z was -2.354, and the p-value was 0.019.

Table 5.
Wilcoxon statistics test

Posttest Experimental Group - Pretest Experimental Group	
Z	-2,354 ^b
Asymp. Significance (2-tailed)	,019
a. Wilcoxon signed ranks test	
b. Based on negative ranks.	

The alternative hypothesis was approved since the p-value was below the significance level of 0.05. This suggests that the learners' reading abilities were improved using the QAR Strategy.

In this way, the QAR strategy demonstrated its effectiveness by helping students identify different types of questions and locate corresponding answers within the text. Additionally, the strategy encouraged students to make connections between information in the text and their prior knowledge and personal experiences, further enhancing their comprehension and engagement with the material.

3.3 Discussion

In response to the research, data were obtained from two tests conducted at the beginning and end of the treatment. Pre-test and post-test results of the experimental group indicated a favorable evolution, showing positive progress after the treatment. The following is a detailed discussion of the findings concerning the specific objectives set forth.

First, the four main elements of the QAR strategy are: Right There, Think and Search, Author and You, and On My Own questions. It could be observed that the Right There and Think and Search questions had the best reception. These questions allow readers to focus on identifying explicit details, facts, and information presented by the author in the text (Raphael, 1986). In addition, these types of questions are characterized by a lower level of analysis and allow the answers to be more direct, which makes them more accessible and attractive to students. However, Sari and Emelia (2022) suggest that although the Right There and Think and Search questions are better received, more attention should be paid to helping students better identify the Author and You, and On My Own questions. Since students do not find the Author and You and On My Own questions attractive, which causes them not to develop their creativity and critical thinking skills when interacting with the text. Furthermore, by not feeling motivated by this type of questions, students may limit their exploration of the connections between the text's content and their own experiences or prior knowledge.

Second, the PET exam was used as a pretest to measure the level of fifth semester students' reading skills. The pretest was divided into three section corresponding to a reading comprehension levels. Inferential level involves understanding the explicit

meaning of the text, such as facts, details, and directly stated information (Rusmiati & Kamalina, 2016). Literal level includes understanding the explicit meaning of the text, such as facts, details, and directly stated information (Nurjanah & Putri, 2022). Critical level consists of evaluating the text's content, purpose, and validity to form judgments and opinions (Airasian et al., 2005). Each section was worth 3.3 points. In the pretest, the control group obtained 2,7 in the inferential level, 2.8 in the literal level and 2.8 in the critical level. On the other hand, the experimental group obtained 2.62 in the inferential level, 2.72 in literal level and 2.66 in the critical level. These initial results suggest that both groups began with similar proficiency levels, with minor differences in their scores that could be attributed to individual variability or group composition. In addition, the balanced scoring across the three levels of comprehension for both groups indicates that none of the levels stood out as a particular area of strength or weakness at this stage.

Finally, the implementation of the QAR strategy had a significant impact on students' reading skills, particularly in improving literal comprehension which had an increase of 0.34 between the pre- and post-test. The strategy helped students become more proficient at identifying and understanding content directly stated in the text by teaching learners how to navigate questions requiring explicit information. In addition, the QAR strategy equipped students with practical skills for efficiently extracting and articulating information through its focus on recognizing question types and locating corresponding information within the text (Cummins et al., 2012). Similarly, Baqi (2019) stated that after applying the QAR strategy, the posttest results showed that students improved in Right there and Think and Search questions. This result is consistent with what was found, as improvements were especially evident in students' ability to address literal comprehension questions more effectively, allowing them to locate specific details within the text and express them clearly. However, while the QAR strategy contributed positively to students' foundational reading skills, its influence on higher-order thinking skills was more limited. Although students demonstrated a stronger ability to make connections within the text, they often required additional support when it came to drawing inferences or critically evaluating complex ideas.

Chapter IV.- Conclusions and Recommendations

4.1 Conclusions

Examining the effects of the Question Answer Relationship Comprehension Strategy on reading skills was the primary goal of this research. Several findings were obtained from this investigation, which led to the following conclusions.

- Right There and Think and Search questions are more accessible and appealing to students due to their focus on explicit information and direct answers. However, because this type of question only allows students to search for answers explicitly in the text, it is important to place greater emphasis on encouraging participation with the Author and You and On My Own questions. Since, the latter types of questions play a vital role in promoting creativity, critical thinking, and the ability to connect textual content to personal experiences or prior knowledge. Furthermore, addressing this gap can improve students' overall reading comprehension by encouraging deeper interaction with the text and the development of higher-order thinking skills.
- The results of the PET exam pretest demonstrate that both the control and experimental groups exhibited similar reading comprehension proficiency at the outset, with only slight variations in their scores across the inferential, literal, and critical levels. This uniformity in performance highlights a comparable baseline for both groups, ensuring a fair starting point for assessing the impact of any subsequent interventions. The balanced scores across all three comprehension levels suggest that students possess a consistent understanding across these dimensions
- The QAR strategy's implementation significantly impacted pupils' reading skills, particularly in improving literal comprehension. The strategy helped students become more proficient at identifying and understanding content directly stated in the text by teaching learners how to navigate questions requiring explicit information. The improvements were especially evident in students' ability to address literal comprehension questions (Right There and Think and Search) more effectively, enabling them to locate specific details within the text and express them clearly. However, while the QAR strategy positively impacted foundational reading skills, its influence on higher-order thinking skills, such as inference-making and

critical evaluation, was more limited. This may have occurred because the interventions were not continuous due to different reasons such as holidays, power outages, additional university activities.

4.2 Recommendations

Subsequent to the completion of the previous study, which examined the effects of Question Answer Relationship Comprehension Strategy for reading skills, the following recommendations are proposed:

- To promote engagement with Author and You and On My Own questions, educators should design activities that integrate real-life scenarios or personal reflection exercises. These activities could include group discussions, creative writing tasks, or problem-solving challenges that encourage students to connect the text to their experiences and think critically about its broader implications.
- The use of the QAR strategy is highly recommended to strengthen students' literal comprehension, but teachers need to emphasize their lessons or exercises on inferential and critical thinking. It would even be a better option to increase the variety and complexity of questions, particularly in the Author and Me and On My Own categories, promoting student participation and understanding. These questions should be designed to challenge students to think beyond the text, encouraging them to synthesize information and apply it to wider contexts.
- Based on the remarkable progress students made in literal comprehension through the application of the QAR strategy, it is advisable to continue using this strategy. However, to reinforce inferential and critical thinking, the strategy should be used not only in reading but also in speaking or listening, focusing more on the In My Head category of questions. In addition, educators can combine this strategy and activities such as discussions that encourage making inferences, evaluating the author's intent, or analyzing the deeper meanings of the text for better results.

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ANEXXES

Annex 1: Carta de compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, Agosto 15 2024

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "QUESTION ANSWER RELATIONSHIP STRATEGY AND READING COMPREHENSION" propuesto por el/la estudiante GALLARDO CORDOVA DAYANNA LISEETH, portador/a de la Cédula de Ciudadanía, 1850927334 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

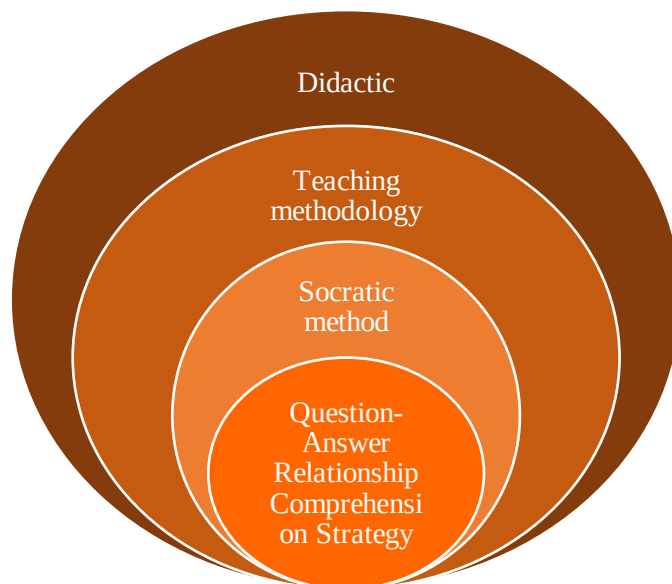


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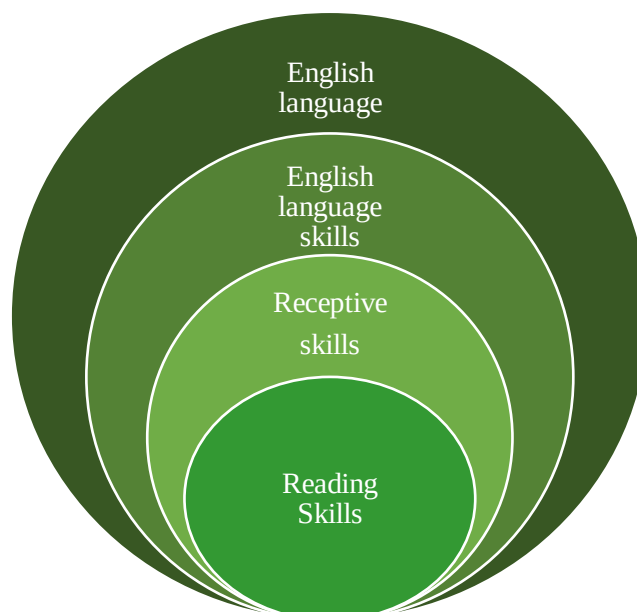


Annex 2: Key categories

Independent variable



Dependent Variable



Annex 3: Turnitin report

Dayana Gallardo

Full Paper_DGallardo

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Page 2 of 39 - Integrity Overview

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50

Annex 4: Pretest and Posttest, answer sheets and answer keys



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
PRE-TEST
Preliminary English Test (PET)



Name: _____

Date: _____.

Difficulty: B1 intermediate level

Time: 25 minutes

READING

INSTRUCTIONS TO CANDIDATES

- Write your name and last name on the question paper and on the answer sheet.
- Read the instructions for each part of the paper carefully.
- Answer all questions.
- You have to choose only one option for each question.
- You will have 5 minutes at the end of the test to copy your answers on the answer sheet. Use a pen.
- At the end of the test, hand in this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are three parts to the reading test, 5 questions each. It has a total of 15 questions.

Each question is worth one mark.

There will be time provided for you to read through the questions and time for you to review your answers for each part of the test.

Good luck!

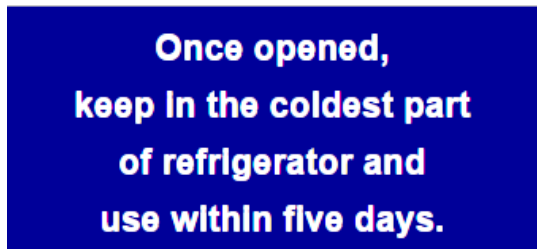
PART 1

Questions 1 to 5

Look at the text in each question. What does it say?

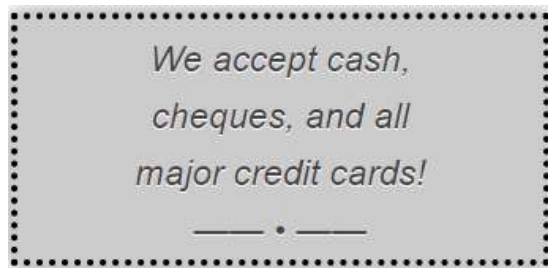
Choose the correct answer **A, B or C**

1)



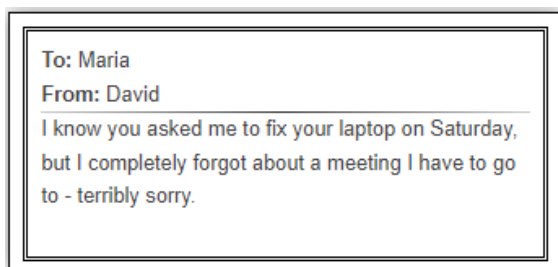
- A) The product can last five days after opening.
- B) The product should be stored in a refrigerator immediately.
- C) The product doesn't have to be kept cool.

2)



- A) We prefer you to pay with a credit card or in cash.
- B) You must have a credit card and a cheque as well as cash.
- C) You may pay with a credit card, cheque or, cash.

3) Why is David apologizing to Maria?



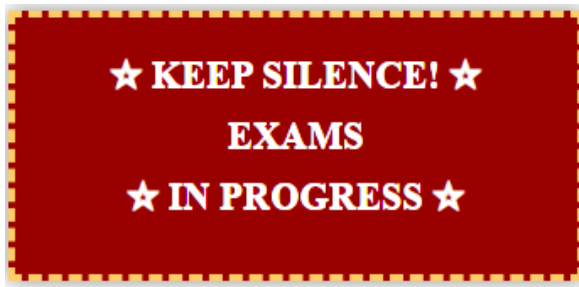
- A) He cannot do the favour he had promised.
- B) He hasn't had time to fix her laptop.
- C) He won't be able to go to the meeting with her.

4)



- A) It costs at least £50 to park here for two hours.
- B) There are no parking charges after 2.00 pm.
- C) You have to pay a fine if you park here for three hours.

5)



A) You mustn't ask questions to the examiner.

B) Please respect others and remain quiet during the examination.

C) Do not talk to the teacher.

PART 2

Questions 6 to 10

The people below all want to buy a book.

On the opposite page there are descriptions of eight books. (A-H)

Decide which book would be most suitable for each person.

6)



James is looking for a book for his granddaughter's fourth birthday present. Ideally, it should be about animals or elves and be a story he can read to her many times.

7)



Susan is twenty-one and works for a multinational company. She likes romance novels very much, especially if they contain descriptions of fashionable clothes, magnificent houses, and parties.

8)



Andre is from Paris and travels across England on business very often. He would like a book that offers accurate information as he sometimes has time for sightseeing between business meetings.

9)



Tina is a chemistry student, but she would like to read science fiction in her free time. She wants to buy a well-written book with a surprise at the end.

10)



Peter wants to buy a book as a present for his friend Robin. Robin is keen on fishing and likes spending time in nature.

Books

A) Henry Jowett

The Portrait of a Woman

The charming Evelyn Blanchet was a French woman who came to England in the eighteenth century and won the hearts of young men wherever she appeared. This enjoyable romance shows us the elegant evening dresses, the beautiful rooms, and Evelyn's gleaming eyes in an imaginary world full of gardens and palaces.

C) Robin Greene

Migration

In the dark future of Jupiter XI, more than 90 percent of the world's population died. Most people killed themselves or were killed by others who were listening to voices steering their dreadful actions. Those who survived live in a very hostile environment. There are so many different twists or unexpected turns.

E) Bruce Nolan

Landia

Landia is a medieval world filled with pirates and warriors, adventures and battles, and a group of boys trying to find their place in the world. The story focuses on a bunch of naughty boys who, as part of their coming of age, must go through six months of tough, physical training on land and sea to become warriors.

G) Izaak Watson

The Perfect Storm

The "Silver Guide" series from St. George's Press has been around since the late '60s and is known for its comprehensive coverage of a wide range of topics related to nature. "The Perfect Storm" is no exception. The book is widely considered to be one of the leading guidebooks for novice and experienced anglers.

B) Patience Jones

The English Corner

In a quiet English village by the sea, a young French widow gets a second chance at love. Annabel Ginger hasn't been back to the Village of Abberton since she buried her husband two years ago. Now she's returning with her 4-year-old daughter, Alice.

D) Ann Kaufman

Baby Dance

This fabulous board book follows five American puppies (including a rather cheeky Yorkie) as they play and dance the day away. Using delightful rhyme and simple language, an American author Ann Kaufman has created a fun, rhythmical story that is a joy to read and alluring to little ears.

F) Automobile Association

Walks and Tours in England

A free guide (French edition) with practical tips and advice to help you get the most out of your trip to the United Kingdom. The guide includes detailed information on history, museums, galleries, churches as well as some useful information about accommodation. There are suggested tour routes, maps and directions.

H) Doris McCartney

The Princess

Open the book, and you won't be disappointed, for what follows is a fascinating adventure with fantastic places and amazing creatures, all to be found just on the verge of reality, if only you could squeeze through the lavender hedge at the bottom of the garden to find it.

PART 3

Questions 11 to 15

Read the text and questions below.

For each question, choose the correct letter **A, B, C or D**.

JACQUES COUSTEAU: A REMARKABLE MAN

Jacques-Yves Cousteau was an explorer, ecologist, filmmaker, inventor, and conservationist. He was a man who spent nearly his whole life underwater exploring the hidden depths of the ocean and who did more to educate the world about the mysteries of the deep sea than any other scientist before or since. He was born in June 1910 in the village of Saint-André-de-Cubzac, in southwestern France. Jacques was a sickly boy and spent much of his time in bed, reading books and dreaming about a life at sea. In 1920, Jacques' family moved to New York, and he was encouraged to start swimming to build up his strength. It was the beginning of his fascination with water, and the more he learnt through his own experiences, the more passionate he became about "looking through nature's keyhole." Nevertheless, his career in underwater exploration came about by accident. After entering France's naval academy and travelling around the world, he was involved in an almost fatal car accident that left him seriously injured with two broken arms. He began swimming in the Mediterranean Sea to strengthen his arm muscles as part of his recovery process and rediscovered his love for the ocean. Cousteau developed a pair of underwater breathing apparatus that allowed him to stay underwater for long periods. His experiments led to the development of the first Aqua-Lung, which was a huge commercial success. During World War II, he worked for the French Resistance and experimented with underwater photographic equipment. He helped get rid of German mines and was awarded the Legion D'Honneur and the Croix de Guerre medals for his bravery. In 1942, he filmed his first underwater film *Sixty Feet Down*. It was 18 minutes long and entered the Cannes Film Festival.

11) What is the writer trying to do in the text?

- A. teach readers how to make films
- B. explain how Jacques-Yves Cousteau has made a lot of money
- C. introduce readers to the filmmaker Jacques-Yves Cousteau

D. describe particular films directed by Jacques Cousteau

12) Being a child, Cousteau had

- A. strong will
- B. bright mind
- C. heart attacks
- D. delicate health

13) In a car accident he ...

- A. burnt both of his arm
- B. broke his extremities
- C. injured his leg
- D. hurt his eyes

14) Cousteau developed underwater breathing equipment

- A. to extend his underwater investigations
- B. to gain fame
- C. to achieve commercial success
- D. having no certain goals

15) During World War II Cousteau collaborated with ...

- A. Polish resistance movement
- B. German antifascists
- C. American troops
- D. underground resistance fighters in France



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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



PRE-TEST

Preliminary English Test (PET)

Name: _____

Date: _____.

Difficulty: B1 intermediate level

Time: 25 minutes

Answer sheet

PART 1	
1	
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PART 2	
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PART 3	
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13	
14	
15	

Answer key

PART 1	
1	A
2	C
3	A
4	C
5	B

PART 2	
6	D
7	A
8	F
9	C
10	G

PART 3	
11	C
12	D
13	B
14	A
15	D



UNIVERSIDAD TECNICA DE AMBATO
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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
POST-TEST



Preliminary English Test (PET)

Name: _____

Date: _____

Difficulty: B1 intermediate level

Time: 25 minutes

READING

INSTRUCTIONS TO CANDIDATES

- Write your name and last name on the question paper and on the answer sheet.
- Read the instructions for each part of the paper carefully.
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- At the end of the test, hand in this question paper and your answer sheet.

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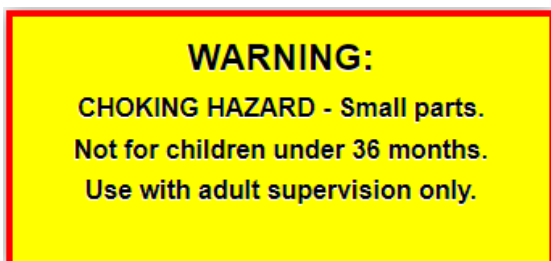
PART 1

Questions 1 to 5

Look at the text in each question. What does it say?

Choose the correct answer **A, B or C**

1)

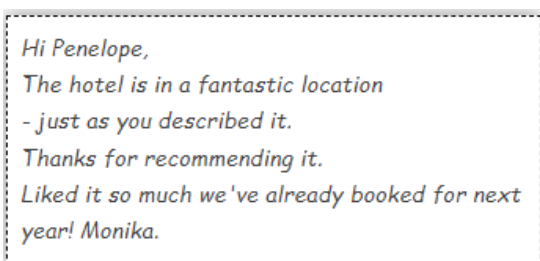


A) This toy is only suitable for children over three years old.

B) This toy only works with adult supervision.

C) This toy is only for small children.

2)

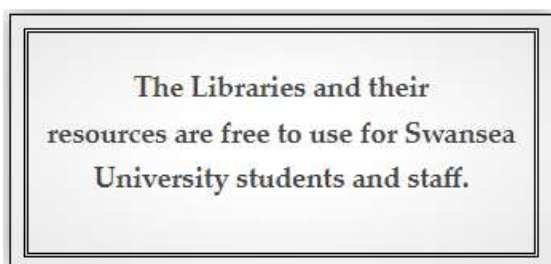


A) Monika has stayed in the hotel before.

B) Penelope has already visited the hotel
Monika is staying in.

C) Monika and Penelope are planning to go to
the hotel together next year.

3) What does this notice say about Swansea University students?



A) They don't have to pay to use the library
resources.

B) They can use the library resources only if
they ask the staff.

C) They don't need to get permission to use
the library resources.

4)



A) It is best to keep the medicine in the
freezer.

B) Keep the medicine away from heat and
direct light.

C) You shouldn't take the medicine after 10th
January.

5)



A) Do not ride your bicycle around the corner.

B) These railings may damage your bike's chain.

C) Do not lock your bike up to railings.

PART 2

Questions 6 to 10

The people below all want to visit a museum.

On the opposite page there are descriptions of eight museums. **(A-H)**

Decide which museum would be most suitable for each person.

6)



Cristina would like to visit a museum and see people making things. She wants to buy some souvenirs to take home.

7)



John is studying Art History and is particularly interested in the old masters from Holland and their paintings. He has only time on Sundays.

8)



Alan is a teacher and wants to spend a day looking at scientific discoveries and modern inventions. His 8-year-old daughter will probably go with him.

9)



Sandra would like to visit a museum, which has exhibitions of ceramics from the past. She wants to have lunch there as well.

10)



Stephen is a student and wants to combine a visit to a museum with a walk in the open air. He would also like to attend a practical demonstration there.

Museums

A) The Open Air Museum

The Open Air Museum is one of the oldest and largest in the world. Spread across 54 acres of land, the museum houses more than 40 farms, houses, and mills from the period between 1740-1950. The museum offers presentations on a daily basis nearly all year long.

C) Museum of Fine Arts

Organised by the MFA, this splendid exhibition proposes a new approach to understanding 18th-century Dutch painting. It includes 35 carefully selected, beautifully preserved portraits, landscapes, genre scenes, and seascapes borrowed from European private and public collections. The museum is open daily except for Sundays.

E) Museum of Arts and Design (MAD)

The outstanding exhibition, Dutch Painting in the Age of Rembrandt, will be on view at the Museum of Arts and Design (MAD) until October 26. Anyone should make an effort to see this display of beautiful 17th-century art. The exhibition is open seven days a week.

G) Middleport Pottery

Travel back in time and discover the history of Dutch pottery, including a fabulous collection of "Gouda plateel." The top pieces of it are being exhibited in room 28. See items from Gouda on display and visit the museum shop and café.

B) The Museum of Crafts

The mission of the Museum of Crafts is to enhance the appreciation and understanding of England's past by presenting the culture, history, and lives of ordinary people through demonstration and exhibition and of the trades and crafts. The museum shop offers an excellent range of fun and educational gift items.

D) The Museum of Technology

At MOT, the Museum of Technology, people of all ages can see and do amazing things every day. Ride in the only hydrogen car open to the public, witness what's next in 3D Printing the Future. There are child-friendly options available, and families are always welcome.

F) The National Railway Museum

Based on the site of the biggest passenger railway station in the world, the National Railway Museum truly is a museum for everybody. Kids, small and big, will be fascinated by the exhibitions, while the enormous collection of historic working machinery and vintage vehicles is fascinating.

H) The Kroneberg Porcelain Museum

The Kroneberg Porcelain Museum exhibits examples of the well-known porcelain factory's production from 1867-1983. You will find unique artwork from different periods and countless examples of household china. Our cafe is temporarily closed due to a gas leak.

PART 3

Questions 11 to 15

Read the text and questions below.

For each question, choose the correct letter **A, B, C or D**.

NOTTING HILL CARNIVAL

Notting Hill Carnival takes place in London every August bank holiday. It is the most colourful and largest street event in the UK. The festival celebrates the traditions of the Afro-Caribbean community, who emigrated to England from the West Indies in the 1950s. They brought the Caribbean idea of the carnival with colourful costumes, processions, steel bands, and street dancing. Preparations for the carnival start many months in advance. Costumes need to be made and floats built, ready for the carnival street procession. Steel bands practise traditional Caribbean music on instruments built from used oil barrels. Just before the festival, the streets are decorated with yellow, green, and red streamers, and amplifying devices are set in place, to carry the rhythmic sounds over the roar of the London traffic. The carnival is celebrated for more than three days and is full of music and colour. Processions of steel and brass bands, floats, and dancers in colourful costumes make their way through the narrow London streets, watched by tens of thousands of people. The streets are lined with stalls selling tropical fruits, such as fresh mangoes, watermelons, and pineapple. Everyone dances - young and old, black and white - and even the policemen on duty take part in the fun. For these three days in August, a little Caribbean magic touches the streets of London.

11) What is the writer's main aim in writing the text?

- A. to encourage people to celebrate the traditions of black people
- B. to talk about problems with the Afro-Caribbean community
- C. to recommend people spend more time outdoors
- D. to understand and describe the Notting Hill Carnival

12) According to the passage, Notting Hill Carnival ...

- A. takes place every Bank Holiday
- B. is held annually in August

C. is organized by the Bank of England

D. is held at the beginning of August

13) During the Notting Hill Carnival,

A. the participants in the carnival decorate the streets with colourful streamers

B. preparations start early in the morning

C. music and colour fill the streets of London

D. traffic is banned from the main shopping streets

14) The writer claims that

A. this carnival has been organized since at least the 1950s

B. tens of thousands of people take part in the preparations for the carnival

C. dancers in the carnival wear special clothes

D. the dancers in the carnival are from the black community

15) Although the carnival is a celebration of the traditions of black British ...

A. everyone seems to participate in it

B. only Caribbean people take part in it

C. it is gaining in popularity among the white in recent years

D. people from all over the world come to watch it



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EXTRANJEROS
POST-TEST



Preliminary English Test (PET)

Name: _____

Date:_____.

Difficulty: B1 intermediate level

Time: 25 minutes

Answer sheet

PART 1	
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PART 2	
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PART 3	
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Answer key

PART 1	
1	A
2	B
3	A
4	B
5	C

PART 2	
6	B
7	E
8	D
9	G
10	A

PART 3	
11	D
12	B
13	C
14	C
15	A

Annex 4: Lesson plans

Lesson Plan # 1			
Date: Friday, October 24, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20-22
Lesson topic: Word processing			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: Lexical Semantics, Morpheme, Phoneme, Semantic Network, Lexical Access			
Objectives: • To identify the differences between sense and reference in word meanings. • To develop critical thinking skills through analysis of word meanings. • To talk about how words are mentally represented and processed in the brain.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	The teacher asks students: - What happens in our mind when we hear or see a word?	Predicting	Book Internet List of questions Platform flashcards Vocaroo
Introductory activities 15'	Students watch a video explanation of the different categorizations of question-answer relationship (QAR) strategy: In the book questions: - Right There questions. - Think and Search questions On my head questions: - Author and Me questions - On my Own questions. The teacher introduces the vocabulary of the reading. - Lexical Semantics: The study of word meanings and the relationships between words (e.g., synonyms, antonyms). - Morpheme: The smallest unit of meaning in a language (e.g., "un-" in "undo" or "book" as a whole word). - Phoneme: The smallest unit of sound in a language that can change word meaning (e.g., /b/ in "bat" vs. /p/ in "pat").		

	- Semantic Network: A model that represents how words and concepts are connected based on meaning (e.g., "animal" connects to "dog" and "mammal"). - Lexical Access: The process of retrieving words and their meanings from memory during speech or reading. https://quizlet.com/ec/959577984/word-processing-flash-cards/?i=46p6a4&x=1jqt		
Main activities 30'	Teacher gives students a list of questions and asks students to categorize them in Right there, think and search, author and me, and on my own questions. The teacher asks the students to answer the questions and if necessary reread some parts of the text.	Scanning Skimming Reading for detail	
Post-task activities. 10'	Students record an audio about the question: - How does understanding lexical semantics change your perception of language?		

ANNEXES:

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 79 to 116

Questions:

1. What are the two main components of language discussed in the text?
2. How does the text define a morpheme?
3. What is the relationship between phonetic features and phonemes?
4. What evidence does the text provide to support the idea that word meanings are represented in a hierarchical manner?
5. What challenges are presented by the dictionary-definition-like entries for word meanings?
6. How does my understanding of word processing compare to the theories presented in this document?

7. In what ways can I apply the concepts of sense and reference to my own vocabulary usage?
8. How might advancements in technology change our understanding of psycholinguistics in the future?
9. How could understanding lexical semantics enhance communication skills in everyday life?
10. In what ways do cultural differences affect word meanings and representations across languages?

Categorization of the questions:

Right there questions:

What are the two main components of language discussed in the text?

How does the text define a morpheme?

What is the relationship between phonetic features and phonemes?

Think and share:

What evidence does the text provide to support the idea that word meanings are represented in a hierarchical manner?

What challenges are presented by the dictionary-definition-like entries for word meanings?

Author and me:

How does my understanding of word processing compare to the theories presented in this document?

In what ways can I apply the concepts of sense and reference to my own vocabulary usage?

On my own:

How might advancements in technology change our understanding of psycholinguistics in the future?

How could understanding lexical semantics enhance communication skills in everyday life?

In what ways do cultural differences affect word meanings and representations across languages?

Lesson Plan # 2			
Date: Friday, October 25 th , 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Reading			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: speed reading, comprehension, saccades, eye movements, skip			
Objectives: • To identify key vocabulary about the reading • To classify questions in the corresponding QAR category • To talk about the cognitive and motor processes involved in reading, focusing on eye movement control and comprehension strategies.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students complete the word search puzzle: https://buscapalabras.com.ar/sopa-de-letras-de-reading_84.html		Book Internet List of questions Platform flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Speed reading: A technique aimed at increasing reading speed without significantly compromising comprehension. - Comprehension: The cognitive ability to understand and interpret the meaning of text. - Saccades: Rapid eye movements that occur when reading. - Eye movements: The coordinated motions of the eyes during reading. - Skip: The act of not fixating on certain words while reading. https://quizlet.com/ec/961690036/reading-flash-cards/?i=46p6a4&x=1qqt		
Main activities	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions.	Reading for detail	

30'	Students answer the questions and if it is necessary they reread some parts of the text.	Scanning Skimming	
Post-task activities. 10'	Students record an audio explaining: - How understanding eye movements can improve reading skills?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 369 to 372

Questions:

1. What is the average reading speed for most people?
2. Why do people choose to take speed reading courses?
3. What is the average length of saccades?
4. What is the author's opinion on speed reading courses?
5. How has technology impacted the way we read and consume information?
6. Why do readers skip certain words while reading?
7. What is the author's main argument about the relationship between eye movements and reading?
8. How can reading skills be taught and improved in educational settings?

Questions categorization:

Right there

What is the average reading speed for most people?

What is the average length of saccades?

Think and search

Why do readers skip certain words while reading?

Why do people choose to take speed reading courses?

Author and me

What is the author's opinion on speed reading courses?

What is the author's main argument about the relationship between eye movements and reading?

On my own

How can reading skills be taught and improved in educational settings?

How has technology impacted the way we read and consume information?

Lesson Plan # 3			
Date: Thursday, November 14th, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Limitations of the Swift Model			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: stimuli, phonemes, code, fixating, phonemic awareness, writing systems, literacy			
Objectives: • To understand and analyze the key vocabulary related to the Swift Model and its limitations. • To develop critical thinking skills by categorizing and answering questions about the reading. • To talk about writing systems and its influence in language understanding.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - How do you think reading in your native language differs from reading in another language?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Stimuli: External factors or inputs that provoke a response from an organism, such as visual elements in reading. - Phonemes: The smallest units of sound in a language that can distinguish one word from another. - Code: A representation of language in various forms, including phonological (sounds) and orthographic (visual) codes. - Fixating: The act of focusing one's gaze on a specific word or visual stimulus during reading. - Phonemic awareness: The ability to recognize and manipulate individual phonemes in spoken words, crucial for reading development. - Writing systems: Structured methods of visually representing spoken language, which can include alphabetic, logographic, and pictographic systems.		

	- Literacy: the ability to read and write https://quizlet.com/ec/970102646/limitations-of-the-swift-model-flash-cards/?i=46p6a4&x=1qqt&authuser=0		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record an audio using Vocaroo about: How do different writing systems influence our understanding of language?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 384 to 390

Questions:

1. What are the two elements that most Chinese characters consist of?
2. What is the difference between an alphabetic and a logographic writing system?
3. What is the name of the writing system used in Chinese?
4. What is the difference between a semantic radical and a phonological radical in Chinese characters?
5. What are some examples of tasks that can be used to assess phonemic awareness?
6. How might the increasing use of technology impact the way children learn to read and write?
7. Do you think the SWIFT model is a good representation of how humans read? Why or why not?
8. Why do you think understanding different writing systems is important for improving literacy skills across languages?
9. How might the development of reading skills be different for children learning to read in alphabetic and logographic writing systems?
10. What strategies can teachers use to help students overcome the challenges of English orthography?

Questions categorization:

Right there

What are the two elements that most Chinese characters consist of?

What is the name of the writing system used in Chinese?

Think and search

What is the difference between an alphabetic and logographic writing system?

What is the difference between a semantic radical and a phonological radical in Chinese characters?

What are some examples of tasks that can be used to assess phonemic awareness?

Author and me

Do you think the SWIFT model is a good representation of how humans read? Why or why not?

Why do you think understanding different writing systems is important for improving literacy skills across languages?

On my own

How might the development of reading skills be different for children learning to read in alphabetic and logographic writing systems?

What are some strategies that teachers can use to help students overcome the challenges of English orthography?

How might the increasing use of technology impact the way children learn to read and write?

Lesson Plan # 4			
Date: Friday, November 15th, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Dyslexia: Single-Deficit Model			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: Dyslexia, Alzheimer's disease, Parkinson's disease, Non-words, Exception words.			
Objectives: • To identify the concept of dyslexia and its implications on reading and learning. • To analyze the differences between regular and exception words and their relevance in reading challenges. • To talk about dyslexia and how it affects people differently			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - What do you think makes reading difficult for some people? - Have you heard of dyslexia before? What do you know about it?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Dyslexia: A specific learning disability that affects reading ability, characterized by difficulties in phonological processing, spelling, and decoding words. - Alzheimer's disease: A progressive neurological disorder that leads to memory loss, cognitive decline, and behavioral changes, commonly associated with aging. - Parkinson's disease: A neurodegenerative disorder affecting movement control, characterized by tremors, stiffness, and slowness due to the loss of dopamine-producing neurons. - Non-words: Pseudo-words or invented terms that do not have a meaning in the language but follow its phonetic rules (feen) - Exception words: Words that do not adhere to standard phonetic rules and cannot be easily sounded out based on their spelling (have, yacht)		

	https://quizlet.com/ec/971225788/dyslexia-single-deficit-models-flash-cards/?i=46p6a4&x=1qqt&authuser=0		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record an audio about: - What have you learned about dyslexia and how it might affect individuals differently?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 398-400

Questions:

1. What percentage of males and females suffer from developmental dyslexia?
2. What cognitive tasks do dyslexic readers often struggle with?
3. What is the difference between phonological and surface dyslexics?
4. What are the implications of the magnocellular theory of dyslexia for the development of interventions for dyslexia?
5. How could knowing about different types of dyslexia impact your approach to helping someone who struggles with reading?
6. How can educators use knowledge about surface and phonological dyslexia to create inclusive classrooms?

Questions categorization:

Right there

What percentage of males and females suffer from developmental dyslexia?

What cognitive tasks do dyslexic readers often struggle with?

Think and search

What is the difference between phonological and surface dyslexic?

Author and me

What are the implications of the magnocellular theory of dyslexia for the development of interventions for dyslexia?

How could knowing about different types of dyslexia impact your approach to helping someone who struggles with reading?

On my own

How can educators use knowledge about surface and phonological dyslexia to create inclusive classrooms?

Lesson Plan # 5			
Date: Thursday, November 21th, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Aphasia			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: aphasia, sensory aphasia, motor aphasia, phrenologist, language processing			
Objectives: • To identify and define key vocabulary related to aphasia • To analyze and categorize different types of questions • To talk about the impact of aphasia in communication's perspectives.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - What do you think happens to language when the brain is damaged?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Aphasia: A language disorder resulting from brain damage that affects a person's ability to communicate, including speaking, understanding, reading, or writing. - Sensory Aphasia: Also known as Wernicke's aphasia, it is characterized by difficulty in understanding spoken and written language while the ability to produce speech remains relatively intact, often resulting in nonsensical output. - Motor Aphasia: Also known as Broca's aphasia, it involves difficulty in speech production, where individuals may struggle to form words and sentences but typically understand language well. - Phrenologist: A practitioner of phrenology, a discredited field that claimed to assess personality traits and mental abilities based on the shape of the skull and the bumps on the head. - Language Processing: The cognitive processes involved in understanding and producing language, encompassing both		

	comprehension (understanding) and production (speaking or writing). https://quizlet.com/ec/971988053/aphasia-flash-cards/?i=46p6a4&x=1qqt		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record an audio explaining: - How does understanding aphasia change your perspective on communication?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 479 to 492

Questions

1. Which hemisphere of the brain is dominant for speech and language comprehension in most right-handers?
2. Who published the case history of a patient named Leborgne?
3. What was the location of the brain damage in both Leborgne and Lelong?
4. What were Broca's findings regarding patients with left hemisphere damage?
5. How does the WLG model explain the differences between Broca's and Wernicke's aphasia?
6. What other brain regions might be involved in language processing beyond those described in the WLG model?
7. What other factors, besides brain damage, might contribute to language difficulties in aphasia?
8. How could findings from studies on aphasia inform educational practices for individuals with language difficulties?
9. How might future technologies improve our ability to diagnose and treat aphasia more effectively?
10. What role does rehabilitation play in recovery from different types of aphasia, based on current research findings?

Questions categorization:

Right there

Which hemisphere of the brain is dominant for speech and language comprehension in most right-handers?

Who published the case history of a patient named Leborgne?

What was the location of the brain damage in both Leborgne and Lelong?

Think and search

What were the findings of Broca regarding patients with left-hemisphere damage?

How does the WLG model explain the differences between Broca's and Wernicke's aphasia?

Author and me

What other brain regions might be involved in language processing beyond those described in the WLG model?

What other factors, besides brain damage, might contribute to language difficulties in aphasia?

How could findings from studies on aphasia inform educational practices for individuals with language difficulties?

On my own

How might future technologies improve our ability to diagnose and treat aphasia more effectively?

What role does rehabilitation play in recovery from different types of aphasia, based on current research findings?

Lesson Plan # 6			
Date: Friday, November 22, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Broca's Aphasia, Wernicke's Aphasia, and Syntactic Parsing			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: semantic Information, syntactic processing, parsing, Broca's aphasia, Wernicke's aphasia			
Objectives: • To categorize comprehension questions into specific types. • To analyze the challenges faced by individuals with aphasia in understanding and producing language. • To talk about strategies to support communication for individuals with aphasia.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - What difficulties do you think people might face when trying to understand complex sentences?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Semantic Information: The meaning or interpretation of words and sentences in language, which helps convey ideas and concepts. - Syntactic Processing: The cognitive process of understanding the structure of sentences, including the arrangement of words and phrases to create meaningful expressions. - Parsing: The act of analyzing a sentence into its components to understand its grammatical structure and meaning, often involving the identification of relationships between words. - Broca's Aphasia: A type of aphasia characterized by difficulty in speech production and syntactic processing, where individuals typically have trouble forming grammatically correct sentences but may retain relatively good comprehension of language. - Wernicke's Aphasia: A type of aphasia where individuals produce fluent but nonsensical speech and have significant difficulties in understanding spoken and		

	written language, often resulting from damage to the Wernicke's area in the brain. https://quizlet.com/ec/974413809/brocas-aphasia-wernickes-aphasia-and-syntactic-parsing-flash-cards/?i=46p6a4&x=1qqt&authuser=0		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record an audio about: - What strategies could be implemented to support individuals with these types of aphasia?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 492 to 496

Questions:

1. What is the difference between reversible and non-reversible passives?
2. What are content words?
3. What are function words?
4. How might Broca's aphasia affect a person's ability to communicate effectively in everyday life?
5. How do Broca's aphasics process sentences differently than Wernicke's aphasics?
6. Why do you think understanding reversible passives is crucial for language comprehension in individuals with Broca's aphasia?

Questions categorization:

Right there

What are content words?

What are function words?

Think and search

What is the difference between reversible and non-reversible passives?

How do Broca's aphasics process sentences differently than Wernicke's aphasics?

Author and me

Why do you think understanding reversible passives is crucial for language comprehension in individuals with Broca's aphasia?

On my own

How might Broca's aphasia affect a person's ability to communicate effectively in everyday life?

Lesson Plan # 7			
Date: Thursday, November 28th, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: The trace deletion hypothesis			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: Non-Fluent Aphasics, tricky, Broca's Area, filler-gap Processing, filler-gap sentences, canonical Sentences, syntactic Workspace, agrammatic Aphasics.			
Objectives: • To identify key vocabulary related to the trace deletion hypothesis. • To categorize and classify comprehension questions into types. • To talk about how understanding aphasia improves communication with individuals who have speech impairments.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - What challenges do people with speech or language impairments face in everyday communication?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Non-Fluent Aphasics: Individuals with difficulty producing speech, characterized by slow, effortful speech that often omits function words and grammatical morphemes. - Tricky: Refers to sentences or linguistic constructions that are complex and challenging to comprehend or analyze, particularly for individuals with aphasia. - Broca's Area: A region in the frontal lobe of the brain involved in language production and processing; damage to this area can lead to non-fluent aphasia. - Filler-Gap Processing: The cognitive process of linking a filler (a word or phrase held in memory) with its corresponding gap in a sentence structure, crucial for understanding complex sentences. - Filler-Gap Sentences: Sentences that contain a filler and a gap, where the filler is a word or phrase that does not occupy its expected syntactic position, complicating comprehension.		

	- Canonical Sentences: Standardly structured sentences that follow typical grammatical rules and word order, making them easier to process and understand. - Syntactic Workspace: The mental space where syntactic structures are constructed and manipulated during language processing, essential for understanding relationships between sentence elements. - Agrammatic Aphasics: Individuals who have significant difficulties using and understanding grammatical structures, often producing speech that lacks grammatical completeness. https://quizlet.com/ec/976536870/the-trace-deletion-hypothesis-flash-cards/?i=46p6a4&x=1qqt&authuser=0		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record an audio explaining: - How does understanding these types of aphasia help us communicate more effectively with individuals who have speech impairments?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 496 to 503

Questions

1. What percentage of non-fluent aphasics correctly judged ungrammatical sentences?
2. What specific types of sentences cause problems for agrammatic aphasics despite appearing in canonical form?
3. Which brain area is associated with the mental operations involved in filler-gap processing?
4. How does the trace deletion hypothesis explain difficulties with passive sentences in non-fluent aphasia?
5. Why do you think understanding function words is crucial for overall language comprehension in individuals with aphasia?
6. How might the findings from studies on agrammatic aphasia inform our understanding of language processing in typical individuals?
7. Why is it important to differentiate between various types of aphasia when considering treatment options?
8. In what ways could technology assist individuals with aphasia based on their specific language processing strengths and weaknesses?

Questions categorization

Right there

What percentage of non-fluent aphasics correctly judged ungrammatical sentences?

Which area of the brain is associated with the mental operations involved in filler-gap processing?

Think and search

How does the trace deletion hypothesis explain difficulties with passive sentences in non-fluent aphasia?

What are some specific types of sentences that cause problems for agrammatic aphasics despite appearing in canonical form?

Author and me

Why do you think understanding function words is crucial for overall language comprehension in individuals with aphasia?

Why is it important to differentiate between various types of aphasia when considering treatment options?

On my own

In what ways could technology assist individuals with aphasia based on their specific language processing strengths and weaknesses?

How might the findings from studies on agrammatic aphasia inform our understanding of language processing in typical individuals?

Lesson Plan # 8			
Date: Friday, November 29th, 2024		Class: fifth semester	
Time: 60 minutes		Number of students: 13	Age: 20 to 22
Lesson topic: Treatment and Recovery from Aphasia			
Methodology: How to teach Receptive skills (Sprat, Pulverness & Williams)			
Teacher: Liseeth Gallardo			
Vocabulary: Stroke, Transcranial Magnetic Stimulation (TMS), Blood pressure, Neural plasticity, Intensive, Semantic Training (IST), Phonological Components Analysis (PCA).			
Objectives: • To define key vocabulary related to the trace deletion hypothesis. • To categorize and classify comprehension questions into types. • To discuss how the trace deletion hypothesis relates to language comprehension challenges in individuals with agrammatic aphasia.			
Stages and time	Activities	Reading skills	Materials and resources
Warm-up 5'	Students think about: - What happens when parts of the brain responsible for language are damaged?		Book Internet List of questions Platform Flashcards Vocaroo
Introductory activities 15'	Students analyze the vocabulary about the reading: - Stroke: A medical condition that occurs when blood flow to the brain is interrupted, leading to potential brain damage and resulting in various symptoms, including aphasia. - Transcranial Magnetic Stimulation (TMS): A non-invasive procedure that uses a strong magnetic field to induce electrical currents in the brain, which can modulate neural activity and improve language functions in stroke patients with aphasia. - Blood pressure: The force exerted by circulating blood on the walls of blood vessels, which can significantly affect brain function and recovery following a stroke; low blood pressure can exacerbate aphasic symptoms. - Neural plasticity: The brain's ability to reorganize itself by forming new neural connections, which is crucial for recovery from brain injuries such as strokes and can be enhanced through various treatments. - Intensive Semantic Training (IST): A therapeutic approach designed to improve language abilities in aphasic patients by focusing on understanding and retrieving semantic aspects of words without requiring verbal output.		

	- Phonological Components Analysis (PCA): A treatment method that helps patients improve their ability to access phonological information related to words by practicing identifying phonological features before attempting to name objects. https://quizlet.com/ec/976554151/treatment-and-recovery-from-aphasia-flash-cards/?i=46p6a4&x=1jqt&authuser=0		
Main activities 30'	Students classify a list of questions and categorize them in Right there, think and search, author and me, and on my own questions. Students answer the questions and if it is necessary they reread some parts of the text.	Reading for detail Scanning Skimming	
Post-task activities. 10'	Students record and audio explaining: - What did you find most interesting about aphasia recovery?		

Annexes

Book: <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=7104622&query=Psycholinguistics>

Pages: 504 to 507

Questions

1. What are the two main conditions that can cause aphasia?
2. What is melodic intonation therapy (MIT)?
3. What do you think is the most effective treatment for aphasia, based on the information provided?
4. What are the ethical implications of using brain stimulation techniques to treat aphasia?
5. How does Musical Instrument Therapy (MIT) help non-fluent aphasic patients?
6. How might technology, such as brain-computer interfaces, be used to help people with aphasia in the future?

Questions categorization

Right there

What are the two main conditions that can cause aphasia?

What is melodic intonation therapy (MIT)?

Think and search

How does Musical Instrument Therapy (MIT) help non-fluent aphasic patients?

Author and me

What do you think is the most effective treatment for aphasia, based on the information provided?

On my own

How might technology, such as brain-computer interfaces, be used to help people with aphasia in the future?

What are the ethical implications of using brain stimulation techniques to treat aphasia?