



Skim or Savor: Comparing the Effects of Summary Versus Full-Text Reading on Students' Multi-Level Literary Comprehension

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Abstract

With students now depending more on condensed reading for time management, we are left to question whether reading text summaries will be as conducive to literary understanding as reading whole texts. To respond to this, the research thus compared how summary reading and full-text reading exerted influence on students' literal, inferential, and critical comprehension with a convergent parallel mixed-methods design. Fifty sophomore English majors read either a researcher-made summary or the full-text of Lafcadio Hearn's "The Soul of the Great Bell," followed by comprehension tests, a perception survey, and semi-structured interviews. Quantitative results found no significant differences between the two groups in literal and inferential comprehension, implying that these summaries could be an effective means to assist basic recall and interpretation at a surface level. However, full-text reading produced significantly higher critical comprehension scores ($p = .002$), indicating the critical nature of literary analysis as a means of developing deeper analytic skills, understanding symbolism, and appreciating literary craft. This distinction received further qualitative support: although students found them practical, time-saving and more engaging than reading the full text, summaries were still perceived as not as rich and supportive for nuanced academic work. Ultimately, the findings demonstrate that although summaries are effective for rapid comprehension, they do not replace the necessary information gained by reading the full text. The study recommends integrating both approaches strategically, using summaries to establish an initial schema of the literature and full-text reading to cultivate critical thinking and deeper literary insight.

Keywords: Summary Reading, Full-Text Reading, Literary Comprehension, Critical Thinking, Reading Strategies, Mixed-Methods, Skim, Savor

Introduction

The efficiency of different reading strategies is crucial to how students assimilate and retain information in today's fast-paced academic environment (Janks, 2010) ^[26]. A better understanding of the knowledge that each technique nurtures is still necessary, especially with complex literary works, even if previous research has demonstrated that reading both summaries and complete texts can improve comprehension (Graham & Hebert, 2010) ^[19]. Few studies have thoroughly examined the differing effects of these two different approaches on students' comprehension at its many levels—literal, inferential, and critical understanding of a text—despite their extensive use (Kintsch & van Dijk, 1978) ^[29]. A major gap in the literature is highlighted by the lack of direct, comparable evidence: how well summary reading may support deep and multi-layered comprehension in lieu of full-text engagement, particularly when time is of the essence. Reading full texts is necessary to develop critical thinking skills and comprehend not only what is stated verbally but also what is inferred and critically evaluated (Janks, 2010) ^[26].

In order to fully investigate the distinctions between the effects of summary reading and full-text reading on students' comprehension across literal, inferential, and critical levels, this study uses a mixed-methods approach, combining quantitative measures (comprehension tests and a Likert scale) with qualitative insights from interviews.

With changing reading habits influenced by technology and limited time, students are more frequently prioritizing efficiency over depth by choosing to skim summaries instead of delving into the nuanced and the richness of complete literary works. This certain situation is especially apparent in the Philippine education system, where 80 percent of students face difficulties with reading comprehension even though English is the one of the main languages used as medium of instruction (Bernardo & Mante-Estacio, 2023) ^[3]. This change evokes controversial inquiries concerning the cognitive and interpretive impacts of reading summaries compared to full texts, especially in cultivating multi-layered literary understanding, which is defined as the capacity to analyze texts on literal, inferential, and critical dimensions. Around the world, there are previous studies shown that summary reading aids students in swiftly recognizing key concepts, remembering crucial details, and efficiently using limited study time, whereas reading entire texts promotes greater critical involvement, enhanced vocabulary growth, and a deeper understanding of thematic and stylistic aspects (Wolf, 2018) ^[58]. Nonetheless, the full-text and summary reading were examined separately, resulting in limited direct, controlled evidence regarding their comparison, especially in the field of multi-layered literary understanding. Historically, literary education emphasized and stressed close reading as vital for fostering critical thinking, empathy, and cultural understanding because there is an in-depth interaction with complete texts with the close reading methods. Nevertheless, modern digital reading behaviors, marked by "word-spotting" and F-pattern skimming (Wolf, 2018) ^[58], have transformed reading methods, favoring speed instead of depth. Although summary reading provides efficiency, full-text reading maintains stylistic, thematic, and contextual depth, with each serving unique purposes and level in understanding. The depletion in deep reading is alarming, considering that literary analysis promotes higher-order thinking abilities and cultural understanding—traits essential in a global interconnectedness. This research examines how these differing reading methods influence students' multi-tiered understanding, filling a zilch in educational studies while meeting the standard and demand to harmonize accessibility with intellectual depth in literature.

Teachers and academics throughout the world have been interested in how various reading strategies, such as skimming brief summaries or reading entire texts in their entirety, impact students' comprehension of the material. Summaries can help students quickly grasp the essential ideas, remember crucial details, and make better use of their study time, according to research from nations like the US, Finland, and Singapore. This is especially true in academic settings that move swiftly. Summaries are frequently used in the classroom in countries like South Korea and Japan, where good study habits are highly regarded. This allows students to practice picking out the most crucial details from challenging texts. There is a common notion throughout these examples: summarizing promotes active involvement with the content and aids in students' mental organization of ideas, two critical abilities for managing the deluge of information

available today. On the other hand, research from Australia, the United Kingdom, and Canada highlights the long-term benefits of reading entire books. Full immersion in a text can improve understanding, hone critical thinking, and strengthen contextual awareness. This enables readers to follow complex arguments, pick up new language, and notice minor nuances. It's interesting to note that international research frequently tends to reach a balanced conclusion: whole texts offer a depth of information that nothing else can equal, while summaries are great for rapid, concentrated learning. This seeks to determine whether one of these two approaches or a clever blend of the two works best in today's contemporary classrooms, is supported by this balanced viewpoint.

Global studies show that educating students on how to create and use summaries enhances comprehension, especially when summarizing is taught as a clear instructional strategy that requires students to identify core concepts, restructure information, and selectively read which are the benefits that are age and proficiency level agnostic. For instance, classroom studies conducted in Ecuador and other regions document notable pre- and post-assessment gains after students learned to summarize narrative texts. Students were able to re-read, select important information, and demonstrated increased scores in post-tests (Ramirez-Avila & Barreiro, 2021) ^[45]. More comprehensive analyses of comprehension intervention studies reveal that strategy instruction, including the use of summarization and background-knowledge activation, has significant and positive impacts on reading level in struggling readers. However, the international literature warns that skimming generally reduces the depth of lexical and semantic processing when compared to careful full-text (deep) reading, while also demonstrating the pragmatic, complementary role of skimming/summary reading which is helpful for rapidly extracting main ideas (Fitzsimmons et al., 2020) ^[17]. The consensus is to teach both: use summaries and skimming to build overview and fluency, and combine them with guided full-text reading and explicit comprehension-strategy instruction when detailed understanding and critical analysis are the goal. Web and screen reading studies show that readers adaptively use skim strategies (and hyperlinks as cues) to gather important information efficiently, but that some detailed comprehension and re-reading are sacrificed unless teachers scaffold deeper follow-up activities (Fitzsimmons et al., 2020) ^[17].

While previous studies have established the individual benefits of summary reading for quick idea acquisition and full-text reading for deeper comprehension, there remains a lack of direct, controlled comparison between these approaches in the context of multi-level literary comprehension, particularly at the literal, inferential, and critical levels. Most existing research focuses on general comprehension or non-literary texts, leaving little insight into how these strategies differently shape students' engagement with the complexity of literary works. This gap is especially notable in Philippine higher education, where English majors must not only recall details but also interpret meaning and critically evaluate literary techniques. Addressing this, the present study will provide empirical, context-specific evidence on the comparative effects of summary versus full-text reading using a mixed-methods design that combines comprehension tests, Likert-scale measures, and qualitative semi-structured interviews. The findings will guide educators in deciding whether summaries can be a viable alternative in

time-constrained settings or whether full-text reading remains essential for fostering deeper interpretive skills, ultimately contributing to improved reading instruction, curriculum development, and student learning outcomes in literature-based courses.

Theoretical-Conceptual Framework

This study is anchored on the Schema Theory in Reading by Bartlett, Rumelhart, and Anderson, and David Rumelhart's Interactive Model of Reading, which emphasize the role of prior knowledge and active interaction with text in enhancing

comprehension. The framework illustrates how reading materials, whether in full text or summary form, influence students' comprehension across three levels: literal, inferential, and critical comprehension. These comprehension processes are supported by appropriate reading strategies and are examined in terms of their advantages and challenges within the reading process. The interaction between schema activation, reading format, and comprehension skills forms the basis for understanding how learners process and retain information effectively.

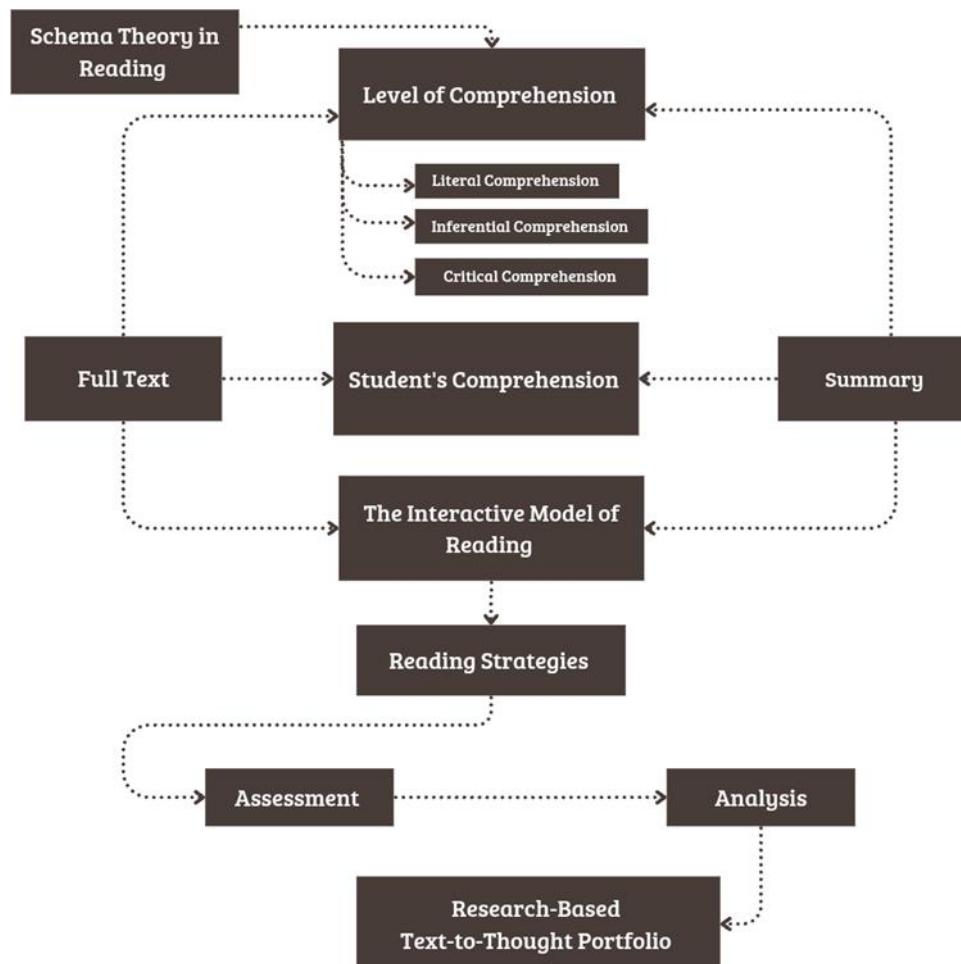


Fig 1: Theoretical-Conceptual Framework

Schema Theory in Reading

Text-strategic continuity, a process where a producer or writer makes decisions to create a cohesive text, is defined by its method, which depends on the purpose and function of the text. It has four main aspects: continuity of time, which uses a time chain; continuity of place, which involves adverbial time expressions; continuity of action, which refers to the coherence of figures, animals, or objects; and continuity of topics, which ensures the logical flow of the text's subject matter. The reading schema, which is the reader's own understanding, has three functions: anticipating what the text is about, finding specific details, and relating new information to existing knowledge. Reading itself has three functions: selective, which focuses on specific information; supplementary, which helps readers find extra details; and dominant, which relates new information to what the reader already knows. Reading models are categorized into three types: bottom-up, which is a passive process focusing on text

data; top-down, which is an active process that uses the reader's background knowledge; and interactive, which is a combination of both, where the reader uses background knowledge and text data interchangeably to create meaning (Shuying An, 2013).

Three Levels of Comprehension

The study of DaCosta & Gutierrez, (2020) ^[10] about reading comprehension mentioned three levels of comprehension: literal, inferential, and critical. These comprehensively explain how readers process and understand text. The literal level focused on understanding directly what the texts have provided or said, just by identifying key facts and details, reinforces readers as their basis for deeper understanding. The inferential level includes reading meticulously between the lines to determine the implied meanings, to be able to draw conclusions from the texts, making inferences mainly from the author's intentions. The critical level goes beyond

analysis, synthesization, and applications of information, combining all early levels to form opinions, to generate new sights, and to develop a deeper understanding of the concepts and implications the texts have given to the readers.

Interactive Model of Reading

This anchored theory explains reading as an active, constantly evolving process where different skills and types of knowledge work together to create understanding. Rather than following a rigid underlying sequence, comprehension visibly emerges through the absolute interaction of syntactic knowledge (grammar and sentence structure), vocabulary knowledge (word meanings), meta-cognitive skills (awareness and control of one's thinking), discourse knowledge (understanding how a text is organized), and decoding skills (recognizing written words) (Okebukola, Owolabi, & Onafowokan, 2013) ^[39]. These elements do not operate separately; they are molded by the reader's social and cultural background, personal experiences, and affective factors like interest, curiosity, and motivation. Reading is not simply taking and hovering all words or sentences on a page, but it is a dynamic and gradual exchange between the text and own knowledge, strategies, emotions, and cultural context of the readers, which tactically influencing and reinforcing a way better and deeper understanding.

Reading Strategies

These are an integrated set of deliberate cognitive and metacognitive techniques taught explicitly and practiced across contexts that support comprehension before, during, and after reading: before reading, learners activate prior knowledge, preview text structure, set a purpose, and pre-teach key vocabulary (vocabulary, background knowledge, and fluency underpin comprehension); during reading, they predict, generate and answer questions, annotate, visualize, clarify confusing passages with fix-up strategies (rereading, using context clues, pausing to paraphrase), and organize ideas with graphic organizers or notes; after reading, they summarize, synthesize, reflect, discuss with peers, and apply or transfer information to new problems. Effective instruction models strategies through think-alouds and gradual release (I do, we do, you do), embeds them in content-area lessons, differentiates scaffolds (sentence stems, guided prompts, chunking) for varied proficiency, and uses formative assessment to diagnose gaps and guide feedback. Classroom routines and collaborative approaches (reciprocal teaching, literature circles), targeted vocabulary and fluency practice, and appropriate digital tools all accelerate internalization, while repeated, purposeful practice builds students' metacognitive awareness so they can flexibly select and adapt strategies toward specific texts and goals (Ulker, 2017) ^[53].

Text-to-Thought Portfolio

There are several key elements that can help students achieve better comprehension of literary texts. First, it fosters active involvement with texts through summarizing, questioning and reflecting in ways that promote comprehension beyond surface-level reading. Second, it combines reading skills like predicting, inferring, text annotation, and activating background knowledge by making use of these practical tools in dealing with complex texts. Third, it provides for progressive understanding, leading students through literal to inferential and working finally to critical level of response as would be necessary in dealing with complex literary texts.

Fourth, the organization of a systemized learning environment is very well made with contents organized and put together naturally for students with little time to manage their workload effectively. Third, higher order thinking skills (HOTS) promote self-monitoring and metacognition (thinking about one's thinking), as students learn to be conscious of their own thought processes and cognitive behaviors, so they can modify them to achieve proportionally better performance on academic tasks. Altogether, the portfolio empowers students to tackle demanding literary texts with confidence and critical insight.

Statement of the Problem

This study's primary goal was to examine and contrast how well summary and full-text reading affect students' multi-level comprehension of literary texts, highlighting the unique advantages and disadvantages of each strategy. This study specifically sought to respond to the following questions:

1. What are the levels of students' literary comprehension when engaging with texts through summary reading compared to full-text reading, in terms of their:
 1. Literal comprehension (recalling explicit details, plot points, and character facts)?
 2. Inferential comprehension (drawing conclusions, identifying implied meanings, and understanding motivations)?
 3. Critical comprehension (evaluating author's intent, analyzing themes, and forming judgments)?
2. How do students' perceptions of their understanding, engagement, and overall learning experience differ when comprehending literary texts through summary reading versus full-text reading?
3. What distinct reading strategies, perceived advantages, and challenges do students report when engaging with literary texts via summary reading compared to full-text reading?

Methodology Research Design

This study employed a convergent parallel mixed-method design. This means that the quantitative and qualitative components of the study were done concurrently, weighing the methodologies equally, assessing the quantitative and qualitative descriptive components separately, and intercepting the findings together (Demir & Pismek, 2018) ^[13]. It seeks to collect various distinct but complementary facts to address the research topic.

Sampling Design, Research Respondents & Environments

A stratified random sampling design was adopted to ensure balanced representation of participants across all blocks of the target population. The respondents consisted of second-year Bachelor of Secondary Education majors in English enrolled at a state university in Central Visayas during the academic year 2025-2026, who had been selected proportionally from each block to reflect the actual and equal distribution of the participants. From the official sampling methods, students were randomly chosen within each stratum (block) and then block-randomized, and there were two (2) groups in which each group had to participate in either summary or full-text reading. Only students who provided informed consent, have not recently read the selected literary text *The Soul of the Great Bell* by Lafcadio Hearn, and were available during the scheduled data collection will be

included. The research was conducted in designated classrooms, providing a controlled, distraction-free environment conducive to the reading and comprehension tasks, with all procedures following ethical guidelines for participant rights and data confidentiality.

Research Instrument

The gathered data for this quantitative study utilized a researcher-made questionnaire to evaluate students' perceptions of reading methods and their multi-level literary comprehension. In order to assess students' literal, inferential, and critical comprehension of chosen literary texts, this instrument consisted of two main parts: a literary comprehension test and a Likert scale questionnaire that asked students about their comprehension, engagement, efficiency, and overall learning experience when reading summaries as opposed to full texts. The instrument went through a thorough validation process by a panel of three subject-matter experts for content and face validity in order to guarantee its robustness and suitability for the study's goals (Creswell & Creswell, 2018) ^[9]. In order to determine the instrument's reliability using Cronbach's Alpha analysis and guarantee internal consistency of its scales, a pilot study was carried out after validation (Pallant, 2020) ^[42].

For its qualitative aspect, a semi-structured interview guide was applied in this study. This tool facilitated in-depth discussions with students regarding their own reading preferences, perceived advantages, challenges, and specific strategies while reading literary works in summary format rather than full text. In addition to providing the flexibility to go deeper into individual experiences and emerging themes, the semi-structured format enabled a set of core questions to ensure consistency across interviews, improving the nuanced understanding of how students interacted with both reading modalities (Brinkmann & Kvale, 2015) ^[4].

Data Gathering Procedure

Prior to the conduct of the study, the researchers secured ethical clearance from the Ethics Review Committee of the school institution to ensure that all procedures complied with institutional and research ethics standards. Upon approval, the researchers coordinated with program heads and instructors to obtain permission to approach the respondents. Informed consent was obtained from all participants through a signed consent form detailing the study's purpose, procedures, potential risks, and benefits, as well as their right to withdraw at any point without penalty. Only those who voluntarily agreed were included in the study.

The data gathering was conducted face-to-face in designated classrooms within the university to provide a controlled and distraction-free setting. The procedure began with the administration of reading tasks—either the Summary or Full-text reading activity—after which comprehension tasks were completed. For interview-based clarifications or follow-up probes, each session lasted approximately 15–20 minutes, with probing questions used to encourage deeper and more detailed responses where necessary. With participant permission, responses were audio-recorded to ensure accuracy in transcription and analysis. No monetary or material compensation was provided, but participants were thanked for their time and contribution, and their data were

handled with strict confidentiality.

Data Analysis

The study used descriptive statistics, specifically the calculation of the mean and standard deviation for both the summary reading and full-text reading groups, to analyze the quantitative data that were obtained from the comprehension tests. The average comprehension scores of each group's members were calculated using the mean, which provided a broad picture of performance. Better comprehension results were indicated by a higher mean score. To gauge the variation or dispersion of scores within each group, the standard deviation was computed in the interval. While a higher number suggested more variation among individuals, a lower standard deviation showed that scores were more consistent. These descriptive metrics provided a foundation for additional inferential analysis and enabled a clear comparison of overall performance and score consistency between the two reading methodologies.

A thematic analysis was utilized to precisely analyze the transcripts of interviews to capture the qualitative data. After the semi-structured interviews, the participants' responses were transcribed and analyzed. To investigate important statements, phrases, and concepts about students' reading preferences, perceived benefits, difficulties, and strategies, an initial coding method was conducted. From the first-stage information, codes were grouped into categories according to the similarities and differences in the participants' experiences. Themes were then developed from those categories to consider how students perceived reading short forms of literature compared to full forms. Thematic analysis worked well for this study, as it recognized unique, individual perspectives while creating opportunities for investigating converging areas or patterns. This analytical approach provided richer interpretations of the pupils' lived experiences and enhanced understanding of what influenced comprehension and engagement in both reading forms, thereby enriching the quantitative findings.

Ethical Considerations

To protect the rights and welfare of participants, this study adhered to strict ethical guidelines. To ensure that participants were aware of the study's purpose, procedures, and penalty-free withdrawal policy, informed consent was obtained. Confidentiality and privacy were guaranteed through anonymized data gathering, secure storage, and aggregated reporting to prevent identification. Risks were minimized by avoiding sensitive topics and providing resources for assistance if discomfort arose. The recruitment process was fair and transparent, free from coercion or demographic bias. One benefit was the opportunity to contribute to educational research; however, no inflated claims were made. If incentives were offered, they were kept small so as not to significantly influence participation. Finally, conflicts of interest were prevented by ensuring that the research team had no financial or personal investment in the findings and that data collection and analysis were conducted objectively. These practices followed ethical norms and fostered mutual respect and trust among participants.

Results and Discussions

Table 1 presents the comparison perspectives of the summary and full text reading, employing a t-test statistical analysis. The results determine the equilibrium between the two (2)

reading approaches literal comprehension of the two identified groups of students reading different versions of the text.

Table 1: Comparative Analysis of the Literal Comprehension between Summary Reading and Full-Text Reading

t-Test: Paired Two Sample for Means		
	Variable	Variable 2
Mean	2.52	2.6
Variance	0.26	0.25
Observations	25	25
Pearson Correlation	-0.2941742027	
Hypothesized Mean Difference	0	
df	24	
t Stat	-0.4923659639	
P(T<=t) one-tail	0.313467353	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	0.6269347061	
t Critical two-tail	2.063898562	

The results indicate that students' literal comprehension scores after reading the summary ($M = 2.52$) and the full text ($M = 2.60$) did not significantly differ, $t(24) = -0.49$, $p = 0.627$. This shows that, at the literal level, reading a summary performs comparably to reading the full text. Although the full-text mean score is slightly higher, the difference is minimal and statistically insignificant. Therefore, literal comprehension as a reading approach across summary reading and full text reading students appears to be equally effective in supporting students' literal comprehension, as the essential factual details needed for this level of understanding are sufficiently conveyed in both formats. Students have been able to understand straightforwardly the meaning of the text, including the facts, dates, time and locations. According to Burns, Roe, and Ross (1999) ^[6], define literal comprehension as the ability to understand directly what the text has implied

to the readers to get. This simply means that this level of comprehension is simply what the text says. Although this is the very first level of comprehension, literal comprehension serves a very important role in reading comprehension since this will be the very foundation for more advanced comprehension (Suhadi, 2016) ^[49]. The readers should be able to comprehend and understand ideas and information explicitly stated in the text, because failing to do so will result in the inability to proceed to the next level of comprehension. Table 2 presents the comparison perspectives of the summary and full text reading, employing a t-test statistical analysis. The results determine the equilibrium between the two (2) reading approaches inferential comprehension of the two identified groups of students reading different versions of the text.

Table 2: Comparative Analysis of the Inferential Comprehension between Summary Reading and Full-Text Reading

t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	2.92	2.96
Variance	0.07666666667	0.04
Observations	25	25
Pearson Correlation	-0.06019292654	
Hypothesized Mean Difference	0	
df	24	
t Stat	-0.5694947975	
P(T<=t) one-tail	0.2871563	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	0.5743126	
t Critical two-tail	2.063898562	

The results indicate that students' inferential comprehension scores after reading the summary ($M = 2.92$) and the full text ($M = 2.96$) of The Soul of the Great Bell did not significantly differ, $t(24) = -0.57$, $p = 0.574$. This suggests that, for inferential-level comprehension, reading a summary performs comparably to reading the full text. Although the full-text mean score is slightly higher, the difference is minimal and statistically insignificant. Therefore, inferential comprehension as a reading approach across summary reading and full text reading students appear to be equally effective for developing inferential comprehension among the respondents. Students have been able to draw conclusions

based on what one already knows and judgements based on the given information. According to Burns, Roe, and Ross (1999) ^[6], define inferential comprehension as reading between the lines and making inferences to derive with the ideas and/or meanings that are not directly stated in the text. Inferential or interpretive comprehension also includes the ability to identify and detect the mood of a passage, and the reason behind author's writing, drawing conclusions and making inferences with all the figurative languages in the text. This simply means that inferential comprehension deals with what the writer means by what is said (Suhadi, 2016) ^[49]. Readers will activate the ability to use the stated

information in the text to draw more interpretations with the information that is not stated explicitly in the text. During the process of inferential comprehension, deeper meanings will be unlocked and make sense of the figurative language in the text.

Table 3 presents the comparison perspectives of the summary

and full text reading, employing a t-test statistical analysis. The results determine the equilibrium between the two (2) reading approaches critical comprehension of the two identified groups of students reading different versions of the text.

Table 3: Comparative Analysis of the Critical Comprehension between Summary Reading and Full-Text Reading

t-Test: Paired Two Sample for Means		
	Variable 1	Variable 2
Mean	3.88	4.92
Variance	1.276666667	1.66
Observations	25	25
Pearson Correlation	0.1934829278	
Hypothesized Mean Difference	0	
df	24	
t Stat	-3.375390115	
P(T<=t) one-tail	0.001252238286	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	0.002504476572	
t Critical two-tail	2.063898562	

The results indicate a statistically significant difference in students' critical comprehension scores after reading the summary ($M = 3.88$) and the full text ($M = 4.92$). The paired-sample t-test shows that this difference is significant, $t(24) = -3.38$, $p = 0.002$. This means that full-text reading leads to notably higher critical comprehension compared to summary reading. Although summaries provide a streamlined version of the material, they appear insufficient for supporting the deeper analytical and evaluative skills required at the critical level. In contrast, reading the full text provides the contextual depth and interpretive cues necessary for students to engage in higher-order thinking. Critical reading skill plays a pivotal role in enabling learners to examine texts beyond surface understanding. This requires students to think more actively and deeply to understand a text and analyze it, i.e., to read between the lines and beyond the lines rather than focusing on just reading the lines (Al Roomy, 2022) ^[1]. The strong

relationship between the ability to read critically, academic success, and the need for critical thinking in the workplace or daily lives have been observed by researchers (Edman, 2008; Ennis, 2018; Hervás & Miralles, 2006; Huijie, 2010; Wade, 2008) ^[14, 15, 22, 23, 57]. Unlike poor readers, students who are good readers often pass their exams with high marks because they implement a rich repertoire of strategies to approach reading texts and overcome textual difficulties (Kim, 2020) ^[28]. Therefore, full-text reading is shown to be more effective for developing students' critical comprehension.

Table 4 presents the perspectives of the summary and full-text reading and also the respondents comparative perspectives on the two reading approaches. The results determined the preferences of the respondents that will link which reading approach is more effective in improving the students' comprehension.

Table 4: Perceptions of the Summary Reading and Full Text Reading, and Understanding the Comparativeness between Reading Strategies (n=50)

Section A. Perceptions of Summary Reading	Mean	SD	Description
Summary reading helps me quickly grasp the main plot and key characters of "The Soul of the Great Bell."	4.12	0.80	Strongly Disagree
I feel I understand the deeper themes and symbolism of "The Soul of the Great Bell" well after only reading a summary.	3.48	0.70	Neutral
Summary reading makes me feel more engaged with "The Soul of the Great Bell."	3.56	0.80	Agree
Summary reading is an efficient way to prepare for discussions or analyses about "The Soul of the Great Bell."	3.68	0.88	Agree
I feel confident discussing "The Soul of the Great Bell" after only reading its summary.	3.00	1.06	Neutral
Summary reading helps me identify literary devices (e.g., imagery, tone) in works like "The Soul of the Great Bell."	3.40	0.89	Neutral
A. Average	3.54	0.62	Agree
Section B. Perceptions of Full-Text Reading			
Full-text reading helps me fully appreciate the author's writing style and narrative voice in "The Soul of the Great Bell."	4.68	0.54	Strongly Agree
I feel I understand the deeper themes and symbolism of "The Soul of the Great Bell" well after reading the full text.	4.32	0.66	Agree
Full-text reading makes me feel more engaged with "The Soul of the Great Bell."	4.61	0.62	Strongly Agree
Full-text reading is an efficient way to prepare for in-depth analysis of "The Soul of the Great Bell."	4.61	0.67	Strongly Agree
I feel confident discussing "The Soul of the Great Bell" after reading the full text.	4.00	0.88	Agree
Full-text reading helps me identify literary devices (e.g., imagery, tone) in works like "The Soul of the Great Bell."	4.43	0.62	Agree
B. Average	4.44	0.65	Agree
Section C. Comparative Perceptions			

I believe summary reading provides sufficient understanding to pass an exam on literary texts like “The Soul of the Great Bell.”	3.02	0.86	Neutral
I prefer full-text reading over summary reading for comprehending complex literary works such as “The Soul of the Great Bell.”	4.25	0.93	Agree
When I have limited time, I rely on summary reading for literary texts, including “The Soul of the Great Bell.”	4.00	0.97	Agree
Summary reading helps me quickly identify the main ideas, but full-text reading gives me a deeper appreciation of literary style and themes.	4.49	0.72	Agree
Both summary reading and full-text reading are valuable, but I believe combining them enhances my overall comprehension of literary works such as “The Soul of the Great Bell.”	4.62	0.62	Strongly Agree
Compared to full-text reading, summary reading is more practical for preparing for quizzes and assignments on literary texts like “The Soul of the Great Bell.”	3.26	1.01	Neutral
C. Average	3.94	0.85	Agree

Weight/Scale	Mean Range	Verbal Interpretation
5	4.51 – 5.00	Strongly agree
4	3.51 – 4.50	Agree
3	2.51 – 3.50	Neutral
2	1.51 – 2.50	Disagree
1	1.00 – 1.50	Strongly Disagree

A. Perceptions of Summary Reading

Overall, respondents showed a moderately positive perception of summary reading (A. Average = 3.54, SD = 0.62, Agree). Summary reading was considered useful for quickly grasping the main plot (M = 4.12, SD = 0.80), and for efficiently preparing for discussions or basic analyses (M = 3.68, SD = 0.88). Students also moderately agreed that summaries help maintain engagement (M = 3.56, SD = 0.80). However, items related to deeper understanding showed weaker endorsement. Respondents were neutral about whether a summary alone helps them understand themes and symbolism (M = 3.48, SD = 0.70), identify literary devices (M = 3.40, SD = 0.89), or feel fully confident discussing the text (M = 3.00, SD = 1.06). These results suggest that students view summaries as useful but limited, especially for higher-level cognitive tasks. This aligns with Spigel (2011), which noted that using summaries as part of the reading process strengthens learners' recall of the main points in a text, which in turn supports better comprehension. In a related study, Pressley et al. (2016) [43] observed that readers naturally retain the most significant ideas, including the overall meaning of what they read. Arie's (2011) [2] experiments further demonstrated that details highlighted in a summary are remembered more strongly than those that are not emphasized.

B. Perceptions of Full-Text Reading

It is overwhelmingly positive. The overall mean score (B Average = 4.44, SD = 0.65, Agree) was much higher than summary reading, indicating a strong preference and belief in its effectiveness. Respondents strongly agreed that full-text reading helps them appreciate the author's style and narrative voice (M = 4.68, SD = 0.54), feel more engaged (M = 4.61, SD = 0.62), and prepare for in-depth analysis (M = 4.61, SD = 0.67). They also agreed that full-text reading supports deeper understanding of themes and symbolism (M = 4.32, SD = 0.66) and identification of literary devices (M = 4.43, SD = 0.62). Compared to summary reading, students felt more confident discussing the text after reading the full narrative (M = 4.00, SD = 0.88). The data show that students associate full-text reading with depth, richness, and analytical readiness. Full-text reading has been shown to enhance comprehension, memory retention, and engagement more effectively than summary reading (Sun, Wang, & Dong, 2021; Ramírez-Ávila & Barreiro, 2021) [50, 45]. It allows readers to appreciate narrative style, understand themes and

symbolism, and recognize literary devices (de Koning, Tabbers, Rikers, & Paas, 2022; Valerozo & Aggabao, 2020; Woody, Daniel, & Baker, 2008; Terra et al., 2022) [11, 55, 59, 52]. Moreover, students' confidence and readiness for discussion and analysis are strengthened through full-text exposure (de-la-Peña & Luque-Rojas, 2021; Clinton-Lisell, 2023) [12, 8]. Experimental and meta-analytic research also confirms that details from complete texts are remembered better and support deeper comprehension than information contained only in summaries (Rupp, Ferne, Sireci, & Hambleton, 2014) [47].

C. Comparative Perceptions of Summary Reading and Full Text Reading

Respondents' comparative perceptions (C. Average = 3.94, SD = 0.85, Agree) reveal a balanced but most of the students favoring full-text view. Students expressed that while summaries offer adequate support for basic exam readiness (M = 3.02, SD = 0.86), full-text reading remains their preferred method for understanding complex literary works (M = 4.25, SD = 0.93). They also acknowledged the practicality of summary reading when time is limited (M = 4.00, SD = 0.97), but emphasized that summaries only help identify main ideas, whereas full-text reading provides deeper appreciation of literary style and themes (M = 4.49, SD = 0.72). The highest rating in this section showed that students believe combining summary and full-text reading enhances comprehension (M = 4.62, SD = 0.62, Strongly Agree). This suggests students see the two approaches not as opposites, but as complementary tools depending on goals and academic demands.

Finally, respondents remained neutral about whether summaries are more practical for academic assessments compared to full texts (M = 3.26, SD = 1.01), showing that practicality does not outweigh the recognized value of full-text reading. Be Reading Approaches and Their Impact on Multi-level Literary Comprehension, Engagement, and Academic Performance.

In this study, eleven (11) emergent themes were identified, namely: (1) Preference for Full-Text Reading as a Means to Attain Deeper Comprehension and Emotional Engagement, (2) Emotional and Cultural Engagement through the Story's Themes of Sacrifice and Filial Piety, (3) Development of Comprehension Confidence through the Chosen Reading Approach, (4) Empathic Understanding of Characters' Motivations and Emotions through Full-Text Immersion, (5)

Recognition of Core Themes and Symbolism as Indicators of Inferential Comprehension, (6) Appreciation of the Aesthetic and Analytical Value of the Author's Writing Style through Full-Text Reading, (7) Strategic Use of Summary Reading for Efficient Comprehension under Time Constraints, (8) Limitations of Summary Reading in Conveying Symbolism, Depth, and Emotional Nuance, (9) Influence of Academic Demands and Time Constraints on Reading Preferences, (10) Contribution of Full-Text Reading to Improved Academic Performance and Critical Analysis, and (11) Impact of Reading Approach on Academic Engagement, Depth of Understanding, and Classroom Participation.

Theme 1: Preference for Full-Text Reading as a Means to Attain Deeper Comprehension and Emotional Engagement

Preference for full-text reading refers to the inclination of readers to engage with the complete version of a literary text to grasp its symbolic, emotional, and thematic depth. This approach allows readers to appreciate the literary elements and interpretive nuances that summaries often omit. Readers mostly prefer the full-text version of the text since this has the complete pack of elements which readers do not have looked for the omitted information of the text because everything is already presented.

"For me, I read the full text because there are elements that are not included in the summary—especially symbolism, which summaries usually don't cover."

"For me personally, as someone who had literature classes and did analysis of other texts, I find it an easier piece compared to the literature pieces that we analyzed."

"When I read the question, I can't answer it [from summaries]. So, I have to use the full text to really comprehend the whole story."

"I normally read the full text first. And then if there's anything I'm unsure about, then I do research on it."

The participants consistently expressed a strong preference for reading the full literary text rather than relying solely on summaries. They valued complete reading for its ability to present detailed elements such as symbolism, emotional tone, and character development. Two responses from the participants indicated, summaries often result in "missing important details," producing uncertainty and limited comprehension. This finding aligns with Rosenblatt's Reader-Response Theory (1978), which posits that reading is an interactive process where meaning is constructed through direct engagement with the full text. Moreover, the result suggests that full-text reading encourages independent exploration and deeper understanding of the text's cultural and contextual nuances. This contradicts the study of Ramirez-Avila and Barreiro (2021) ^[45], which states that summarizing narrative texts showed that while summaries can boost comprehension of main ideas, they may fall short in conveying deeper narrative elements.

Theme 2: Emotional and Cultural Engagement through the Story's Themes of Sacrifice and Filial Piety

Emotional and cultural engagement refers to the readers' affective and cultural responses to the story, where themes such as sacrifice and filial piety resonate personally and socially. Filipinos will learn so much from these themes because the culture in the Philippines has greatly valued

sacrifice and filial piety which are already ingrained in the heart of every Filipino to value and respect their elders and parents. This aligns with the study of Mamayson (2025) ^[35], which revealed that filial piety in the Philippines is a dynamic and multifaceted concept, defined by respect, care, support, obligation, and emotional closeness.

"For me, it was the sacrifice made by Ko-Ngai."

"My initial reaction was the value of filial piety... we also relate to it as Filipinos."

"Ko-Ngai died after sacrificing herself so that the great bell could be completed." "The use of sensory imagery, especially the sound of the bell, shows how the echoes of the past can still follow into the future."

There is a considerable body of research demonstrating benefits of book reading, the quality and depth of engagement children experience while reading is essential to ensure positive reading experiences and outcomes. The participants' emotional engagement centered on the theme of sacrifice and filial piety, concepts that they could relate to Filipino cultural values. They found the moral and cultural aspects of the story personally meaningful, because while immersing oneself in the text and content, this would allow an in-depth connection between personal experiences, using ones' imagination allowing to empathize with characters (Kuzmičová & Cremin, 2021; McGeown & Wilkinson, 2021) ^[30, 37]. Stories like this have greatly impacted the Filipinos readers since this is deeply rooted to the ingrained culture practiced by Filipinos. Once readers relate to the story or specifically the themes of the story, they will be able to empathize with the characters, and put themselves upon the shoes of the characters, which can create a deep connection with the story.

Theme 3: Development of Comprehension Confidence through the Chosen Reading Approach

Comprehension confidence refers to readers' perceived ability to recall and understand plot points, characters, and events based on their reading method—full text or summary. Comprehension relies more on the chosen reading approach of the readers because readers will comprehend differently the text, and once their choice has been used, they will have the ability to recall main points of the story. Others may have chosen the summary over full-text if they want the straightforward information and condensed version wherein only important parts of the story are included, while there are some who will choose the full-text over summary if they want to know the underlying and conveying symbolism, and depthness of the text.

"I feel confident because the summary discusses the main elements."

"Summaries only focus on the main events... supporting details can change the whole story."

"I feel confident in recalling key plot events."

"I would feel confident in the sensory imagery of it all, but sometimes confused with which part came first."

Participants reported varying levels of confidence depending on their chosen reading approach. Those who used summaries felt confident with main plot recall but acknowledged missing deeper contextual meaning, while those who read the full text demonstrated comprehensive understanding and memory of emotional aspects. According

to Grabe and Stoller (2011), extensive reading enhances comprehension and retention by allowing learners to make meaningful connections between text elements. There is a diverse range of reading approaches for the readers because there are some who will be conforming to the summary which they are comfortable with while reading the text, and others who want to have the full-text version to be able to access the complete information of the text. With this, this revealed that it is not limited to a full-text version of the text that gives better comprehension with the readers, it is all about the comprehension of the readers with their chosen reading approaches.

Theme 4: Empathic Understanding of Characters' Motivations and Emotions through Full-Text Immersion

Reading engagement is said to be crucial to enhance reading success (Lee, 2014; Rahim & Hashim, 2015) ^[31, 44]. Reading engagement enables them to interact meaningfully with a text in terms of social aspect, behaviors, cognition and affect. Empathic understanding involves readers' ability to grasp characters' emotions, motivations, and psychological depth through immersive reading. Summary does its job to include the important information of a piece, but does not capture the entirety of the piece which include the motivations of the characters, which lead to invading the affective engagement of the readers from the story.

"It was easy, because the summary addressed their personalities." "Reading the full text offers a richer analytical experience."

"The full text makes their motivations stronger."

"Ko-Ngai's willingness to sacrifice herself is easy to grasp from the summary."

Participants acknowledged that summaries clarify basic motivations, but the full text evokes deeper empathy toward characters. The responses highlighted that the complete narrative provides more emotional and psychological context, leading to greater insight into the struggles and moral decisions of Ko-Ngai and Kouan-Yu. Reading has been associated with well-being (Clark & Teravainen-Goff, 2018) ^[7] and reduced prejudice toward others (Vezzali et al., 2015) ^[56]. It means to say that effective reading engagement deals with students' motivation to read as well as emotional reactions that they feel while doing the reading tasks, such as interest, boredom, happiness, sadness, and anxiety (Unrau & Quirk, 2014) ^[54]. This only suggests that full-text reading offers an effective reading engagement with the readers, offering the affective aspects while reading. Readers will be able to fully understand the entirety of the characters because of the full text version of the text. They can grasp the emotions, feelings, and even the motivations which would allow them to empathize and strongly relate or connect to the characters.

Theme 5: Recognition of Core Themes and Symbolism as Indicators of Inferential Comprehension

Recognition of core themes and symbolism refers to readers' inferential comprehension of the underlying moral and figurative elements within the story. Recognizing these core themes and symbolisms only suggest that readers have a deeper understanding of the text, and are meticulous about the information presented in the text believing that everything in the piece contributes to the overall meaning and entirety of

the story. Readers are independent upon recognizing these elements in the story, and many times there are elements in the story that would somehow slip out of the reader's mind, which would affect their interpretation of these elements.

"I was able to grasp the impact of sacrifice, but not the symbolic meaning of the red shoes."

"The full text provides a richer experience."

"It was easy, but sometimes hard to figure out figurative speech." "Had to reread a few times, but I understood in the end."

Most participants understood the central themes of love and sacrifice but encountered difficulty interpreting symbols like the red shoes or the bell. This limitation is commonly observed in summary-based reading, where figurative nuances are excluded. As Bressler (2011) notes, inferential comprehension depends on engaging with a text's stylistic and symbolic cues, which are only visible in the complete version. This reveals that summary-based reading has a lot of limitations, including the things that are not explicitly depicted or shown in the text. Readers will somehow get the basic themes while engaging in summary-based reading, but lack the depthness of the interpretation of the small things presented in the text. With this, readers get the idea that the summary helps with the surface-level understanding of the text, but will be able to realize that this will not supplement the entire piece since summary has some omitted information from the original text.

Theme 6: Appreciation of the Aesthetic and Analytical Value of the Author's Writing Style through Full-Text Reading

Readers expressed that reading the entire work—not just a summarized version—enabled them to observe the nuances of language, imagery, and rhythm that contribute to the text's aesthetic appeal. Through this deeper engagement, they developed a heightened sensitivity to the author's stylistic techniques and artistic choices, which in turn enriched their analytical understanding of the literary piece. Full-text reading was thus viewed not merely as an act of comprehension but as an immersive experience that reveals the interplay between form and meaning, fostering both intellectual and emotional appreciation of the author's creative expression.

"Not very well, especially the writing style, because the words in the summary have already changed."

"It would have been a different story if I only grasped it through the summary."

"There are a lot of parts where it's easy for me to grasp because the words are simple."

"The sound of the bell is one that really stuck with me."

Participants recognized that reading the full text enhances appreciation of figurative language, tone, and style, as compared to summaries that simplify or rephrase original expressions. Fakoya and Ogunpitan (2014) ^[16] mentioned that literary appreciation can be classified as the process by which the reader of a work of literature acquires a meaningful understanding of the theme and gains personal insights which will help them realize the structure of the literary work. This suggests that when readers engage with the complete text, they not only follow the story but also experience the writer's

creative choices firsthand. They begin to notice subtle shifts in tone, recurring symbols, and stylistic patterns that shape the emotional and intellectual depth of the work. In contrast, relying on summaries can lead to a shallow grasp of meaning, missing the richness of the author's language. Ultimately, reading the full text helps students build stronger analytical and interpretive skills, while fostering a deeper, more authentic appreciation for literature as an art form.

Theme 7: Strategic Use of Summary Reading for Efficient Comprehension under Time Constraints

Readers vary from reading the story that is linked to their chosen reading approach. There are some who will utilize the summary reading for efficiency and practicality, while some would opt to go over the full-text version of the story, which is a longer and full of words version, for completeness and adequateness of elements, including the character's motivation, symbolism of things, and the complete and comprehensive plot structure of the story. However, for readers who are under the circumstance of time constraints, they will strategize and use the shortened version. Strategic summary reading refers to the purposeful use of condensed versions of literary texts to manage time effectively while still achieving basic understanding of the story's key elements.

"The main advantage is that it's very efficient and quick. You can also understand the basic plot structure—like the rising action, climax, and resolution." "Summaries are efficient and time-saving. Compared to the full text, it's less hassle because the important details are already laid out."

"It's easy for you to grasp the whole plot of the story because it's short."

"There wasn't any unnecessary filler information that would make my mind stray away from the main points and central themes."

All participants acknowledged that reading summaries serves as an effective strategy for quickly comprehending key points of a literary text, especially under time pressure. Summaries enable readers to identify the story's plot structure and central themes without being overwhelmed by lengthy details. This aligns with Ramirez-Avila and Barreiro (2021) ^[45] Students expressed that summaries facilitated their comprehension and worked as a barometer of understanding. They could use the summary strategies in various fields. Participants also noted that summary reading minimizes cognitive overload, allowing focus on essential narrative elements. Readers, sometimes, rely on the summary given the circumstance of inadequate time. They used summary to supplement knowledge from the text and also for efficient comprehension since it presented the important information of the text, including the main plots and ideas. Although, reading the summaries can have a deficit in comprehension, given the circumstance, this is a good supplementary material for understanding the whole in a shortened version.

Theme 8: Limitations of Summary Reading in Conveying Symbolism, Depth, and Emotional Nuance

Depending on the motivation and use, readers would pick a summary for time efficiency because the shortened version of the story already includes the main plot points and ideas, which would supplement to gain adequate knowledge of the story. It is efficient for some to use the summary because it is

straightforward and only includes the important portion of the story. The summary version minimizes the cognitive overload, making it more comprehensible and manageable when reading it. However, it would not supplement the conveying symbolism, depthness, and emotional nuances of the story. There has been omitted in the shortened version making it this way, very limited to get those essential elements that contribute to the whole story.

"The disadvantage is identifying the hidden messages... especially the symbolism."

"Summaries provide less information, leading to lesser judgment or depth." "When reading summaries, you feel like you missed a lot of details that still matter."

"There are important details that have been left out and cannot be found in the shortened version."

Participants consistently identified a loss of detail and depth as the major drawback of summary reading. They observed that summaries often omit the subtleties of symbolism, character development, and tone—key aspects of literary interpretation. This limitation supports New Criticism theory, which asserts that every element of a text contributes to its overall meaning (Mambrol, 2021) ^[36]; (Ritchane, 2021) ^[46]. Similarly, Sugesti and Humaera (2024), found that summarizing can help comprehension but may also lead to superficial understanding if readers rely solely on summaries without engaging with the full text. Without full exposure to the text, readers may develop superficial understandings of a story. If given, missing small but significant elements can alter the overall interpretation and appreciation of a literary work. This only pertains to the fact that reliance on the summary, without the full exposure of the text, gives readers a different perspective and view of the text. They may understand the main points and ideas of the text, but do not get every tiny detail present that contributes to the entirety of the text.

Theme 9: Influence of Academic Demands and Time Constraints on Reading Preferences

Time-driven reading choices describe how academic workload, deadlines, and limited study hours influence students' decisions to use summaries or read full texts. When requirements overlap or time is tight, students often rely on summaries to quickly grasp key ideas. However, when they have more time—or when deeper understanding is needed for analysis or interpretation—they choose full-text reading. This shows how external pressures and pacing in school directly shape students' reading preferences and engagement.

"I would choose the summary if I'm in a hurry... it helps me grasp the whole story quickly."

"If I need to cram, I would go for the summary since it is more time-efficient." "When there's limited time, that's when you use the summary."

"I choose summaries when I have multiple literary works to read within a short time."

Participants noted that time constraints are a primary reason for choosing summary reading. Summaries allow efficient comprehension when multiple readings are required within tight schedules. However, they also acknowledged that the reliability and credibility of summaries must be ensured to avoid misinformation. This aligns with Irawan and Ahmad

(2024) ^[25], who found that students' selection and effectiveness of reading strategies vary across achievement levels, particularly when working under time pressure. Similarly, McNamara (2024) ^[38] reported that while summaries enhance time management and task efficiency, they cannot fully replace the deeper engagement and interpretive insight afforded by full-text reading. Participants therefore agreed that while summary reading offers practicality, full engagement with the original text remains vital for comprehensive understanding.

Theme 10: Contribution of Full-Text Reading to Improved Academic Performance and Critical Analysis

This theme underscores the value of engaging with the full literary text in strengthening students' academic performance. When students read the complete work, they develop a richer understanding of its nuances—such as character development, symbolism, and thematic depth—which allows them to express more informed and confident ideas during class discussions. This deeper comprehension also translates into clearer, more thoughtful essays and improved accuracy in examinations.

"It would affect me positively. At least I would know the plot and be able to pass, but I might not answer fully."

"Reading the summary still gives me an advantage for discussions and exams." "I prefer full text... it's really important for exams because I don't want to miss any details."

"There might be parts I don't quite understand, but I'd still be prepared enough."

The participants indicated that while summaries support surface-level participation in discussions, full-text reading enhances academic depth and performance accuracy. P3 emphasized that full reading ensures preparedness for detailed exam questions, while others admitted that summaries are sufficient only for general discussions. These findings align with recent scholarship (Paige et al., 2024)^[41]; (Seban, Urban & Sikl, 2025) showing that deep reading—especially when it involves multiple sources or prompts critical thinking—is crucial for developing critical analysis and durable recall, rather than simply surface comprehension. Students who engage in full-text or multiple-text reading tend to demonstrate greater ability to explain, interpret, and support their ideas during assessments.

Theme 11: Impact of Reading Approach on Academic Engagement, Depth of Understanding, and Classroom Participation

The impact of reading approach on academic engagement and understanding refers to the way students' preference for either full-text reading or summaries shapes their confidence, participation, and depth of analysis in academic tasks. Students who read the full text often develop stronger comprehension and are more prepared to contribute meaningful insights during discussions or written activities. Meanwhile, those who rely on summaries may grasp the main ideas but may feel less confident or provide more surface-level responses. This theme shows how the chosen reading method directly affects the quality of students' engagement and the depth of their academic understanding.

"I think it would affect me positively. At least I would know the plot and be able to pass. But there might be certain questions in oral recitations that I couldn't answer fully."

"Reading the summary still gives me an advantage, especially for class discussions or exams that focus on the main events and general ideas."

"I would honestly prefer full text, and I think it has a positive effect. When it comes to examinations, it's really important to read the full text because I don't want to miss any details."

"Because it's the summary, there might be a few parts that I don't quite understand, but nonetheless, I think I would be prepared enough to give an answer."

Participants observed that their reading approach significantly influences the quality of their classroom performance. Those who relied on summaries expressed a sense of surface-level confidence—feeling prepared to discuss main ideas but lacking depth in analysis. Conversely, readers who engaged with the full text reported stronger comprehension, recall, and interpretive skills, which contributed to more thorough participation in class activities and examinations. This finding supports recent scholarship Paige, Rupley & Ziglari, (2024)^[41] showing that students who engage in sustained, full-text (or multi-text) reading develop higher-order thinking and analytical abilities, leading to improved academic outcomes.

Conclusion and Recommendations

This study provides a systematic investigation of how summary reading and full-text reading influence students' multi-level literary comprehension. Giving basis on the numerical and descriptive evidence, the results clearly show that both approaches yield comparable results in the basic level of understanding i.e. literal comprehension and inferential comprehension, yet strongly different when deep analytical skills are prerequisite, which is under the critical comprehension. Summary reading has been considered as an efficient tool given time constraints and pressure circumstances, and academic demands that limit the full-blown engagement of the text, for perceiving essential plot elements and main ideas while supporting quick, foundational comprehension. Broadening the results of this study, it shows that full-text reading offers a wide array of advantages for students in fostering their critical comprehension, effective or affective engagement with the text, and a compelling appreciation of the different literary style—benefits that summaries alone do not have or has been lacking. The findings also reveal that students' experiences with each reading method are shaped by the underlying contextual factors including the time constraints, workload, and such complexity of academic tasks. This also suggests that summary and full-text reading serve helpful and meaningful value in students' comprehension, yet it differs with the functions in literary learning. Both reading approaches are in equal state affirming that effective literary understanding is not a matter of choosing between "skim or savor," but rather using each approach strategically. Students themselves recognize that both approaches serve unique purposes, and that combining summary and full-text reading

can maximize both efficiency and depth, and educational practices can help strengthen by guiding students to strategically using both so that efficiency does not come at the expense of deep comprehension or critical thinking.

Based on the results of this study, it suggest that teachers should combine summary and full-text reading in teaching literature by utilizing summaries as an introductory tool to assist students' understanding of the material while keeping full-text reading as the preferred way to promote critical thought, connection with emotion, and appreciation of literary devices. Teachers can provide explicit instruction on reading skills that aid in deepening the reader's understanding such as annotating the text, asking questions (guided), analyzing themes; and create a reading schedule or structure that will allow students to manage their academic workload,

which will sometimes force students to read only summaries. School administrators could also provide teachers with teacher-created/teacher-verified accurate summaries when there are time constraints so that students are not misinformed; and school administrators could develop assessments that measure both basic understanding and higher-level thinking to show the advantages of both reading methods. The last recommendation is that further research is encouraged to continue and to investigate how the relationships between reading approaches, different types of literature, diverse student populations, and varying educational environments relate to one another to better understand the breadth of application of the effects of reading approaches to literary learning.

Appendices

Appendix A
Literary Comprehension Test

Name: _____

Course, Year, and Bloc: _____

Instructions: You will be provided with a full text or a summary of Lafcadio Hearn's "The Soul of the Great Bell." Please read it carefully. After reading, answer the questions that follow to the best of your ability.

Part 1: Literal Comprehension

1. Who was Ko-NGai, and what was her relationship to Kouan-Yu?
 - a. She was his wife.
 - b. She was his sister.
 - c. She was his daughter.
 - d. She was his servant.
2. What specific ingredient did the astrologer declare was necessary for the bell's successful casting after the first two failures?
 - a. Pure gold
 - b. Molten silver
 - c. The heart of a dragon
 - d. The blood of a virgin
3. Where was the bell eventually cast, and what was the initial condition of the metal before Ko-NGai's sacrifice?
 - a. In the imperial palace; it was perfectly molten.
 - b. In a secluded mountain forge; it refused to blend.
 - c. In the great foundry; it stubbornly would not fuse.
 - d. In a secret temple; it was too cold.

Part 2: Inferential Comprehension

4. What does Kouan-Yu's reaction to the failures of the bell's casting imply about his character and his position within the empire?
 - a. He was a compassionate and understanding leader.
 - b. He was under immense pressure and feared the Emperor's wrath, prioritizing his duty above all else.
 - c. He lacked the necessary skills for metallurgy.
 - d. He was indifferent to the outcome of the bell.
5. The astrologer's declaration about the "virgin's blood" suggests a blend of what cultural beliefs prevalent in the story's settings?
 - a. Emphasis on scientific innovation and progress.
 - b. Superstition, ancient prophecy, and sacrificial rites.
 - c. Belief in logic and rational problem-solving.
 - d. Focus on democratic decision-making.
6. Based on the story, what can be inferred about the significance of Ko-NGai's shoe being mentioned repeatedly after the bell is cast?
 - a. It implies that Ko-NGai's sacrifice was incomplete or flawed.
 - b. It indicates that the bell contained a hidden compartment for the shoe.
 - c. It suggests that Ko-NGai regretted her decision at the last moment.
 - d. It symbolizes the enduring sorrow and human cost of achieving something magnificent.

Part 3: Critical Comprehension

7. Analyze the narrative's depiction of filial piety in Chinese culture, as exemplified by Ko-NGai's actions. How is this theme presented as both a virtue and a tragic force? (Answer in a short paragraph)
8. Critically evaluate the author's use of sensory details and imagery in describing the bell's sound after its successful casting. How do these descriptions contribute to the story's emotional impact and theme? (Answer in a short paragraph)
9. Discuss how the fatalistic tone and the supernatural elements in the story contribute to its classification as a Chinese literary ghost story or legend? (Answer in a short paragraph)

Appendix B

Likert Scale Questionnaire

Instructions: For each statement below, please indicate the extent to which you agree or disagree, based on your experience with reading literary texts like “The Soul of the Great Bell.” Circle the number that best represents your opinion:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Section A: Perceptions of Summary Reading

- | | | | | | |
|---|---|---|---|---|---|
| 1. Summary reading helps me quickly grasp the main plot and key characters of “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 2. I feel I understand the deeper themes and symbolism of “The Soul of the Great Bell” well after only reading a summary. | 1 | 2 | 3 | 4 | 5 |
| 3. Summary reading makes me feel more engaged with “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 4. Summary reading is an efficient way to prepare for discussions or analyses about “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 5. I feel confident discussing “The Soul of the Great Bell” after only reading its summary. | 1 | 2 | 3 | 4 | 5 |
| 6. Summary reading helps me identify literary devices (e.g., imagery, tone) in works like “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |

Section B: Perceptions of Full-Text Reading

- | | | | | | |
|--|---|---|---|---|---|
| 7. Full-text reading helps me fully appreciate the author’s writing style and narrative voice in “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 8. I feel I understand the deeper themes and symbolism of “The Soul of the Great Bell” well after reading the full text. | 1 | 2 | 3 | 4 | 5 |
| 9. Full-text reading makes me feel more engaged with “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 10. Full-text reading is an efficient way to prepare for in-depth analysis of “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 11. I feel confident discussing “The Soul of the Great Bell” after reading the full text. | 1 | 2 | 3 | 4 | 5 |
| 12. Full-text reading helps me identify literary devices (e.g., imagery, tone) in works like “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |

Section C: Comparative Perceptions

- | | | | | | |
|---|---|---|---|---|---|
| 13. I believe summary reading provides sufficient understanding to pass an exam on literary texts like “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 14. I prefer full-text reading over summary reading for comprehending complex literary works such as “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 15. When I have limited time, I rely on summary reading for literary texts, including “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 16. Summary reading helps me quickly identify the main ideas, but full-text reading gives me a deeper appreciation of literary style and themes. | 1 | 2 | 3 | 4 | 5 |
| 17. Both summary reading and full-text reading are valuable, but I believe combining them enhances my overall comprehension of literary works such as “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |
| 18. Compared to full-text reading, summary reading is more practical for preparing for quizzes and assignments on literary texts like “The Soul of the Great Bell.” | 1 | 2 | 3 | 4 | 5 |

Appendix C

Semi-Structured Interview Guide

Skim or Savor: Comparing the Effects of Summary Versus Full-Text Reading on Students' Multi-Level Literary Comprehension

Participant Code:

Date of Interview:

Time:

Location:

Interviewer:

Introduction: “Thank you for agreeing to participate in this interview. As you know, our study is exploring how different reading approaches—summary reading and full-text reading—affect students’ understanding of literary texts, specifically Lafcadio Hearn’s ‘The Soul of the Great Bell.’ There are no right or wrong answers, and your honest insights are greatly valued. This interview will take approximately 15–30 minutes. Your responses will be kept confidential and anonymous. Do you have any questions before we begin?”

Interview Questions

1. Can you describe your general approach to reading literary texts for your literature courses? Do you typically read the full text, or do you often rely on summaries, or a combination of both? Please elaborate.
2. Thinking about “The Soul of the Great Bell,” what was your initial reaction to the story after reading it through [full text/summary]? What stood out to you the most?
3. Based on your reading of “The Soul of the Great Bell,” how confident do you feel in being able to recall the main plot points and key characters (literal comprehension)? Can you give an example?
4. When reading “The Soul of the Great Bell” through [full text/summary], how easy or difficult was it for you to understand the underlying motivations of characters like Ko-NGai or Kouan-Yu?
5. When reading “The Soul of the Great Bell” through [full text/summary], how easy or difficult was it for you to grasp the story’s implied messages (inferential comprehension)?
6. After reading “The Soul of the Great Bell” through [full text/summary], how well do you feel you can analyze its deeper meanings, such as its symbolism (e.g., the bell itself, the shoe), its central themes (e.g., sacrifice, filial piety), or Lafcadio Hearn’s writing style (critical comprehension)? Please provide an example.
7. In your opinion, what were the main advantages of reading “The Soul of the Great Bell” using the [full text/summary] approach?
8. What were the main disadvantages or challenges you encountered when reading “The Soul of the Great Bell” using the [full text/summary] approach?
9. Given academic demands and time constraints, when might you choose to read a summary of a literary text like “The Soul of the Great Bell” instead of the full text, and why?
10. Conversely, when would you deem it essential to read the full text of a literary work like this, even if time is limited?
11. How do you think your reading approach (summary vs. full-text) for “The Soul of the Great Bell” might affect your performance in class discussions, essays, or examinations on the story?

Closing:

“Thank you for sharing your valuable insights. Your participation is greatly appreciated.”

Appendix D

Informed Consent Form

Skim or Savor: Comparing the Effects of Summary Versus Full-Text Reading on Students' Multi-Level Literary Comprehension

Dear respondents,

You are invited to participate in a research study investigating how different reading approaches (summary reading and full-text reading) affect students' comprehension of literary texts. Your participation is voluntary and greatly appreciated.

PURPOSE OF THE STUDY

To compare the effects of summary reading and full-text reading on students' comprehension of Lafcadio Hearn's "The Soul of the Great Bell," across literal, inferential, and critical levels. We also aim to understand students' perceptions and experiences with these reading strategies.

PARTICIPATION

If you agree to participate, you will be asked to:

1. Read either a summary or the full text of "The Soul of the Great Bell."
2. Complete a literary comprehension test related to the text you read.
3. Complete a Likert scale questionnaire about your perceptions of reading strategies.
4. Participate in a semi-structured interview, lasting approximately 15–30 minutes, to discuss your reading experiences and strategies.

Your total participation is expected to take approximately 45–60 minutes, spread across different sessions.

BENEFITS

While there are no direct personal benefits for participating, your contribution will provide valuable insights into effective reading strategies for literary comprehension, which may benefit educators and students in the future.

RISKS

We foresee no risks or discomforts greater than those encountered in daily academic life.

All efforts will be made to ensure your comfort during the study.

CONFIDENTIALITY

Your privacy will be protected. All information collected will be kept strictly confidential. Your name will not be associated with your responses in any reports or publications. A participant code will be used instead. Audio recordings of interviews will be transcribed and then deleted after transcription.

VOLUNTARY PARTICIPATION

Your participation in this study is completely voluntary. You have the right to refuse to participate, or to withdraw at any time, without penalty or loss of benefits to which you are otherwise entitled. If you choose to withdraw, any data collected from you up to that point will be destroyed.

CONTACT

If you have any concerns about the study or its procedures, you may contact:

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Rich Lee T. Teaño – 0950 935 6820

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Alfhy C. Yamson – 0994 346 4306

EMAIL

For questions about your rights as a research participant, you may contact:

Prof. Angelito Cabanilla Jr.

Adviser

Cebu Normal University

CONSENT

I have read the information provided above. I understand the purpose and procedures of this study, and I agree to participate. I understand that my participation is voluntary and that I may withdraw at any time without penalty. I understand that my responses will be kept confidential.

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

Appendix E Curriculum Vitae

JUNARD ANTHONY DISPO ALBAO DASMAMAC

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EDUCATION

Bachelor of Secondary Education - Major in English

Cebu Normal University - Main Campus

2023-Present

HUMSS Graduate

Don Andres Soriano National High School

2021-2023

Junior High School Graduate

Don Andres Soriano National High School

2017-2021

Elementary Graduate

Don Andres Soriano Elementary School

2011-2017

RESEARCH INTERESTS

Educational Research, Applied Linguistics, Language Pedagogy, Gender and Identity Studies

RESEARCH EXPERIENCE

Co-Researcher | Ethical Implications of Artificial Intelligence Utilization in Linguistic Education

Cebu Normal University, Cebu City, Philippines |

2023

Co-Researcher | Depression Level During Face-to-Face and Modular Distance Learning: A Comparative Study

Don Andres Soriano National High School |

2022–2023

- Conducted quantitative research comparing depression levels among learners during face-to-face and modular distance learning modalities.

WORK EXPERIENCE

ESL Teacher | ICL English Academy, Gorordo Avenue, Cebu City, Philippines | 2025

- Delivered engaging ESL lessons to students of various ages, proficiency levels, and nationalities.
- Assisted students in improving reading, writing, listening, and speaking skills for academic or professional purposes.
- Utilized online teaching platforms, interactive activities, and real-world materials.
- Assessed student progress through quizzes, tests, and oral evaluations, providing constructive feedback.
- Managed a caseload of 9 classes on a weekly basis.

SKILLS

Data Collection

Classroom Management

Time Management

Critical Thinking

Problem Solving

REFERENCES

Available upon request.

JADE TELEBRICO AYENTO

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 Cebu City, Cebu, Philippines 6040 0935 508 8767
 jadetelebricoayento@gmail.com

EDUCATION

Bachelor of Secondary Education - Major in English
 Cebu Normal University - Main Campus

2023-Present**GAS Graduate**

Aloguinsan National High School Cebu

2021-2023**Junior High School Graduate**

Aloguinsan National High School Cebu

2017-2021**Elementary Graduate**

Bogo Elementary School

2011-2017**RESEARCH INTERESTS**

Educational Research, Applied Linguistics, Language Pedagogy, Qualitative Research Methodologies, Literature and Cultural Study

RESEARCH EXPERIENCE**Co-Lead Researcher | Ethical Implications of Artificial Intelligence Utilization in Linguistics Education**

Cebu Normal University, Cebu City, Philippines

2023

- Spearheaded a team of eight in exploring the ethical considerations of AI in linguistic education.
- Collaborated on developing the research framework, including the Introduction, Statement of the Problem, and Discussion sections.
- Contributed significantly to the analysis and interpretation of data, leading to key findings and conclusions.
- Developed expertise in synthesizing information from various sources and structuring a comprehensive academic paper.

Lead Researcher | Factors Affecting the Reading Literacy among Grade 7 Students Frustrated Readers

Aloguinsan National High School Cebu

2022-2023

- Led a team in developing and executing a survey-based study on the impact of social media usage on student productivity, ensuring clear objectives, a feasible scope, and adherence to ethical research standards.
- Designed the research methodology, formulated survey questions, and established sampling procedures to obtain reliable and representative data.
- Coordinated data collection across multiple student groups, maintained accurate records, and ensured confidentiality of participants' responses.
- Conducted thorough statistical analysis using spreadsheet tools, identifying patterns, correlations, and key insights from the data.
- Presented the study at the school's academic symposium using visual aids and an engaging delivery, addressing questions from the evaluation panel with clarity and confidence.
- Strengthened competencies in team leadership, academic writing, data interpretation, and public speaking.

WORK EXPERIENCE**ESL Teacher | ICL English Academy Gorordo Avenue, Cebu City, Cebu, Philippines****2025**

- Delivered engaging English as a Second Language lessons to students of various ages, proficiency levels, and nationalities.
- Developed and implemented customized lesson plans focusing on grammar, vocabulary, pronunciation, conversational fluency.
- Utilized online teaching platforms, interactive activities, and real-world materials.
- Monitored student progress and provided constructive feedback to facilitate language acquisition.
- Managed a caseload of 10 classes on a weekly basis.

SKILLS

- Academic writing\
- Summarizing and paraphrasing
- Visual presentation
- Oral communication
- Questioning assumptions
- Synthesizing ideas

- Goal setting
- Time management
- Resource management
- Literature review
- Database navigation
- Critical reading

REFERENCES

Available upon request

ROMEL DELIGARIO CAPARIDA

Don Andres Soriano, Highway Center Toledo City, Cebu, Philippines 6038 0991 119 7501
romelcaparida@gmail.com

EDUCATION**Bachelor of Secondary Education - Major in English****2023-Present**

Cebu Normal University - Main Campus

HUMSS Graduate**2021-2023**

Don Andres Soriano National High School

Junior High School Graduate**2017-2021**

Don Andres Soriano National High School

Elementary Graduate**2011-2017**

Don Andres Soriano Elementary School

RESEARCH INTERESTS

Educational Research, Applied Linguistics, Language Pedagogy, Qualitative Research Methodologies

RESEARCH EXPERIENCE**Co-Researcher | Exploring the Impact of Tiktok Exposure on English Vocabulary Enrichment: A Meta-analysis of Studies Involving English Education Majors**

Cebu Normal University, Cebu City, Philippines

2023

- Collaborated on developing the Introduction, including the Statement of the Problem, and Conclusion.
- Contributed to the analysis and interpretation of data, leading to key findings and conclusions.

Co-Lead Researcher | Technology-enabled Learning Of Andresians In Two Learning Modalities: A Comparative Study

Don Andres Soriano National High School, Cebu

2022-2023

- Searched, reviewed, and synthesized relevant local and international studies on technology-enabled learning.
- Helped integrate theoretical and conceptual frameworks into the study.
- Participated in reviewing all research outputs for accuracy, completeness, and adherence to methodology.
- Ensured the study met ethical, methodological, and publication requirements.
- Actively participated in data collection, survey distribution, and initial data organization.

WORK EXPERIENCE**ESL Teacher | ICL English Academy Gorordo Avenue, Cebu City, Cebu, Philippines****2025**

- Conducted dynamic and interactive ESL lessons tailored to learners of diverse ages, cultural backgrounds, and proficiency levels.
- Designed and delivered personalized lesson plans emphasizing grammar, vocabulary enrichment, pronunciation improvement, and communicative competence.
- Integrated digital tools, interactive exercises, and authentic materials to create an engaging learning environment.
- Assessed student performance regularly and provided targeted, constructive feedback to support language development.
- Oversaw and successfully facilitated instruction for an average of 8 classes per week.

SKILLS

- Lesson Planning & Classroom Management
- Research & Data Analysis
- Effective Communication & Public Speaking
- Educational Technology Integration (Google Workspace, Canva)
- Leadership & Team Collaboration

REFERENCES

Available upon request.

EARL JAMES AUXILLO NELLAS

Sitio Son-oc, Lower Nivel Hills, Lahug, Cebu City, Cebu, Philippines 6000 0967 093 9737
ejnellas2017@gmail.com

EDUCATION

Bachelor of Secondary Education - Major in English 2023-Present
Cebu Normal University - Main Campus
HUMSS-ABM Graduate
University of the Philippines High School Cebu 2021-2023
Junior High School Graduate
University of the Philippines High School Cebu 2017-2021
Elementary Graduate
Lahug Elementary School 2011-2017

RESEARCH INTERESTS

Educational Research, Applied Linguistics, Language Pedagogy, Qualitative Research Methodologies

RESEARCH EXPERIENCE**Co-Lead Researcher | Ethical Implications of Artificial Intelligence Utilization in Linguistic Education**

Cebu Normal University, Cebu City, Philippines **2023**

- Spearheaded a team of eight in exploring the ethical considerations of AI in linguistic education.
- Collaborated on developing the research framework, including the Introduction, Statement of the Problem, and Discussion sections.
- Contributed significantly to the analysis and interpretation of data, leading to key findings and conclusions.
- Developed expertise in synthesizing information from various sources and structuring a comprehensive academic paper.

Lead Researcher | Extracurricular Activities and Academic Performance of Public High School Students

University of the Philippines High School Cebu **2022-2023**

- Led a two-member team in designing and conducting a study on the relationship between extracurricular activities and academic performance.
- Managed all stages of the research process, including methodology design, data collection, and analysis.
- Authored the complete research paper and presented findings for school-level evaluation.
- Developed strong independent research, project management, and problem-solving skills under challenging conditions.

Co-Researcher | Household Characteristics Affecting Student's Academic Performance

University of the Philippines High School Cebu, Cebu City, Philippines **2020-2021**

- Contributed to a four-member team that investigated the influence of household characteristics on student academic performance.
- Actively participated in data collection, survey distribution, and initial data organization.
- Collaborated effectively with team members, leading to the project being awarded "Best Research Study."
- Gained foundational experience in collaborative research, data gathering, and report preparation.

WORK EXPERIENCE**ESL Teacher | ICL English Academy Gorordo Avenue, Cebu City, Cebu, Philippines**

2025

- Delivered engaging English as a Second Language lessons to students of various ages, proficiency levels, and nationalities.
- Developed and implemented customized lesson plans focusing on grammar, vocabulary, pronunciation, conversational fluency.
- Utilized online teaching platforms, interactive activities, and real-world materials.
- Monitored student progress and provided constructive feedback to facilitate language acquisition.
- Managed a caseload of 10 classes on a weekly basis.

SKILLS

- Clear and concise writing
- Information gathering
- Critical thinking
- Organizing ideas
- Attention to detail
- Problem-solving
- Data presentation
- Time management
- Creativity in project development

- Adapting feedback into improvements

REFERENCES

Available upon request.

RICH LEE TUBIGON TEAÑO

Lourdes Extension Tagunol, Cogon Pardo Cebu City, Cebu, Philippines 6000

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richteano@gmail.com

EDUCATION

Bachelor of Secondary Education - Major in English

2023-Present

Cebu Normal University - Main Campus

GAS Graduate

2021-2023

Pardo National High School

Junior High School Graduate

2017-2021

Pardo National High School

Elementary Graduate

2011-2017

Pardo Elementary School

RESEARCH INTERESTS

Technology-Enhanced Language Learning, Discourse Analysis, Second Language Acquisitions, Teacher Professional Development, Learning Process, Quantitative Research Methodologies

RESEARCH EXPERIENCE

Lead Researcher | The Influence of Social Media on Human Communication among College of Teachers Education Freshmen

Cebu Normal University, Cebu City, Philippines

2023-2024

- Handled a team of six in examining how social media usage shapes communication habits and interpersonal relationships among first-year teacher education students.
- Collaborated on developing the research framework, including the Introduction, Statement of the Problem, and Discussion sections.
- Contributed significantly to the analysis and interpretation of data, identifying key patterns in online and face-to-face communication.
- Developed expertise in synthesizing literature and structuring a comprehensive academic paper that addressed the implications of social media on human interaction.

Head Researcher | Printed Instructional Materials: Evaluation and its Impact on Grade 11 Students' Learning Process in Reading and Writing Skills

Pardo National High School, Cebu, Cebu City, Philippines

2022-2023

- Led a four-member team in assessing the effectiveness of printed instructional materials in enhancing reading comprehension and writing skills among Grade 11 students.
- Managed all stages of the research process, including methodology design, classroom-based data collection, and performance analysis.
- Authored the complete research paper and presented findings for school-level evaluation, highlighting best practices for instructional material design.
- Developed strong independent research, project management, and problem-solving skills through hands-on educational research.

Punong Mananaliksik | Epekto sa Paggamit ng Internet/Social Media sa Akademik Performans ng mga STEM na mag-aaral sa Pardo National High School

Pardo National High School, Cebu, Cebu City, Philippines

2021-2022

- Contributed to a four-member team investigating the relationship between internet/social media use and academic performance among STEM strand students.
- Actively participated in data collection, survey distribution, and initial data tabulation to track study habits and screen time.
- Collaborated effectively with team members in interpreting results, which revealed correlations between usage patterns and academic standing.

WORK EXPERIENCE

ESL Teacher | ICL English Academy Gorordo Avenue, Cebu City, Cebu, Philippines

2025

- Designed and delivered dynamic ESL lessons tailored to students' age, proficiency level, and cultural background.
- Created targeted lesson plans that strengthened grammar, vocabulary, pronunciation, and conversational fluency.
- Incorporated interactive activities, multimedia resources, and authentic materials to enhance engagement and real-world language application.

- Tracked learner progress through assessments and provided actionable feedback for continuous improvement.
- Handled a weekly workload of maximum 10 classes, ensuring consistent quality and learner satisfaction.

SKILLS

Language & Communication

Research & Analysis

Teaching & Facilitation

Interpersonal Skills

Organizational Skills

REFERENCES

Available upon request.

ALFHY CABANSAG YAMSON

Malingin, Bogo City, Cebu City Philippines 6010

09943464306

yamsonalfhy@gmail.com**EDUCATION**

Bachelor of Secondary Education - Major in English 2023-Present

Cebu Normal University - Main Campus

STEM-ARTS & DESIGN Graduate 2021-2023

Saint Louise de Marillac College of Bogo, Cebu City of Bogo Senior High School

Junior High School Graduate 2017-2021

Cebu Roosevelt Memorial Colleges

Elementary Graduate 2011-2017

Malingin Elementary School

RESEARCH INTERESTS

Educational Research, Technology-Enhanced Language Learning, Teacher Professional Development

RESEARCH EXPERIENCE**Co Researcher | Effect of Design Aspects of Theater to Audience Perspective: A case study**

City of Bogo Senior High School, Philippines

2021-2023

- I actively contributed to various stages of the research process assisting in the design of survey questionnaires and interview guides to gather data on students' communication skills and creativity before and after participating in theater arts activities.
- I also helped facilitate theater-based workshops, where I observed and documented how students engaged with acting exercises, script reading, and improvisation.
- I assisted in coding and analyzing the qualitative data, identifying recurring themes that reflected growth in confidence, articulation, and imaginative thinking.

WORK EXPERIENCE**ESL Teacher | ICL English Academy Gorordo Avenue, Cebu City, Cebu, Philippines****2025**

- Assessed student performance regularly and provided targeted, constructive feedback to support language development.
- Handled a weekly workload of maximum 10 classes, ensuring consistent quality and learner satisfaction.
- Created targeted lesson plans that strengthened grammar, vocabulary, pronunciation, and conversational fluency.
- Tracked learner progress through assessments and provided actionable feedback for continuous improvement.
- Incorporated interactive activities, multimedia resources, and authentic materials to enhance engagement and real-world language application.

SKILLS

- Team Leadership
- Classroom management
- Communication
- Strategic Planning
- Critical thinking
- Organizing ideas
- Problem-solving
- Time management
- Creativity in project development
- Adapting feedback into improvements

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Available upon request.

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