

# Using SQ3R and SOAR to Aid Young Adults to Come Out of Boredom during Covid'19

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**Abstract:** *Everyone is quarantined at home. Men and Women at least go out for work, but the young adults with the educational institutions shut indefinitely stay at home the whole day. Navigating them through this safely is a greater challenge. Young adults from age 12 to 18 are really hard to handle; in a sense, no one can offer to take decisions for them. Adolescence is the stage where they struggle to strike a balance between taking their own decision and following the elders' advice. But during this dynamic situation where they have to be safely guided and at the same time, be engaged, reading comes as a rescue. Parents cannot work all the time in keeping these adults engaged, and it is better to devise a plan that can help them make them work. Adults tend to get bored easily, and it is really hard to get their attention through some work. Here is where the already existing SQ3R and SOAR methods can be combined to help them overcome their boredom during this lockdown. This paper aims to combine these two techniques effectively but in a lighter manner and encourage them to use their time for their personal growth.*

**Keywords:** Covid'19, SQ3R, SOAR, Learning Methods, Study Habits, Boredom.

## 1. INTRODUCTION

Young people at home today are quarantined because of Covid'19 and are becoming bored, worried, secluded and uncertain [1]. Physical distancing and indefinite closure of educational institutions have created grief and a longing to go out to meet friends, to play etc [2]. Most of the people have a positive approach towards combating the present situation but passing each day with a imprecise reality of being stuck inside the four walls is really threatening [3]. It is important that they are given a vent. Reading will give them their much-needed escape into the other world of imagination [4]. Most of parents want their children to spend this time usefully, they want them to become learners, score high marks or become a genius in some or other forms. This might turn frustrating to children and parents must also understand that forcing children to do something is not going to work for a long run [5].

## 2. READING FOR PLEASURE AND RELATING TO THE WORLD

The very term reading might be a nightmare to many young adults as they associate it with their studies [6]. To connect reading with education and marks is a conventional idea. During such a crisis reading should be a happy exercise [7]. They should be made aware that reading should not be a captivating pressure on the brain rather it should be a stress reliever [8]. As the General notion of young adults, they would like to make decisions independently and execute them [9]. It is the duty of elders to show them the right path to execute their ideas. Elders are worried about the children wasting their time but at the same time the young adults cannot be forced [10]. It is not an exaggeration to say that the wide reading experiences help a person to build a strong comprehension capacity [11]. A voracious reader can comprehend

different types of texts and difficult levels of texts [12]. To promote reading few instructions are required but in the case of young adults' instructions should be only motivations. Here is where techniques like SQ3R and SOAR come in handy for a reading exercise [13]. Originally these two techniques are proposed to help students develop a strong learning base and of course thereby scoring higher marks [14]. But as these very acronyms are fascinating, they can be given as a motivational term to the bored young adults at home during this pandemic [15].

### 3. INTERLACING THE TWO STUDY METHODS

SQ3R is an acronym for Survey, question, Read, Recite, review, and SOAR for selecting, Organising, association, and regulation [16]. The method SQ3R is proposed by Francis. P. Robinson, an American Education Philosopher in 1946. He created it for college students and it offered a more active approach to reading textbooks [17]. The First step in this technique is to do a survey of the book for 3 to 5 minutes and create an outline to recognize the content of the book [18]. The second step is to create questions based on their first Survey. General questions which would kindle further reading should be generated. The next three steps are reading, reciting and reviewing [19]. R1 reading has to be done with the background of the first two steps. Reading should be done with an idea to answer the questions created [20]. R2 is retrieving the answers to the questions that are created. R3 is reviewing, that is it is better to go back and check the answer from the original source which helps in avoiding deviations [21].

An example reading of a book would help in further understanding [22]. Being Young adults a mild reading will help, Anita Desai and her novels can be read by anyone as she kindles curiosity at every point [23]. She writes in very good English and keeps readers engaged always [24]. Cry, the Peacock is the novel taken for consideration now and the rationale is it's a domestic novel with a murder at the end which may create a curiosity among the young readers [25]. Though it has a peacock in the title it has nothing to do with the bird. The book has been selected now and is to be continued with the first step, to survey [26]. The reader must be instructed to look into the genre of the fiction [27]; they can also develop an interest towards the language used by the author. The second step is to question and the questions can be like [28].

- What is the novel about?
- Who is the protagonist?
- What does the word 'cry' mean here?
- Does peacock has a role to play?
- Who is the author of the book?
- What is the Genre? ( jacket reading may help)

A chapter wise study and questions based on that will help in getting a clear understanding [29]. The third step is reading it is better to do the first two steps that is skimming and questioning so that they can engage themselves in an active reading rather than doing a passive reading [30]. The first two steps will actually enhance the focus of the reading [31]. The fourth step is reciting, in which the reader may actually articulate the answers that will help in a better understanding and will also help comprehend without ambiguity [32]. The final step of reviewing will help get the answers exactly and create a long-term material [33].

Though it is reading for pleasure, it is better to have an effective comprehension which in turn will connect the reader to the world at large [34]. In the article "What is Effective Comprehension Instruction?" by Texas education Agency, it is stated that "Effective comprehension instruction is instruction that helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety

of comprehension strategies to ensure that they understand what they read [35]." An effective comprehension should trigger the preceding knowledge on the subject. It should help in correcting the misinterpretations then and there, organizing information and answering questions without flaws. SQ3R helps in bringing an effective comprehension, once if something is effectively understood it is state of bliss [36]. Young adults once achieve this will understand the need of reading to keep themselves exultant [37].

The second technique in consideration is SOAR and that helps in making reading as a habit. SOAR is an acronym of Select, Organise, Associate and Regulate [38]. The system is introduced by Kiewara in 2005 as a study method to improve learning for the college students. Here the discussion is all about making the bored young adults to read continuously to keep themselves positively engaged [39]. Kiwera in his article 'SOAR to Success' says "To learn, students must select important ideas (usually through note taking), organize them (usually using graphic organizers like charts and diagrams), associate them (to one another and to previously acquired knowledge), and regulate learning (usually through practice testing)." But here this method is used to make the young ones to be happy in the lighter sense. They will be happy to select, they will be able to put their choices into it. The second step is to organize where they will organize the work and will be happy to work at their own pace, nobody is there to dictate. This method will keep them engaged as the third step is to associate the previous readings with the latest one, which will be a kind of puzzle solving or even creation. That is, they will try to find similarities if any and will creatively think about the differences. The final step is regulating where they will have a control over their readings. They will start remembering the important things which might be useful for them in the future to make peaceful living, not academically, but like when they share it to others, they can communicate what they enjoyed with the particular reading, as shown in figure 1.

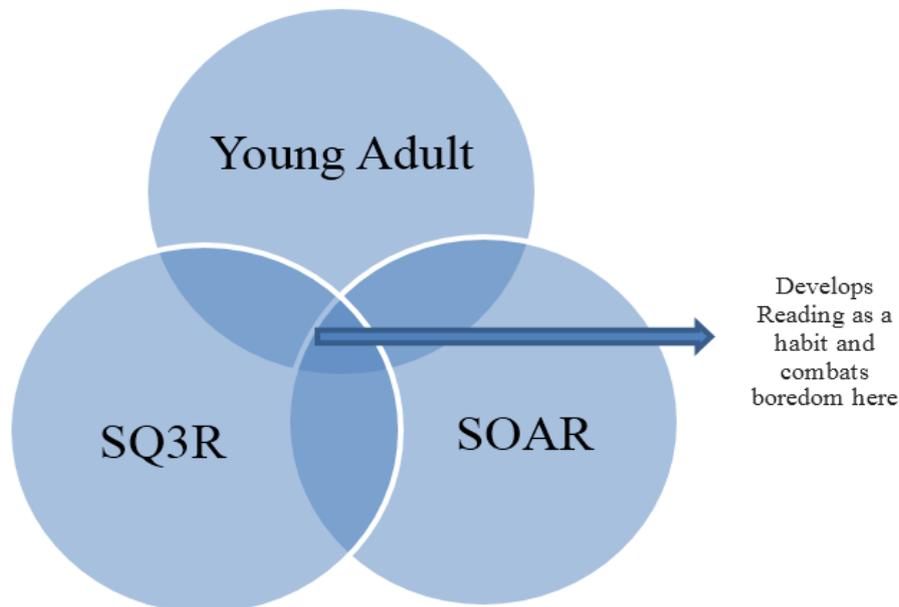


Figure 1 Using SQ3R and SOAR to Aid Young Adults

#### 4. CONCLUSION

As in the SQ3R technique, the young adults are introduced to Anita Desai's "Cry the Peacock", to use SOAR technique they can be asked to select other novels of Anita Desai also. For instance, the selections can be made based on the family intricacies as the answer to

the first question in SQ3R will tell them that the Novel "Cry, the peacock" is all about family intricacies. The second step is to organize where they will organize the same writer's works with the Female protagonists. The third step is to associate where they will try to associate all the important characters and the incidents that happen in their selection of works. The final step is to regulate and here they are not going to memorize, nor is it for marks. So the regulation will be like they can be encouraged to make mind maps, small cartoon books with all the similarities and difference they have found. Once they complete a few books of the same author, it's for sure they will feel that they have achieved something. Now it is the duty of elders to slowly introduce to them the other writers who writes like the previous author, again it should be made sure that it is not a force but it is only to give them a variety. It can also be done with a writer who writes exactly opposite to the previous writer but for at least two or three writers of same kind of writing will make them understand concepts easily. Later they can be introduced with different genres also.

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