

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA:** 

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**“GRAPHIC ORGANIZERS IN READING  
COMPREHENSION DEVELOPMENT”**

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster  
en Enseñanza del Idioma Inglés como Lengua Extranjera.

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**A la Unidad Académica de Titulación de la Universidad Técnica de Ambato**

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**UNIVERSIDAD TÉCNICA DE AMBATO**  
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**TEMA:**

“GRAPHIC ORGANIZERS IN READING COMPREHENSION DEVELOPMENT”

**Autor:** Licenciada Verónica Paulina Carrera Martínez

**Directora:** Dra. Elsa de los Ángeles Chérrez Hernández Mg.

**Fecha:** 11 de septiembre 2019

**RESUMEN EJECUTIVO**

Este estudio tuvo como finalidad analizar la influencia del uso de organizadores gráficos en el desarrollo de la comprensión lectora en los estudiantes de La Unidad Educativa Joaquin Lalama, Ambato- Ecuador. Esta investigación se basó en una metodología mixta en el paradigma cuali-cuantitativo y en un diseño cuasiexperimental. Esta investigación se llevó a cabo por una muestra representada por 75 estudiantes, quienes se distribuyeron de forma aleatoria en grupo control (40 estudiantes) y grupo experimental (35 estudiantes). Los estudiantes de esta investigación se examinaron antes y después de la exposición a la intervención. Los instrumentos fueron diseñados por el investigador. Para esta investigación se presentó un texto con la finalidad que los estudiantes la leyeran y completaran las actividades de comprensión de la lectura, los estudiantes tenían 25 minutos para completar la prueba y una entrevista previa de 5 minutos con la finalidad de medir el conocimiento previo. Los resultados del pretest y el postest se analizaron en forma de porcentajes, frecuencias y tablas. La información se recolectó y analizó complementada con párrafos de análisis. Los estudiantes del grupo que recibió la intervención (Grupo experimental) mejoraron significativamente en sus habilidades receptivas (Escuchar y concentración), habilidades de aprendizaje (decodificación, entender y conocimiento previo), y como resultado en la comprensión lectora comparado con el grupo que usó técnicas tradicionales (Grupo de control). Los resultados demostraron que el uso de la estrategia de organizadores gráficos desarrolló la comprensión lectora en los estudiantes de La Unidad Educativa Joaquin Lalama en Ambato, Ecuador fue efectivo.

**Descriptor:** Inglés, organizadores gráficos, estrategia, estrategias cognitivas, proceso de aprendizaje, estrategias visuales de aprendizaje, habilidades de comprensión lectora, habilidades de aprendizaje, habilidades receptivas.

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**RESERCH TOPIC:**  
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**AUTHOR:** Licenciada Verónica Paulina Carrera Martínez

**TUTOR:** Dra. Elsa de los Ángeles Chérrez Hernández Mg.

**DATE:** September 11<sup>th</sup>, 2019

**EXECUTIVE SUMMARY**

The purpose of this study was to analyze the influence of the use of graphic organizers strategies in the development of students reading comprehension in the students of the Unidad Educativa Joaquin Lalama, Ambato- Ecuador. The study combined the qualitative paradigm and was used with a quasi-experimental design. This investigation was carried out with a sample represented by 75 students, who were randomly distributed in a control group (40 students) and an experimental group (35 students). The students of this research were examined before and after the exposure of this intervention. The test instruments were designed by the researcher. For this examination a text was presented in order for the students to read it and complete some reading comprehension activities, they had 25 minutes to complete the test and a short 5 minutes' previous interview was made in order to measure the previous knowledge of the students. The results of the pretest and posttest were analyzed and presented in forms of percentages, frequencies and tables. The data collected and analyzed was complemented with a paragraph of analysis. The data was collected by means of the observation technique and the application of a pre-test and a post-test. Students in the group that received treatment (Experimental group) improved significantly in receptive skills (listening and concentration), learning skills (decoding, understanding and previous knowledge) and as a result in reading comprehension, compared with the group that used traditional techniques (Control group). This improvement in the Experimental group demonstrated that the implementation of the strategy had the expected results and improved reading comprehension. The results proved that the use of graphic organizers strategy developed the students' reading comprehension in a group of students from the Joaquin Lalama School, Ambato, Ecuador, was effective.

**Descriptores:** English, graphic organizers, strategy, cognitive strategies, learning process, visual graphic learning strategies, reading comprehension skills, learning skills, receptive skills.

## INTRODUCTION

It is clear that inadequate reading habits in students leads to a low level of reading understanding. For this reason, the need of adequate strategies for reading is imperative, one effective strategy is the use of graphic organizers and taking this into account, the educational system must take this into account in order to develop the appropriate policies in schools and others educational institutions related to the field of English teaching.

Teachers must be excellent readers and use a wide range of reading strategies if they want to help students in the path of becoming proficiency readers. For this reason, the use of graphic organizers is an excellent strategy to develop reading comprehension.

At Unidad Educativa Joaquin Lalama students get easily demotivated when they read and face new texts because they lack the tools to get the relevant information teachers ask they to understand, this problem is relevant even in their mother tongue. It seems urgent to provide students with learning strategies to overcome this limitations, Consequently, the implementation of this research is important to this school community because it will help to solve the problems they have in the process of English reading skills.

For those reasons this research aims to study, analyzed, comprehend and give some answers related to the use of graphic organizers at Unidad Educativa Joaquin Lalama in Ambato, Ecuador in the academic year 2018-2019.

This research report is organized as follows:

Chapter I. The Problem statement. This chapter has the theme of the problem, the problem itself, which contains the contextualization of the problem, critical analysis, the prognosis, the formulation of the problem, research questions, justification, as well as the objectives of the research.

Chapter II. Theoretical framework. This chapter includes, the research background, philosophical foundation, legal basis, key categories, and the hypothesis are reported.

Chapter III. Methodology. In this chapter is included; the research scope and design, population and sample, operationalization of variables and data collection methods.

Chapter IV. Analysis and Interpretation. This chapter contains reported results. Data gathered by the observation and the pre-test and a post-test applied to the students are analyzed and interpreted.

Chapter V. Conclusions and Recommendations. Conclusion, and recommendations resulting from the findings are presented.

Chapter VI. The proposed project plan is exposed. It contains the informative data, the background, the justification, the objectives, the feasibility analysis, the theoretical foundations, the administration of the proposal and its evaluation.

The proposal. The purpose of the strategies in the handbook is to enhance reading comprehension of students by the use of graphic organizers as a strategy. Students would be able to establish connections in the reading and with reality and in this way classify information

and select the most important.



## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1 Topic research**

In Latin America, reading itself does not have the importance it should have. According to the Program for International Student Assessment (PISA, 2012) thirty percent of students from Peru and Brazil got it right in a level 1 difficulty reading test which had basic questions. While, in Shanghai and Finland, ninety percent of students got it right in the same text. In addition, a study of the Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación LLECE (2016) reported that Chile was the country that performed best in reading. Costa Rica, Uruguay and Mexico were in the top five. Brazil and Colombia performed above the average. Argentina and Peru performed closed to the average of the region and Ecuador performed below the average. However, through the pass of time, a visible improvement has been shown in Ecuador. An example of the government effort is the “Feria de la Lectura” or Reading Festivity which is a 30 minute reading as a central activity and takes place nationwide with a whole day dedicated to foment reading. This activity has taken place since 2016 and twice a year. (Ministerio de Educación, 2018)

The use of Graphic Organizers to develop students’ reading comprehension applied to Second Year BGU students at Unidad Educativa Joaquin Lalama in the Academic Year 2018-2019.

#### **1.2 Problem contextualization**

Save the Children (2015) points out that some countries in Latin America have been a matter of study in topics related to Reading Development Strategies in Initial Education in order to promote reading at an early age. Some strategies like Read Together, Learn Together in Peru, the magic of Reading in Guatemala, Extracurricular Clubs in Mexico and Playing with Magic Words in Bolivia have been applied. They all have had good results in improving the reading proficiency level of students. Nevertheless, sometimes students do not think of reading as a habit and even in academic fields, they do not give reading the importance it should have. Whenever they need to read, they do not apply any

technique, that is why their performance in reading is so low. According to Carrell, Gasdusek & Wise (1998), reading strategies have a high importance for what they reveal about the ways readers manage interactions with written text and also for how the use of strategies is related to effective reading comprehension.

In a globalized world, English language stands out as the most important and influencing language nowadays. English has become the main means of communication in the scientific, technological, political, touristic, and economic field, among others. Definitely, learning English for personal or professional purposes allows people to communicate in different contexts all around the globe. Graddol (2006), a British linguist, predicted that the number of people around the world learning English as a second language or a foreign language could reach two billion, most of them in China and India. In Europe, nearly every country has increased its numbers of students learning English in the early grades, and it is given priority as the “first foreign language” to be learned.

Consequently, the Ecuadorian Education System, English as a Foreign Language (EFL) is considered a significant subject mainly due to its status as a worldwide lingua franca and the considerable number of its native and non-native speakers around the world. In 2012, the Ministry of Education launched a new English Curriculum which recognizes the importance of learning English as a Foreign Language in a global community (British Council, 2015). Thus, in High Schools all over the country, English teachers look forward to students who will successfully use the language when needed. Besides, high school and university students are interested in learning this language to have access to scholarships and universities in foreign countries whose first language is English. In fact, Latin-American university students who seek to obtain a master’s degree are required to be competent not only in his or her educational field, but also in English due to the fact that English language proficiency is an important factor in determining students’ academic proficiency and increases chances of a better professional performance. Indeed, since most of the scientific information from different areas of knowledge is offered in English, the main tests administered in Latin America to get into master’s programs, such as the EXAIP (Examen de Ingreso al Postgrado), have as a requirement not only to be proficient in English, but specifically in English reading comprehension.

Among the four main skills of the English language (Listening, Speaking, Reading and Writing), this project will focus on Reading. According to Spratt, Pulverness and Williams (2005) Reading is generally known as a receptive skill which means that it is more about reacting to text than creating it. That is why reading comprehension involves understanding a text at a word level and also at a sentence and paragraph level. In fact, these different levels of reading comprehension are associated to the Bloom's Taxonomy theory whose hierarchical levels become complicated as they go higher from knowledge, proficiency and application to analysis, synthesis and evaluation. It is the same thing in reading comprehension, the higher the level, the harder the comprehension a reader needs. Thus, graphic organizers are used to help with this difficulty when reading. Graphic Organizers are defined as a "visual representation of information in a text" which can be used with learners as an aid to develop reading comprehension (Jiang & Grabe, 2007)

In fact, applying the right strategy to reading comprehension would help students to identify ideas while interacting with a text. Reading is not an easy skill to develop; it takes time and technique to do it efficiently, in this case the use of Graphic Organizers can be helpful to students. Thus, this study will take place at Unidad Educativa Joaquin Lalama in Ambato-Ecuador where students' lack of reading strategies is making them perform so poorly in reading comprehension, a context where it is necessary to start using techniques such as Graphic Organizers that allow students to develop reading comprehension at word, sentence, paragraph and text level.

### 1.2.1 Problem tree

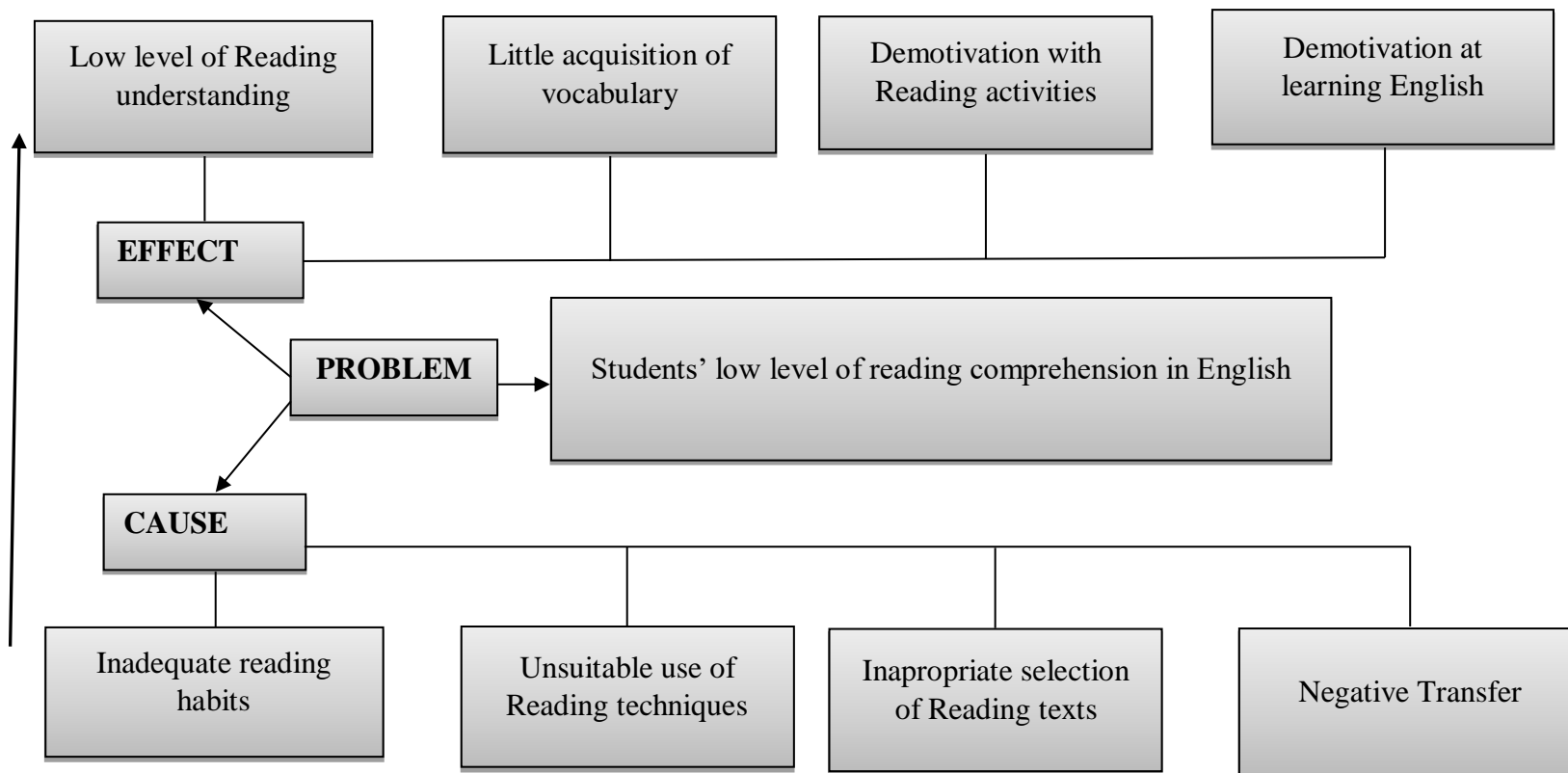


Figure 1 Problem tree

Source Direct Research  
Author: Carrera, V. (2018)

### **1.2.2 Critical analysis**

Second Year BGU students' low level of reading comprehension in English at Unidad Educativa Joaquin Lalama arises from the next causes and has the following effects:

Firstly, it was observed that most of the students have inadequate reading habits in the institution selected for this study. As a consequence, these inadequate reading habits have led to a low level of reading comprehension. Therefore, there is a need to develop reading habits through the appropriate use of techniques and strategies in the classroom. Reading is a complicated process that requires understanding the text type and making sense of it by using the appropriate reading sub skill, readers need to use the right strategies to make this process possible and to develop reading habits (Spratt, Pulverness, & Williams, 2005).

Secondly, there is an unsuitable use or even a total lack of reading techniques related to the students interaction with advanced proficiency level in textbooks. One of the consequences of this would be poor acquisition of vocabulary, this problem would interfere with reading comprehension and discourages students from learning English because they feel confused and frustrated when trying to comprehend a text. Therefore, inappropriate use of reading techniques or strategies like: reading without preparation, not recognizing important vocabulary, not knowing what to do when lack of understanding occurs among others, does not help readers develop reading comprehension correctly, (Hansen, 2016). This incident could prevent readers from getting the real message of a text which could become a problem when this text is written in English. This is because readers could misunderstand some of the vocabulary in the text because in English some of the words might need to be interpreted by context.

Thirdly, there is the problem of inappropriate selection of reading texts by teachers and educational authorities. This bad selection of materials would cause demotivation with reading activities. Getting teenagers' interest and attention in the classroom is not an easy task which becomes more difficult with reading activities if they do not have a reading culture. As Hansen (2016) states "Pupils struggling with understanding a text's content tend to lose interest and motivation", therefore, teachers need to take into account students' individual and group interests and preferences. Definitely, it is a challenge to

select appropriate readings that engage students in the reading process but it is not impossible.

Finally, negative transfer is a source of demotivation at learning English at Unidad Educativa Joaquin Lalama. Students get easily demotivated when they struggle with the interference caused by the lack of reading comprehension techniques and strategies in their native language, then they avoid participating in the reading activities proposed by the English teachers. Regarding this issue, it is important students read in their home language, so they could be able to transfer these skills into a foreign language that happens to be English. Supporting this issue, as Cheryl (1994) states, there is evidence of the transfer of the skills from one language into another, Gudschinsky (1977) discusses those programs in Peru, Mexico, Highlands and Vietnam shows that L1 literacy can be promoted into L2 literacy. Undoubtedly, motivation also plays an important role when learning a foreign language; consequently, there is a need to overcome these difficulties.

### **1.2.3 Prognosis**

The lack of graphic organizers as a strategy does not help students to develop their performance in reading comprehension. That is, it may influence in the misunderstanding of ideas in a text. This will lead to a bigger problem considering that being able to communicate is important when learning a foreign language and high reading comprehension is a great tool to achieve oral and written communicative competence.

In a context of traditional methods of reading where comprehension is not a goal but a consequence, the use of traditional strategies won't allow teachers and educational authorities to achieve better results. This research will provide a new resource for teachers in their daily work and interactions with students, this also will offer a variety of resources and strategies that will help students with reading comprehension. As a result, students will be able to face the reading process with a useful tool that would improve the amount and quality of information they can get from any kind of readings because of the different number of alternatives graphic organizers can provide. Doubtless, this will be an alternative to the traditional methods of reading and boring textbooks where students cannot be creative and achieve acceptable results in reading comprehension. Teachers can

supplement their textbooks with the activities and strategies suggested in the supplementary materials proposed in this study and they will be actively engaged in the reading process due to the interactions and reflective thinking graphic organizers create.

#### **1.2.4 Problem formulation**

How do graphic organizers develop students' reading comprehension in Second Year BGU students at Unidad Educativa Joaquin Lalama in the academic year 2018-2019?

#### **1.2.5 Research questions**

1. How do graphic organizers would help to improve reading comprehension in English?
2. What level of Reading comprehension do the students have?
3. What kind of techniques does the teacher apply with the students at the moment of teaching reading?
4. What will be the effect that a visual graphic strategy may have on the students at the moment of doing reading exercises?

#### **1.2.6 Delimitation of the research object**

##### **CONTENT DELIMITATION:**

Aspect: Educational

Area: English

##### **SPATIAL DELIMITATION:**

The following research will be carried out in Ambato city, Tungurahua province at Unidad Educativa Joaquin Lalama.

##### **TEMPORARY DELIMITATION:**

It will take place during the academic year 2018-2019.

### **1.3 Justification**

Reading comprehension is an important process that brings students a lot of benefits at the moment of learning a new language, since Reading is a receptive skill that allows people to increase vocabulary and develop communicative competence as well. Thus, graphic organizers have practical utility when used in English texts understanding, because they help to interpret, contrast and organize ideas, as well as differentiate points of view in a text.

Reading comprehension development is interesting because it cannot be reached without a process that allows students to make an analysis and synthesis of the information of an English text. At this point, graphic organizers play an important role due to the fact that they provide visual help for readers (Pearson & Fielding, 1991).

Graphic organizers as a strategy to develop reading comprehension have a scientific novelty because they help to consolidate information during the phases of reading: pre-reading, during-reading and post-reading. That is, graphic organizers make information easier to understand (Graves & Graves, 2003).

On the other hand, this research is feasible because at Unidad Educativa Joaquin Lalama authorities are providing permission and collaboration for the application of this investigative work. Also, this research will have social impact on high school readers because it will help enhance readers' thinking skills.

### **1.4 Objectives**

#### **1.4.1 General objective**

To apply graphic organizers as a technique to develop reading comprehension with Second Year BGU students at Unidad Educativa Joaquin Lalama in the academic year 2018-2019.

#### **1.4.2 Specific objectives**

- To analyze how graphic organizers support reading comprehension during the different phases of reading: pre-reading, during-reading and post-reading.
- To identify the weaknesses students, have in reading comprehension and the need to implement an innovative technique.
- To apply graphic organizers as a technique for reading comprehension development and assess its results.
- To develop a manual about the implementation of graphic organizers.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research framework

In Ecuador, some research has been carried out about Graphic Organizers in diverse contexts. Ruano (2016) carried out a research with the objective of testing the effectiveness of the Reading 3 Comprehension Program and improving the reading comprehension level of ninth grade students of basic education at Cardinal Spellman Girls' School in Quito-Ecuador. The Reading Comprehension Program was applied to improve students' reading comprehension development and excel their proficiency in the reading skill. The development of studying techniques was also expected as a complement part, allowing at the same time the transfer techniques to the programs in other subjects that are part of the National Curriculum. Pretests and posttests were applied to students and the results showed that the group was benefited from the intervention program in which the hypothesis was accepted.

Escobar and Montoya (2016) conducted a research focused on Reading Comprehension for teaching language and literature to students of third year of Basic Education at Jose Joaquin Olmedo Primary School in Tulcan. The investigation analyzed how Reading Comprehension influences the process of Teaching and Learning. The research approach was qualitative, focused on students-researcher direct participation and socio-educative interaction. The results were plotted, analyzed and interpreted to develop general guidelines to follow planned and sequential specific objectives.

Carvajal and Miranda (2016) developed a study related to the Implementation of a Metacognitive Strategy Program for Reading Comprehension in the English Language for students from the Third Year at Tirso de Molina High School in Ambato-Ecuador during the school year 2014 – 2015. At the macro level, metacognitive strategies include issues such as Pedagogy and Teaching; Reading Comprehension takes in topics such as

Learning and Language skills. The metacognitive strategies were investigated and presented in different stages: planning, monitoring, problem-solving and evaluation. In the same way, the results of the survey and the pretest showed that teachers and students did not know how to manage and apply metacognitive strategies in reading comprehension. However, after the application of the posttest, the results showed that metacognitive strategies applied to the reading process provide multiple benefits such as independent learning and responsibility of students in the learning process. The proposal is focused on learning preferences to facilitate reading comprehension through an innovative use of metacognitive strategies.

Tirado (2013) carried out a study about the use of active techniques to reinforce reading comprehension in English learners from the fifth year at Centro Educativo Ecuatoriano Holandes in Ambato-Ecuador. According to the research results, students are aware of the importance of reading comprehension in English. The application of traditional techniques discourages students when reading. In addition, this investigation recognizes that students want to learn reading skills in order to take advantage of reading.

On the other hand, the present research will be focused on the use of Graphic Organizers to improve Second Year BGU students' reading comprehension at Unidad Educativa Joaquin Lalama in Ambato-Ecuador.

## **2.2 Philosophical foundations**

The present research is focused on the Critical Propositional Approach which privileges the interpretation, understanding and explanation of social phenomena. The critical paradigm leads to reflexive criticism in the different processes of knowledge as a social construction. In the same way, this paradigm induces criticism by taking into account the transformation of reality based on practice and meaning.

This approach is **CRITICAL** because it inquires the modes of research that are committed to the logical instrumentation by changing the reduced explanations to linear causality. Otherwise, it is **PROPOSITIVE** because it does not only passively contemplate the phenomena, but also propose alternative solutions.

At last, learning is constantly changing, so it is important to create solutions that help to improve the teaching-learning process because students acquire new knowledge through experiential experiences which guide this research towards constructivism.

### **2.3 Legal basis**

In this research the legal basis is found in different laws:

In **LOES**, 22 DE ENERO de 2009, TÍTULO II of academic and professional education. CAPITULO VI of the degree thesis and the academic degree points out:

The Article 19 points out the importance of optimizing education, taking into account linguistic criteria which, in this case, refer to the teaching and learning of a foreign language.

In the **article 37. 37.5** in order to obtain the degree of magister the student must make a scientific research work with innovative and original problem, research materials, conclusions, recommendations and applied methods.

In the *Código de la niñez y adolescencia (2003)* points out:

In **article 26** this establishes that education is a right during life and is the duty of the state to provide. This constitutes a priority of the public interest, therefore the state must invest, and guarantee the equality and social inclusion as an essential condition for living.

In **article 37** the right to education- The children and adolescents have the right to a high quality education. This right requires a system of education that guarantees the access to all children to elementary school, respects the different cultures, considers flexible educative proposals and provides the necessary materials for an adequate learning.

In the Ley *Orgánica de Educación Intercultural (2012)* remarks the obligations of the State regarding education. In this law these obligations refer to the progressive application of educational and constitutional rights. That is why, it is indispensable to promote technological, scientific, and innovative studies that improves the practice of sports, artistic creation, the protection and conservation of cultural, natural and environmental heritage. As a result, students will be able to respect and to be aware of the cultural and linguistic diversities.

The **Acuerdo Ministerial 052-14 (2014)** supports that a foreign language like English needs to be implemented as a key component of academic performance on students. This

mandatory implementation of this language has been implemented from the 2nd year of primary school until the 3rd year of secondary education.

Moreover, English students need to be recognized by Common European Framework Reference for Languages CEFR (2001) levels. This institution that regulates English teaching and learning in Europe recommends the use of procedures for English language. It is a mandatory reference for teachers in teaching planning, assessments for teaching language and it takes into account the students' needs and particular differences.

## 2.4 Key categories

### 2.4.1 Inclusions network

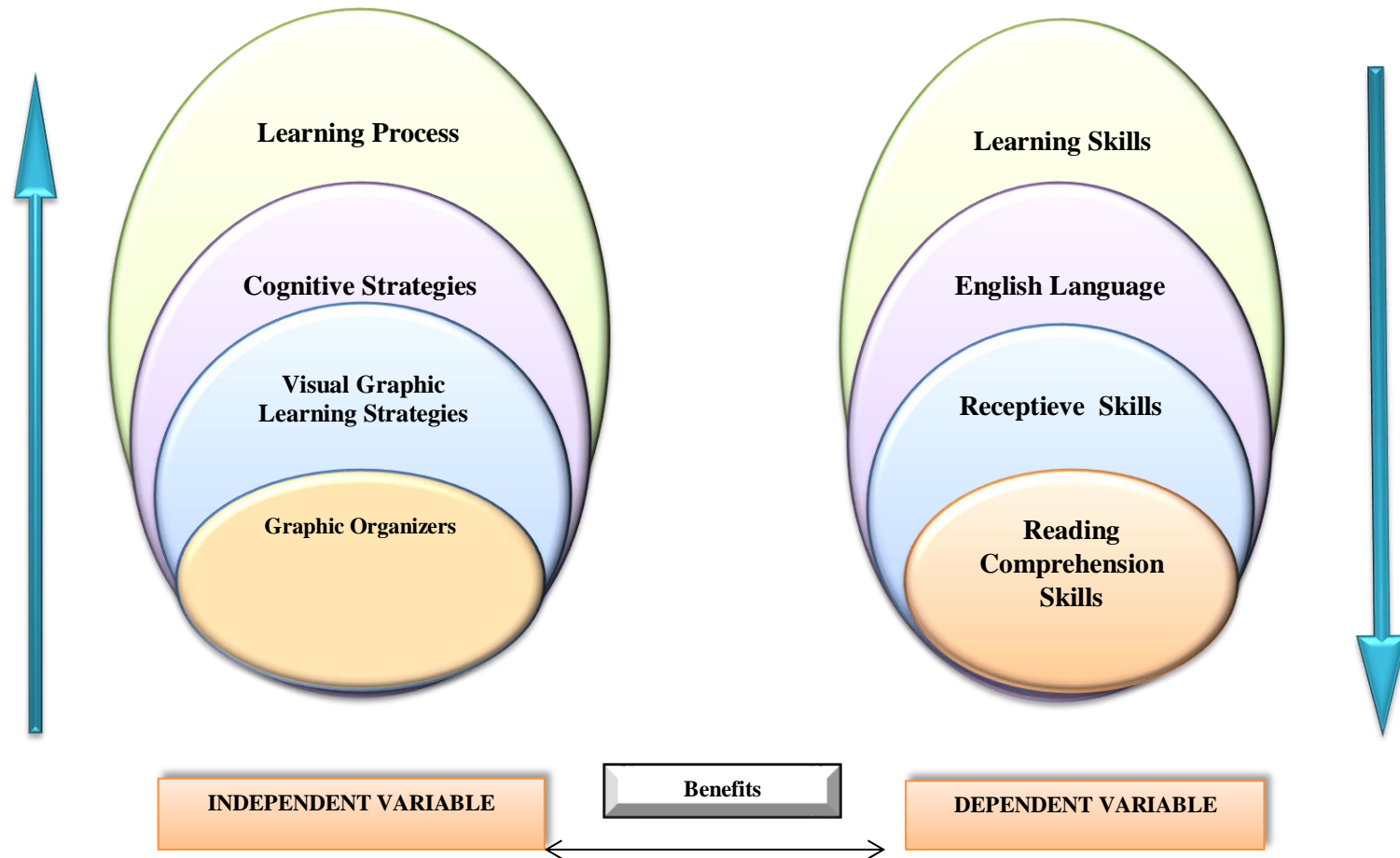


Figure 2 Conceptual inclusions network

Source Direct Research

Author Carrera, V. (2018)

## INDEPENDENT VARIABLE

### 2.4.2 Learning Process

In order to understand the learning process, it is necessary to comprehend the history of the learning theories and approaches. In ancient times, more than 2000 years ago the Greeks started a debate about how people learn; the main philosophers were Socrates, Plato and Aristotle (Hammon, Austin, Orkutt, & Rosso, 2001). The debate pivoted in two main streams, Rationalism (Knowledge is found within us) and Empiricism (Knowledge is to be found outside by using our senses), this debate of the Greeks has theoretical consequences until today.

Then the Romans instead of looking for the truth of things reoriented the learning process towards vocational training education in order to citizens to contribute to society in a practical way (Cheryl, 1994). When Romans Empire fell, the Church after 500 A.D took control of education creating a system for massive learning with monasteries and universities. The learning method used was mainly memorization and recitation. After 1500 A.D the Renaissance took place until the 16<sup>th</sup> century, the Liberalism of the Greeks took place and Humanism with freedom of thought as a core. This movement challenges the control of the church and science had a revival.

After this, in the twentieth century many theories of learning have emerged and the most dominant are the psychology based theories of learning like the behaviorist and cognitive. The *Behaviorist* theory study learning by rote, reinforcement and practice, on the other hand, the *Cognitive* theory of learning states that student creates knowledge rather than receive it from the teacher. Another theory that has achieved wide scope is the Progressive Learning Theory, this establishes that learning is socially situated and knowledge is constructed. Vygotsky's was its precursor. There are many more schools of thought that are worth to mention but the three more important are those mentioned above (Hammon, Austin, Orkutt, & Rosso, 2001).

As we can see, learning has changed over years with a strong relation to science and philosophical currents. This relation has evolved as the world modernizes itself and the result is an adaptation and implementation of new ways of teaching until modern times when computers and the information age take control and influence teaching and what teachers do in their classrooms.

### ***Learning process definition:***

In order to define this process, Hammon et al (2001) define the key ideas that constituted it;

- The brain plays a role
- The learning environment makes a difference.
- Learning is based on associations.
- Learning occurs in cultural and social contexts.
- People learn in different ways.
- People think about their own learning, and their feelings matter.

The learning process is based on a complex and a multidisciplinary relation in which theory and practice interact in order to adapt to new challenges as science advance significantly. As learning is considered a mental process and the use of graphic organizers also is, we must take into account the students thinking skills.

Learning is a permanent change that can be observed on behavior as a result on experience. When psychologist observe and study learning they study the way people interact and learn from their environments. Jhon B Watson was one of the first thinkers who studied learning and defined it as a process expressing that all behaviors are a result of these processes. The result of this first research was the school of behaviorism. (Kendra, 2019)

The difficulty to set a definition of learning or the learning process is that learning has changed over the years. In the 1960s and the decade after, during this period learning was defined as a change in behaviour, and this definition can give us an idea of the influence of the first schools of thought during this time, essentially the behavioristic school of phycology. Then, after the 1980s more inclusive definitions arrived, and this changed to a “change in human disposition or capacity” this new broad idea is more aligned with the conception of a more complex human being with cognitive processes involved. Then in the 1990s learning was defined as a permanent change of a person on knowledge and behaviour that is due to the experience. These ideas or conceptions limit the learning process to an outcome and this limits the learning process because not every change is due to experience. The most modern conceptions give the idea of learning as an adaptation of the individual in front of the environment. (Smith, 2018)

Learning as Smith (2018) expressed has changed a lot and its evolution showed the changes in the scientific world. In this case, the most relevant idea is that learning is an adaptation to the environment and not as the old but no least important definitions that Kendra (2019) defines in her article; the principal definitions of behaviorism, classical conditioning, operant conditioning and observational learning must be revised and adapted to modern times where the speed of computer processing can overcome easily the human mind.

#### **2.4.4 Cognitive strategies**

Cognitive Strategies or thinking skills are mental processes that we use to solve problems, make decisions, construct plans and organize information (Doyle, 1999). These processes are theoretically organized in frameworks of thinking like the Bloom taxonomy, Lipmann's modes and Debono's thinking. Thinking skills can be organized into two main categories; cognitive and strategic-reflective.

*Cognitive Skills* are Information gathering, basic understanding and Productive thinking. *Strategic-reflective* skills are based on Metacognition, which is thinking about thinking. Students plan, monitor and evaluate their own cognitive thinking skills (Fleetman, 2008).

In his final report Swartz & Mcguinness (2014) states that there are many theoretical frameworks that teachers may use in order to identify as thinking objectives. There are 41 different frameworks but not all of them are well researched. Because of this, the author identifies three broad frameworks based on traditional schools of thinking: education, philosophy, and psychology.

The mental processes in the human mind are being studied from very long time ago, Doyle (1999) expresses that the human mind and its processes like the one of solving problems and make decisions are included in the study of the human mind. But Swartz & Mcguinness (2014) is more specific in the field of education and states the different frameworks that have been used in educational institutions and those frameworks can help us to us to compare the modern approaches that are always coming into the arena of education. But the most relevant affirmation is that of the Fleetman (2008) who highlights that for students and teachers the metacognition process is the most useful because this



can create autonomous learners, at the end the metacognition is the most useful aspect that teachers must handle in their daily practice.

*Table 1 Traditional Frameworks of Thinking Objectives*

TRADITIONAL FRAMEWORK	RESEACHERS
Education	Bloom’s taxonomy of six educational objectives. (Boom et al., 1956)
Philosophy	Greeks Phylosophers Socrates, Plato, Aristotle. John Dewy Robert Ennis (1962,1987,1996, and 2001)
Psycology	Feuerstein’s theory of cognitive modifiability (Feuerstein et al., 1980) Sternberg’s Intelligence Applied (1986). Triarchic theory of intelligence Perkins’ (1995) commentary in his <i>Outsmarting IQ</i> . Claxton (2010) who talk about a “new kinds of smart”

Based on Swartz & Mcguinness (2014)

The use of Graphic Organizers in the Reading process implies the understanding of the way that students think, if the researcher cannot understand these complex processes from the cognitive and strategic levels the use of Graphic Organizers can be used in an inefficient way and the results may not be accomplished (Dye, 2000). When using Graphic Organizers one may be able to identify some students thinking objectives from different perspectives called “frameworks” that are based on different Schools of thinking and are useful in order to apply Graphic Organizers for improving Reading. **First**, in the field of Education the Bloom`s taxonomy is based on how to organized objectives in order to help teachers to plan and design tasks and strategies. This planning enables the use of Graphic Organizers in a more effective way. **Second**, in Philosophy Robert Ennis with his Critical Thinking theory, it would be considered essential in the field of Reading

because it is outstandingly important to be critic at the time of Reading in order to classify and extract information from a source. *Third*, from the psychological point of view, Perkin with his Triarchic Theory of Intelligence states that intelligence is divided into three main aspects; analytical, creative and practical. From the point of view of Reading, the analytical aspect is relevant because this consists of analyzing, evaluating, judging and comparing-contrasting activities, and the use of Graphic Organizers in Reading seek to create a more effective frame in order for Visual Graphic Learning Strategies to take place.

Talking about graphic organizers, they are one of the most powerful ways to build semantic memories in students and also to create new experiences on teaching (Parker, 2007). It could be an alternative to organize ideas and express them orally by using logical thinking.

#### **2.4.5 Visual graphic learning strategies**

As Pearson and Fielding (1991) states, a visual learning strategy has three fundamental components: a teacher, a student, and a learning process. The teacher monitors the learning process by considering the way to improve the high order thinking skills. The student interacts in passive and active ways and finally the learning process which acts as the mean in order to improve skills and motivation in students. He also indicates that 75 percent of all information is processed from visual formats by the brain. Visual learning is the assimilation of information from visual formats, visual information is presented in different formats like; images, diagrams, flowcharts, video, graphs, cartoons, coloring books movies, posters, games and flash cards. Visual aids help to reveal relationships and patterns. Based on some studies, observations show that students remember better if information is presented visually. Visual learning is related to visual thinking, which is a learning style where students retain information better by associating ideas.

Finally, Richards (1985) presents arguments to emphasize that visual thinking skills require information supported in visual tools, this information must be based on a design that permits the brain to store and comprehend the information in a practical way. The information stored is then represented in the brain as cognitive maps which at the end will be used by the subject to interact with the environment. That is why visual graphic strategies are of paramount importance in the way teachers interacting with students with

the objective to improve the interactions with the environment. Some examples of visual graphic learning strategies are: Concept mapping, mind mapping.

In education visual aids are important because those devices are used in classrooms to encourage students in the learning process and these aids make this process easier and interesting. In order to disseminate knowledge and make teaching more effective the use of visual aids must be taking into account (Shabiralyani, Hasan, Hamad, & Iqbal, 2015).

Graphic Organizers in reading are directly related to and belong to the category of Graphic Strategies. Graphic Organizers are ways of organizing the information extracted from Reading in a visual format and facilitating the analysis and classification of information, as well as retention.

The most complete approach of Visual graphic learning strategies for this research is the one expressed by Shabiralyani, Hasan, Hamad and Iqbal (2015) because they make the relationship between visual aids and education, they also stand out the use of this tool in the classroom and how this can make the learning process easier and interesting and why it makes teaching more effective. On the other hand, authors like Richards (1985) and Fielding (1991) defines Visual graphic learning strategies from a more theoretical point of view.

#### **2.4.6 Graphic organizers**

Visual organizers are visual displays that show relationships between concepts, ideas or facts. They help students to organize their thinking and are helpful as instructional tools for teachers; they also can be used as a pedagogical tools to provide visual aid to help on instruction and learning (Edrawsoft, 2019)

A graphic organizer is a tool that demonstrates relationships between facts, concepts or ideas based on a visual display. This tool guides the learner thinking using a visual map or diagram. This term is used in a broad fashion, to describe all kinds of visual learning strategies such as concept mapping and mind mapping among others (Inspiration Software, 2018).

Also, Inspiration Software (2018) defines the main types of graphic organizers such as webs, concept maps, mind maps, tack plots and Venn diagrams. *Concepts maps* are a graphic representation of relationships between two or more concepts and are linked by

words. The *Webs* show different categories of information related to one another. *Mind Maps* are a visual representation of hierarchical information around a central idea or image. This idea is surrounded by connected branches of associations using topics or ideas.

The use of graphic organizers can be linked with many kinds of activities in the classroom and can be helpful in these activities: brainstorming, examine relationships, encouraging students to make decisions, clarify ideas and communicate, structuring a writing project, reading comprehension, organizing central concepts and ideas, when reading a story by breaking apart the main elements such as introduction, rising action and climax, among others. Also, graphic organizers can help teachers at the time of making activities related to; cause and effect, note taking, comparing and contrasting concepts, organizing problems and solutions, relating information, vocabulary knowledge, sequencing and many more (Inspiration Software, 2018).

The practicality in the use of graphic organizers is given in the definition of Inspiration Software (2018) that stresses the use of this tool with different activities in the classroom and the help that this tool can bring to teachers in activities like cause and effect and organizing problems among others. On the other hand, Edrasoft (2019) only give limited definitions to this helpful tool in education.

- **Theoretical framework of graphic organizers:**

Wills and Ellis (2008) argue that the scientific study of graphic organizers has more than three decades, researchers have examined the effectiveness for adding the comprehension of students in classrooms. Graphic organizers are based mainly on cognitive theories in information. Among these theories there are three that are the most outstanding theories in the cognitive field for graphic organizers and are: Schema theory, Dual Coding theory and Cognitive Load theory.

**A *Schema theory*:** A schema is a knowledge structure that facilitates a mental process. Memory is composed of a network of schemas. These schemas provide context for how new experiences are interpreted. They are dynamic, as new information is learned after assimilation, new schemas are created in a cyclical process. Schemas are formed by using generalities and not specific information. The knowledge of an individual is formed of group of schemas in an organized structure, and finally schemas consist of nodes and

links that describe relations between node pairs (Winn & Snyder, 1996). At the moment of students learning, they retain information for later use, this information is stored by the brain in a scaffolded hierarchy, this is why graphics organizers have its roots in schema theory (Dye, 2000).

In general, the brain encodes, stores and retrieves information using this hierarchy, this information fits into a student`s existing schema, the information processed under this form is more easily understood, learned and retain than the information that is accumulated in other forms. The teacher task is to ensure that students have some prior knowledge related to the concept and help students to establish connections between old a new concepts (Wills & Ellis, 2008).

**B. Dual Coding Theory:** This theory assumes that the memory consists of two independent but interrelated systems for processing information. One system specialized in non-verbal imagery and the other in language. The dual coding of information can take place when the connections between systems are established although, these systems are activated independently they have important connections that allow them to work together. The visual system specializes in processing images (imagens), on the other hand the verbal processes linguistic information (logogens). “Imagens and Logogens” work as “chunks” of information (Pavio, 1986).

As visual tools, graphic organizers help students to process and remember content by the use of imagens. Graphic organizers facilitate the development of logogens or linguistic information and in this way dual coding the information with the interaction of visual and linguistic information.

**Cognitive Load Theory:** consist of the amount of mental resources necessary for information processing, this theory maintains that working memory can deal with a limited amount of information but the information may be lost if this amount is exceeded. Visual tools like graphic organizers can reduce the cognitive load and allow more of the working memory to deal with the new material (Adcock, 2000).

### ***The Effectiveness of Graphic Organizers:***

In order for learning to occur, the cognitive structure must expand itself by incorporate new information. Graphic organizers facilitate this process by providing students with the

framework for relating the information learned with the new knowledge (Ausebel, 1968). Classroom research has shown that graphic organizers are not only useful as a readiness activity, as originally intended, but are equally useful as assimilation or follow up activities (Dishner, Bean, & Readence, 1981).

According to Wills (2008) Graphic organizers have many benefits:

- Make content easier to understand and learn because they help students to separate important information from not essential.
- Decrease the necessary semantic information processing skills required to learn new material.
- Students may become more strategic learners.
- Improve the cognitive skills necessary to learn new materials such as reading and writing skills, communication skills, analytical skills and creative skills.

The effectiveness of graphic is shared among authors and they are all agreeing with the usefulness of this tool. From the first definitions of graphic organizers like the one of Ausebel (1968) up to the modern definitions like the one made by Wills (2008) they agree on the practical features shared by this varied tool.

### ***Instructional Sequence***

The place of graphic organizers in the instructional sequence differs depending of the studies. As Simmons, Griffin & Kameenui (1988) state, graphic organizers can be useful as an advance organizer as well as post organizer. This place in the use of this tool is determined by the nature of the activity, the criteria of the instructor and the desired goals. The outcomes of graphic organizers studies remain unclear because researchers have used different kinds of graphic organizers in each study (Griffin & Tulbert, 1995).

### ***Teacher Vs. Student Constructed:***

This is the degree in which the teacher or student contribute to the construction and completion of the graphic organizers. Doyle (1999) shows in a study the effectiveness of student constructed graphic organizers versus teacher directed note taking. In this study students received higher scores on tests when graphic organizers were used compared to when the more traditional lecture takes place. This shows a relation between graphic

organizers and the improvement of Reading, the visual aids as in the case of graphic organizers are an effective shortcut for teachers at the time of working Reading activities.

## DEPENDENT VARIABLE

### 2.4.7 Learning skills

Learning skills is a term that involves many skills at a time; these new skills are needed to acquire more knowledge and even more skills in a circular process that complement learning. This term is more frequently used in formal learning settings like schools and universities. The general term *learning skills* can be divided into more terms like; information and communication skills, thinking and problem-solving skills and interpersonal and self-management skills. This concept is linked to the idea of *learning to learn* or *independent learning skills*, this is why this concept is very personal because of the different learning styles each learner have, and it focuses on the way learners improve their own process of learning and their outcomes. (Higgins, Baumfield, & Hall, 2007)

According to Thoughtful Learning K12 (2018), Learning skills are called also the 4 C`s. These skills help students to learn, and they are useful for school and other activities. These skills are:

- **Critical thinking:** is focused on careful analysis of something to better understanding. The main abilities of critical thinking are: analyzing, arguing, classifying, comparing and contrast, defining, describing, evaluating, explaining, problem solving and tracking cause and effect.
- **Creative thinking:** is based on the discovery of possibilities, this activity is expansive and an open ended invention. The abilities that constitute are: brainstorming, designing, entertaining, imagining, improvising problem solving, questioning and innovating.
- **Communicating:** is the act of transferring information and consist of these steps not necessarily in the same order: analyzing the situation, choosing a medium, evaluating messages, following conventions, listening, reading, speaking, turn taking (receiving- providing ideas), using technology and writing.
- **Collaborating:** is the action of working with others in order to solve problems and consist of the following activities: allocating resources, brain storming, decision

making, delegating, evaluating, goal setting, leading, managing time, resolving conflicts and team building.

The skill of *Critical Thinking* is the most relevant in relation to Reading and the use of Graphic Organizers because the abilities of analyzing, classifying, comparing and contrast among others can be carried out in a better and more efficient way by the use of Graphic Organizers in order to help reading. Therefore, most of the learning skills can be considered as Receptive Skills because this is the way students get the information.

Learning skills or study skills may affect directly the students' life in college. Each level of education requires a different level of adjustments. For example, from the high school to the tertiary level there are processes involved like metacognition and cognitive strategies. The metacognition involves the strategies to recognize limitations and monitor the progress and our own work and together with cognitive strategies that implies remembering and learning affect the learning process. The differences in those processes depend on the person and for this reason, the same strategy may not work with the one student but may with another (Quinco-Cardosales, 2012).

The skill of learning can be improved and everyone has the opportunity to develop their memory as well as the learning ability. Learners have different kinds of learning styles and this is a key factor at the time of improving learning skills. Learning is not mechanical, it takes self-discipline, commitment and practice. Therefore, motivation is one of the most important factors and learning methods and techniques will not help if motivation is not present. The most relevant barriers that may block learning are conception and attitudes towards knowledge. Once those barriers are overcome, the most important element is to connect the new information with the previous knowledge because information only remains if this is significant to the person and learning is more efficient if the new information can be connected. There are some tips in order to improve your learning; make notes, write a summary, study with others, keep a learning journal, get acquainted with books and other study materials, develop your memory and identify your learning style (Aikkola).

The definition of K12 (2018) is the most practical definition because it involves the more important skills of all like; critical thinking, creative thinking, communicating and collaborating, with those skills students can develop the level of reading comprehension



necessary to overcome the obstacles that are more frequent in school. The definition of Aikkola is also relevant and complements the one given by K12 by taking into account the different learning styles of students and how this can influence the improvement of learning skills.

#### **2.4.8 English Language**

Language is a finite or infinite set of sentences, where each one of them is constructed from a finite set of elements. This definition specifies the structural characteristics of the language without detailing its functions and the ability to generate action, which it has for a receiver or issuer (Shahhoseiny, 2013).

The English language has a long historical account. The beginning of this language, called Old English, and the linguistic evidence can be established from the Anglo-Saxon corpus of poetry and prose and dates from around the seventh century in this period we can be found the first registers of sounds, spellings, grammar and vocabulary. The Middle English period begins with the effects of the language of the French invasion and the Modern English period begins with the English of Caxton and the Renaissance. The most remarkable events in this period are the artistic manifestations of Shakespeare and King James Bible and ends with the publication of Johnson`s Dictionary (Crystal, 1995).

Crystal also explains that the English language has received a strong influence worldwide, from old languages like Latin and even from regions like Africa and others. Because of these influences and the spread of the language, it is difficult to define English as a unit and the term Standard English has been used to define an international phenomenon. Since the 1980s the notion of standard has come to public debate and the focus for this new international language has been the question of which national standard to use in teaching English due to the fact of the presence of the main varieties like, British and American English.

#### **English in the 21<sup>st</sup> Century**

The evolution of the English language can be divided into periods but ahead there is a challenge to the language itself. The evolution of the English language is now linked to the technology and English grammar has become exceedingly refined. With the use of the smartphone and messaging and the corrections the machine can make itself we are in era of freedom of speech and expression and also with new challenges. These changes

has lead up to a point of independence in the way learners improve the knowledge of the language, this is an epoch where learners can access courses and can improve the language with the touch of a button (Oxford International English Schools, 2019).

The evolution of the English language is described in a similar way by the different authors, the main idea is the division into three periods, old English, middle English and modern English and these three periods cover most of the English history. The main innovation is the one done by (Oxford International English Schools, 2019) because it is based on the use of modern technologies like the smartphones and different modern machines; this link between English and technologies is the future approach to evaluate the role of this language in the future.

#### **2.4.9 Receptive Skills**

These skills are sometimes known as passive skills and are listening and reading, learners do not need to produce language to do these skills, and they only receive and understand it. In the case of learning languages, students begin with receptive understanding of the new information and then move to the productive phase (British Council, 2006).

Because reading is a passive skill this does not mean that several mental processes are not involved, reading requires a lot of attention and concentration as well as many others cognitive skills to be successful. With this in mind, the use of Graphic Organizers can be of a tremendous help in order to get the most of receptive skills, and one of the most important skills related to graphic organizers are reading skills.

#### **Reading Skills**

Perfetti (2001) states that a reading skill is an individual's standing on some reading assessment. Skilled readers score above the average, and low skilled readers score below the average. The act of reading is a complex process that involves multiple different skills that lead to the goal of reading, and finally to the comprehension and understanding of the text.

According to Lee (2018) there are some levels in relation to reading skills, the first level is **Decoding**, in this level readers use this skill to sound out words that they have heard previously. In this case take place the "*Phonetic Awareness*" which is an early language skill. By using decoding, the individual connects the individual sounds to letters. Then, we have **Fluency** in order to read fluently one must instantly recognize words. In this skill

this is necessary to have the ability of “*Word Recognition*” which is to recognize whole words instantly by sight, without sounding them out. *Vocabulary* is another important skill; this is necessary to understand most of the words in the texts when one is reading. A key component of reading is strong vocabulary which is learned by reading or by daily experience. *Sentence Construction and Cohesion* are writing skills that are equally important to reading. Understanding how sentences are built (sentence construction) and the connection of ideas (Cohesion) are key reading skills. Teachers can contribute to these skills by giving examples and exercises related to sentence construction. *Reasoning and background Knowledge* establishing a relation between new knowledge and prior knowledge is an essential activity in reading. Readers relate what they read to what they know. With this action reader connect all their experiences facilitating the creation of new ideas. These ideas are not always out there in the writing text, and the capacity to extract meaning when is not clear, reasoning or reading between lines complement the creation of knowledge. *Working memory and attention*: the working memory allows the reader to hold on to information and to gain meaning and knowledge from what they read. Next to working memory is attention that allows readers to maintain this process for the necessary time and energy to take in information from the text.

If the final goal of Reading is to get information from the text and if there is a better way to do it is by saving time and being more efficient. Because of this, this is very useful to know the tools that can make this process more efficient and shorter. In order to accomplish this goal, the use of Graphic Organizers in Reading Comprehension can improve the Reading skills especially in vocabulary, fluency and reasoning.

In the case of graphic organizers this is also important the process of visual perception in students. This can be defined as the ability to recall, recognize and discriminate of what we see. A student with visual perceptual problems or limitations may have problems in recognizing numbers, letters and spatial demands of letter formation. The visual perceptual skills have many different components like spatial relations, figure-ground perception, form constancy and visual memory (Occupational Therapy, 2016).

The definitions of receptive skills given by the British Council (2006) and occupational Therapy (2016) remark the importance of the receptive skills as the ability to recognize and discriminate the information we receive. But Lee (2018) on the other hand, expresses the different levels related to the reading skills like for example; decoding, fluency,

vocabulary and sentence construction placing reading as one of the most important skills among the most important that form the receptive skills set.

#### **2.4.10 Reading Comprehension Skills**

Reading is a complex and flexible process that is interactive and requires comprehension, therefore, it takes a lot of time and is difficult to develop. In order to comprehend the text, the reader must maintain a flow of information at a sufficient rate to make connections and inferences. In general, the reader may have a purpose like the quest of information or just for entertainment. The reason for this activity to be interactive is that the reader uses the stored information and compares it with the information on the page; it is also interactive because many skills work together in the process. The reader does not become fluent suddenly because this takes time to develop a fluent and competent reader. Finally, reading needs flexibility to combine the strategies in order for the reader to understand and decode the information (Bojovic, 2010).

For English language learners (ELLs) to know and to handle reading comprehension skills is a matter of supreme importance. Some of the ELLs may have difficulties with some subjects like math or social studies, for this reason they cannot comprehend the relevant information included in texts. The most outstanding reading skills are: Summarizing, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion and finding the main idea. All of these skills are relevant to comprehend texts and printed information in general. (Colorincolorado, s.f.)

Comprehension is a transaction between the reader and the text, reading involves a variety of elements needed to understand a text. There is a particular text, a particular reader, a specific time, given circumstances, a social and cultural setting and interior feelings of the reader (Hansen, 2016).

Reading Comprehension is an activity that involves decoding and language comprehension together with the interpretation of linguistic elements, this complex interaction of processes, actions and intentions have as a result an understanding of a text.

**High Proficiency Readers:** Not all readers can comprehend or get meaning from a text in the same way. In classrooms, the ultimate goal of reading is learning. Learning requires consciousness in the learning process, knowledge of learning strategies and the ability to use strategies adequately. This whole process involves high metacognitive abilities (Hansen, 2016).

**Focus on Reading Comprehension:** teachers tend to think that readers become better readers if they read more and practice a lot. They think comprehension will increase automatically. On the contrary, this is not a mechanical effect; researchers have shown that in order to increase comprehension readers have to receive specific and systematic reading instruction. Therefore, the focus on reading strategies is outstanding in reading comprehension. (Hansen, 2016)

One of the objectives of Graphic Organizers on reading is to help low Proficiency Readers to become High Proficiency Readers by focusing on comprehension, tools like these can help teachers and students to achieve their goals in the learning process. With the use of Graphic Organizers many students with limitations can overcome difficulties at the time they interact with a text.

Bojovic (2010) and Hansen (2016) express as the most relevant feature of reading comprehension the role of the reader at the moment of facing a text and the varied circumstances that the reader must face to deal with elements like time, the cultural and social setting and other factors that determine the success of the reading process. But the emphasis on the instruction and the role of the teacher is placed by Hansen and his clarifying idea that reading is not a mechanical process and the need for teachers for not to expect automatic results, like comprehension from the process of reading.

### **Kinds of Reading**

In his research Pourhoseingilakjani (2016) defines the two main kinds of reading:

**Extensive reading:** This is when readers are exposed to large quantities of information and activities related to the reading. For practical reasons the techniques of skimming and scanning are involved. This kind of reading helps students to gain independency because readers can expand their reading skills, students can improve because of the exposure to syntactic, lexical and textual features that at the end this kind of reading helps students to become self-directed learners.

Intensive reading: This is when readers want to get information from a text and to get meaning. This process involves the recognition of the text organization and schematic, linguistic and metacognitive strategies. All these processes imply the understanding of how the text is formed and the relationship between reading and language activities.

Due to the fact that comprehension is a complex process, this demands a lot of energy and resources from the reader. One of the main goals of the reader is to construct meaning from the text with intentional thinking, this construction can only be carried out with the interaction between the reader and the text. In order to improve comprehension teachers can use a combination of strategies with the objective for readers to connect what they are reading with previous experiences, the following are the most useful strategies for teachers to improve reading comprehension: **First**, activating prior knowledge, which consist of provide students with opportunities to link the new information with their own experience; **Second**, cooperative learning, students read and discuss with peers; **Third**, Using graphic organizers; these tools help students to organize information and identify ideas; **Fourth**, Visualizing, students make mental images that help students to recall what they read; **Fifth**, Asking and generating questions, this help students to make inferences and review content; **Sixth**, Recognizing text structure, students use textual clues, such as subtitles charts headers among others; **Seventh**, summarizing, this can help students to generalize, identify main ideas or remove redundancy; **Eighth**, monitoring comprehension, which includes reading for a purpose, rereading, predicting among others. (Zygouris-Coe, 2009)

One of the objectives of Graphic Organizers on reading is to help low Proficiency Readers to become High Proficiency Readers by focusing on comprehension, tools like these can help teachers and students to achieve their goals in the learning process. With the use of Graphic Organizers many students with limitations can overcome difficulties at the time they interact with a text.

## **2.5 Hypothesis**

Using graphic organizers improve students' reading comprehension in Second Year BGU students at Unidad Educativa Joaquin Lalama in the academic year 2018-2019.

**H<sub>0</sub>.** Using graphic organizers **do not improve** students' reading comprehension development.

**H<sub>1</sub>.** Using graphic organizers **do improve** students' reading comprehension development.

## **2.6 Pointing of hypothesis variables**

**Independent variable:** Graphic Organizers.

**Dependent variable:** Reading Comprehension.

**Term of relationship:** Improves

## CHAPTER III

### METHODOLOGY

This section of the research aims to set out the methodological framework in order to analyze the way the use of Graphic Organizers develop students' reading comprehension in Second Year BGU students at Unidad Educativa Joaquin Lalama in the Academic Year 2018-2019. With the aim of developing this work, the type of research was established as well as the method and techniques according to the available data.

#### **3.1 Basic method of research**

This investigation is based on quasi- experimental way because of the necessity to go deeper the students reading comprehension through the use of Graphic Organizers. In this type of research the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions, because the independent variable is manipulated before the dependent variable is measured, quasi-experimental research eliminates the directionality problem" (Duff, 2000). Participants are not randomly assigned making it likely that there are other differences between conditions—quasi-experimental research does not eliminate the problem of confounding variables

The quasi-experimental approach involves naturally occurring control groups being them equivalent in most significant variables, this method is adaptable for using in field settings like the one used in this research which is a group of students with reading limitations. In this research there were two groups in order to test the results obtained, the control group with 40 students and the experimental group with 35 students for a total of 75 students. The data of these groups was collected and analyzed by using the statistical method. A pre-test and post-test were used on these groups as a testing procedure.

The students of this research were examined before and after the exposure of this intervention. The test instruments were designed by the researcher. For this examination a text was presented in order for the students to read it and complete some reading comprehension activities, they had 25 minutes to complete the test and a short 5 minute previous interview was made in order to measure the previous knowledge of the students regarding the text. A mixed method was implemented, an assessment questionnaire and a



short interview using a rubric as an instrument. The experimental group was assessed after the intervention using graphic organizers was used for a period of six weeks and the control group also was assessed after using traditional methods of reading.

### **3.2 Level or Type of research**

This research was based in a field investigation. This kind of investigation collected data from the place where events take place by surveying and sampling data from the events or phenomena. In this case the information was collected from Second Year BGU students at Unidad Educativa Joaquin Lalama in the Academic Year 2018-2019.

This research is based in a quali-quantitative paradigm due the necessity to analyze the problem with statistical and methodological rigor, and the second one was joined to the complexity and contextuality to understand educational reality in an only one complex way as Marzano, Vegliate and De Angelis (2015) state this paradigm is a mixture of the qualitative and quantitative methods and stands as a third methodological category in which the researcher comes to understand the problem of combining research methods, this employs methodological eclecticism to study the character of prospective educational reality.

### **3.3 Population and sample**

According to Barreiro and Albandoz (2001) the population is the total amount of individuals of a problem. If we want to work with the entire population this will require a big effort to interview all of them, in some cases there is a big need of time and money, for this reasons it will be convenient to interview a certain part of this, this part is called a sample and if chosen in an appropriate way we can obtain later conclusions from the whole population. For this research the population and sample will be considered as one, due to the limited number of students, less than 100.

*Table 2 Distributive table of the population*

POPULATION	AMOUNT
Students	75
Total	75

Source Direct Research

*Table 3 Distributive table of the sample*

SAMPLE	AMOUNT
Students	75
Total	75

Source Direct Research

### 3.4 Operationalization of Variables

Table 4 Operationalization of Variable Independent

VARIABLE CHARACTERIZATION	DIMENSIONS	INDICATORS	BASIC TERMS	TECHNIQUE AND INSTRUMENT
<p><b>GRAPHIC ORGANIZERS</b></p> <p><b>CHARACTERIZATION:</b> A graphic organizer is a <i>learning process</i> tool that demonstrates relationships between facts, concepts or ideas based on a visual display to develop <i>students cognitive strategies</i>. This tool guides the learning process using <i>visual graphic learning strategies</i> like maps or diagrams.</p>	1. Learning process	1.1 Metacognition 1.2 Associations 1.3 Different ways of thinking	<p><b>Reading Text Interactions</b> Does the student have previous knowledge of the text? Does the student make inferences from key terms?</p> <p><b>Reading Proficiency</b> Does the student have specific weaknesses? Does the student use graphic helps? Does the student use specific reading techniques? Does the student can answer questions related to the text? Does the student can explain in his/her own words the main idea of the reading?</p>	<p>Technique: Observation</p> <p>Instrument: Check list</p>
	2. Students cognitive strategies	2.1 Student Planning 2.2 Student self monitoring 2.3 Student self evaluation 2.4 Student correction		
	3. Visual graphic learning strategies	3.1 Teachers monitoring 3.2 Student active interaction		

Author: Verónica Carrera

Table 5 Operationalization of Variable dependent

Author: Verónica Carrera

VARIABLE CHARACTERIZATION	DIMENSIONS	INDICATORS	BASIC TERMS	TECHNIQUE AND INSTRUMENT
<p><b>READING COMPREHENSION CHARACTERIZATION</b></p> <p>Reading Comprehension is an activity that involves <i>reading comprehension skills</i> and <i>receptive skills</i> like decoding and <i>language reading comprehension</i> together with the interpretation of linguistic elements, this complex interaction of processes, actions and intentions that involve the use of <i>learning skills</i> have as a result an understanding of a text.</p>	1. Reading comprehension skills	1.1 Critical thinking 1.2 Creative thinking 1.3 Communication 1.4 Collaboration	<p><b>Pre test-Post test</b> Identifies key words Explains main and secondary ideas</p> <p><b>Rubric</b></p> <ul style="list-style-type: none"> <li>• <b>Reading skills</b></li> </ul> <p>Restates understanding of theme or message and identifies supporting details Summarizes in own words by identifying three or more main points from text</p> <ul style="list-style-type: none"> <li>• <b>Receptive skills</b></li> </ul> <p>Previews text purposefully Visualizes with detail</p> <ul style="list-style-type: none"> <li>• <b>Language reading comprehension</b></li> </ul> <p>Applies understanding of how literary elements contribute to meaning. Makes connections and/or establishes cause/effect relationships</p> <ul style="list-style-type: none"> <li>• <b>Learning skills</b></li> </ul> <p>Compares/contrasts elements using examples that demonstrate understanding of text Applies understanding of how literary elements contribute to meaning</p>	<p><b>Technique</b></p> <p>Pre test Post test</p> <p><b>Instrument</b></p> <p>Rubric</p>
	2. Receptive skills	2.1 Listening 2.2 Reading		
	3. Language Reading comprehension	3.1 Level of proficiency 3.2 Specific Reading instruction (Graphic Organizers)		
	4. Learning skills	4.1 Decoding 4.2 Fluency 4.3 Vocabulary 4.4 Reasoning and background 4.5 Knowledge 4.6 Attention		

### **3.5 Method of data collection**

#### **Observation**

As Marshall and Rossman (1989) defined it, “Observation is the systematic description of the events, behaviors, and artifacts of a social setting.” Kawulich (2012) also explains that observation is used in the school sciences as a method for collecting data about people, processes and cultures. It is also used to collect data by teacher researchers in their classrooms. Observation has been a tool for collecting data for more than one hundred years. There are two major types of observation; first, *Participant observation* that involves being in the setting under study as both observer and participant. Second, *Direct observation* where the researcher has no interaction with the objects or people under the study in the setting. There is also a third type, *Covert Observation*, in which those who are being observed are unaware, that is being observed. In this research the direct observation will be applied during and after students complete the reading text with the aim to determine the use of Graphic Organizers to develop reading comprehension in Second Year BGU students at Joaquin Lalama in the academic year 2018-2019. (See Appendix 1)

#### **Evaluation**

The posttest in this research was used as the evaluation of the process, taking a primary role to understand the steps needed to do a quality evaluation. Relevant information and percentages was collected from the experiment group and the control group. The information gathered from students and from their results was obtained directly from this evaluation.

The experiment was carried out in Second Year BGU students at Unidad Educativa Joaquin Lalama in the academic year 2018-2019. The test was applied in the *control group* for 6 weeks using traditional methods for reading without teaching any strategy at the time of reading and understanding specific texts. The test in the *experimental group* was applied after using the graphic organizers technique and explaining it to the students before reading any specific texts. After observing these two different approaches of teaching a different result was expected. The final goal was to demonstrate that the use of graphic organizers is an effective tool in order to develop students reading comprehension.

The pretest was applied through a reading text answering some activities that help to know the level students have once they finish all the activities, and the post test was similar there

is also a text with some questions that are in a medium level of complexity in order to achieve how has the implementation of the graphic organizers in lessons. The tests were based in a set of questions related to the reading, they were created by the author taking into account the problems detected in the pretest.

## **CHAPTER IV**

### **DATA ANALISYS AND INTERPRETATION**

#### **4.1 Analysis of Results**

##### **4.1.1 Class Observation**

This chapter presents the findings of classroom observation, the data was collected using the observation guide (See Appendix 1). The whole process was supervised by the thesis advisor Dra Elsa Hernández and allowed the researcher to obtain the data that later was coded and analyzed to triangulate with the results of the pretest and posttest. At the beginning of the evaluation process it was observed the lack of alternative materials and techniques in the classroom like graphic organizers in order to generate interest in students of English.

#### **Reading Text Interactions**

##### **Graphic Organizers as a Means to Enhance Reading Text Interaction**

##### **4.2 Pretest and Posttest**

The results of the pretest and posttest were analyzed and presented in forms of percentages, frequencies and tables. After the intervention and evaluation made during the pretest and posttest the information or data were used to interpret the relation between the use of graphic organizers and reading comprehension and the weaknesses and strengths of students related to reading. The data collected and analyzed was complemented with a paragraph of analysis.

## 4.2.1 Evaluation Criteria used in the pretest

Table 6. Evaluation Criteria used in the pretest

	Criteria	Excellent 10	Proficient Very good 8-9	Good 6-7	Faire 4-5	Poor 1-3
<b>REASONING AND BACKGROUND</b>	<ul style="list-style-type: none"> <li>▪ Sets a Purpose</li> <li>▪ Previews Text</li> </ul>	<p>Establishes a clear and focused purpose independently</p> <p>Previews text thoroughly with focused intent</p>	<p>Establishes a purpose independently</p> <p>Previews text purposefully</p>	<p>Establishes a purpose when reminded</p> <p>Previews text randomly and/or incompletely</p>	<p>Relies on an explicitly stated purpose</p> <p>Previews when reminded.</p>	<p>Cannot make predictions</p>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>▪ Accesses Prior Knowledge</li> <li>▪ Makes Predictions</li> </ul>	<p>Makes numerous connections which activate prior knowledge</p> <p>Makes insightful predictions using prior knowledge</p>	<p>Connects prior knowledge with selection</p> <p>Makes meaningful predictions</p>	<p>Accesses prior knowledge when prompted</p> <p>Makes predictions inconsistently</p>	<p>Requires activities to activate prior knowledge</p> <p>Makes vague or unjustified predictions</p>	<p>Do not have previous knowledge</p>
<b>ATTENTION</b>	<ul style="list-style-type: none"> <li>▪ Monitors Comprehension</li> </ul>	<p>Distinguishes important ideas from details consistently</p>	<p>Distinguishes important ideas from details</p>	<p>Distinguishes important ideas from details inconsistently</p>	<p>Lacks ability to distinguish important ideas from unimportant details</p>	<p>Unable to distinguish important ideas</p>
<b>DECODING</b>	<ul style="list-style-type: none"> <li>▪ Makes inferences</li> </ul>	<p>Recognizes subtle clues in selection and consistently makes valid inferences</p>	<p>Makes independent inferences based on numerous ideas in the selection</p>	<p>Makes inferences when coached or given obvious clues from selection</p>	<p>Works with others to understand inferences when explained</p>	<p>Unable to make inferences</p>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▪ Interprets vocabulary</li> </ul>	<p>Makes elaborate and valid text-to-self, text-to-text, and text-to-world connections independently</p>	<p>Readily makes text-to-self, text-to-text, and/or text-to-world connections</p>	<p>Makes personal connections to text when prompted</p>	<p>Needs opportunity to hear others share personal connections before attempting to state own</p>	<p>Unable to make connections</p>
<b>CONNECTION OF IDEAS</b>	<ul style="list-style-type: none"> <li>• Makes connections (cause and effect) between parts of a text</li> </ul>	<p>Makes in-depth connections and/or establishes cause and effect relationships</p>	<p>Makes connections and/or establishes cause/effect relationships</p>	<p>Makes a vague connection or attempts to establish a general cause/effect relationship</p>	<p>Requires guidance to make a connection or establish a simple cause/effect relationship</p>	<p>Unable to make connections of ideas</p>

Author: Verónica Carrera (2018)



#### **4.2.2 Reading Comprehension proficiency level of students in the Pretest Posttest Assessed.**

Reading comprehension in Second Year BGU students at Unidad Educativa Joaquin Lalama was assessed based on a test adapted from a test from Learn Aid Puerto Rico (2019) and student assessment varied from the following scales:

POOR 1-3

FAIR 4-5

GOOD 6-7

VERY GOOD 8-9

EXCELLENT 10

### 4.2.3 Pretest and Posttest analysis

#### 4.2.3.1 Pretest Control group

Student's (Stud)	1. .READING COMPREHENSION/10
Stud 1	4
Stud 2	5
Stud 3	1
Stud 4	4
Stud 5	3
Stud 6	4
Stud 7	5
Stud 8	3
Stud 9	4
Stud 10	3
Stud 11	6
Stud 12	3
Stud 13	5
Stud 14	1
Stud 15	3
Stud 16	4
Stud 17	3
Stud 18	4
Stud 19	5
Stud 20	4
Stud 21	2
Stud 22	3
Stud 23	4
Stud 24	4
Stud 25	5
Stud 26	4
Stud 27	5
Stud 28	5
Stud 29	7
Stud 30	5
Stud 31	4
Stud 32	4
Stud 33	5
Stud 34	5
Stud 35	3
Stud 36	5
Stud 37	4
Stud 38	6
Stud 39	3
Stud 40	5
X	4,05

Legend: POOR 1-3, FAIR 4-5, GOOD 6-7, VERY GOOD 8-9, EXCELLENT 10.

#### 4.2.3.2 Pretest Experimental group

student's (Stud)	1. READING COMPREHENSION/10
Stud 1	8
Stud 2	4
Stud 3	4
Stud 4	6
Stud 5	4
Stud 6	3
Stud 7	3
Stud 8	5
Stud 9	4
Stud 10	5
Stud 11	2
Stud 12	5
Stud 13	7
Stud 14	3
Stud 15	5
Stud 16	4
Stud 17	6
Stud 18	3
Stud 19	3
Stud 20	4
Stud 21	4
Stud 22	4
Stud 23	4
Stud 24	3
Stud 25	5
Stud 26	4
Stud 27	4
Stud 28	5
Stud 29	4
Stud 30	4
Stud 31	2
Stud 32	5
Stud 33	3
Stud 34	4
Stud 35	2
X	4,14

Legend: POOR 1-3, FAIR 4-5, GOOD 6-7, VERY GOOD 8-9, EXCELLENT 10.

### 4.2.3.3 Posttest Control group

student's (Stud)	1. READING COMPREHENSION/10
Stud 1	4
Stud 2	6
Stud 3	2
Stud 4	5
Stud 5	4
Stud 6	6
Stud 7	6
Stud 8	4
Stud 9	5
Stud 10	5
Stud 11	8
Stud 12	4
Stud 13	5
Stud 14	1
Stud 15	4
Stud 16	5
Stud 17	3
Stud 18	4
Stud 19	6
Stud 20	6
Stud 21	3
Stud 22	3
Stud 23	4
Stud 24	4
Stud 25	6
Stud 26	4
Stud 27	6
Stud 28	4
Stud 29	8
Stud 30	5
Stud 31	5
Stud 32	5
Stud 33	5
Stud 34	6
Stud 35	2
Stud 36	6
Stud 37	5
Stud 38	6
Stud 39	4
Stud 40	5
X	4,73

Legend: POOR 1-3, FAIR 4-5, GOOD 6-7, VERY GOOD 8-9, EXCELLENT 10.

#### 4.2.3.4 Posttest Experimental group

student's (Stud)	1. READING COMPREHENSION/10
Stud 1	8
Stud 2	7
Stud 3	8
Stud 4	7
Stud 5	7
Stud 6	8
Stud 7	6
Stud 8	7
Stud 9	8
Stud 10	8
Stud 11	6
Stud 12	8
Stud 13	9
Stud 14	8
Stud 15	7
Stud 16	6
Stud 17	8
Stud 18	6
Stud 19	6
Stud 20	6
Stud 21	6
Stud 22	8
Stud 23	7
Stud 24	7
Stud 25	6
Stud 26	8
Stud 27	7
Stud 28	8
Stud 29	6
Stud 30	6
Stud 31	4
Stud 32	7
Stud 33	8
Stud 34	7
Stud 35	8
X	7,06

Legend: POOR 1-3, FAIR 4-5, GOOD 6-7, VERY GOOD 8-9, EXCELLENT 10.

#### 4.2.4 Pretest and Posttest Data Interpretation

Table 7 Reading comprehension

Experimental and control groups, pretest and posttest.

Tests- Groups	Results
Pretest Control	4,05
Pretest Experimental	4,14
Posttest Control	4,73
Posttest Experimental	7,06

Source: Pretest and Posttest (Control and Experimental groups)

Author: Verónica Carrera (2018)

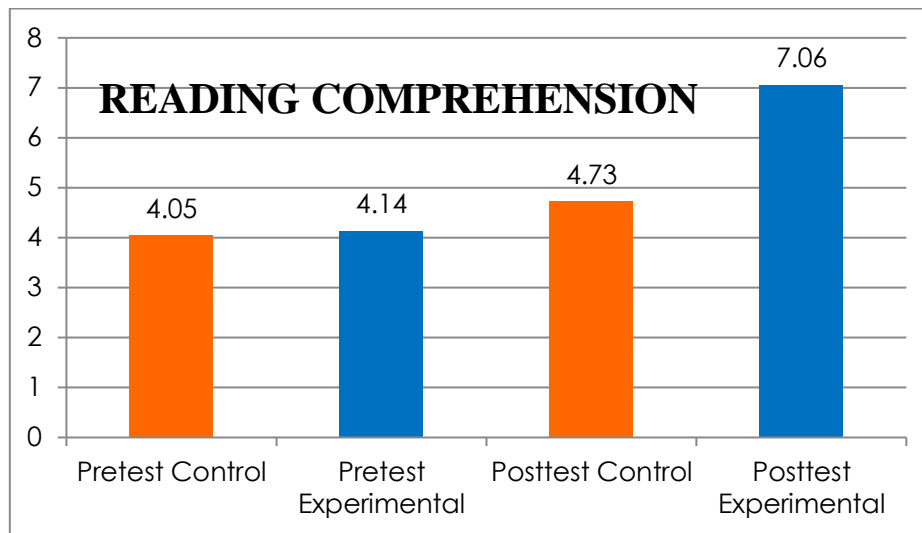


Figure 3 Reading Comprehension Pretest and Posttest, Control and Experimental groups

Reading comprehension figures indicates that in the pretest students got 4,05 and 4,14 out of 10 for the control and experimental groups respectively. From this figure it can be observed that results were improved in the posttest for the experimental group. The improvement of the experimental group was outstanding with 7,06. This result in the criterion reading comprehension shows that the use of graphic organizers helped students to the general comprehension of the reading and placed students as advance readers that pay attention to specific details in the reading.

### 4.3 Hypothesis Verification

The data collection included two groups, the experimental and the control group, this two groups conformed the sample for two different moments. A pretest and posttest were carried out after the intervention that consisted of a graphic organizer strategy. The following hypothesis testing was necessary to prove that equality of means was suggested or not:

$H_0$ = Using graphic organizers **do not improve** student`s reading comprehension development.

$H_1$ = Using graphic organizers **do improve** student`s reading comprehension development.

#### Confidence Level

The significance level established for the analysis is  $\alpha = 0.05$ , a risk of 5% is assumed, as a result the level confidence is 95%. The recommended significance level for social studies is the one used.

#### Hypothesis Testing

In the next part of the study the process of hypothesis testing is made, taking into account that a quasi-experimental approach was selected with a pretest and posttest, a measurement in two moments of the same sample. The first (Pretest) is made before the application of the strategy, and the second (Posttest) after. Based in the elements explained before the following steps are developed:

#### Confidence level

Taking into account that this study is framed in social science, it was selected a level of significance of  $\alpha = 0.05$ , a risk of 5% is assumed, making the confidence level = 95%, being this the recommended level for the for this area of knowledge.

#### Hypothesis testing

Because of the sample is composed of more than 30 subjects the test recommended for this kind of study of the normal distribution is the Kolmogorov-Smirnov test. The value established that  $p \geq 0,05$  as shown in the table:

Table 8. Hypothesis

GROUP		Kolmogorov-Smirnov		
		Estatistic	gl	Sig.
Reading	Exp PreTest	0,229	35	0,000
Comprehension	Exp PostTest	0,221	35	0,000
	Cont Pre Test	0,184	40	0,002
	Cont Post Test	0,159	40	0,013

Source: SPSS 23.0

Elaborado por: Verónica Carrera.

In the table the test results are presented after the Kolmogorov-Smirnov. Most of the results in this test were below  $P=0,00$ , ratified for  $P \leq 0,05$  for the experimental and control groups. All this is evidence that the behavior of the punctuations is not normal in the two moments of the tests. For this reason the parametric tests like T Student cannot be executed, and a non-parametric test like Wilcoxon for related samples.

### Estimation of P value

Table 9. Estimation of P value

Experimental Group	Post - Pre Exp Reading Comprehension
Z	-5,131(a)
Sig. asintót. (bilateral)	0,000
Grupo Control	Post - Pre Cont Reading Comprehension
Z	-4,292(a)
Sig. asintót. (bilateral)	0,000

Source: SPSS 23.0

Elaborado por: Verónica Carrera.

As it can be evidence in the table above in the Wilcoxon test for pretest and posttest on each criteria the following results can be observed beginning with the experimental group; Reading Comprehension  $Z= -5,131$  (a) with a  $p=0,000$ .



The control group results as following: Reading Comprehension  $Z = -4,292$  (a) with a  $p = 0,000$ ; .

Taking into account that  $Z$  values are negatives and  $p$  values are less than 0,05 it can be deduce that the punctuation obtained in the pretest and posttest in the experimental and control groups present *significant differences*. Therefore, it can be *demonstrated that the use of graphic organizers is efficient to develop students reading comprehension*. Although both groups present significant differences cannot be statistically warrant that the improvement is due only to this strategy.

### Hypothesis Verification Graph

The following graphic representations of the Wilcoxon ranks with two tales under the normal standard distribution with a level of significance of 5%, that is,  $\alpha = 0.05$  for tables corresponding to the standard normal, it is obtained that  $\alpha = 1.96$ .

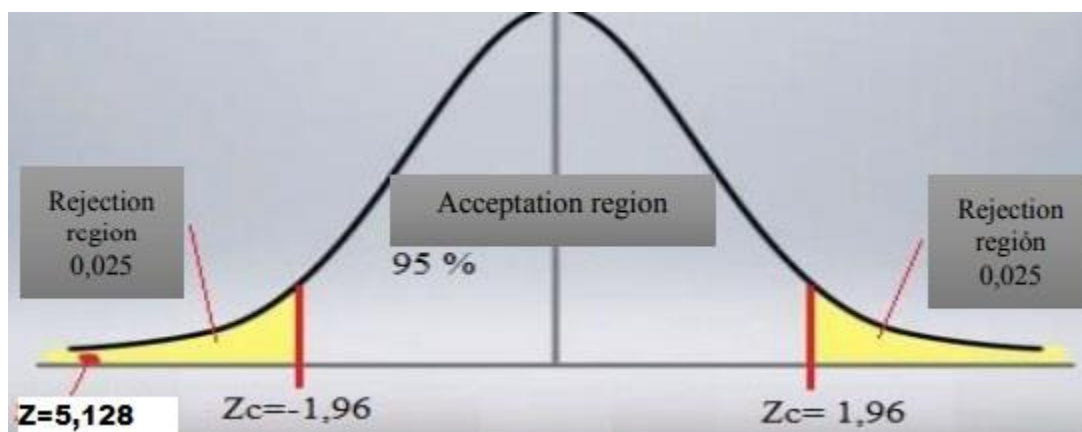


Figure 4 Graphic decision rule for the Wilcoxon test.  
Author: Verónica Carrera

Now the criterion for the Reading Comprehension is shown.

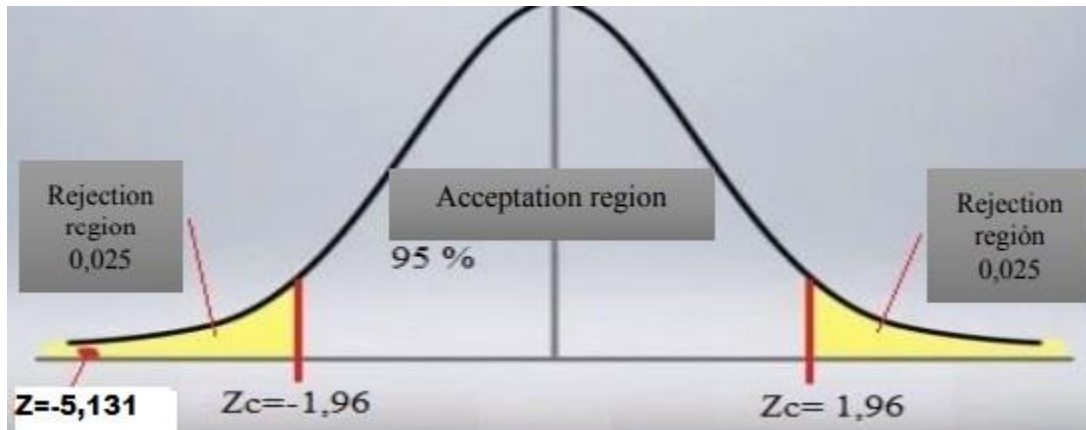


Figure 8 Graphic decision rule for the Wilcoxon test Reading Comprehension  
 Author: Verónica Carrera

As it can be appreciated in the graph above, the value of the hypothesis  $Z = -5,131$  (a) this value cannot be found as a part of the interval of  $Z_c = -1,96$  and  $1,96$ , which implies that the obtained value  $Z$  is contained in the rejection region because it is smaller  $Z_c = -1,96$ , the results obtained allow to reject the  $H_0$  (Using graphic organizers **do not improve** student's reading comprehension development) and accept  $H_1$  (Using graphic organizers **do improve** student's reading comprehension development).

Now the control group results are shown.

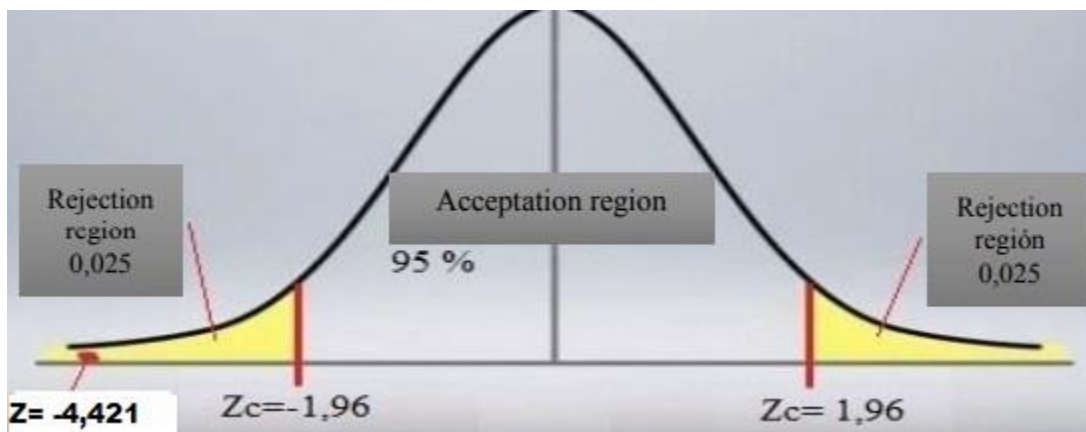


Figure 9 Graphic decision rule for the Wilcoxon test control group Reading Skills  
 Author: Verónica Carrera

As it can be appreciated in the graph above, the value of the hypothesis  $Z = -4,421$  (a) this value cannot be found as a part of the interval of  $Z_c = -1,96$  and  $1,96$ , which implies that the obtained value  $Z$  is contained in the rejection region because it is smaller  $Z_c = -1,96$ , the results obtained allow to reject the  $H_0$  (Using graphic organizers **do not improve** student's

reading comprehension development) and accept H1(Using graphic organizers **do improve** student`s reading comprehension development).

Now the criterion for the Reading Comprehension

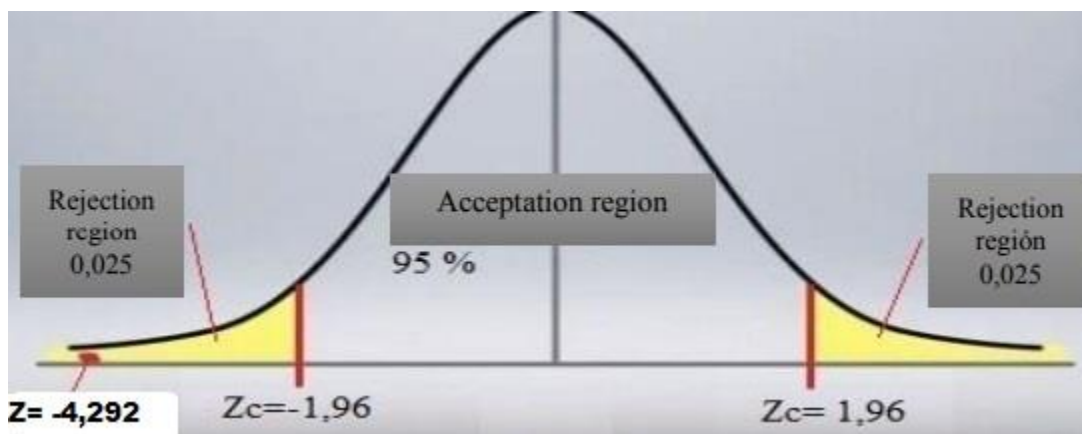


Figure 5 Graphic decision rule for the Wilcoxon test control group Reading Comprehension  
Author: Verónica Carrera

As it can be appreciated in the graph above, the value of the hypothesis  $Z = -4,292$  (a) this value cannot be found as a part of the interval of  $Z_c = -1,96$  and  $1,96$ , which implies that the obtained value  $Z$  is contained in the rejection region because it is smaller  $Z_c = -1,96$ , the results obtained allow to reject the  $H_0$  (Using graphic organizers **do not improve** student`s reading comprehension development) and accept  $H_1$ (Using graphic organizers **do improve** student`s reading comprehension development).

This criterion is the most relevant in this research because reading comprehension involves the others; the learning process, cognitive strategies, the use of visual graphic learning strategies, the strategy of graphic organizers, learning skills, English skills and receptive skills, all of them must work together to get a positive result on reading comprehension because, this is at the end, the goal of teachers and instructors, to get the most of the useful information from the text and to make readers to be more critical and effective readers.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

This research proposed to determine the influence of graphic organizers to develop reading comprehension in Second Year BGU students at Unidad Educativa Joaquin Lalama. This method was evaluated and allows the following conclusions.

- Theories related to the use of graphic organizers have been researched and identified. These theories gave us the framework to apply this strategy with the best results.
- It can be affirmed that graphic organizers support reading comprehension during pre-reading because of the visual aid that it gives to the reader and the schematic approach it gives to the text. Most of the graphic organizers were design with the intention that the reader made inferences before the reading is done. This relation had a direct relationship with the positive results obtain in this research.
- It was verified that students presented weakness in reading comprehension with the control group and the differences in the results compared with the experimental group that received the new technique of graphic organizers.
- The assessment after the application of the graphic organizers was carried out and it was observed that the implementation of graphic organizers had a positive influence to develop reading comprehension in students based on the following results; in the figure 16 the value of the hypothesis  $Z = -3,162$  cannot be found as a part of the interval of  $Z_c = -1,96$  and  $1,96$ , which implies that the obtained value  $Z$  is contained in the rejection region because it is smaller  $Z_c = -1,96$ , the results obtained allow to reject the  $H_0$  (Using graphic organizers **do not improve** student`s reading comprehension development) and

accept H1(Using graphic organizers **do improve** student`s reading comprehension development).

- The manual or handbook about the implementation of graphic organizers called “ Teachers’ handbook: strategies using graphic organizers for reading comprehension” was successfully design and included the following graphic organizers: K-W-L chart, K-W-L-S chart, Building and revising know schema chart (BSR chart), Concept web, Sixty second Skim and Sacan, Cluster web, Alphabet brainstorming, Questioning cluster. This handbook is an excellent and useful tool for teachers in their daily work.
- Finally, the general objective of this research with the implementation of graphic organizers as a technique to develop reading comprehension with second year BGU students at Unidad Educativa Joaquin Lalama in the academic year 2018-2019 was successfully carried out and Six weeks after the implementation of this strategy and its related activities with the experimental group, most of the group demonstrated acceptance and comprehension of the use of graphic organizers. Students in the group that received treatment (Experimental group) improved significantly in receptive skills (listening and concentration), reading comprehension and learning skills (decoding, understanding and previous knowledge) compared with the group that used traditional techniques (Control group). This improvement in the Experimental group demonstrated that the implementation of the strategy had the expected results and improved reading comprehension.

## **5.2 Recommendations**

It would be appropriately to assess the level of reading comprehension of the students in order to determine if instructors are making use of the correct strategies and in this way to determine the weaknesses and strengths not only of students but of instructors as well. By being aware of the problems all over the spectrum it will be easier to correct and improve, after assessment, the best strategy to apply to improve reading comprehension.

It is recommended for the teachers to be updated on the use of graphic organizers due to the wide range of activities that can be applied to improve reading comprehension. Graphic organizers can be found on internet and there are many examples but the most important is to know how and when of the implementation. That is why; instructors must expend time in study the correct methodology to be applied on each case.

It is suggested to explain students how to think of the use of graphic organizers and reflect on the use of this strategy and the way to improve the given strategies, it would be of great importance to promote the creation by the students of new combination or even new models of visualize the information.

Finally, with the aim to reinforce the ideas and the information contained of this proposal, that researchers continue to study, design and apply in real classrooms the strategy of graphic organizers to help students to improve reading comprehension in ESL or EFL teaching.

## CHAPTER VI

### THE PROPOSAL

TOPIC: Teachers` handbook: strategies using graphic organizers for reading comprehension.

#### 6.1 Informative data

**Name of the Institution:** Unidad Educativa Joaquin Lalama

**Students:** Second Year EGB

**Estimated time of execution:** Six weeks

**Beginning:** May 6th

**Ending:** June 14th

**Responsible:** Lcda. Verónica Paulina Carrera Martínez

#### 6.2 Introduction

Due to the positive results after the application of graphic organizers strategy on students, it is necessary the creation of a Handbook for teachers to be implemented in classrooms as positive alternative to enhance reading proficiency. The idea of this short manual is to set a simple but concise guideline for teaches to work with graphic organizers in an efficient way. Some examples are given and with each exercise it is suggested the best graphic organizer to work with. In order to implement the strategy efficiently it is needed to explain the basic concepts and theoretical basis to students with the idea to reflect and to understand the principles in which this strategy is based.

#### 6.3 Background of the Proposal

The general appreciation after assessment by instructors on the area has identified a low level of reading proficiency of the students. It is observed that teachers of the institution did not apply alternative strategies in classrooms to improve reading comprehension. Based on the

fact that students showed a low level of proficiency in reading and taking into account this problem, a proposal based on graphic organizers strategies has been created with the aim to improve reading comprehension.

Graphic organizers are practical tools that help the reader to demonstrate relationships between elements on a reading text. Those elements can be concepts, facts or ideas based on visual representations of a reality explained on a reading text. This tool can help readers to create a route through the reading and to locate a place, a data or an idea surpassing many unnecessary details.

There are many kinds of graphic organizers and the main are: concept maps, Venn diagrams, mind maps and webs. The use of these strategies in classrooms are managed without a broad approach and the consequence is that there is not a systematic approach to solve the difficulties that students have on the field of reading. Previous studies related to graphic organizers have demonstrated the impact and practicality of this strategy, for these reasons many institutions of education from elementary to universities have implemented this strategy in many subjects.

This proposal is aimed to solve difficulties that students have in the area of English language in the institution. This need must be overcome in order to improve the general goal of students and instructors which is to have a proficiency in the language according to the level expected by the curriculum.

#### **6.4 Justification:**

Reading is the skill that is most frequently used on academic environments. There is an expectation from the institutions of education that the students become an independent entity when research needs to be done. For this reason, the skill of reading has an outstanding importance in the academic world.

This important or fundamental skill cannot be improved just by doing it repeatedly, or at least this is not the easiest way, institutions of education must implement new and effective strategies for students to improve reading comprehension in the fastest and most effective way possible. For this reason, and taking into account previous experiences in this field, this proposal of the use of graphic organizers is of paramount importance taking into account the



short amount of time that this proposal needs to be implemented compared with its advantages.

## **6.5 Objectives**

### **General objective**

Design a teachers` handbook of graphic organizers strategy to improve reading comprehension.

### **Specific Objectives**

- Establish the most important graphic organizers strategies in order to improve reading according to the level of instruction.
- Define the most effective methodological approach taking into account the limitations of time and level of the students.
- Motivate teachers to use this strategy with students by using a broad approach that includes needs, wants and barriers to overcome.

## **6.6 Feasibility analysis**

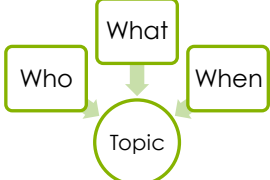
The proposal takes into account the needs of the students in the reading skill and the use of graphic organizers with the goal to overcome these limitations. This limitations influence students` performance in general and limit also their capacity to communicate ideas and academic contents with others.

With the aim to carry on with this proposal, some selected readings were taken into account, the criteria was to select readings with a wide arrange of data so that students need to classify and categorize information using graphic organizers as the optimum tool to classify and comprehend the information on the reading.

The educational institution approved the development of this proposal considering the needs and the importance of the problem. They are conscious that the handbook will bring positive results to students by improving reading comprehension.

## 6.7 Graphic organizers

Table 10 Graphic organizers

Type or Graphic Organizer	Description
K-W-L chart	Know/ Want to know/ Learned
K-W-L-S chart	Know/ Want to know/ Source/ Learned
BRS chart Building and revising know schema chart.	What I think I know/ Confirmed by my source/ Revised by my source/ New Learning from my source/ What I still want to learn.
Concept web	Write the topic in the center and use web extensions
Sixty second Skim and Scan	Helps activates schema and set purpose
Cluster Web	Write the topic in the center of the web. Add extension circles as needed.
Alphabet brainstorming	Write the topic and write words that connect to the topic under each letter of the alphabet
Questioning Cluster	

Adapted from: (Harding, 2008)

## 6.8 Methodology

The purpose of the strategies in the handbook is to enhance reading comprehension of students by the use of graphic organizers as a strategy. Students would be able to establish connections in the reading and with reality and in this way classify information and select the most important.

The implementation process will last 6 weeks and teachers will guide the process and use. Teachers must explain the strategies with examples and make it easier to the students to implement and motivate themselves in the use of graphic organizers.

There are six main strategies in the Handbook, six different graphic organizers, one for each week with the aim of giving different options to students because in their academic life they will face different texts that may require different visual strategies adapted to the needs or simply the most effective one to the text.

In the text there will also be six readings and the challenge of the students and for the teacher is to match the best graphic organizer for a given reading. The topics of the reading and the graphic organizers are expressed in the chat below but the combination will be up to the students and then discussed with the teacher:

*Table 11 Readings*

Reading	Graphic Organizer
TRAVEL	K-W-L CHART
LIMITED RESOURCES	B-D-A CONNECTION CHART
WAVES AND CURENTS	QUESTIONING CLUSTER
WHAT IS A TRIBAL GOVERNMENT?	BUILDING AND REVISING SCHEMA CHART (B-R-S CHART)
HIDE AND SEEK	CONCEPT WEB
GALILEO AND HIS TELESCOPE	K-W-L-S CHART

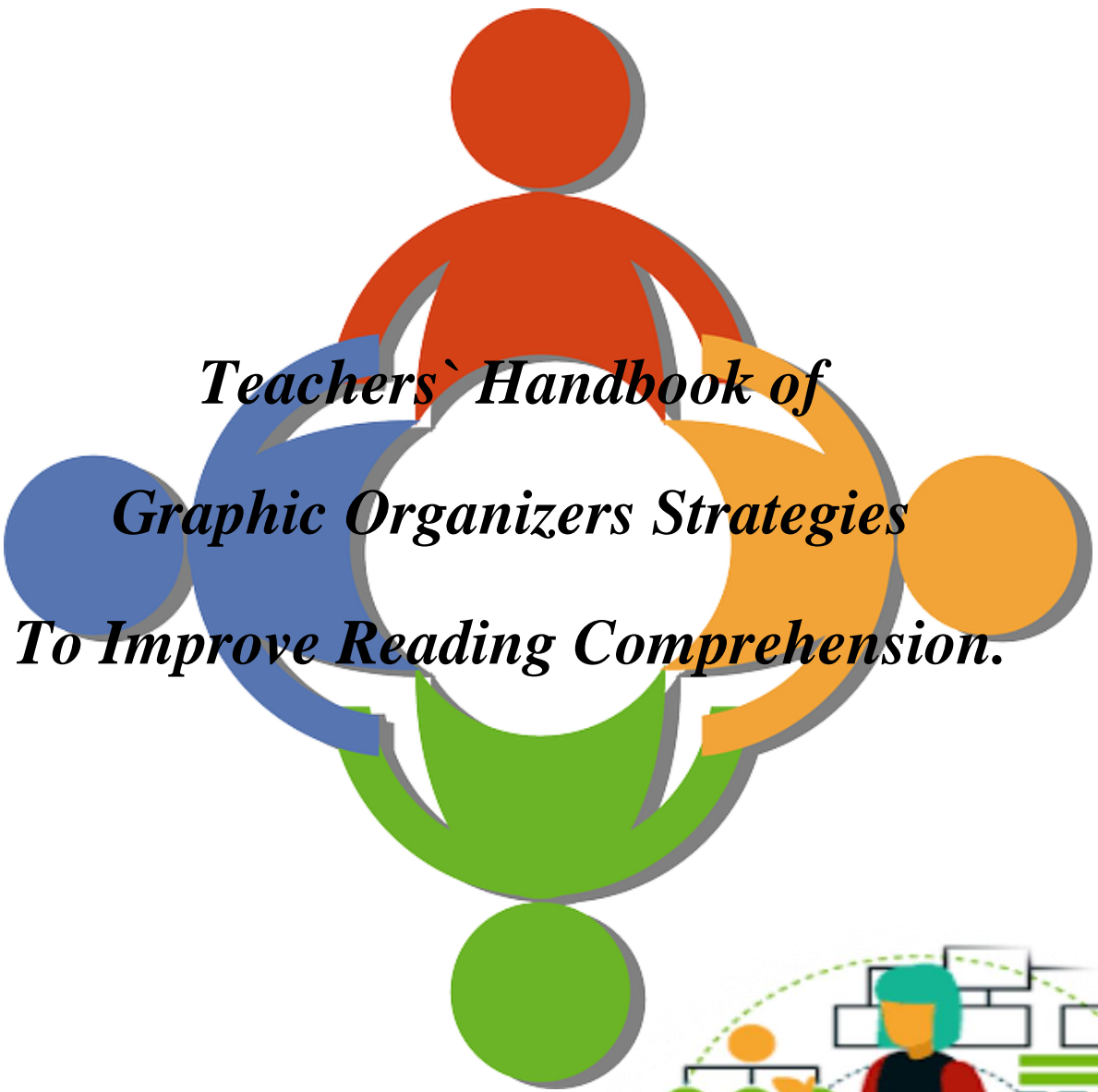
Source: Verónica Carrera

### 6.8.1 Operating model of the proposal

*Table 12 Operating model of the proposal*

<b>Phases</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>People Responsible</b>	<b>Time</b>
<b>Planning</b>	To state the objective of the proposal and give the information of the educational institution.	Make the first formal approach to the authorities of the institution.	Letter	Researcher	2 Hours
<b>Socialization</b>	To present graphic organizers strategies to the teachers and introduce them to the concept, ideas and techniques	To explain the graphic organizers strategies that students will use	Teacher's handbook	Researcher	4 Hours May 6th
<b>Application</b>	To execute the strategies recommended in the handbook	To give students visual strategies to develop reading comprehension	Handbook	Researcher	6 weeks from May 6 <sup>th</sup> to July 14 <sup>th</sup> .
<b>Evaluation</b>	To evaluate the effectiveness of graphic organizers in reading comprehension	Posttest	Posttest	Researcher	2 hours July 12 <sup>th</sup>

Source: Verónica Carrera



*Teachers` Handbook of  
Graphic Organizers Strategies  
To Improve Reading Comprehension.*

*By Verónica Carrera*



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- Topic VI
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## *Topic I*

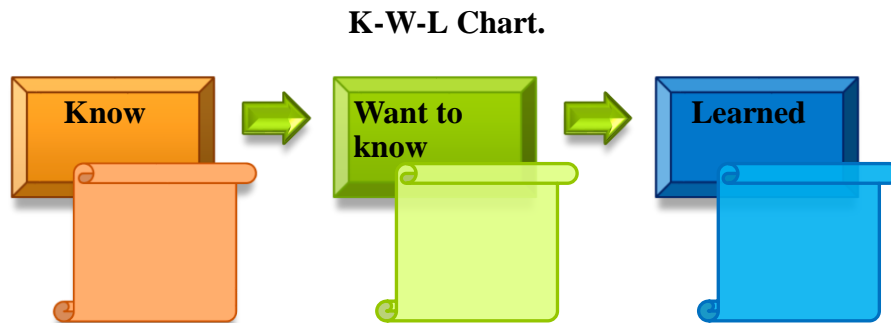


### *Reading: Travel*

#### *Strategy N° 1 (Graphic organizer): K-W-L Chart.*

**Objective:** To compare students` previous knowledge with the knowledge developed after the reading.

Graphic organizer suggested:



#### **DESCRIPTION**

This chart is used for nonfiction reading which is the type of reading that students tend to have most challenge with in terms of comprehension.

<b>CHART</b>	<b>WHEN IS IT APPLIED?</b>	<b>HOW IS IT DEVELOPED?</b>
<b>Know</b>	<b>Before Reading</b>	Students discuss about the reading guided by the title and by the pictures in the reading. A brain storming may be done with students in the class.
<b>Want to know</b>	<b>Before Reading</b>	Students will make some questions based on their criteria.
<b>Learned</b>	<b>After Reading</b>	Students may be instructed to compare the reading with the pre-reading activities and the group discussion. Students use the graphic organizer suggested for the reading, then students answer the questions. In the case of this graphic organizer the first two questions will be answered

before the reading and the last questions after the reading. In this manner the student will be aware of the differences in comprehension.

**PRACTICE # 1**

**PRE READING-ACTIVITY:**

<b>Know</b>	<b>Before Reading</b>	Open Discussion in the classroom.
<b>Want to know</b>	<b>Before Reading</b>	<p><b>Answer the Questions</b></p> <ol style="list-style-type: none"> <li>1. Is traveling very expensive? Why?</li> <li>2. Where can I go?</li> <li>3. What is the nearest place to visit in my county?</li> </ol> <p><b>Comment:</b> (answers will vary according to each student 'experience and previous knowledge)</p>

**READING: TRAVEL**



Travel is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become very unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive



to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land. A train driver will stop at train stations on route to allow passengers wishing to proceed to the scheduled destination to board the train.

A number of destinations can be travelled to by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby. This is often encouraged as certain modes of transport have been said to produce harmful emissions and damage the environment (K12 READER, 2019).

### POST READING ACTIVITY

Learned	After Reading	Answer the following Questions
		<p><b>1. Which means of transport does not cost money?</b> The bicycle is free, however it can be a hard work and take long time.</p> <p><b>2. Why do some people not enjoy travelling?</b> Because they suffer from travel sickness</p> <p><b>4. Which is the means of transport that is controlled by a pilot and stops at an airport?</b> The airplane</p> <p><b>4. Which means of transport is ideal for travelling between countries connected by land?</b> The train.</p>

### Graphic Organizer Completed: K-W-L



Source: (K12Reader, 2019)

## Topic II

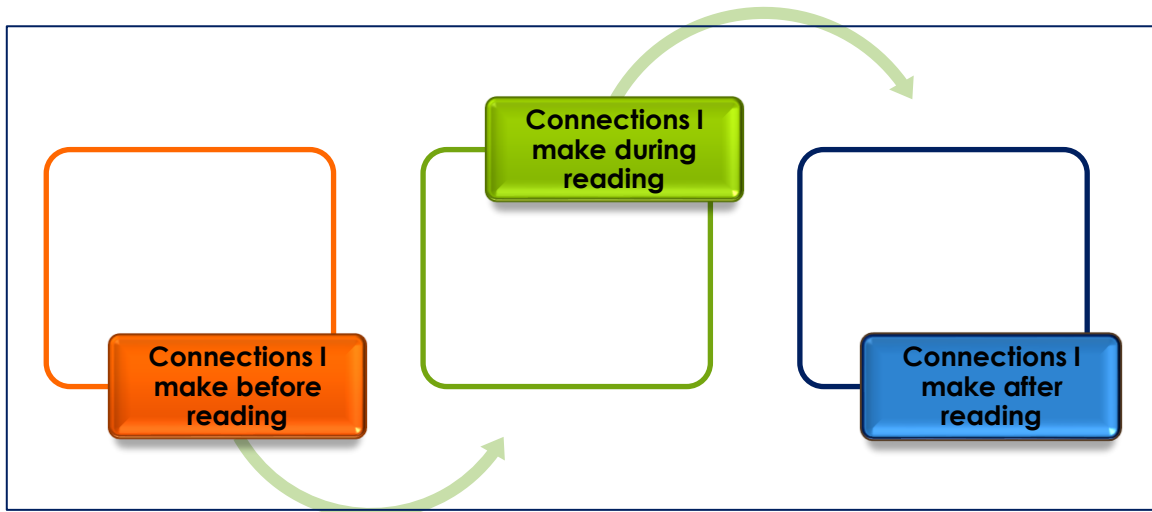
### Reading: Limited Resources

#### Strategy Nº 2(Graphic organizer): B-D-A Connection Chart

**Objective:** To establish connections that students make during the reading process.

Graphic organizer suggested:

**B-D-A Connection chart**



#### DESCRIPTION

This chart is used for reading scientific materials and for students to make connections with the text as they read. In this way students will be aware of their thinking process before, during and after the reading.

CHART	WHEN IS IT APPLIED?	HOW IS IT DEVELOPED?
<b>Connections I make before reading</b>	<b>Before Reading</b>	Students in a free environment make a brain storming about energy and resources, then discuss it with their classmates after scanning the text.
<b>Connections I make during reading</b>	<b>During Reading</b>	Students write different kinds of connections found during the reading. On this phase students do not prioritize items in order of importance.

<p><b>Connections I make after reading</b></p>	<p><b>After Reading</b></p>	<p>Students must be compelled to compare the reading with the pre-reading activities, brain storming and the group discussion.</p> <p>Students use the graphic organizer suggested for the reading. Then students answer the questions. In the case of this graphic organizer (<b>B-D-A Connection chart</b>) all written questions will be answered after the reading. In this manner, the student will be aware of the differences during the whole reading and establish the necessary connections.</p>
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<p align="center"><b>PRACTICE # 2</b></p>		
<p><b>PRE READING-ACTIVITY:</b></p>		
<p><b>Connections made before reading</b></p>	<p><b>Before Reading</b></p>	<p><b>Open Discussion</b></p> <p>Students write the connections they think can be made based on their previous knowledge. After writing students share their ideas with the rest of the group. For example:</p> <ol style="list-style-type: none"> <li>1. What are some non renewable resources? Coal and oil</li> <li>2. How can I take care of natural resources? Learning more about the environment</li> </ol>
<p><b>Connections made during reading</b></p>	<p><b>During Reading</b></p>	<p><b>Answer the Questions</b></p> <p><b>1. How can I help the earth?</b> By using renewable energies.</p>

		<b>2. What kinds of renewable energies are available?</b>
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		Solar panels and wind power.
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### **READING: LIMITED RESOURCES**



Natural resources are things that we use that come from Earth. Our natural resources are limited. This means that they will not last forever. Some are renewable, like when you plant a new tree when you cut one down. Others are not renewable, like when you dig coal out of the ground. Once it is used, it is gone. People are aware of the fact that Earth's natural resources are limited, and can-do things to help conserve those resources.

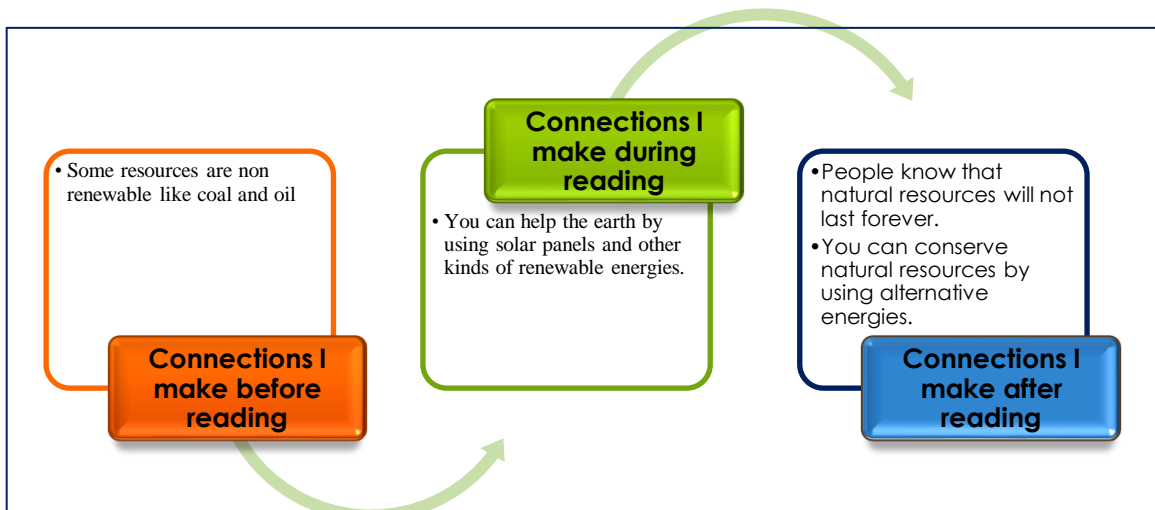
When you try to conserve a natural resource, you try to use less of it so it does not get used up so fast. One way that people conserve fuel, like gasoline, is by riding a bicycle or walking when the distance is short instead of driving everywhere. Water is a very important natural resource because we all need it to stay alive. We can conserve water by making sure that our pipes and faucets do not leak.

We can also conserve water by making smart choices, like only using the dishwasher or washing machine when they are full (K12Reader, 2019).

**POST READING ACTIVITY**

<p><b>Connections made after reading</b></p>	<p><b>After Reading</b></p>	<p><b>Answer the questions</b></p> <p><b>1. What is a natural resource?</b> The one that comes from earth</p> <p><b>2. Are people aware that natural resources are limited? Why?</b> They know they will not last forever because they are more expensive than before</p> <p><b>3. How can you conserve a natural resource?</b> By using alternatives energies.</p>
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**Graphic Organizer Completed: B-D-A**



Source: (K12Reader, 2019)

### Topic III

## Reading: Waves and Currents

### Strategy N° 3 (Graphic organizer): Questioning cluster

**Objective:** To recognize the important information about the reading by using WH questions.

Graphic organizer suggested:

Questioning cluster



#### DESCRIPTION

This chart is used for reading complex texts that may have different variables that can influence the conclusions or results.

**WHEN IS IT APPLIED?**

**Before Reading**

**HOW IS IT DEVELOPED?**

Students write and answer freely about WH questions based on their previous knowledge. The Teacher will ask them to keep their answers and to compare them with the final answers.

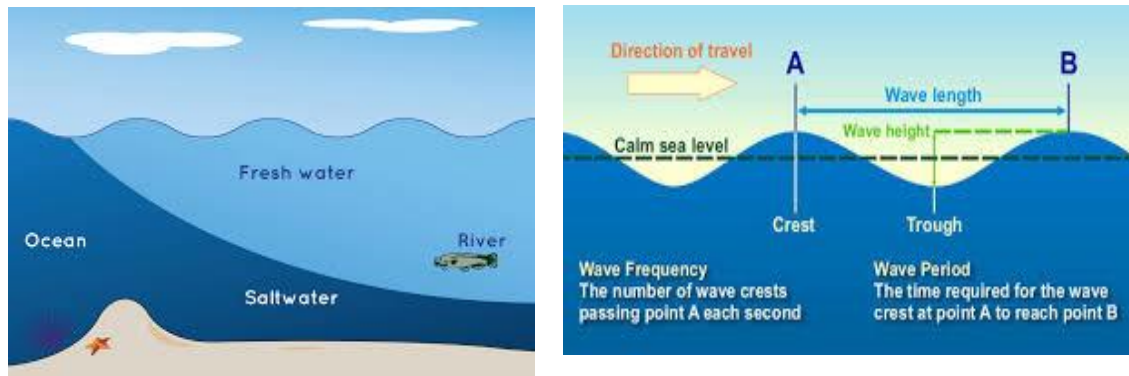
<b>During Reading</b>	Students write down key information and classify it depending on the kind of WH question that fits the best.
<b>After Reading</b>	Students answer the questions related to the topic. Students use the WH questions to establish the main ideas or most important aspects of the reading.

### PRACTICE # 3

<b>Before Reading</b>	<p><b>Open Discussion</b></p> <p>In the class students will discuss the main causes and consequences related to waves and currents. Examples:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Open debate</li> </ul>
<b>Before Reading</b>	<p><b>Possible questions and answers:</b></p> <ol style="list-style-type: none"> <li><b>1. What is a wave?</b> <ul style="list-style-type: none"> <li>• It is the movement of energy from one place to another.</li> </ul> </li> <li><b>2. Where are the waves located?</b> <ul style="list-style-type: none"> <li>• At the ocean or in the current</li> </ul> </li> <li><b>3. When does a wave or a current take place?</b> <ul style="list-style-type: none"> <li>• At the time you see them or you measure the waves.</li> </ul> </li> <li><b>4. Why do waves or currents occur?</b> <ul style="list-style-type: none"> <li>• Because these are physical phenomenon.</li> </ul> </li> <li><b>5. How waves and currents occur?</b> <ul style="list-style-type: none"> <li>• By transferring the energy in the sea or water.</li> </ul> </li> <li><b>6. Who studies the waves and currents?</b> <ul style="list-style-type: none"> <li>• The scientists.</li> </ul> </li> </ol>



## READING: Waves and currents



When you hear the words waves and currents, your brain might immediately make you think about the ocean, or at least some form of water. That's natural, since that is probably what you have experienced the most in connection to those two words. But waves and currents can be talking about energy as well. Energy travels in waves, and electric current is the constant flow of electric energy. A wave, whether it is in the ocean, on land, or in the air, is simply the movement that takes energy from one place to another. Many kinds of energy travel in waves. Light, sound, and mechanical energy all travel in waves. Sound waves, for example, are produced by the vibration of particles. Plucking a string on a guitar or violin makes the air around the string move back and forth.

A wave can be measured based on a comparison of its highest point (crest) and lowest point (trough). The distances between troughs and the distance between crests are called wavelengths. You can use a timer to see how many crests happen in a certain amount of time, and that will tell you the frequency of a wave. The constant flow of charged particles is an electric current. Negatively charged particles move toward positively charged particles. Electric current needs an unbroken path, or circuit. A circuit is made of wires, an energy source and something that requires energy. Then the current can flow! (K12Reader, 2019).

## POST READING ACTIVITY

After Reading

Answer all the questions:

**1. What is a wave? How are ocean waves and sound waves similar?**

- It is the movement that takes energy from one place to another.
- They are similar because many kinds of waves travel in waves.

**2. What is a trough? How is it different from a crest?**

- It is the wave height in the lowest point.
- It is different because the crest is the wave in the higher point.

**3. What is the name for the flow of charged particles?**

- It is a current

### Graphic Organizer Completed: B-D-A



Source: (K12Reader, 2019)

## Topic IV

*Reading: What is a tribal government?*

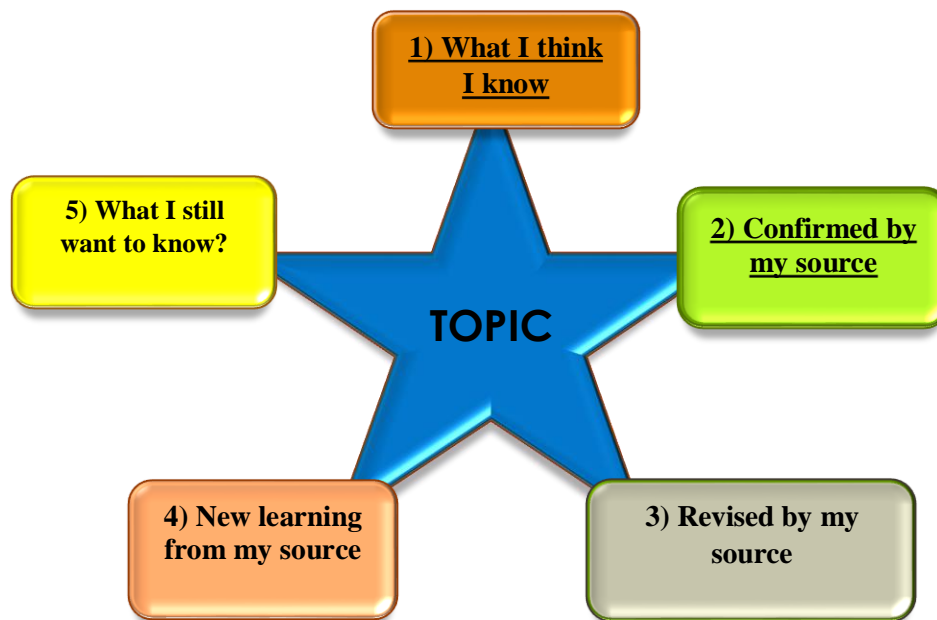
*Strategy N° 1 (Graphic organizer): Building and revising schema chart.*

*(B-R-S Chart)*

**Objective:** To compare students` knowledge related to the subject with the new learning and with expectations after reading.

Graphic organizer suggested:

**Building and revising schema chart. (B-R-S Chart)**



### Description

This chart is used for reading historic or political texts and compares the general knowledge about a subject with the new learning.

PARTS OF THE CHART	WHEN IS IT APPLIED?	HOW IS IT DEVELOPED?
• <b>What I think I know</b>	<b>Before Reading</b>	Students in an open forum in the classroom say what they think about the subject and the text.

<ul style="list-style-type: none"> <li>• <b>Confirmed by my source</b></li> <li>• <b>Revised by my source</b></li> </ul>	<b>During Reading</b>	Students compare their previous ideas about the subject with the new information confirmed and revised by the source. In this case students learn how to check the validity of new information.
<ul style="list-style-type: none"> <li>• <b>New learning from my source</b></li> <li>• <b>What I still want to learn.</b></li> </ul>	<b>After Reading</b>	By using the Graphic organizer: Building and revising schema chart (B-R-S Chart), students realize that they have got new information from the source but still most important, they visualize key aspects they want to learn in the future from this subject.

<b>PRACTICE # 4</b>		
<b>What I think I know.</b>	<b>Before Reading</b>	Before the reading each student will write down the main personal ideas about the subject guided by these questions: <ol style="list-style-type: none"> <li>1. What is a tribe?</li> <li>2. Are there any tribes in your country?</li> <li>3. Are there any tribal governments in my country?</li> </ol>
<b>Confirmed by my source.</b>  <b>Revised by my source.</b>	<b>During Reading</b>	Check the most important information that was made before the reading with the new information found. Examples: <ul style="list-style-type: none"> <li>• It is a traditional society or community linked by ancestral ties.</li> <li>• In my country there many tribes but all tribes do not have tribal governments.</li> <li>• In the United States each tribe is in charge of its own tribal government.</li> </ul>

## READING: WHAT IS A TRIBAL GOVERNMENT?



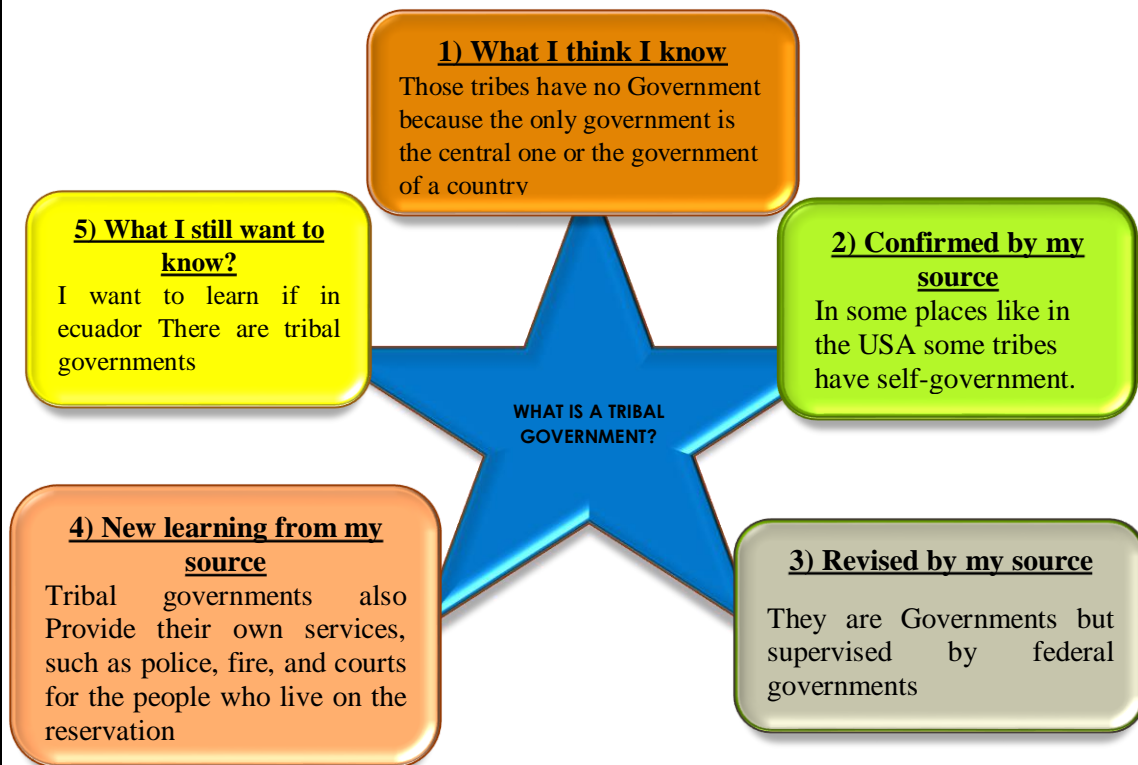
Many Native Americans live on reservations, which are areas of land that are owned by a specific Native American tribe, or group. Each Native American tribe is in charge of its own tribal government. Tribal governments are not part of the local or state governments. They are under the supervision of the United States federal government. Native Americans serve on tribal councils, which make laws for the reservation. The laws are a lot like the laws that our state governments make to protect the health, safety, and rights of the people. Tribal governments also provide their own services, such as police, fire, and courts for the people who live on the reservation. Many tribal governments have written constitutions just like our state and federal governments. A constitution is a written plan for how the government will work, including the duties and freedoms of the people, and the government.

When there are disagreements or court cases, the constitution is used to help resolve the issues. Tribal governments help their people earn money so they can meet their needs. Some tribes create art or sing and dance in cultural performances on their reservations. Visitors pay money to see artifacts in museums, attend performances, and buy original arts and crafts. Some tribes have casinos and other entertainment to bring in paying customers. Reservations are located within states. Native Americans help our economy by spending (K12Reader, 2019).

## POST READING ACTIVITY

<ul style="list-style-type: none"> <li>• <b>New learning from my source.</b></li>   <li>• <b>What I still want to learn.</b></li> </ul>	<p><b>After Reading</b></p>	<p><b>Answer the questions:</b></p> <p><b>1. What is the main idea of the text?</b>            The main idea is that in U.S.A. there are tribal governments that live in reservations and control many aspects of their lives.</p> <p><b>2. What is a tribal government?</b>            They are tribes that control and rule their destiny up to a point and have some independence from central or federal governments.</p>
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**Graphic Organizer Completed:** Building and revising schema chart. (B-R-S Chart)



Source: (K12Reader, 2019)

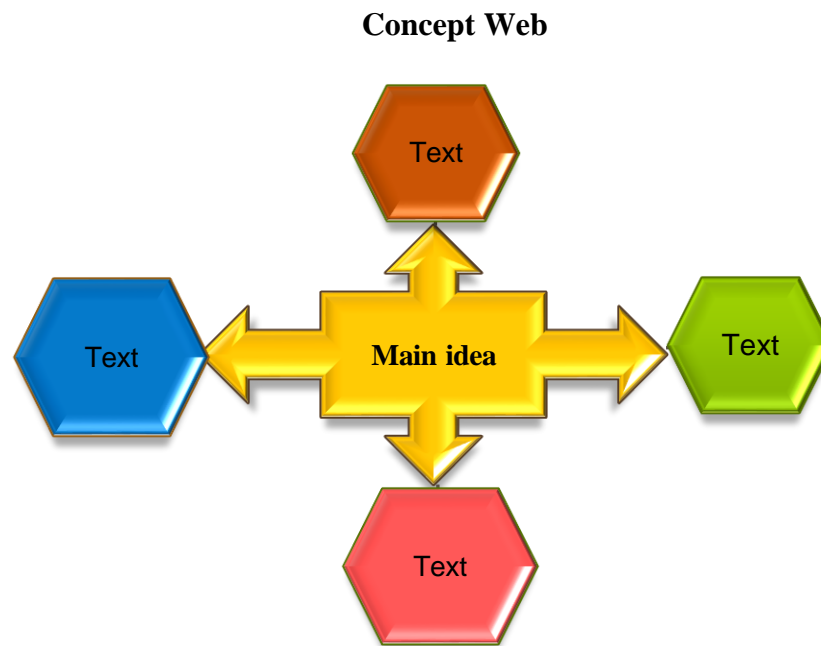
## Topic V

Reading: Hide and seek

Strategy N° 1 (Graphic organizer): Concept web

**Objective:** To identify the main concepts included in the reading and clarify the structure of the reading.

Graphic organizer suggested:



### DESCRIPTION

This chart is used for reading texts that compare complex concepts that are related and have many implications.

**WHEN IS IT  
APPLIED?**

**HOW IS IT DEVELOPED?**

<b>Before Reading</b>	Students discuss the main concepts related to the scientific subject from the text. They will use their ideas and try to define the concepts as a preamble, based on the title and the pictures.
<b>During Reading</b>	Students will understand the quality and extend of their previous knowledge and construct the new concepts based on the new information found.
<b>After Reading</b>	This graphic organizer will help students to identify the main ideas or most important aspects of the reading. By filling the chart, the students will have a clear idea of the structure of the reading.

<b>Before Reading</b>	<p>Think about the main idea of the text and the concepts related. Examples:</p> <ul style="list-style-type: none"> <li>• Is the reading about animals?</li> <li>• Why do animals hide?</li> <li>• Why do animals adapt to habitats?</li> </ul>
<b>During Reading</b>	<p><b>Write four concepts or important ideas included in the text.</b></p> <ul style="list-style-type: none"> <li>• Adaptation to severe habitats.</li> <li>• Predator and prey.</li> <li>• If habitats change, animals can adapt.</li> <li>• Predators use camouflage.</li> </ul>



## READING: HIDE AND SEEK



In the wild, it often comes down to predator and prey, the hunter and the hunted. As you can imagine, most organisms want to stay alive. They have developed ways of adapting to severe habitats, and hiding or escaping from those who would like to eat them. So how do they do it? One very helpful adaptation is called camouflage. You may have been surprised by an animal that was using camouflage in the past. It blended into its surroundings so well that you nearly missed seeing it at all. Its coloring, markings, or other physical features resemble its habitat so much that you can look directly at it without seeing it at first. This is often good enough to fool a predator that is scanning an area to look for food. This helps prey to hide from its predator. But did you know that it often works the other way around, too? Predators can use camouflage to trap their prey. If a predator wants to eat a certain animal, and that animal cannot see it lying in wait, it can pounce on its prey unexpectedly, devouring it before it even knows what is happening.

Another popular adaptation is mimicry. Mimicry is when an animal has markings or other physical characteristics that allow it to look like some other kind of animal or plant. If it can make its predators believe that it is something that preys on them, or would at least be difficult or painful to catch, its predator will often go off in search of an easier target. Sometimes animals are able to survive when their habitat changes because they adapt to the new conditions. For example, birds that were accustomed to nesting on high cliffs or in tall trees

have survived industrialization of their habitat by learning to nest in the crevices of tall buildings.

Raccoons easily adapt to residential areas that have taken over their woodland homes. They often help themselves to any food they can grab, whether it is in trashcans, or inside people's homes! (K12Reader, 2019).

### POST READING ACTIVITY

**After Reading**

**Answers the questions:**

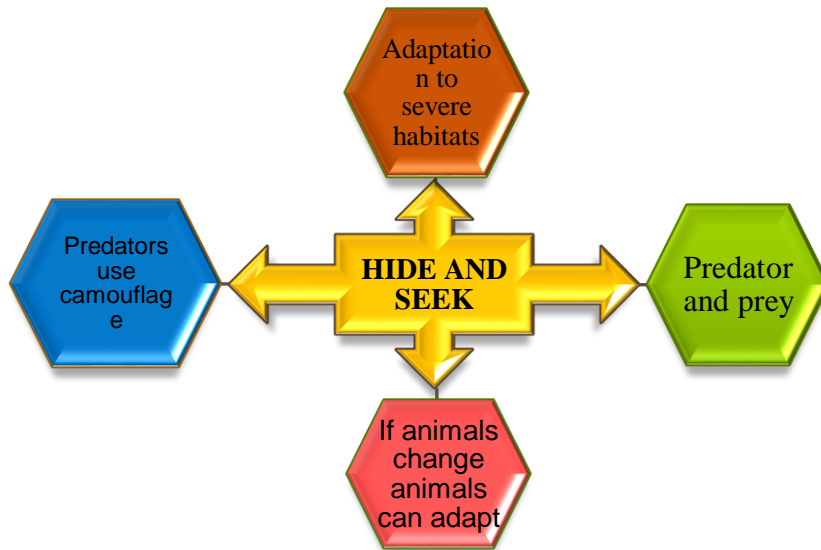
**1. What is the main idea of the text?**

The reason some animals use the helpful adaptation of camouflage.

**2. List two supporting details for the main idea**

- Some animals can hide in order to survive from predators.
- Adaptation is the key to survival.

### Graphic Organizer Completed: Concept web



Source: (K12Reader, 2019)

## Topic VI

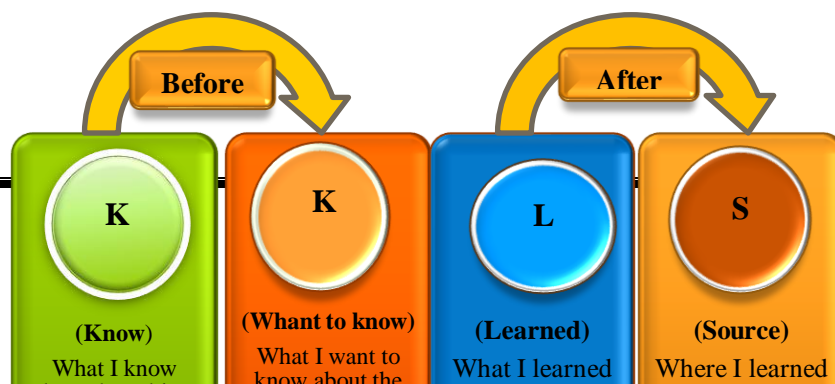
### Reading: Galileo and his telescope

#### Strategy N° 1 (Graphic organizer): K-W-L-S Chart

**Objective:** To differentiate the final learning from the previous ideas and concepts the reader had about the text.

Graphic organizer suggested:

#### K-W-L-S Chart.



**DESCRIPTION**

This chart is used for reading texts in which the kind of source is relevant.

<b>CHART</b>	<b>WHEN IS IT APPLIED?</b>	<b>HOW IS IT DEVELOPED?</b>
<b>Know</b>	<b>Before Reading</b>	Students will write 1 or 2 questions about the reading based on the title and pictures. Example: Who is an astronomer? What is a telescope?
<b>Want to know</b>	<b>Before Reading</b>	Students write some ideas or questions about the main expectations they have.
<b>Learned</b>	<b>After Reading</b>	Students express the real learning based on facts about the reading.
<b>Source</b>	<b>After Reading</b>	They get the specific data about the source to be aware of the different kinds of sources; web pages, books, short stories, essays and articles among others.

## PRACTICE# 6

### Pre-reading activity

<b>Know</b>	<b>Before Reading</b>	<b>Answer the Questions:</b> 1. Do you know Galileo? 2. What is a telescope? 3. How do telescopes work?
<b>Want to know</b>	<b>Before Reading</b>	<b>Answer the Questions:</b> 1. Who is Galileo? 3. Who invented the telescope?

### READING: Galileo and his telescope



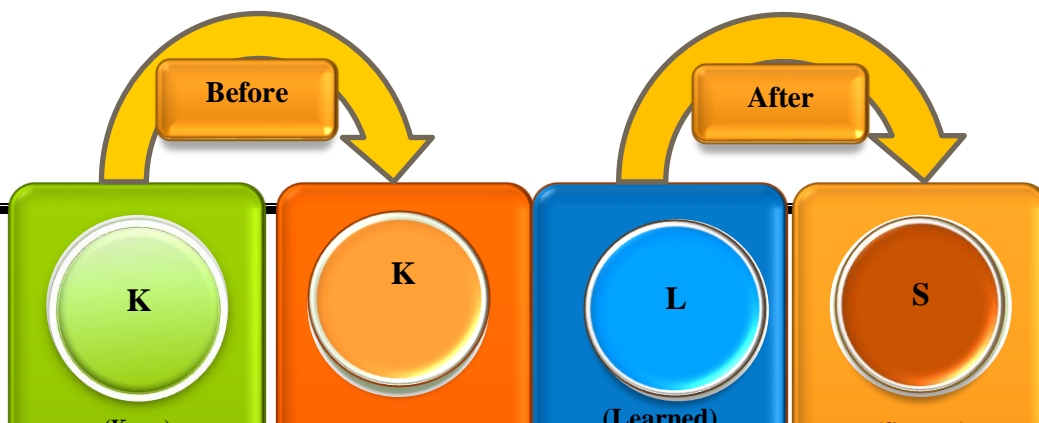
Galileo Galilei was born in the year 1564 in the town of Pisa, Italy. When he was 20 years old, he was studying in Pisa. His father wanted him to be a doctor, but Galileo was bored with school except for math. Because math was the one subject where he was doing well, the court mathematician offered to tutor him privately so he could become a qualified mathematician. Galileo's father was disappointed, but he agreed. Because he needed to earn money, Galileo began experimenting with different things, trying to come up with some sort of invention that he could sell for money. He had a little bit of success with his invention that was like a compass that could be used to measure plots of land. He had already experimented with pendulums, thermometers, and magnets. When he heard that a Dutch inventor had invented something called

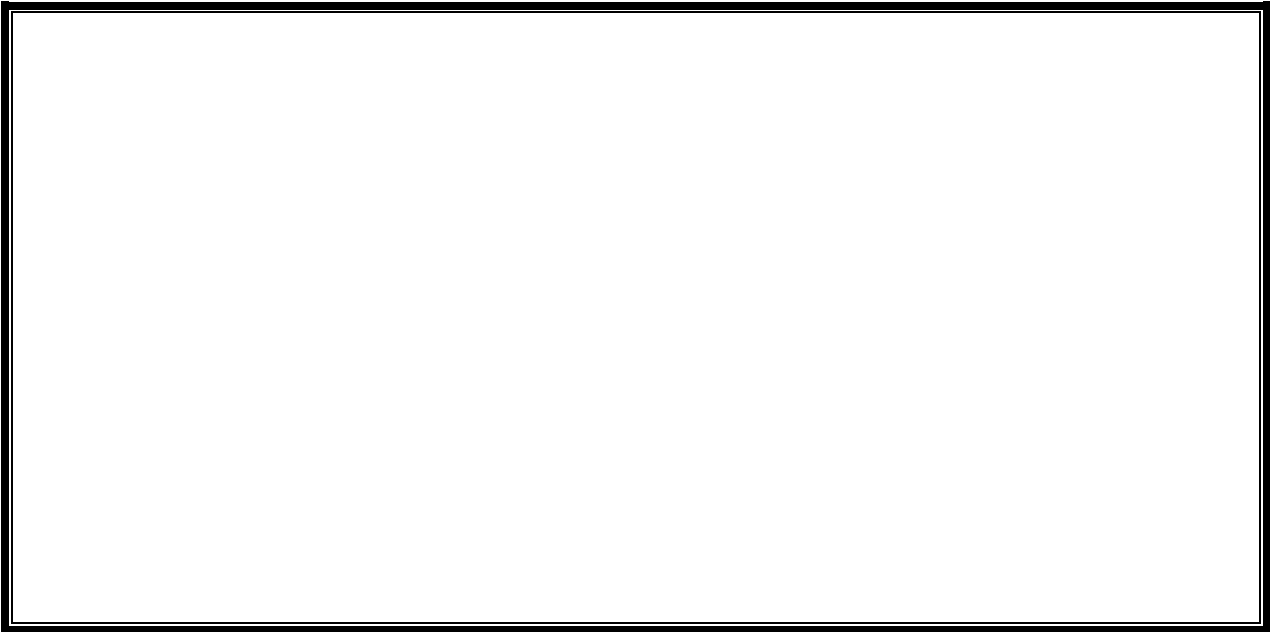
a spyglass, but was keeping it a secret, Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope that could magnify things to make them appear ten times larger than real life. One night, he pointed his telescope toward the sky, and made his first of many space observations: the moon was not smooth, like everyone thought. The moon was covered in bumps and craters. As technology has improved, first Galileo, and then many others, have made improvements on the telescope, the wonderful device that allows us to see from a distance (K12Reader, 2019)

**POST READING ACTIVITY**

<b>Learned</b>	<b>After Reading</b>	<p><b>Answers the questions:</b></p> <p><b>1.How did Galileo start to invent the telescope? Did someone else inspire him?</b></p> <p>Because he needed money and started to make experiments. The inspiration came when he heard that a Dutch inventor had invented something called a spyglass, but was keeping it a secret.</p> <p><b>2. How did the world change with this invention?</b></p> <p>Because this allowed scientists to observe other planets and even other galaxies.</p>
<b>Source</b>	<b>After Reading</b>	<p><b>1. What kind of source is the short story?</b></p> <ul style="list-style-type: none"> <li>This is a historical source or historical material.</li> </ul>

**Graphic Organizer Completed: K-W-L-S**



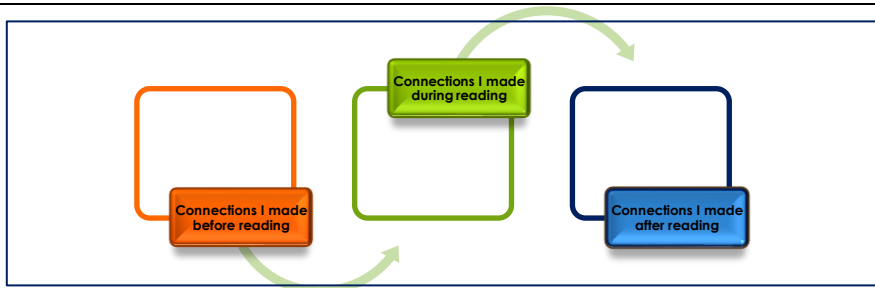


Source: (K12 READER, 2019)

**Summary chart of Graphic Organizers**

<p><b>GRAPHIC ORGANIZER</b></p>	<p><b>DESCRIPTION</b></p>
<p><b>K-W-L Chart</b></p>	

**B-D-A  
Connection Chart**



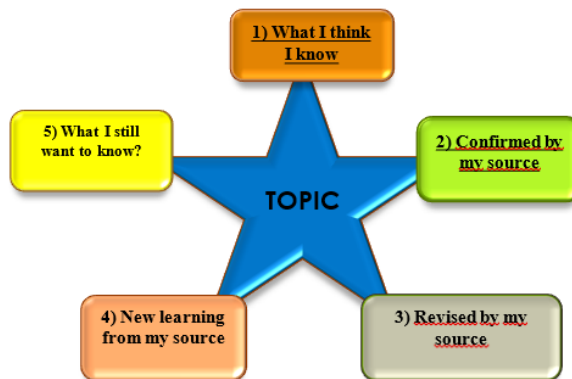
**Questioning Cluster**



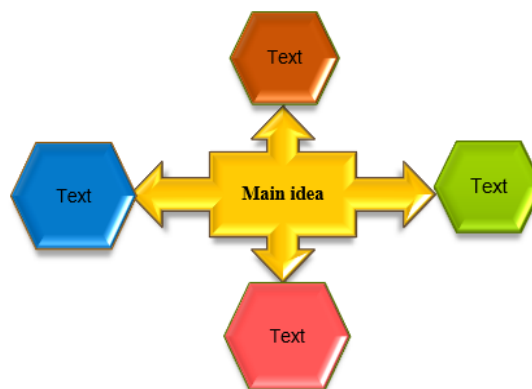
**BRS CHART**

Building and revising schema chart

Organizer for non-fiction topic study



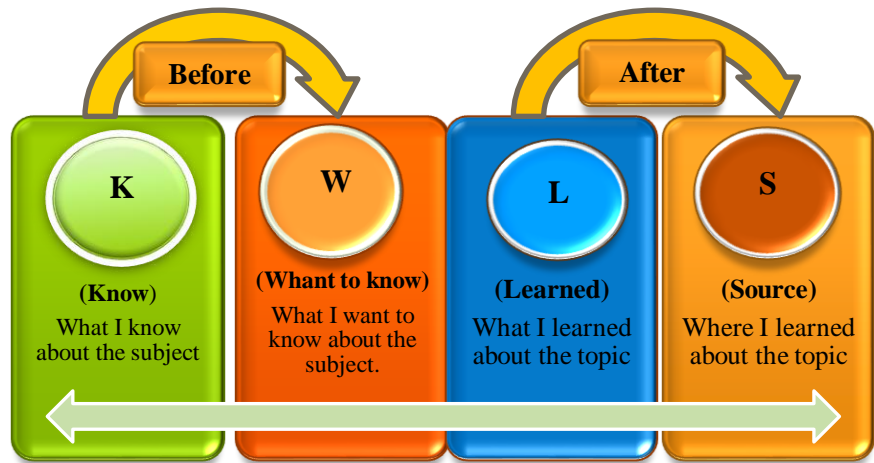
**Concept Web**





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**K-W-L-S Chart**



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# APPENDIXES

## Appendix 1

TECHNICAL UNIVERSITY OF AMBATO



**DIRECCION DE POSTGRADO  
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE  
OBSERVATION SHEET**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_ to \_\_\_\_  
**Group number:** \_\_\_\_\_ **Group Task:** \_\_\_\_\_

This observation sheet is to be completed during and after the students complete the reading text. The aim of this instrument is to determine the use of Graphic Organizers to develop students' reading comprehension applied to Second Year BGU students at Unidad Educativa Joaquin Lalama in the Academic Year 2018-2019.

**Instructions:** Make a short individual interview to students and observe the use of important element in the pre-reading activity like key terms, main ideas and graphic termEs.

		Not at all 1	Some what 2	Mode rately 3	Much 4	Very much 5	N/A 0
<i>Reading text interactions</i>	Does the student has previous knowledge of the text?						
	Does the student show confidence when explaining the text?						
	Does the student make inferences from key terms?						
		Not at all 1	Some what 2	Mode rately 3	Much 4	Very much 5	N/A 0
Reading Proficiency	Does the student have specific weaknesses?						
	Does the student use graphic helps?						
	Does the student use specific reading techniques?						
	Does the student can answer questions related to the text?						
	Does the student can explain in his/her own words the main idea of the reading?						

Elaborated by: Verónica Carrera (2019)



## Appendix 2

### TECHNICAL UNIVERSITY OF AMBATO



#### DIRECCION DE POSTGRADO MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

#### PRETEST

*The following instrument will assess your reading language proficiency in English about a general topic. The results of this instrument will help the researcher to determine the influence use of Graphic Organizers to develop students' reading comprehension applied to Second Year BGU students at Unidad Educativa Joaquin Lalama in the Academic Year 2018-2019.*

#### READING TEST DIRECTIONS:

This is a reading test. This test includes 2 tasks that will assess different aspects of your reading performance. For each type of task, you will be given specific directions. It is to your advantage to express yourself the best you can. It is also important that you express clearly and answer each question according to the directions. The reading test takes about 30 minutes long and is divided in two parts:

Task	Instruction	Time	Evaluation Criteria
Task 1	Read the text	15 minutes	<b>Reading comprehension</b>
Task 2	Answer the questions	15 minutes	Decoding Fluency Vocabulary Reasoning and background Connection ideas Knowledge Attention

#### Task 1:

##### Read the text

**Directions:** In this part of the test, the teacher organizes the class individually. Read the following text and use the extra page to organize your ideas. You can use draws, series of words or any help you consider in order help yourself to answer the questions.

**Time:** You will have 15 minutes to read the text and organize your ideas.

Greek Mythology will always be culturally relevant in our world. There is a great deal of Greek mythology symbolism of Greek gods in today's society. Greek mythology will remain compatible to the ideas of society. Many aspects of our culture involve and began from Greek myths. The solar system is, for the most part, also named after Greek gods, "with the exception of Earth, all of the planets in our solar system have names from Greek or Roman mythology" (Starchild NASA 1). There is also much symbolism of Greek gods and mythology in today's society. Greek mythology is greatly reflected in advertising. Several examples are Nike, the goddess of victory, and the very popular sports company, Nike. Another popular advertisement is for the FTD flower delivery company. Their logo includes Hermes or Mercury, the messenger of the gods with winged feet. Apollo, the god of music, has a famous music hall in New York named after him, the Apollo Theater. There is also a magazine of the arts called Daedalus. Greek mythology is relatable to humans. Many of the heroes in Greek

mythology are on a quest for truth. In today's society, humans are still looking for truthful answers to their many questions. Myths explain things the people are believed to not understand. Creation stories in Greek mythology tell of how everything came to be, in their opinion. Many Creation stories include a flood story, which leads Christians to have greater faith that it occurred. It is also important to study Greek mythology because it is part of history. There can be a lot learned about the Greek culture. Greek mythology will always be relevant and relatable to the people in this world.

### **Task 2:**

#### **Answer the questions**

#### **Greek Mythology**

**Directions:** The teacher will answer your questions related to the structure or order of the text. Then select the best answer according to your criteria.

#### **Questions:**

- 1) This selection is mostly about Greek \_\_\_\_\_.  
A. culture   B. mythology   C. gods   D. symbolism
- 2) Greek mythology is greatly reflected in \_\_\_\_\_.  
A. the solar system   B. the Greek culture   C. today's advertising   D. much symbolism
- 3) It is important to study Greek mythology because it is \_\_\_\_\_.  
A. related to advertising   B. reflected in our present   C. part of the world's history   D. relevant to human behavior
- 4) The word quest in the essay means \_\_\_\_\_.  
A. retreat   B. travel   C. search   D. escape
- 5) When the author mentions "there can be a lot learned" he infers that people should \_\_\_\_\_.  
A. read and analyze the Greek culture   B. imitate and behave like the Greeks   C. be aware of the Greek's philosophy   D. respect the beliefs of the Greek culture
- 6) The essay mentions Mercury before mentioning \_\_\_\_\_.  
A. Apollo   B. Starchild   C. Daedalus   D. Roman
- 7) The word faith in the essay refers to \_\_\_\_\_.  
A. suspicion   B. disbelief   C. rejection   D. conviction
- 8) The word humans in the essay means the opposite of \_\_\_\_\_.  
A. animals   B. immortals   C. persons   D. individuals

Source: Adapted from (LEARN AID PUERTO RICO)

*Elaborated by: Verónica Carrera (2019)*

### Appendix 3

Ambato, 11 de septiembre de 2019

Doctora  
Adriana Reinoso Núñez  
**PRESIDENTA**  
**UNIDAD DE TITULACIÓN**  
**UNIVERSIDAD TÉCNICA DE AMBATO**  
Presente

De mi consideración:

Por medio de la presente pongo en conocimiento el reporte URKUND del trabajo de investigación con el tema **"THE USE OF GRAPHIC ORGANIZERS TO DEVELOP STUDENTS' READING COMPREHENSION APPLIED TO SECOND YEAR BGU STUDENTS AT UNIDAD EDUCATIVA JOAQUIN LALAMA IN THE ACADEMIC YEAR 2018-2019."** Elaborado por la Licenciada Verónica Carrera , el mismo que evidencia un 4% de similitud, como se puede observar en la captura de pantalla siguiente:

Documento: [TEMA 2018-2019 DE VERONICA CARRERA.docx \(013446011\)](#)  
Presentado: 2019-09-10 16:02:08:00  
Presentado por: Elisa Hernández Chérrez (info@unitec.edu.ec)  
Recibido: info@unitec.edu.ec:analisis.arkund.com  
Mensaje: Re: Respuesta DE TESIS PARA URKUND. [Mensaje al presidente de la unidad](#)  
Atte. de estas 40 paginas, se detectaron un 4% de texto presente en 7 fuentes.

Lista de fuentes Bloques \* Probar la nueva interfaz Arkund

Categoría	Enlace/nombre de archivo
Repetible	<a href="#">TEMA 2018-2019 DE VERONICA CARRERA.docx</a>
Repetible	<a href="#">TEMA 2018-2019 DE VERONICA CARRERA.docx</a>
>	<a href="#">tesis-2018-2019.docx</a>
	<a href="#">TEMA 2018-2019 DE VERONICA CARRERA.docx</a>
	<a href="https://www.ematonline.com/investigacion-grafica-organizadores-lectura-comprehension">https://www.ematonline.com/investigacion-grafica-organizadores-lectura-comprehension</a>
	FULL THESIS JONATHAN.docx
	<a href="https://www.arkund.com/download/pdf/12350741.pdf">https://www.arkund.com/download/pdf/12350741.pdf</a>
Fuentes alternativas	
Fuentes no usadas	

Particular que comunico para los fines pertinentes.  
Atentamente,

  
Dña. Elisa Hernández Chérrez  
**DIRECTORA DEL TRABAJO DE TITULACIÓN**  
Adjunto: Reporte Urkund

## Appendix 4



### Urkund Analysis Result

**Analysed Document:** TESIS-VERONICA-para urkund.docx (D55460111)  
**Submitted:** 9/11/2019 1:02:00 AM  
**Submitted By:** rv.barona@uta.edu.ec  
**Significance:** 4 %

#### Sources included in the report:

TESIS COMPLETA NELLY MASABANDA.docx (D50908525)  
TESIS MIRYAN SALAZAR 2.docx (D40265306)  
thesis-RUTH.docx (D45214543)  
FULL THESIS JONATHAN.docx (D48406570)  
TESIS SILVIA TORRES.docx (D49291454)  
<https://www.ectutoring.com/how-to-use-graphic-organizers-reading-comprehension>  
<https://core.ac.uk/download/pdf/12350741.pdf>

#### Instances where selected sources appear:

21

## Appendix 5

Ambato, 06 de mayo de 2019

Señor Doctor  
Hugo Guerrero  
RECTOR UNIDAD EDUCATIVA "JOAQUÍN LALAMA"  
Presente.-

De mi consideración:

Yo, Verónica Paulina Carrera Martínez con C.I.1803890571, me dirijo a usted muy respetuosamente para solicitarle de la manera más comedida me autorice realizar mi trabajo de investigación con el tema: GRAPHIC ORGANIZERS IN READING COMPREHENSION DEVELOPMENT, requisito indispensable previo a la obtención del grado académico de Magister en la "Enseñanza del Idioma Inglés como Lengua Extranjera", otorgado por la Universidad Técnica de Ambato.

Dicho trabajo de investigación se llevará a cabo con los estudiantes de 2do BGU en los meses de mayo y junio en el periodo escolar 2018-2019.

Por la gentil atención que se digne dar a la presente, anticipo mi agradecimiento.

Atentamente



Lic. Verónica Paulina Carrera Martínez  
C.I. 1803890571  
Docente.

UNIDAD EDUCATIVA  
"JOAQUÍN LALAMA"  
RECIBIDO

06 MAY

*Guerra*  
RECTORADO

AUTORIZADO

- No se deberá aplicar ninguna encuesta que recabe datos personales o familiares del estudiante, así como con contenido de connotación sexual, discriminatorio etc. Para el efecto deberá estar acompañada con personal del D.



## Appendix 6



UNIDAD EDUCATIVA "JOAQUÍN LALAMA"  
Dirección: Av. Las Américas y Verdeloma  
Teléfonos: 032 521207 – 032 521012 – 032521074  
18h00090@gmail.com

UEJL

Ambato, 29 de julio de 2019

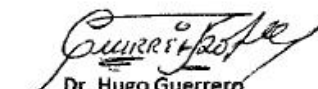
### CERTIFICADO

Yo, Hugo Jesús Guerrero Altamirano, Rector de la Unidad Educativa "Joaquín Lalama", certifico que la Licenciada Verónica Paulina Carrera Martínez, docente de inglés, desarrolló el proyecto de tesis con el tema: GRAPHIC ORGANIZERS IN READING COMPREHENSION DEVELOPMENT en esta institución con los estudiantes de Segundo de BGU.

Este proyecto de investigación se desarrolló previo a la obtención del grado académico de Magister en la "Enseñanza del Idioma Inglés como Lengua Extranjera", otorgado por la Universidad Técnica de Ambato.

Es todo cuanto puedo certificar en honor a la verdad.

Atentamente.

  
Dr. Hugo Guerrero  
RECTOR

