



## **UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

### **TITLE**

**GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING COMPREHENSION AMONG FIRST YEAR STUDENTS OF BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.**

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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**LOJA – ECUADOR**

**2016**

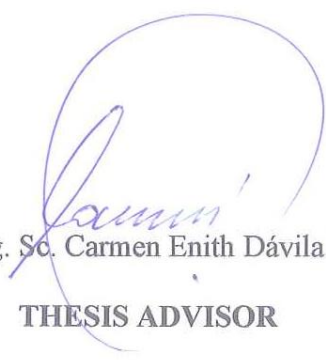
## **CERTIFICATION**

Dra. Mg. Sc. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

### **CERTIFIES:**

The present research work entitled: **GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING COMPREHENSION AMONG FIRST YEAR STUDENTS OF BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015**, under the responsibility of the undergraduate student: LUCÍA MARLENE JIMÉNEZ ABAD has been thoroughly revised and fully analyzed, therefore I authorize the presentation of the thesis for the pertinent legal aims.

Loja, November 24, 2015



Dra. Mg. Sc. Carmen Enith Dávila Vega

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## **ACKNOWLEDGMENTS**

I express my gratefulness to Universidad Nacional de Loja, to the English Language Department, its Coordinator and professors who gave me the opportunity to study and finish my studies and carry out the research a requirement to obtain my bachelor's degree.

Similarly, I would like to acknowledge to “Adolfo Valarezo” High School, its representatives, teachers, and students for allowing me to develop this research work.

Finally, I express my gratitude to Dra. Carmen Dávila, who has given me all the support as my thesis advisor, so that, I have been able to finish this research work.

## **THE AUTHOR**

## **DEDICATION**

First, I want to dedicate this work to God who has given me a full life and without complications. With infinite love, to my parents, Gloria and Antonio, to my brothers and sisters, to my aunts and uncles, who had made possible the culmination of my university studies.

With a huge loyalty to my close friends, who were my motivation to fulfill my goal, which is to obtain my bachelor's degree.

With all the love and appreciation.

LUCÍA MARLENE

## MATRIZ DE ÁMBITO GEOGRÁFICO

MATRIZ DE ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: Área de la Educación, el Arte y la Comunicación											
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA/ AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIO COMUNIDAD		
TESIS	Lucía Marlene Jiménez Abad  Graphic organizers as a didactic tool to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014-2015.	UNL	2016	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	EL PEDESTAL	CD	Licenciada en Ciencias de la Educación, mención: Idioma Inglés.

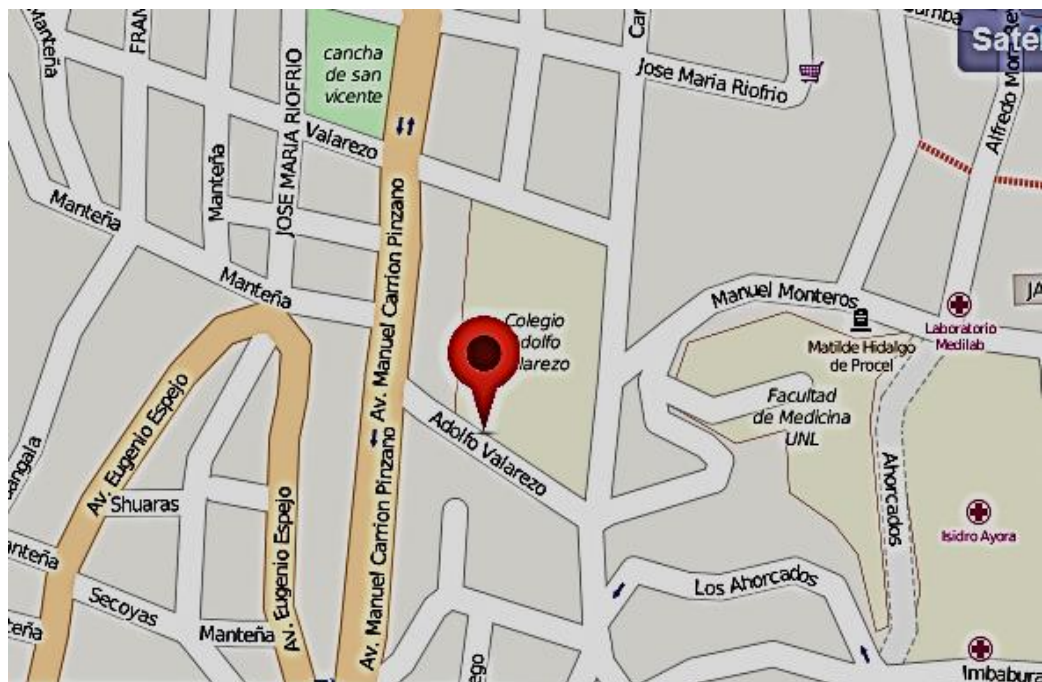


## MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA



**CROQUIS DE LA INVESTIGACIÓN COLEGIO “ADOLFO VALAREZO”**





## **THESIS OUTLINE**

- i. COVER PAGE**
- ii. CERTIFICATION**
- iii. AUTORÍA**
- iv. CARTA DE AUTORIZACIÓN**
- v. ACKNOWLEDGMENTS**
- vi. DEDICATION**
- vii. MARTRIZ DE ÁMBITO GEOGRÁFICO**
- viii. MAPA GEOGRÁFICO Y CROQUIS**
- ix. THESIS OUTLINE**

- a. TITLE**
- b. RESUMEN**
  - ABSTRACT**
- c. INTRODUCTION**
- d. LITERATURE REVIEW**
- e. MATERIALS AND METHODS**
- f. RESULTS**
- g. DISCUSSION**
- h. CONCLUSIONS**
- i. RECOMMENDATIONS**
- j. BIBLIOGRAPHY**
- k. ANNEXES**
  - INDEX**

**a. TITLE**

GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING  
COMPREHENSION AMONG FIRST YEAR STUDENTS OF  
BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA  
CITY, DURING THE ACADEMIC PERIOD 2014-2015.

## **b. ABSTRACT**

El propósito de este trabajo de investigación fue incrementar la comprensión de lectura en inglés a través del uso de organizadores gráficos. Los métodos científico, descriptivo, analítico y estadístico fueron utilizados para desarrollar cada parte del trabajo. Pruebas y cuestionarios fueron aplicados a treinta y seis estudiantes al inicio y al final de la intervención para obtener información sobre las limitaciones y mejoramiento en la comprensión lectora de los estudiantes. La información fue presentada y organizada en tablas y gráficos, luego fue analizada e interpretada, lo que permitió llegar a las conclusiones y formular las recomendaciones más pertinentes. Los principales resultados obtenidos mostraron que los estudiantes superaron de manera significativa su comprensión lectora en tres aspectos: inferir, comprensión literal y evaluación. La conclusión principal fue que los organizadores gráficos como estrategia estimularon a los estudiantes involucrados manteniéndolos activos durante el desarrollo de la clase, permitiéndoles moverse de un bajo nivel a un alto nivel de comprensión lectora.

## **SUMMARY**

The purpose of this research work was to increase the English reading comprehension through the use of graphic organizers. The scientific, descriptive, analytical-synthetic and the statistical methods were used to develop every part of the work. Tests and questionnaires were applied to thirty-six students at the beginning and at the end of the intervention as instruments to collect information about students' limitation and the improvement of reading comprehension. The data were presented and organized in tables and graphs, after it was analyzed and interpreted, that allowed to draw conclusions and formulate the most pertinent recommendations. The main results obtained showed that students overcome their reading comprehension significantly in three aspects: inference, literal comprehension, and evaluation. The main conclusion was that graphic organizers as a didactic tool stimulated students to be engage and active during the development of the class, allowing them to move from the lower level to the higher level of reading comprehension.

### **c. INTRODUCTION**

Reading comprehension is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. So students face different problems when reading in English, some of them are in relation to literal comprehension, they do not understand the straightforward meaning of the text, such as: facts, vocabulary, dates, times, main ideas, and locations; in making inferences, they are not able to combine their literal understanding of the text with their own knowledge and intuitions; in evaluation, they have difficulties in giving a global comprehension of the text and draw conclusions based on the information that they are reading, and in personal responses, learners can not answer questions based on facts and details found in the reading.

To cope with these difficulties that the students faced, it was necessary to search, how does the use of graphic organizers help students to increase reading comprehension?

The reason that inspired to select this theme was to help students to solve the limitations and problems observed in their reading comprehension, applying new strategies that motivates them to continue practicing the language in a comfortable and interesting way.

The specific objectives associated with the research were: to investigate the theoretical references about reading comprehension in the English language and the graphic organizers as a tool to help students of first year of bachillerato; to

diagnose the problems that limit the reading comprehension through a pre-test, to design an intervention plan with the use of graphic organizers to increase students' reading comprehension; to apply the graphic organizers as a part of the classroom activities, in order to solve the limitations in reading comprehension; to reflect upon the effect that the graphic organizers have on grade students' reading comprehension, which was measured through the post test.

To achieve the proposed objectives was necessary to use different methods. The first was the scientific method, which helped the study of the two variables. In addition, it helped in the observations done, before the intervention plan to identify the problem. During, to follow step -by -step the proposal designed, and after the intervention to confirm ideas starting conclusions and recommendations. The descriptive method demonstrated the obtained results in the research. The analytical-synthetic method was used to analyze, synthesize the obtained results and establish the conclusions. The statistical method made possible the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from the pre and post questionnaires.

The present research work is organized in the following way:

First, the abstract describes briefly, clearly, effectively the purpose, methods, and instruments used, the main outcomes and conclusions accomplished through this thesis work.

Second, introduction describes the main problem that motivated the research to do this work, the reasons, the specific objectives, methodology and contents of the research work.

The literature review where the main categories of the research work are synthesized.

Next, the section materials and methods that include different techniques, materials and instruments used to develop the research.

Afterwards, the section of results presents the description of the information arranged in tables and figures. Each table and figure have its respective interpretation and analysis.

Finally, it contains the conclusions and recommendations to the problem found which made the whole research worthy.



## **d. LITERATURE REVIEW**

### **Reading comprehension**

#### **What is reading comprehension?**

According to Smith (2015) reading comprehension is the act of understanding what you are reading, that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text.

According to Klingner (2007) “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. Therefore, reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

According to Wainwright (2007) reading comprehension is a process in which the reader has to decode linguistic symbols and reconstruct them up to meaningful whole intended by the writer, reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load

reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details.

### **Importance of reading comprehension**

According to Smith (2015) without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information whether for fact gathering, learning a new skill, or for pleasure. That is why reading comprehension skills are so important. Without them, the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.

Reading is a multifaceted process that is developed only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process. Students can parrot words on a page all day long but if they do not have the necessary comprehension skills, they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they are reading to their own experience or prior knowledge. That is what true comprehension is all about.

Celce, M (2011) writes about the things that a fluent reader does:

**a.** Automatic recognition skills for word or text identification: that means that the reader recognizes words (unconscious ability).

- b.** Recognition of the vocabulary: the reader identifies a very large list of meaning of words.
- c.** Identification of the genres of text: he or she is able to recognize the purpose for reading (a report, a letter, a narrative).
- d.** Content/world background knowledge: comprehend the text and integrate it with the readers own knowledge.
- e.** Synthesis and evaluation skills/strategies related to the ability to read, to compare, and to think critically and evaluate the information (154).

### **Types of reading comprehension**

According to Day,R & Park, J. (2005) there are six types of comprehension to be useful in helping students become interactive readers.

***Literal comprehension*** Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

***Reorganization:*** Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view.

***Inference:*** Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because

the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

**Prediction:** The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

There are two varieties of prediction, while-reading and post- after reading. While-reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage. For example, students could read the first two paragraphs of a passage and then be asked a question about what might happen next. They can determine the answer by reading the reminder of the text.

In contrast, post-reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions. However, predictions must be supported by information from the text. Generally, scholarly articles.

**Evaluation:** The fifth type of comprehension, *evaluation*, requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher might want to

model possible answers to evaluation questions, making sure to include both positive and negative aspects.

***Personal response:*** The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material

### **Aspects of reading**

According to Smith (2015) there are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency.

***Phonics:*** Is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words.

***Phonemic awareness:*** Is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). Phonics is used only in written language because it involves letters. Phonemes are sounds only.

***Vocabulary:*** Reading a wide variety of books is one of the best ways for a child to expand their vocabulary.

***Fluency:*** Is a reader's ability to read with speed, accuracy and expression. Fluency is intimately tied to comprehension.

***Reading comprehension:*** Is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw

upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read.

The five aspects work together to create the reading experience. As learners learn to read, they must develop skills in all aspects of these areas in order to become successful readers.

### **How to teach Reading Comprehension?**

According to Adler, C. (2001) there are seven strategies to teach students text comprehension.

***Monitoring comprehension*** Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

***Metacognition*** can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

***Graphic and semantic organizers*** Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

***Answering questions*** Questions can be effective because they:

- Give students a purpose for reading.
- Focus students' attention on what they are to learn.
- Help students to think actively as they read.
- Encourage students to monitor their comprehension.
- Help students to review content and relate what they have learned to what they already know.

***Generating questions*** By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

***Recognizing story structure*** In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.



**Summarizing** requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas.
- Connect the main or central ideas.
- Eliminate unnecessary information.
- Remember what they read.

### **Reading process**

According to Barone, H (2005) there are three process of reading before, during, and after reading.

**Before reading:** Good readers set a purpose for reading and activate prior knowledge, making connections between real-life experiences and textual content. They predict what the text might be about and then decide which strategies would be useful while reading the text. Finally, they develop mental images and use graphic organizers.

**During reading:** Good readers monitor their own comprehension as they continually make and revise their predictions. They identify the main idea and answer and generate questions. Having determined which strategies would be appropriate for reading this text, they are also able, however, to incorporate remedial strategies when the text does not make sense. Finally, they are able to make inferences, develop mental images, and summarize.

**After reading:** Good readers discuss the material, answering and generating questions. They share information after deciding whether it is worth remembering.

If it is important and should be learned, they use graphic organizers to help them organize the information and identify the main idea. Finally, they develop mental images and summarize the information.

### **Levels of reading comprehension**

Burns, R. (2010) divides reading comprehension into four levels. They are literal comprehension, interpretative comprehension, critical reading, and creative reading. The first level is literal comprehension. The basis of literal comprehension is recognizing stated main ideas, details, cause and effect, and sequences. It is important because it is as prerequisite for higher level understanding.

The second level is interpretative comprehension. Here, skills for interpretative reading include: (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion.

The third one is critical reading. It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material.

The last level is creative reading. It involves going beyond the material presented by the author. It requires readers to think as they read. To help students

acquire the skill of reading creatively, teachers should model the thoughts process involved.

### **Assessment of Reading Comprehension**

According to Educational Testing Service (2003) classroom assessment is among an instructor's most essential educational tools. When properly developed and interpreted, assessments can help teachers better understand what their students are learning. By providing the means to gather evidence about what students know and can do, classroom assessment can help teachers to:

- Identify students' strengths and weaknesses.
- Monitor student learning and progress.
- Plan and conduct instruction.

In addition, Gambrell et al, (2007) says that formative assessment provides explicit and rich information informing the teacher of the next steps for the student is learning. In contrast, summative assessment is assessment that is usually undertaken at the end of a unit of work to provide summary information about the student's achievement, which helps us to understand whether the student has met standards or benchmarks.

Clay (2006) emphasizes that in order to identify students' current levels of achievement; teachers need to gather information from a range of sources over a period of time. Teachers need to be aware of each assessment's strengths and weaknesses. By undertaking, a range of assessments over time teachers will have accurate information to inform their teaching (formative) as well as accurate information to make important assessment decisions (summative).

## **Graphic Organizers**

### **What are graphic organizers?**

Graphic organizers are visual representations of knowledge. “A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams” (Hall, T and Nicole S, 2002)

According to Swoosh (2013), graphic organizers are tools used to show connections between concepts. A spatial arrangement of ideas, it helps learners reduce broad topics into more specific and easier concepts. Also known as concept maps or diagrams, it serves as a visual aid to facilitate comprehension and connection between concepts. It helps facilitate understanding by providing a semantic association between ideas or thoughts, making the learner able to visualize ideas. Since these tools can be used in many areas of study, it is helpful to students of all age groups.

So, based on the previous definitions, graphic organizers are visual representation of knowledge, their main function is to present information in concise ways that highlight the organization and relationships of concepts.

### **Importance of graphic organizers**

According to McKnight (2015) graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information. Gardner’s *Theory of Multiple Intelligences* (2006) posits that students are better able to learn and internalize

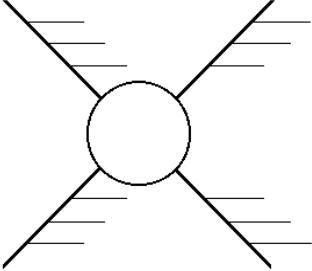
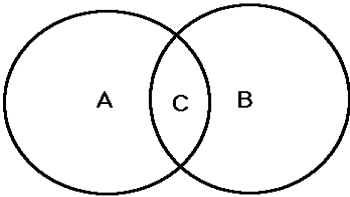
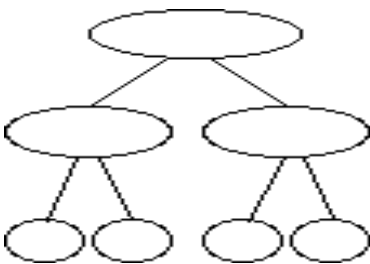
information when more than one learning modality is employed in an instructional strategy. Since graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

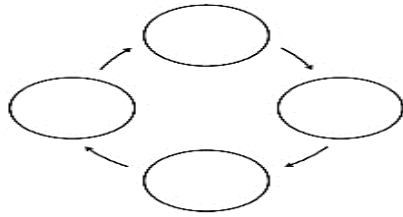
For today's classroom, nothing is more essential to successful teaching and learning than strategy based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they are integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.

### **Types of graphic organizers used in reading comprehension**

According to Veriki (2002) there are several graphic organizers that use different conventions to communicate information and are classified in various ways. Although the various types of them are used to foster learning from different kinds of texts, they differ from each other in appearance and the types of relationship displayed.

## **SEMANTIC MAPS**

 <p><b>Figure 1.</b></p>	<p>Used before reading a passage to stimulate students' background cognitive structure and assess their knowledge in terms of the specific topic. (<b>Figure 1</b>).</p>
<p style="text-align: center;"><b>VENN DIAGRAM</b></p>	
 <p><b>Figure 2.</b></p>	<p>The Venn diagram belongs to linear organizers. This organizer can be used to help students develop skill in comparing and contrasting similar and/or different information (<b>Figure 2</b>).</p>
<p style="text-align: center;"><b>TREE DIAGRAMS</b></p>	
 <p><b>Figure 3</b></p>	<p>Tree diagrams visually portray the main ideas of a text and establish the multiple relations among the different elements that exist in a passage, such as general to specific or specific to general (<b>Figure 3</b>)</p>
<p style="text-align: center;"><b>CYCLE DIAGRAM</b></p>	



**Figure 4**

Shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process.(figure 4)

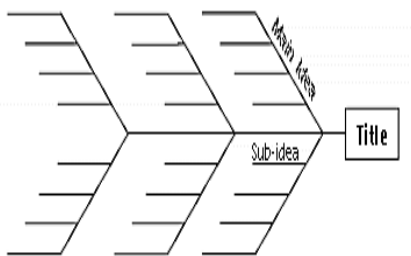
### K –W--L CHART

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

**Figure 5**

This organizer can be used to help students understand the questions of what they know (K), what they want to know (W),and what they have learned (L) in relation to a specific topic. (figure 5)

### FISHBON MAP



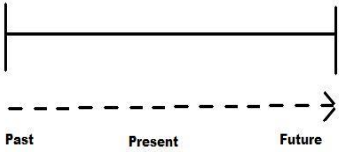
**Figure 6**

Helping the student to organize their thoughts in a simple, visual way. it works for more complex topics - topics that require more details to be enumerated. (figure 6)

### TIMELINE ORGANIZER

Use the time line to help student



 <p><b>Figure 7</b></p>	<p>makes connections and understand complex relationships and interrelationships. Have your students keep a time line throughout the school year so that they can put historical events in perspective across curricular topics.(figure 7)</p>
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### Why use graphic organizers?

According to Housel, D. (2008) there are three compelling reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information.

Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

### **When and where use graphic organizer**

According to Ellis (2004), a graphic organizer can be used during any of these segments; at the beginning, middle, and end. For example, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson. They can be used as the new content is being explored. They can also be effective ways to facilitate review of previously taught materials.

A graphic organizer can be used at any time during the learning process. Traditionally, teachers use graphic organizers at the beginning of a task to help students plan their learning. However, a graphic organizer can be used to support a student at any point in her or his learning process. Unlike other learning tools, graphic organizers are versatile and provide opportunities for endless applications across various contexts. They also become excellent tools to collect authentic evaluative information on the students' development of competencies.

Graphic organizers can be used at any time of the reading process in order to help students to organize their thought. Teachers can use graphic organizers to illustrate information about a topic or sections of a text showing areas for improvement.

### **Graphic organizers as a learning tool**

According to Jiang & Grabe (2007) graphic organizers can be used in education in different ways in all reading stages producing different effects on comprehension. The instructional procedures vary depending on the position of graphic organizers in relation to reading (pre-reading, post reading stage) and the

constructor of graphic organizers (teacher-constructed, student-constructed, teacher/student constructed). Namely, graphic organizers are used in the pre-reading stage usually as a brainstorming activity to generate ideas, activate learners' prior knowledge, connect what the students know with new information and provide a purpose for reading.

However, the instructional position of graphic organizers shifted from the pre-reading to the post-reading position, as for the post-reading stage, graphic organizers are used in order to assess the degree of students' understanding and enhance recall, retention and summarization of main ideas, which can often function as a plan leading to writing tasks.

### **The use of graphic organizer in reading comprehension**

According to Ciascai (2009) there are various functions of graphic organizers. In reading comprehension, they assist learners to:

- Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc.)
- Organize information in a paragraph for better understanding.
- Construct meaning of difficult words and sentence dividing.
- Understand the context by associating with prior knowledge.
- Identify conceptual and perceptual errors that may occur in the course of reading a passage.

### **Implementing graphic organizers**

According to Holt, Rinehart & Winston (2004) when presenting the graphic organizer to students the teacher should do the following:

***Step 1: Preview the Text.*** Have students answer questions. They should be directed to note signal words that may indicate the structure of text, major headings, and graphic signals such as italics or boldface type.

***Step 2: Hypothesize which graphic organizer would best display the information:*** Teacher's verbal presentation of the graphic organizer elements attempted to reinforce the relationships and links between and among concepts, reminding students that the graphic organizer is an overview of material they will encounter during reading.

***Step 3: Read the Text.*** Now have the students read the passage.

***Step 4: Create a Graphic Organizer:*** Assign the graphic organizer as an individual, paired, or group activity.

***Step5: Present the Graphic Organizer:*** Review students work. Generate classroom discussion on the effective use of graphic organizers

## **e. MATERIALS AND METHODS**

### **Materials**

In the present research work three kind of resources were used to carry out this work: The human resources were: thirty six students of first year of bachillerato, parallel "E", the researcher who applied the intervention plan, the teacher who helped to monitor students' work and the thesis advisor who gave suggestions about the application of the intervention plan. In material resources: paper which serves to print the project and the cardboard to elaborate the flashcards. The technical resources used were: the computer that was used to type the information, the printer to reproduce the worksheets, and the internet to research the information.

### **Design of the research**

The design of this research work was constructed on the Action Research, which was carried out in order to understand, to evaluate and to change a situation connecting the research to practice, It involves a self-reflective cycle proposed by Kemmis and Mc Taggart (2000). It contains the following stages, identifying a problem, designing a plan, acting and observing the process and consequence.

## **Methods**

The data collected resulting from the application of the intervention plan was analyzed through the following methods.

**The Scientific Method** was useful to provide information about the two variables: graphic organizers as a tool and reading comprehension skill. Also, with the literature was possible to design the data collected instruments and support the analysis of the results.

**The Descriptive Method** was suitable to describe the different parts before, during and after of the research. It helped to explain and analyze how the application of graphic organizers activities improve reading comprehension. Also it helped to describe the results between tables and figures with the purpose to describe the object of the investigation.

**The Analytic- synthetic Method** helped to analyze and interpret the main results that the researcher got through the application of the tests and questionnaires. It also was useful to draw up the conclusions.

**The Statistical method** allowed to make possible the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from the pre and post questionnaires. It also helped to tabulate the information into tables and figures applying the formula to obtain the mean  $x = \frac{\sum x}{n}$ .

## **Techniques and instruments**

To collect the data, tests and questionnaires were applied at the beginning and at the end of the intervention plan. In addition, observations and a field diary were designed and applied during the intervention plan.

**Test**

A pre-test with four multiple-choice questions and one open question was used to collect student's answers, in order to diagnose the level of the students' knowledge about reading comprehension, at the beginning of the intervention plan. The same pre-test was used as post-test and applied at the end of the intervention plan, in order to obtain information about students' progress on reading learned during the intervention.

**Questionnaire**

A questionnaire with three closed questions and four multiple-choice questions was useful to obtain information from students about the development of reading comprehension skill. This instrument was applied at the beginning and at the end of the intervention. The post questionnaire was used to collect students' progress about the reading comprehension skill developed during the intervention.

**Observation sheet**

The observation sheet was helpful to the researcher in order to have a record how the students developed the activities during each lesson. It also was used to determine what happened in class and then analyze and reflect upon the findings when the plan ended.

**Field Dairy**

The field dairy was useful to record what happened in each lesson. It was helpful to the researcher to observe ongoing behavior. It helped to write up the findings during the intervention, relevant events during the observation or particular situations that happened.

## **Population**

Thirty-six students between boys and girls of first year of bachillerato, parallel “E” at “Adolfo Valarezo” High School were who participated in the development of this research. They were between fifteen and sixteen years old. The students received five hours of English classes per week with a certified teacher.

## **f. RESULTS**

This section detailed how the objectives of the action research were accomplished.

The first objective was proved with the literature review about the two variables reading comprehension and graphic organizers, which helped to elaborate the intervention plan taking into account the most useful information some authors provide. Also with the theoretical references was possible to support the analysis of the results.

The second objective was fulfilled with the pre-test results that are showed below in table one, this information permitted to diagnose students’ limitations in reading comprehension.

The third objective was accomplished with the design of the intervention plan of intervention that was applied in two months with first year students of bachillerato, which contained nine lessons with a variety of activities and also the instructions to follow in each session.



The fourth objective was demonstrated with the results gathered from questionnaires, presented below in tables from two to eight and figures from one to seven.

Finally, the fifth objective was verified with the post- test findings that are showed below in table nine.

Students' Code	I	LC	E	PR	TOTAL
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## **Pre- test results**

### **Objective two**

To diagnose the problems that limit the reading comprehension of first year students of bachillerato through a pre-test.

#### **a. Table 1**

*Pre-test Scores of the First Year Students of Bachillerato in Reading Comprehension.*

	/4	/2	/2	/2	
CAV 001	2	2	2	0	6
CAV 002	2	2	2	0.5	6.5
CAV 003	2	2	0	0	4
CAV 004	2	2	2	1	7
CAV 005	2	2	2	1	7
CAV 006	2	0	0	1	3
CAV 007	0	2	2	0.5	4.5
CAV 008	2	2	2	1	7
CAV 009	2	2	0	1	5
CAV 010	0	2	2	0.5	4.5
CAV 011	2	2	2	1.5	7.5
CAV 012	0	2	2	1	5
CAV 013	2	2	2	1.5	7.5
CAV 014	2	2	0	0.5	4.5
CAV 015	2	2	0	0	4
CAV 016	2	2	2	0	6
CAV 017	2	2	2	0	6
CAV 018	2	2	2	1	7
CAV 019	4	2	0	2	8
CAV 020	4	2	0	1.5	7.5
CAV 021	0	0	2	0	2
CAV 022	2	2	0	1	5
CAV 023	4	0	2	1.5	7.5
CAV 024	4	0	0	0	4
CAV 025	2	2	2	1	7
CAV 026	2	2	2	1.5	7.5
CAV 027	4	2	2	0	8
CAV 028	4	2	2	1.5	9.5
CAV 029	2	0	2	1.5	5.5
CAV 030	4	2	2	0	8
CAV 031	2	2	2	1	7
CAV 032	2	2	2	0.5	6.5
CAV 033	4	4	4	0	6
CAV 034	2	2	2	1.5	7.5
CAV 035	0	2	2	0.5	4.5
CAV 036	2	0	2	1	7
<b>Mean</b>	<b>2.1</b>	<b>1.7</b>	<b>1.5</b>	<b>0.73</b>	<b>6.03</b>

Note. CAV: Colegio Adolfo Valarezo; 001= students' code; I= Inference LC= Literal Comprehension E= Evaluation  
PR= Personal Responses.

## b. Interpretation and Analysis

Based on the data gotten in table 1, students got the total score mean of 6.03 in reading comprehension, which was below the expected level 8/10. The highest score mean was for literal comprehension 1.7/2, (see grading scale p.104) and the lowest score mean was 0.73/2 for personal response which is a poor level, learners could not answer questions based on the content of the reading and their own

information. Consequently, it was concluded that students had limitations in comprehend a text, identify specific information and give a global comprehension of the text.

Related to the issues pointed above, (Smith, 2015) mentions that without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information whether for fact gathering, learning a new skill, or for pleasure. This is why reading comprehension is so important, students can parrot words on a page all day long but if they do not have the necessary comprehension they will not be able to monitor their understanding of content, clarify confusing parts of the text, or connect what they are reading to their own experience or prior knowledge.

## **Comparison of the Pre and Post Questionnaires Results**

### **Objective Four**

To apply the graphic organizers as a part of the classroom activities, in order to solve the limitations in reading comprehension.

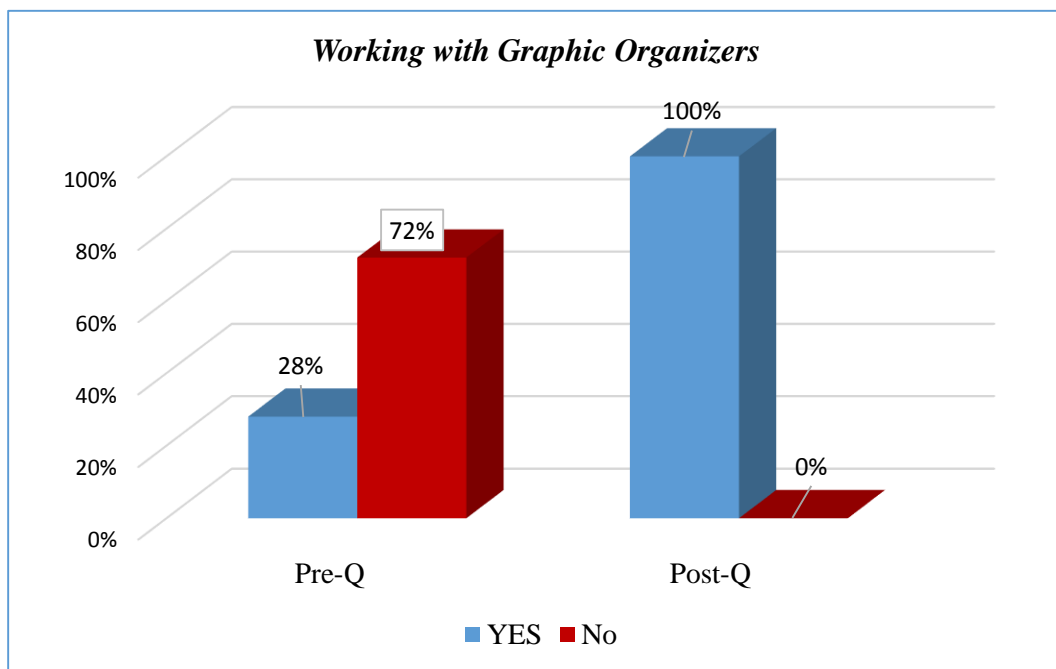
**Question 1.** Have you ever worked with graphic organizers?

#### **a. Table 2**

	Pre-Questionnaire		Post – Questionnaire	
	f	%	f	%
Yes	10	28	36	100
No	26	72	0	0
Total	36	100	36	100

*Working with Graphic Organizers*

**b. Figure 1**



**c. Interpretation and Analysis**

The data collected from this question stated that many students (72%) answered they have not worked with graphic organizers before. This means students were not using materials to develop reading comprehension and they did not know how to use graphic organizers. However, after practicing activities using

this strategy all students (100%) agreed that working with graphic organizers helped them to focus on textual details, recall information, answer questions based on facts and details found in the reading. As (McKnight, 2015) argues that when graphic organizers are integrated into classroom experiences, students are able to understand new material. Creating a strong visual picture, support students by enabling them to literally see connections and relationships between facts, information, and terms.

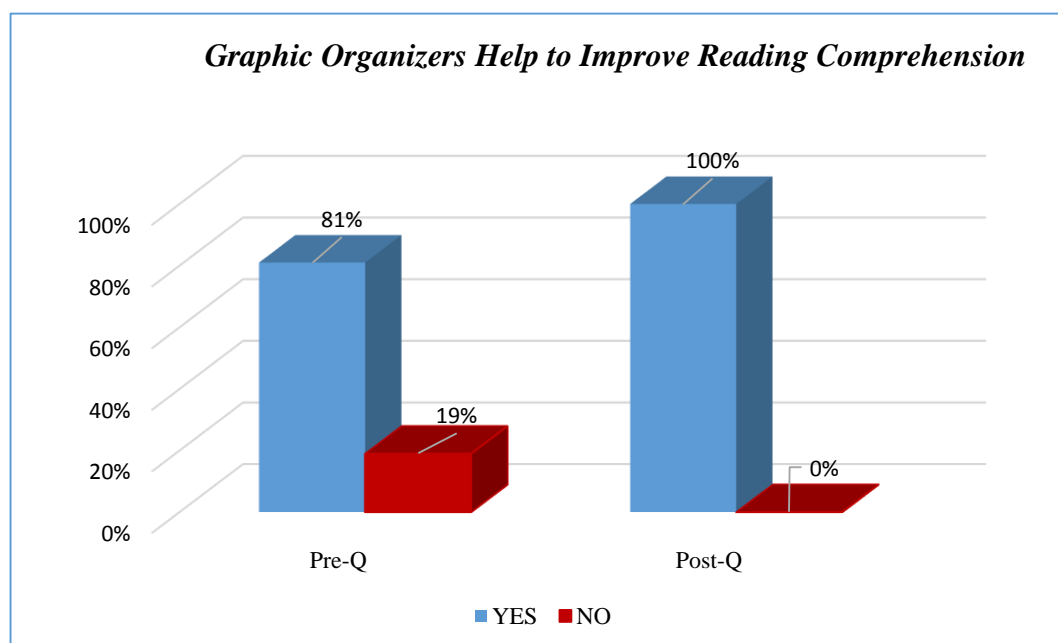
**Question 2.** Do you think that graphic organizers help you to improve your reading comprehension?

**a. Table 3**

*Graphic Organizers Help to Improve Reading Comprehension*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Yes</b>	29	81	36	100
<b>No</b>	7	19	0	0
<b>Total</b>	36	100	36	100

**b. Figure 2**



### c. Interpretation and Analysis

As in can be seen in table 3 the majority of students (81%) expressed that graphic organizers helped them to improve reading comprehension and a few students (19%) considered this strategy is not helpful. This means, students are aware that reading comprehension is worthy to improve, even if they have not used this kind of strategies related to graphic organizers. However, after applying activities using graphic organizers such as: semantic maps, venn diagram, tree, diagrams, cycle diagrams, K(what I know)-W (what I want to know) –L( what I learned) chart, fishbone maps, timeline organizers, all students (100%) participated actively in reading comprehension activities presenting information using graphic organizers. As (Ciascai, 2009) comments that there are various functions of graphic organizers in reading comprehension, helping students to clarify and organize information into categories, main idea, supporting details, topic sentence, facts, opinions, etc.

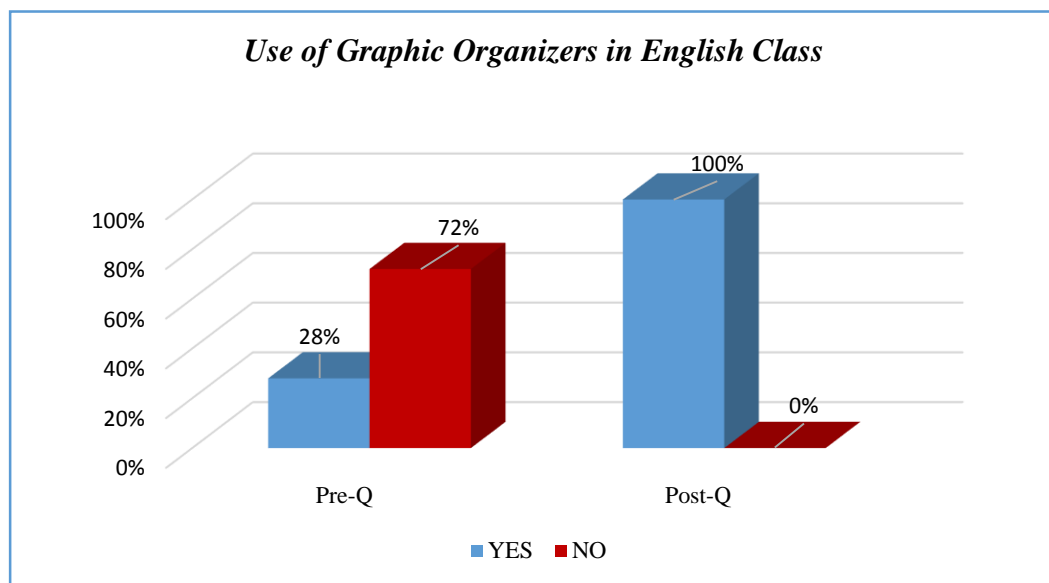
**Question 3.** Does the teacher use graphic organizers to develop reading skills in English class?

#### a. Table 4

*Use of Graphic Organizers in English Class*

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	10	28	36	100
No	26	72	0	0
Total	36	100	36	100

#### b. Figure 3



### **c. Interpretation and Analysis**

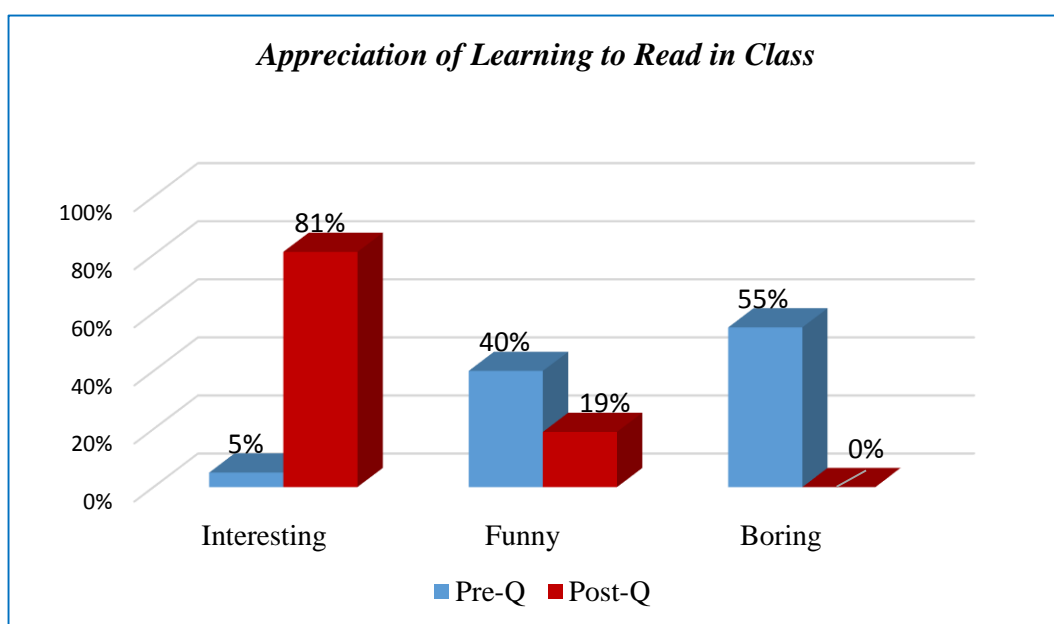
As we can appreciate in table 4, many students (72% ) answered that teacher did not use graphic organizers to develop reading comprehension. It indicates that students were not practicing their reading skills appropriately, before the intervention plan. On the other hand, after applying this strategy all students (100%) believed that graphic organizers should be taken into account all the time in their classroom activities in order to improve their reading comprehension, According to (House D, 2008) there are three compelling reasons why teachers should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Second, because the semantic information processing demands are reduced and third, students are more likely to become strategic learners.

**Question 4.** In the English class learning to read is?

#### **a. Table 5**

*Appreciation of Learning to Read in Class.*

	Pre- Questionnaire		Post –Questionnaire	
	f	%	f	%
Interesting	2	5	29	81
Funny	15	40	7	19
Boring	21	55	0	0
Total:	36	100	36	100



**b. Figure 4**

### **c. Interpretation and Analysis**

The data collected from this question states that more than the half of students (55%) answered that their English reading classes were boring. This demonstrates, their teachers did not providing extra activities to get students' attention, consequently learners did not like to read neither in English nor in Spanish. However, after using graphic organizers in class many students (81%) considered that their reading classes were interesting, they were motivated to participate in reading taking turns, in an individual way, in pairs, or in groups, answering and



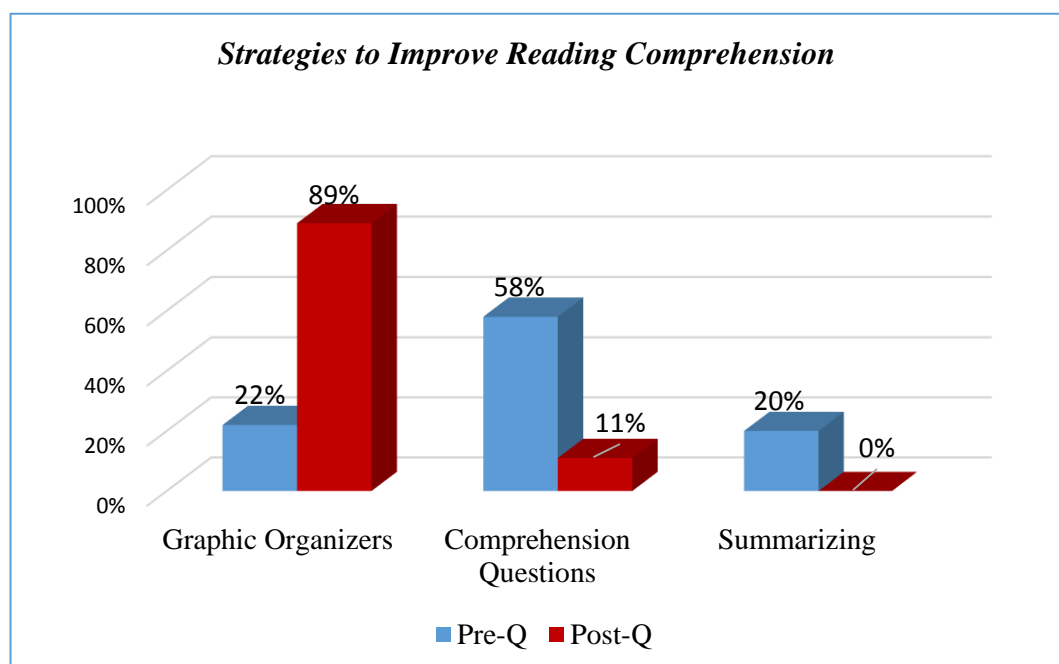
generating questions about each reading comprehension activity, (Jiang & Grabe, 2007) states that graphic organizers are used in the pre-reading stage usually as a brainstorming activity to generate ideas, activate learners' prior knowledge, connect what the students know with new information and provide a purpose for reading.

**Question 5.** Which strategies do you use to improve your reading comprehension?

**a. Table 6**

*Strategies to Improve Reading Comprehension*

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Graphic Organizers	8	22	32	89
Comprehension Questions	21	58	4	11
Summarizing	7	20	0	0
Total:	36	100	36	100



**b. Figure 5**

### c. Interpretation and Analysis

Based on the data given in the table above, more than the half of learners (58%)

answered that comprehension questions strategy was most used to increase their reading understanding before the intervention plan was applied, this strategy encouraged them to monitor their understanding and thinking actively as they read. But after applying the intervention plan almost all students (89%) considered that graphic organizers are one of the best strategies to develop their reading comprehension, since graphic organizers helped them to understand the context, organize information into categories, and reinforce what is thought in the classroom. (Adler, 2001), states that comprehension strategies such as: monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating question, recognizing story structure, and summarizing help students become purposeful and active readers who are in control of their own reading comprehension.

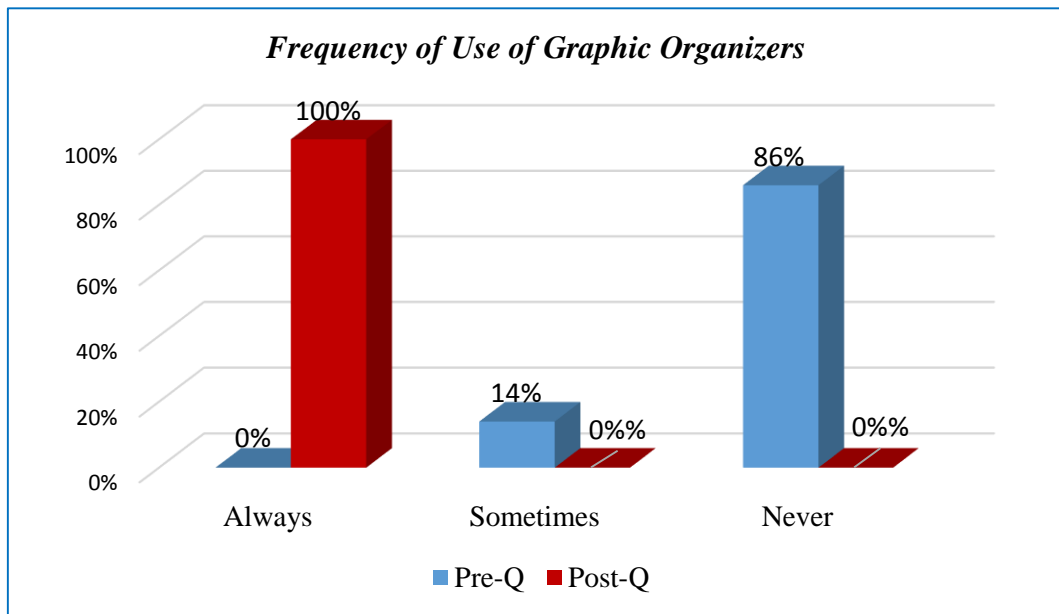
**Question 6.** How often does the teacher use graphic organizers to improve reading comprehension?

#### a. Table 7

*Frequency of Use of Graphic Organizers*

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	36	100
Sometimes	5	14	0	0
Never	31	86	0	0

<b>Total:</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>
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**b. Figure 6**

**c. Interpretation and Analysis**

As we can observe the information gathered from question 6, almost all students (86%) answered that their teacher did not use graphic organizers in the classroom to improve their reading comprehension before the intervention plan. It indicates that only reading book activities were used, this way students did not have significant opportunities to increase their reading comprehension successfully. While during the intervention using this strategy all students (100%) answered that graphic organizers have been used absolutely by the teacher and their interest by reading increased significantly, so that graphic organizers can be used all the time in the classroom. According to (Ellis E, 2004) graphic organizers can be used during any of these segments: at the

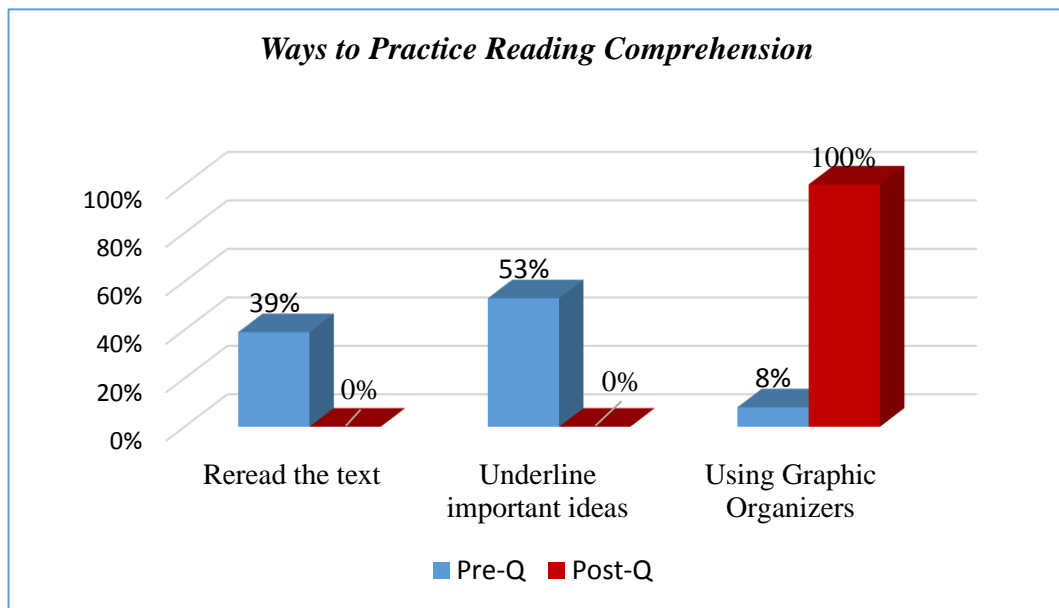
beginning, middle, or at end, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson.

**Question 7.** In what way do you learn reading comprehension?

**a. Table 8**

*Ways to Practice Reading Comprehension*

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
<b>Reread the text</b>	14	39	0	0
<b>Underline important ideas</b>	19	53	0	0
<b>Using graphic organizers</b>	3	8	36	100
<b>Total:</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>



**b. Figure 7**

**c. Interpretation and Analysis**

According to the results it can be appreciated that, more than half of students (53%) answered that underlining important ideas key words, phrases, vocabulary are one of the ways they practice to understand the text they read before the intervention plan was applied, but after applying these resources all students (100%) gained a better understanding of the reading text. Also this strategy allowed them to structure the most essential ideas, and their ability to recall, retrieve, transfer information, and answer questions based on facts and details found in the reading increase. As (Jiang & Grabe, 2007) mentions graphic organizers can be used in education in different ways in all reading stages producing different effects on comprehension. The instructional procedures vary depending on the position of graphic organizers in relation to reading (pre-

reading, post reading stage) and the constructor of graphic organizers (teacher-constructed, student-constructed, teacher/student constructed).

## Post- test Results

### Objective Five

To reflect upon the effect that the graphic organizers have on grade students' reading comprehension.

**a. Table 9**

<b>Students' Code</b>	<b>I</b>	<b>LC</b>	<b>E</b>	<b>PR</b>	<b>Total</b>
	<b>/4</b>	<b>/2</b>	<b>/2</b>	<b>/2</b>	<b>/10</b>
CAV 001	2	2	2	1	7
CAV 002	4	2	2	1	7
CAV 003	2	2	2	1	7
CAV 004	4	2	0	1.5	7.5
CAV 005	2	2	2	2	8
CAV 006	2	2	2	1	7
CAV 007	4	2	0	1	7
CAV 008	4	2	2	0.5	8.5
CAV 009	4	2	2	1	9
CAV 010	0	2	2	2	6
CAV 011	4	2	2	1.5	9.5
CAV 012	4	2	2	0.5	8.5
CAV 013	4	2	2	2	9
CAV 014	4	2	2	1	9
CAV 015	4	2	2	1	9
CAV 016	2	2	2	2	8
CAV 017	2	2	2	2	8
CAV 018	2	2	2	1.5	7.5
CAV 019	4	2	2	2	10
CAV 020	4	2	2	1	9
CAV 021	2	2	2	0.5	6.5
CAV 022	4	2	2	1	9
CAV 023	2	2	2	1.5	7.5
CAV 024	2	2	2	2	8
CAV 025	4	2	2	1.5	9.5
CAV 026	4	2	2	2	10
CAV 027	4	2	2	2	10
CAV 028	4	2	2	2	10
CAV 029	4	2	2	0.5	8.5
CAV 030	4	2	2	1.5	9.5
CAV 031	4	2	0	1.5	7.5
CAV 032	4	2	2	0.5	8.5
CAV 033	4	2	2	2	10

CAV 034	4	2	2	1	9
CAV 035	4	2	2	1	9
CAV 036	4	2	2	1.5	9.5
Mean	3.33	2	1.83	1.34	8.5

*Post- test Scores of the First Year Students of Bachillerato in Reading Comprehension.*

Note. CAV: Colegio Adolfo Valarezo; 001= Students' code; I= Inference LC= Literal Comprehension E= Evaluation PR= Personal Responses.

## **b. Interpretation and Analysis**

Regarding the findings in table 9, students presented an important improvement in the development of the English reading comprehension, demonstrated with the score mean obtained of 8.5 out of 10, which is over the expected level 8/10. It is evident that all the aspects were improved, but the best grades were for literal comprehension 2/2, inference 3.3/ 4, and in evaluation 1.83/2, which indicates that students are in a excellent level (see grading scale, p.104), due to the fact that they were able to recognize main ideas, supporting details, make predictions about what will happen next in the text and draw conclusions.

The lowest score mean was for personal response, they got 1.3/2, which is a good level (see grading scale, p.104), learners could answer questions based on facts and details found in the reading. It means that the opportunities of practicing reading comprehension during the intervention plan contributed to master the aspects of reading comprehension, As (Clay,2006), emphasizes that in order to identify students' current levels of achievement; teachers need to gather information from a range of sources over a period of time and be aware of each assessment's strengths and weaknesses by undertaking, a range of assessments over time teachers will have accurate information to inform their teaching

(formative) as well as accurate information to make important assessment decisions (summative).

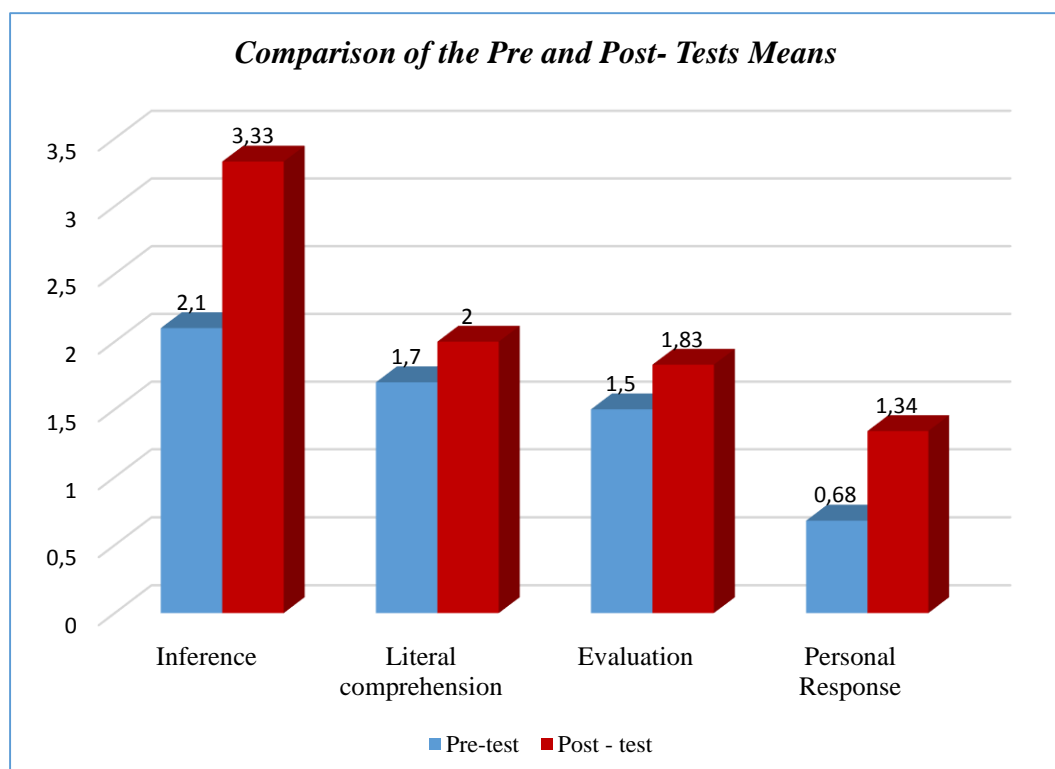
### Comparing Pre and Post Test Means

#### a. Table 10

*Comparison of the Pre and Post- Tests Means of First Year Students in Reading Comprehension*

Aspects	Pre-test	Post-test
Inference	2.1	3.33
Literal comprehension	1.7	2
Evaluation	1.5	1.83
Personal Response	0.68	1.34
Total	6.03	8.5

#### b. Figure 8





### **c. Interpretation and Analysis**

Analyzing the results in table 10, it can be stated that the strategy applied during the development of this work had a positive impact in each aspect on the students' reading comprehension. Students increased their reading comprehension from 6.03 to 8.5. In the aspect of literal comprehension they improved from 1.7/2 to 2/2, in inference from 2.1/ 4 to 3.3/4, in evaluation from 1.5/2 to 1.8/2 and in personal response learners increased from 0.6/2 to 1.3/2. It reflects that the implementation of graphic organizers made students achieved excellent changes in reading comprehension, due to students improved greatly in each reading comprehension aspect over the expected score (8/10).

## **g. DISCUSSION**

Based on the findings of the research work, results revealed that using Graphic organizers as a didactic tool, it had a positive impact on improving students reading comprehension. This positive improvement is showed in the findings of the pre and post –test and the pre and post questionnaires, which were applied to thirty- six students of first year of bachillerato at “Adolfo Valarezo” High School, at the beginning and at the end of the intervention plan. The application of the intervention based on graphic organizers got considerable changes on students. These changes can be seen in the improvement of the students mean from the pre- test that was 6.03 and the post- test mean which was 8.5. The findings expressed before were also supported by the researcher’s diary and observation sheet that reveal the positive effect of this tool caused on the students reading comprehension. These results were consistent with Katherine (2015) who says that Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information.

The aspects that were considered to evaluate students reading comprehension were: inference, literal comprehension, evaluation, and personal responses. The pre-test showed that most of the students had problems in making inferences, they could not combine their literal understanding with their previous knowledge; in

personal responses, they were not able to answer questions based on facts and details found in the reading; in literal comprehension was difficult for students identify main ideas, details, locations in the reading passage, and in evaluation learners could not give a summary about the text they read.

In the post- test after the intervention plan, the findings indicated that students increased their knowledge in reading comprehension in all aspects, being able to identify main ideas, clarify confusing parts of the text, connect what they were reading to their own experience or prior knowledge. As a conclusion through the use of graphic organizers, students were able to gain a better understanding of the reading text. These findings were consistent with Debra (2008) who said that the graphic organizers are considerably more likely to help students understand and remember the content subject it is teaching.

At the beginning of the intervention students faced difficulties to work using graphic organizers, which was comprehensible because they had not practice before with this kind of material, but during the development of the intervention plan, the learner's attitude towards the implementation of graphic organizers was piecemeal, they step by step were able to start recognizing facts, times, location, main ideas until answering questions based on facts and details found in the reading, and after the application of learners felt encouraged to read, consequently the results were positive.

In addition, this research work had some strengths and limitations that improved and affected the development of the research. Some strengths in the application of graphic organizers were that students felt motivated to participate,

they paid attention all the time, the activities and materials used in each lesson were enough in the implementation. In addition, the teacher helped to control the discipline. However, there were some limitations, the large number of students, and the classroom size was not comfortable to work with all students.

Moreover, it was necessary to note the progress in reading comprehension that students experimented using graphic organizers. Learners were amazed with the activities applied using this strategy they enjoyed reading alone, in pairs, in groups, or taking turns, answering questions, underlining some details and filling the graphic organizers. As a result, by reading and re-reading students were able to improve piecemeal their reading comprehension that was proved in the last results obtained in the post-test and post-questionnaires.

## **h. CONCLUSIONS**

- The problems that limited the reading comprehension of the first year students of bachillerato were related to inference, literal comprehension, evaluation and personal responses. In literal comprehension, they did not understand the straightforward meaning of the text, such as: facts, vocabulary, dates, times, main ideas. In making inferences, they were not able to combining their literal understanding of the text with their own knowledge and intuitions. In evaluation, they had difficulties in giving a global comprehension of the text, and in personal responses, learners can not answer questions based on facts and details found in the reading.
- The application of graphic organizers as part of the classroom activities enhanced students' reading comprehension, since they could clarify and organize information into categories, thus as, to identify the main idea, support details, recognize the topic sentence. In addition, students understood and remembered the information easily.
- The use of graphic organizers in the classroom was effective allowing learners to master their reading comprehension faster and more efficiently,

helping students to develop their creative thinking skill, encourage them to make decisions, clarify ideas and express their feelings.

#### **i. RECOMMENDATIONS**

- Teachers should identify the weaknesses of their students in language learning, especially in reading comprehension by assessing their knowledge through the application of tests, observations, questionnaires in order to provide students feedback or to modify the teaching and learning activities based on students' needs.
- Teachers should implement activities using graphic organizers as part of their lesson plans specially to increase reading comprehension, this strategy motivates students to gain a better understanding ,to structure the most essential ideas, to recall, to transfer information, and to answer questions based on facts and details found in the reading.
- Teachers should work most of the time on the development of reading comprehension using graphic organizers since the continuous use of this strategy in reading instruction allow learners to move from lower level processes to high order skills.

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**k.ANNEXES**



## **UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

### **THEME**

**GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING COMPREHENSION AMONG FIRST YEAR STUDENTS OF BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.**

Thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

### **AUTHOR**

**LUCÍA MARLENE JIMÉNEZ ABAD**

**LOJA – ECUADOR**

**2015**

**a. THEME**

GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING COMPREHENSION AMONG FIRST YEAR STUDENTS OF BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

## **b. PROBLEM STATEMENT**

### **Background**

This research will be carried out at "Adolfo Valarezo" High School. It is located to the west of Loja city in the Sucre Parish, in El Pedestal neighborhood, on "Adolfo Valarezo" Street between Occidental de Paso Avenue and Carlos Ramon Inostroza Street. It appeared in the educational setting on October 28, 1964 as an annex High School to the Facultad de Artes y Ciencias de la Educación de la Universidad Nacional de Loja, and took this name in honor to Dr. Adolfo Valarezo Sarmiento, professor of the university.

After 6 years the High School was separated from the Universidad Nacional de Loja that gave it life, encouragement and supported in all aspects during its early years. Nowadays "Adolfo Valarezo" High School has an extensive physical infrastructure and an outstanding teaching staff. Since 2013 the Lcda. Dina María Riofrío works as a principal of the high school. Today the institution has about 1267 students distributed in the eighth, ninth and tenth years of Basic Education, and the first, second and third years of bachillerato . It also has 53 teachers, 5 administrative Staff and 2 concierges.

The mission of the High School is inspired by the principles of a free and democratic education, democratic that emphasizes the development of all human potential, ensuring an integral formation of the young people of Loja, based on the development of intelligence, values, and creativity to confront the problems; on

one hand, to successfully confront life, and on the other hand to become a symbol of academic integrity and enormous intellectual potential with the International bachillerato.

The vision is to constitute a High School that offers society, people trained at the highest scientific-technical and axiological level in order to develop critical judgment, make right choices, and respect others in the local and global community.

### **Current situation of the research problem**

Recent overviews of reading have argued that discourse comprehension skills contribute to reading abilities ( Kintsch & Rawson, 2005). Learning through visuals helps students in comprehending passages more effectively than other reading strategies like skimming, scanning, note making, etc. According to Slavin R. E. (2011), researcher in pedagogy and psychology demonstrates that visual learning is among the most effective methods for teaching reading comprehension skills to students of all ages. As it was said before visuals are useful to develop reading comprehension and one of the visuals aids that provide teachers with tools to help students on the road to higher achievement in their reading comprehension skills is graphic organizer.

In some schools around the world, there are various factors limiting the reading comprehension .Oyetunde and Unoh (1986) lists impediments to positive reading habits and attitudes. These ones include lack of materials, lack of

interest, poor libraries or none at all, home background, and lack of adult readers as models. Lawal (1982) did diagnostic testing of reading achievement of selected high schools in Samaru, Zaria, and described such reading problems as: omission, substitution, reversal, mispronunciation, sight, vocabulary, not up to grade level, nervousness, slow reading, and lack of comprehension.

However, the present research was prompted by observations done in the first year of bachillerato at “Adolfo Valarezo” High School in Loja city. In this institution it was observed that students face some comprehension problems, this is they cannot understand of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations, they are not able to combine their literal understanding of the text with their own knowledge and intuitions, and they cannot use both the understanding of the passage and their own knowledge of the topic and finally they have problems in giving their personal response, it means that they cannot respond with their feelings for the text and the subject.

For the reasons mentioned above the researcher considers that the use of graphic organizers-GOs will be effective tools to help students to attain knowledge in a more consistent and meaningful way. The continuous use of GOs in reading instruction provides learners with strategies that allow them to move from lower level processes to high order skills while gaining awareness of the different mental processes they go through when reading.

**Research problem**

How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, in parallel “E” at “Adolfo Valarezo” High school in Loja city, during the academic period 2014-2015?

**Delimitation of the research****Temporal**

This research will be carried out during the academic period 2014-2015.

**Spatial**

This research will be carried out at “Adolfo Valarezo” High School.

**Observation units**

The English teacher and students of first year of bachillerato

**Sub problems**

- What kind of theoretical references about English reading comprehension and graphic organizers are effective to help the first year students of bachillerato at Adolfo Valarezo High School?
- What are the problems that limit the reading comprehension of the first year of bachillerato?
- What are the phases of the plan that address the issues of reading comprehension with graphic organizers of first year of bachillerato?

- Which graphic organizers are implemented to increase reading comprehension of first year of bachillerato?
- What is the effect that the graphic organizers have on students' reading comprehension of first year of bachillerato?



### **c. JUSTIFICATION**

The researcher has selected to use graphic organizers as a tool to increase reading comprehension, among first year students of bachillerato at “Adolfo Valarezo” High School. This is for the reason that, graphic organizers are structural tools that help readers to organize thoughts, summarize their learning, understand and retain important information and experience words beyond pronunciation and display conceptions between ideas and concepts to improve their reading comprehension.

This research work is important because graphic organizers are effective pedagogical tools for organizing content and ideas and facilitate learners’ comprehension of newly acquired information. They help students internalize what they are reading in a more dynamic way. Also they support students by enabling them to literally see connections and relationships between facts, information, and terms. It might help teachers to motivate to their students in an interactive way for learning English reading comprehension.

The present work will be valuable to the researcher as a fundamental pillar to gain much experience in the educational field, because experience is so important nowadays.

It is essential to accomplish this research work because it is an indispensable requisite that the institution demands to get the accreditation of the subject and

also permit to the researcher get her bachelor's degree in Sciences of Education English Language Specialization.

#### **d. OBJECTIVES**

##### **General**

- To increase the English reading comprehension through the use of graphic organizers as a didactic tool among first year students of bachillerato , at “Adolfo Valarezo” High School in Loja city , during the academic year 2013-2014.

##### **Specific**

- To investigate the theoretical references about reading comprehension in the English language and the graphic organizers as a tool to help students of first year of bachillerato.
- To diagnose the problems that limit the reading comprehension of first year students of bachillerato through a pre-test.
- To design an intervention plan with the use of graphic organizers to increase students' reading comprehension.
- To apply the graphic organizers as a part of the classroom activities, in order to solve the limitations in reading comprehension.
- To reflect upon the effect that the graphic organizers have on grade students' reading comprehension.

## **e. THEORETICAL FRAMEWORK**

### **Reading comprehension**

#### **Definition**

According to Smith (2015) reading comprehension is the act of understanding what you are reading, that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

According to Wainwright (2007 :37) Reading comprehension is a process in which the reader has to decode linguistic symbol and reconstruct them up to meaningful whole intended by the writer, reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension

includes recognizing and understanding a main idea and related details. A good reader recognizes that many ideas are implied and he must read between the lines to get the full meaning.

According to Klingner (2007:2) “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. Therefore, reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences

Grabe (2013) a reader involves in “phonological processing, morphological processing, syntactic processing, semantic processing, discourse processing, goal setting, text-summary building, interpretive elaborating from knowledge resources, monitoring and assessment of goal achievement, various adjustments to enhance comprehension, and repairs to comprehension processing as needed” (p.282).

### **Importance of reading comprehension**

According to Smith (2015) without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information whether for fact gathering, learning a new skill, or for pleasure. That is why reading comprehension skills are so

important. Without them, the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.

Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process. Students can parrot words on a page all day long but if they don't have the necessary comprehension skills they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they're reading to their own experience or prior knowledge. That is what true comprehension is all about.

### **Types of reading comprehension**

According to Richard R & Jeong-suk Park (2005) There are six types of comprehension to be useful in helping students become interactive readers.

***Literal comprehension*** Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

***Reorganization:*** Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

***Inference:*** Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

***Prediction:*** The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

***Evaluation:*** The fifth type of comprehension, evaluation, requires the learner to give a global or comprehensive judgment about some aspect of the text.

***Personal response:*** The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject.

### **Aspects of read**

According to Smith (2015), there are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency.

***Phonics:*** Is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words.

***Phonemic awareness:*** Is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). Phonics is used only in written language because it involves letters. Phonemes are sounds only.

***Vocabulary:*** Reading a wide variety of books is one of the best ways for a child to expand their vocabulary.

***Fluency:*** Is a reader's ability to read with speed, accuracy and expression. Fluency is intimately tied to comprehension.

***Reading comprehension:*** Is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read.

So, based on the information above the five aspects work together to create the reading experience. As learners learn to read, they must develop skills in all five of these areas in order to become successful readers.

## **How to teach Reading Comprehension?**

According to Adler, C.R (2001) there are seven strategies to teach students text comprehension.

***Monitoring comprehension*** Students who are good at monitoring their comprehensions know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension

***Metacognition*** Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

***Graphic and semantic organizers*** Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.



***Answering questions*** Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

***Generating questions*** By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

***Recognizing story structure*** In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

***Summarizing*** requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information

- Remember what they read

### **Reading process**

According to Barone (2005) there are three process of reading before, during, and after reading.

***Before reading:*** Good readers set a purpose for reading and activate prior knowledge, making connections between real-life experiences and textual content. They predict what the text might be about and then decide which strategies would be useful while reading the text. Finally, they develop mental images and use graphic organizers.

***During reading:*** Good readers monitor their own comprehension as they continually make and revise their predictions. They identify the main idea and answer and generate questions. Having determined which strategies would be appropriate for reading this text, they are also able, however, to incorporate remedial strategies when the text does not make sense. Finally, they are able to make inferences, develop mental images, and summarize.

***After reading:*** Good readers discuss the material, answering and generating questions. They share information after deciding whether it is worth remembering. If it is important and should be learned, they use graphic organizers to help them organize the information and identify the main idea. Finally, they develop mental images and summarize the information.

## **Levels of reading comprehension**

Burns (2010) divides reading comprehension into four levels. They are literal comprehension, interpretative comprehension, critical reading, and creative reading. The first level is literal comprehension. The basis of literal comprehension is recognizing stated main ideas, details, cause and effect, and sequences. It is important because it is as prerequisite for higher-level understanding.

The second level is interpretative comprehension. Here, skills for interpretative reading include: (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion.

The third one is critical reading. It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material.

The last level is creative reading. It involves going beyond the material presented by the author. It requires readers to think as they read. To help students acquire the skill of reading creatively, teachers should model the thoughts process involved.

## **Assessment of Reading Comprehension**

Ministry of Education (2003) states that assessment is a social process that involves gathering, analyzing and using relevant and valid information about the learner. It describes all activities that can be undertaken by teachers and students providing information that can be used as feedback to modify the teaching and learning activities that they undertake.

In addition, Gambrell et al, (2007) says that formative assessment provides explicit and rich information informing the teacher of the next steps for the student is learning. In contrast, summative assessment is assessment that is usually undertaken at the end of a unit of work to provide summary information about the student's achievement, which helps us to understand whether the student has met standards or benchmarks.

Clay (2006) emphasizes that in order to identify students' current levels of achievement; teachers need to gather information from a range of sources over a period of time. Teachers need to be aware of each assessment's strengths and weaknesses. By undertaking, a range of assessments over time teachers will have accurate information to inform their teaching (formative) as well as accurate information to make important assessment decisions (summative).

## **Graphic organizers**

### **What are graphic organizers?**

Graphic organizers are visual representations of knowledge. “A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams” (Hall, T and Nicole S, 2002)

According to Swoosh (2013) Graphic organizers are tools used to show connections between concepts. A spatial arrangement of ideas, it helps learners reduce broad topics into more specific and easier concepts. Also known as concept maps or diagrams, it serves as a visual aid to facilitate comprehension and connection between concepts. It helps facilitate understanding by providing a semantic association between ideas or thoughts, making the learner able to visualize ideas. Since these tools can be used in many areas of study, it is helpful to students of all age groups

### **Importance of graphic organizers**

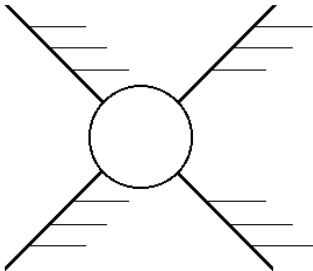
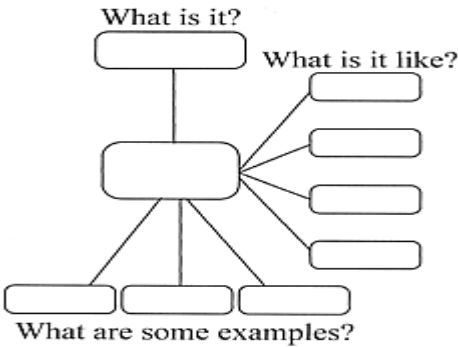
According to McKnight (2015) Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information. Gardner’s *Theory of Multiple*

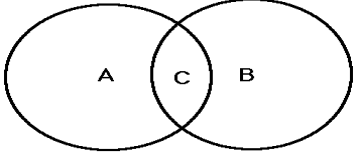
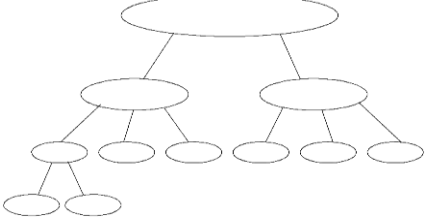
*Intelligences* (2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Since graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

For today's classroom, nothing is more essential to successful teaching and learning than strategy based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they are integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.

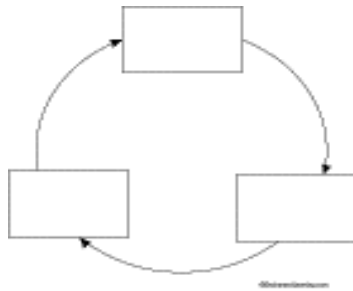
### **Types of graphic organizers using in reading comprehension**

According to Vekiri (2002) there are several types of GOs that use different conventions to communicate information and are classified in various ways. Although the various types of GOs are used to foster learning from different kinds of texts, they differ from each other in appearance and the types of relationships displayed.

SEMANTIC MAPS	
 <p><b>Figure 1.</b> Semantic map (Graney, 1992).</p>	<p>Semantic maps involve mind maps, spider maps, used before reading a passage to stimulate students' background cognitive structure and assess their knowledge in terms of the specific topic (Vaughn &amp; Edmonds, 2006). Enhances students' comprehension skills (<b>Figure 1</b>).</p>
CONCEPT MAP	
 <p><b>Figure 2.</b>Concept map (Novak &amp; Cañas, 2008).</p>	<p>The development of concept maps is credited to Novak (Novak, 1990; As their primary function is to focus on the selection of the main ideas (key words) of the text, connecting these concepts using relation links and displaying the major framework of the text, 1990; Oliver, 2009; Schmid &amp; Telaro, 1990). (<b>Figure 2</b>).</p>
VENN DIAGRAM	

 <p><b>Figure 3.</b> Venn diagram (Venn, 1880).</p>	<p>The Venn diagram belongs to linear organizers. This organizer can be used to help students develop skill in comparing and contrasting similar and/or different information. (Kang 2004)..(<b>Figure 3</b>).</p>				
<p style="text-align: center;"><b>TREE DIAGRAMS</b></p>					
 <p><b>Figure 4</b> <b>Tree diagram (Jones et al., 1989).</b></p>	<p>Tree diagrams visually portray the main ideas of a text and establish the multiple relations among the different elements that exist in a passage, such as general to specific or specific to general through hierarchically describing the relationships of the different elements of the text (Graney, 1992). (<b>Figure 4</b>)</p>				
<p style="text-align: center;"><b>T-CHART</b></p>					
<p style="text-align: center;">Choose a Topic T-Chart</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Like</th> <th style="width: 50%; text-align: center;">Dislike</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> <p><b>Figure 5</b></p>	Like	Dislike			<p>The T-Chart is a handy graphic organizer students can use to compare and contrast ideas in a visual representation. Students will enjoy the easy format in which they can list similarities and differences between two different kinds of events or ideas.(<b>Figure 5</b>)</p>
Like	Dislike				
<p style="text-align: center;"><b>CYCLE DIAGRAM</b></p>					





**Figure 6**

Shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process. In making a cycle diagram, the student must identify the main events in the cycle, how they interact, and how the cycle repeats. (figure 6)

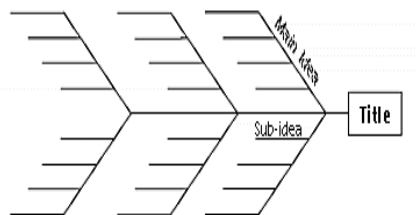
### K -W--L CHART

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

**Figure 7**

This organizer can be used to help students understand the questions of what they know (K), what they want to know (W), and what they have learned (L) in relation to a specific topic. (figure 7)

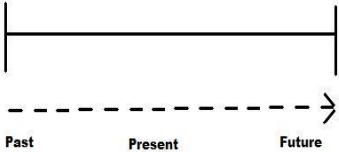
### FISHBONE MAP



**Figure 8**

Helping the student to organize their thoughts in a simple, visual way. It works for more complex topics - topics that require more details to be enumerated. Helps student to monitor their growing comprehension of the topic.

### TIMELINE ORGANIZER

	<p>Use the time line to help student makes connections and understand complex relationships and interrelationships. Have your students keep a time line throughout the school year so that they can put historical events in perspective across curricular topics.</p>
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### **Why use graphic organizers?**

According to Ellis (2004) there are three compelling reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information.

Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

## **When and where use graphic organizer**

According to Edwin Ellis (2004) a graphic organizer can be used during any of these segments; at the beginning, middle, and end. For example, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson. They can be used as the new content is being explored. They can also be effective ways to facilitate review of previously taught materials.

A graphic organizer can be used at any time during the learning process. Traditionally, teachers use graphic organizers at the beginning of a task to help students plan their learning. However, a graphic organizer can be used to support a student at any point in her or his learning process. Unlike other learning tools, graphic organizers are versatile and provide opportunities for endless applications across various contexts. They also become excellent tools to collect authentic evaluative information on the students' development of competencies. (Learn - all rights reserved, 2015)

## **Graphic organizers as a learning tool**

According to Jiang & Grabe (2007) graphic organizers can be used in education in different ways in all reading stages producing different effects on comprehension. The instructional procedures vary depending on the position of graphic organizers in relation to reading (pre-reading, post reading stage) and the constructor of graphic organizers (teacher-constructed, student-constructed,

teacher/student constructed). Namely, graphic organizers are used in the pre-reading stage usually as a brainstorming activity to generate ideas, activate learners' prior knowledge, connect what the students know with new information and provide a purpose for reading.

However, the instructional position of graphic organizers shifted from the pre-reading to the post-reading position, as for the post-reading stage, graphic organizers are used in order to assess the degree of students' understanding and enhance recall, retention and summarization of main ideas, which can often function as a plan leading to writing tasks.

### **The use of graphic organizer in reading comprehension**

According to Ciascai (2009) there are various functions of graphic organizers. In reading comprehension, they assist learners to:

- Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc.)
- Organize information in a paragraph for better understanding.
- Construct meaning of difficult words and sentence dividing.
- Understand the context by associating with prior knowledge
- Identify conceptual and perceptual errors that may occur in the course of reading a passage.

## **Implementing graphic organizers**

According to Holt, Rinehart & Winston(2004) when presenting the graphic organizer to students the teacher should do the following:

*Step 1: Preview the Text.* Have students answer questions. They should be directed to note signal words that may indicate the structure of text, major headings, and graphic signals such as italics or boldface type.

*Step 2: Hypothesize which graphic organizer would best display the information:* Teacher's verbal presentation of the graphic organizer elements attempted to reinforce the relationships and links between and among concepts, reminding students that the graphic organizer is an overview of material they will encounter during reading.

*Step 3: Read the Text.* Now have the students read the passage.

*Step 4: Create a Graphic Organizer:* Assign the graphic organizer as an individual, paired, or group activity.

*Step5: Present the Graphic Organizer:* Review students work. Generate classroom discussion on the effective use of graphic organizers.

## **f. METHODOLOGY**

### **Design of the research**

The present Research work is based on the Action Research as a constructive inquire, which is carry out in order to understand , to evaluate and then to change a situation, at the time the research is conducting in improve educational practice. This study is an educational research that will allowed the practitioner to study and practice a variety of aspects making use of graphic organizers, with the purpose to improve the reading skill.

### **Methods, techniques and instruments**

#### **Methods**

The following general methods will be apply along the Research:

**The Specific Method** will facilitate the study of appropriate resources to improve reading skill.\_Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

**The Descriptive Method:** will be useful to describe the different stages of the study and the kind of the resources used by the researcher. It will serve to explain and analyze the object of the investigation.

**The Analytic- synthetic Method** will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

**The Statistics method:** will be used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from observation and teacher's dairy.

This research work also will follow the process of and action research which includes planning, acting, observing and reflective suggests, proposed by (Kemmis, 2000).

This process will help the researcher to see if any necessary modification of amendment would be necessary to improve student's reading skill.

The process of the research will be carried out systematically by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

## **Techniques and instruments**

### **Data Collections**

To collect the data, test, observations and a dairy will be design and applied at the beginning, during and after the application of the intervention plan.

## **Test**

Two kinds of tests will be used. A pre-test with four multiple choice questions and one open question will be used to collect student's answers, in order to diagnose the level of the students' knowledge about reading, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining information about students' progress on reading learned during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised. The test will be elaborate according to some suggestions taken from Technical implementation guides for pre-and post-testing by International training and Education Center for Health (I-TECH).2008 University of Washington.

## **Questionnaire**

A questionnaire with three closed questions and four multiple choice questions will be applied to obtain information from students about the development of reading skill. This instrument will be applied at the beginning and at the end of the intervention. The post- questionnaire will be used to collect students' progress about the reading comprehension skill developed during the intervention.

## **Observation sheet**

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.



**Field Dairy**

The researcher will use a dairy to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

**Procedures**

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first one will be applied at the begging of the study to collect data from the students. And the other one will be applied at the end to verify if students improve or not their reading skill.

During the development of the lessons a variety of activities will be introduced to practice and improve students' reading. Likewise, the observation checklist and a dairy will be used to record particular situations and to observe students' performance. The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

**Tabulation**

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

## **Organization**

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the High School.

## **Description**

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received

## **Population**

The students of first year of bachillerato, parallel “E” are who will participate in the development of this action research. The participants of the study are 36 students between boys and girls. They are between fifteen and sixteen years old. The students receive five hours of English per week with a certified teacher.

## **Intervention and observation plan**

### **Alternative**

Graphic organizers as a didactic tool to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014-2015.

**Objective:**

To increase the English reading comprehension through the use of graphic organizers among first year students of bachillerato , at “Adolfo Valarezo” High School in Loja city , during the academic period 2013-2014.

**Introduction**

The intervention plan is a two month program that will prepare students of first year of bachillerato to read in a comprehensive way through the use of graphic organizers.

The principal goal of this plan is to motivate students rise their reading comprehension through:

- The use of brainstorming activities to generate ideas.
- The activation of learning prior knowledge.
- The retention and summarization of main ideas.

Also, it includes eight lessons with interesting readings topics, which are based on the topics that students are studying in their English classes.

Each lesson will be developed considering three steps that Harmer(2011) proposed in his book *How to teach English* : Engage ,Study and Activate (ESA).

*Engage:* This is the point in a teaching sequence where teachers try to arouse the students interest, thus involving their emotions.

This step will be done making predictions, working on the new vocabulary, playing games and presenting the graphic organizer.

*Study:* activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text.

This step will be done by confirming revising or rejecting predictions. Also, underlining the main ideas, answering and generating questions, and filling out information about the reading in the graphic organizer.

*Activate:* This element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can.

In this step students individually, in pairs or in groups will make their own summary of the reading and share their own graphic organizers containing the more important ideas of the reading to the class.

**Period:**

This plan will be carried out during the months of April and May of 2015, with a frequency of two hours a week.

## INTERVENTION AND OBSERVATION PLAN

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato , at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Pre-test, questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK ONE (2 hours)</b>	To answer the pre- test and questionnaire questions.	Apply the pre-test and questionnaire.	<ul style="list-style-type: none"> <li>- Researcher introduces the contents about pre-test and questionnaire.</li> <li>- Researcher gives the pre- test to students.</li> <li>- Researcher explains question by question in order to students answer in a good way.</li> <li>- Researcher explains about the questionnaire.</li> <li>- Students answer the pre-test.</li> <li>- Students answer the questionnaire.</li> <li>- Researcher helps and monitors to students during the development of the pre-test and questionnaire.</li> </ul>	Pre- test Questionnaire

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Observation sheet, field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK TWO(2hours)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Recognize the most important ideas of the reading.</li> </ul>	<p>-“Miami a great place to be” “there is and there are”</p>	<p><b>GRAPHIC ORGANIZER: Semantic Map</b> <b>Engage:</b></p> <ul style="list-style-type: none"> <li>- Researcher gives students some pieces of paper with the vocabulary about the reading</li> <li>- Students read the words and make predictions about the topic.</li> <li>- Researcher shows students three templates of semantic maps. (Mind map, spider map and word map).</li> <li>- Students discuss what kind of semantic map would best display the information.</li> </ul> <p><b>Study</b></p> <ul style="list-style-type: none"> <li>- Researcher confirm predictions about the topic of the reading.</li> <li>- Researcher asks students to read the reading and underline the most important ideas.</li> <li>- Researcher asks questions to confirm students understanding.</li> <li>- Researcher invites students to fill out the semantic map, with keywords, and main ideas of the reading.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>- Students in groups create a new semantic map, summarizing information of the reading.</li> <li>- Students present the semantic map to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Pieces of paper with vocabulary</li> <li>- Graphic organizer (semantic map)</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato , at “Adolfo Valarezo” High School, in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Field diary, Observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK THREE (2Hours)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Differentiate the main ideas of the secondary during the reading process</li> </ul>	<ul style="list-style-type: none"> <li>- I always get up at six-thirty</li> <li>- Sequence words .</li> </ul>	<p><b>GRAPHIC ORGANIZER: Tree diagram</b></p> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>-Researcher gives students some pieces of paper with the vocabulary about the reading</li> <li>-Students read the words and make predictions about the topic.</li> <li>- Researcher shows a graphic organizer “tree diagram “and gives an example to illustrate the use of the tree diagram.</li> </ul> <p><b>Study</b></p> <ul style="list-style-type: none"> <li>-Researcher confirm predictions about the topic of the reading.</li> <li>-Researcher asks students to read the reading and underline the most important ideas.</li> <li>-Researcher asks questions to confirm students understanding.</li> <li>-Researcher invites students to fill out the semantic map with, main ideas and secondary ideas of the reading.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>-Students in pairs create a new tree diagram summarizing information of the reading.</li> <li>-Students present the tree diagram to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading</li> <li>-Graphic organizer</li> <li>-(tree diagram) worksheet</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATIONNOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerat , at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Filed diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK FOUR (2Hours)</b>	<p>Students will be able to :</p> <p>-Compare and contrast ideas in a visual representation.</p>	<p>-Boxing is for boy's, dancing is for girl's</p> <p>“likes and dislikes”</p> <p>.</p>	<p><b>GRAPHIC ORGANIZER: V-diagram</b></p> <p><b>Engage</b></p> <p>-Researcher reviews the last class playing game “A-Z game”.</p> <p>-Researcher gives students some pieces of paper with the vocabulary about the reading</p> <p>-Students read the words and make predictions about the topic.</p> <p>-Researcher shows a graphic organizer “V-diagram “using examples to illustrate the use of the V diagram.</p> <p><b>Study</b></p> <p>-Researcher confirm predictions about the topic of the reading.</p> <p>-Students underline what likes boys and what likes girls while they are reading.</p> <p>-Researcher asks questions to confirm students understanding.</p> <p>-Invite students to fill out the V diagram, with similarities and differences between boys and girls.</p> <p><b>Activate</b></p> <p>-Students individually create a new V-diagram, summarizing information of the reading.</p> <p>-Students present the V diagram to the whole class.</p>	<p>-Reading</p> <p>-Graphic organizer</p> <p>“V-diagram</p> <p>-Pieces of paper with vocabulary</p>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES** .....



**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015?

**DATA COLLECTION INSTRUMENTS:** Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL GOALS	RESOURCES
<b>WEEK FIVE</b> (2Hours)	<ul style="list-style-type: none"> <li>- Students will be able to:</li> <li>-Organize the information chronologically.</li> <li>-To use the simple past forms through the reading</li> </ul>	<ul style="list-style-type: none"> <li>- Hairstyle through decades</li> </ul> <p>Simple past.</p>	<p><b>Graphic organizer: Timeline organizer</b></p> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>-Researcher reviews the last class paying a game “tingo-tango”</li> <li>-Researcher gives students some pieces of paper with the vocabulary about the reading</li> <li>-Students read the words and make predictions about the topic.</li> <li>- Researcher presents a graphic organizer “Time line organizer”</li> <li>- Discuss how to use it.</li> </ul> <p><b>Study</b></p> <ul style="list-style-type: none"> <li>-Researcher confirm predictions about the topic of the reading.</li> <li>-Students read the text aloud taken turns and underline key words, and supporting detail of paragraphs.</li> <li>-Researcher asks questions to confirm students understanding</li> <li>- Ask students to fill out in the timeline organizers the events of the reading in an organized way.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>- Have students in groups create a new timeline organizer, summarizing information of the reading.</li> <li>- Have students share the new information with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- pieces of paper with vocabulary</li> <li>- Reading</li> <li>- Graphic organizer (Timeline organizer)</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK SIX (2Hours)</b>	<ul style="list-style-type: none"> <li>- Students will be able to:</li> <li>-Identify the most important points.</li> <li>-Recall information about the reading.</li> </ul>	The role of sports in our life	<p><b>Graphic organizer: K-W-L Chart</b></p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>-Researcher reviews the last class playing tingo- tango.</li> </ul> <p>Researcher gives students some pieces of paper with the vocabulary about the reading</p> <ul style="list-style-type: none"> <li>-Students read the words and make predictions about the topic.</li> <li>-Researcher presents a graphic organizer “K-W-L Chart” and explains how to use it.</li> <li>-Students will write in the first and second column what they know, what they want to know about the role of sports in our life.</li> </ul> <p><b>Study</b></p> <ul style="list-style-type: none"> <li>-Researcher confirm predictions about the topic of the reading.</li> <li>-Students read the text aloud taken turns and underline key words.</li> <li>-Researcher asks questions to confirm students understanding</li> <li>-Students will write in the third column of the “K.W-L Chart” what they have learned about the reading.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>-Have students in groups create a new K.W-L Chart, summarizing the information of the reading.</li> <li>-Students present the K.W-L Chart information with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading</li> <li>-Graphic organizer (K-W-L chart)</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato , at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK SEVEN (2Hours)</b>	<p>Students will be able to:</p> <p>Read and to think actively during the reading process.</p> <p>-Identify the main events in the reading process.</p>	<p>- Emma’s daily routine “Adverbs of frequency”</p>	<p><b>GRAPHIC ORGANIZER: Cycle-diagram</b></p> <p><b>Engage</b></p> <p>-Researcher makes a review about last topic making students play a game “Broke telephone”</p> <p>- Researcher gives students a piece of paper with new vocabulary.</p> <p>-Students make predictions about the reading.</p> <p>-Researcher presents a graphic organizer “cycle diagram” and explains how to use it.</p> <p><b>Study</b></p> <p>-Researcher asks students to read the reading and underline most important ideas of the reading.</p> <p>-Confirm predictions about the reading.</p> <p>-Invite students to fill out the cycle diagram with, main events of the reading.</p> <p><b>Activate</b></p> <p>-Students in groups make their own cycle diagram.</p> <p>-Students present the cycle diagram to the whole class.</p>	<p>-Reading</p> <p>-Graphic organizer (cycle -diagram)</p> <p>-Pieces of paper with vocabulary</p>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL GOALS	RESOURCES
<b>WEEK EIGHT (2 Hours)</b>	<p>To identify main ideas in the reading passage.</p> <p>To motivate to practice sports frequently</p>	-The big run	<p><b>GRAPHIC ORGANIZER: Fishbone map</b></p> <p><b>ENGAGE</b></p> <ul style="list-style-type: none"> <li>- Researcher reviews the last class paying a game “tingo-tango”</li> <li>-Researcher gives students some pieces of paper with the vocabulary about the reading</li> <li>-Students read the words and make predictions about the topic.</li> <li>-Researcher presents a graphic organizer “fishbone” and explains how to use it.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>- Researcher confirm predictions about the topic of the reading.</li> <li>-Students read the text aloud taken turns and underline key words, and supporting detail of paragraphs.</li> <li>-Researcher asks questions to confirm students understanding</li> <li>-Researcher invites students to fill out the fishbone map with, main events of the reading.</li> </ul> <p><b>ACTIVATE</b></p> <p>Students in pairs make their own fishbone map, summarizing information of the reading.</p> <ul style="list-style-type: none"> <li>-Students present the fishbone to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Game Reading</li> <li>• Graphic organizer (fishbone map)</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

**RESEARCH PROBLEM:** How does the use of graphic organizers help students to increase reading comprehension among first year students of bachillerato, at “Adolfo Valarezo” High School in Loja city, during the academic period 2014 – 2015 ?

**DATA COLLECTION INSTRUMENTS:** Post-test and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
<b>WEEK NINE (2hours)</b>	-To value the level of the development of reading comprehension achieved by students during the intervention plan.	Post-test and questionnaire	<ul style="list-style-type: none"> <li>-Researcher introduces the contents about post- test.</li> <li>-Researcher gives the post-test to students.</li> <li>-Researcher explains question by question in order that students answer in good way.</li> <li>-Students answer the post-test.</li> <li>-Teacher helps and monitors to students during the development of the post-test.</li> </ul>	<ul style="list-style-type: none"> <li>-Post-test</li> <li>-Questionnaire</li> </ul>

**SUPPORT:** Coaching and guidance from the university professor.

**OBSERVATION NOTES**.....

## **g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **Recourses**

#### **Human**

- The researcher
- The first year students of bachillerato, parallel “E”.
- Teacher

#### **Materials**

- Paper
- Cardboard

#### **Technical**

- Computer
- Internet
- Printer

### **Budget**

<b>RESOURCES</b>	<b>COST</b>
Internet	\$ 100.00
Print of reports	\$ 80.00
Print of the project	\$ 100.00
Print of the final report and thesis	\$ 300.00
Unexpected expenses	\$ 40.00
<b>Total</b>	<b>\$ 620.00</b>

**Financing**

The financing of the expenses derived from the present researcher work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation

## h. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
INTERVENTION/ ACTION	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
THESIS PROCESS	data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								xxxx	xxxx	xxx x				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxx x		
	Corrections													xxxx	
	Public presentation and incorporation														xxxx



## **i. BIBLIOGRAPHY**

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## **Annexes**



**UNIVERSIDAD NACIONAL DE LOJA  
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER**

**Name**.....

**Date**.....

**Reading comprehension**

As an undergraduate of the English language career the researcher is doing an action research work about graphic organizer to improve reading comprehension. This study will help you to develop reading skill at the English language learning. For that reason I ask you politely the question in real and responsible way.

**READ THE TEXT CAREFULLY AND ANSWER THE FOLLOWING QUESTIONS:**

### Carly's Family

Carly has a large family.  
She lives with four people.  
Carly also has two pets.



Carly's mom is a doctor. Carly's mom works at the hospital. Carly's mom helps people who are sick.

Carly's dad works at home. Carly's dad cooks for the family. Carly's dad drives the kids to soccer practice.

Carly has two brothers. James is ten years old. Scott is fourteen years old.

Carly has two pets. Jinx is a small, black cat. Diego is a large, brown dog.

Carly loves her family!

**Circle the best answer to complete each statement.**

**1) How many people are in Carly's family?** (2pts) *Inference*

- A. four
- B. five
- C. six

**2) Carly's mom works at the** (2pts) *Literal comprehension*

- A. restaurant
- B. mall
- C. hospital

**3) This passage is mostly about Carly's** (2pts) *Evaluation*

- A. family
- B. pets
- C. soccer team

**4) Which of the following is most likely true?** (2pts) *Inference*

- A. Carly's mom coaches the soccer team.
- B. James is the best soccer player in the family.
- C. Jinx and Diego are part of Carly's family.

**5) How is your family the same as Carly's family? How is it different?**

**Explain.**(2pts) *Personal responses*

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*Thanks you for your collaboration*



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**GRADING SCALE FOR READING COMPREHENSION**

Aspects	Quality			
	Poor	Average	Good	Excellent
<b>Inference</b> 4/4	0.5-1.5	1.6-2	2.1-3	3.1- 4
<b>Literal Comprehension</b> 2/2	0.1-0.5	0.6-1	1.1-1.5	1.6-2
<b>Evaluation</b> 2/2	0.1-0.5	0.6-1	1.1-1.5	1.6-2
<b>Personal Responses</b> 2/2	0.1-0.5	0.6-1	1.1-1.5	1.6-2

Elaborated by the researcher

The average expected level to achieve before and after the intervention is 8/10.



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

Name.....

Date.....

**QUESTIONNAIRE**

As an undergraduate of the English language career the research is doing an action research work about graphic organizer to improve reading comprehension. This study will help you to develop reading skill at the English language learning. For that reason I ask you politely the question in real and responsible way.

**1) Have you ever worked with graphic organizers?**

Yes ( )                      No ( )

**2) Do you think that graphic organizers help you to improve your reading comprehension?**

Yes ( )                      No ( )

**3) Does the teacher use graphic organizers to develop reading skills in English class?**

Yes ( )                      No ( )

**4) In the English class learning to read is?**

Interesting ( )                      Funny ( )                      Boring ( )

**5) Which strategies do you use to improve your reading comprehension?**

Graphic organizers ( ) Comprehension questions ( ) Summarizing ( )

**6) How often does the teacher use graphic organizers to improve reading comprehension?**

Always ( )                      Sometimes ( )                      Never ( )

**7) In what way do you learn reading comprehension?**

Reread the text ( ) Underline important ideas ( ) Using graphic organizers ( )

*Thanks you for your collaboration*



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**RESEARCHER FIELD DIARY**

<b>Lesson</b>						
<b>Activity</b>						
<b>Objective:</b>						
<b>Materials:</b>						
<b>Timing:</b>						
<b>Procedure:</b>						
<b>Grouping:</b>						
<b>Do students like it?</b>	<b>Yes</b>		<b>For a while</b>		<b>Not really</b>	
<b>Are they bored?</b>	<b>Yes</b>		<b>No</b>			
<b>Do they make an effort?</b>						
<b>Comments</b>						





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**ENGLISH LANGUAGE DEPARTMENT**

**OBSERVATION SHEET**

<b>OBSERVATION SHEET</b>				
Observer: .....			Date:.....	
Things to be observed	ACTIVITIES	YES	NO	SOMETIMES REMARKS
<b>Have all the students participated during class?</b>				
<b>Was the activity appropriated for the class?</b>				
<b>Were the objectives for the activities accomplished?</b>				
<b>Suggestions to the activities done</b>				

## MATRIX

**Title:** GRAPHIC ORGANIZERS AS A DIDACTIC TOOL TO INCREASE READING COMPREHENSION AMONG FIRST YEAR STUDENTS OF BACHILLERATO, AT “ADOLFO VALAREZO” HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

Problem	Objetives	Theoretical frame	Methodological design (Action research)	Instruments
<p><b>Main Research problem:</b></p> <p>How does the use of graphic organizers help students to increase reading comprehension among fist year students of bachillerato, in parallel “E” at “Adolfo Valarezo” High school in Loja city, during the academic period 2014-2015?</p>	<p><b>General:</b></p> <p>To increase the English reading comprehension through the use of graphic organizers as a didactic tool among first year students of bachillerato , at “Adolfo Valarezo” High School in Loja city, during the academic year</p>	<p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Importance of reading comprehension</li> <li>-Types of reading comprehension</li> <li>-Aspects of read</li> <li>-How to teach Reading Comprehension?</li> <li>-Reading process</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>-Observation of the English classes</li> <li>-Stating the background of problem</li> <li>-Describing current situation</li> <li>-Locating and reviewing the literature</li> <li>-Creating a</li> </ul>	<p>Questionnaires</p> <ul style="list-style-type: none"> <li>- Tests</li> <li>- Diary</li> <li>- Observation sheet.</li> </ul>

<p><b>Sub-problems:</b></p> <ul style="list-style-type: none"> <li>• What kind of theoretical references about English reading comprehension and graphic organizers are affective to help the first year students of bachillerato at Adolfo Valarezo High School?</li> <li>• What are the problems that limit the reading comprehension of the first year of bachillerato?</li> <li>• What are the phases of the</li> </ul>	<p>2013-2014.</p> <p><b>Specific:</b></p> <ul style="list-style-type: none"> <li>• To investigate the theoretical references about reading comprehension in the English language and the graphic organizers as a tool to help students of first year of bachillerato.</li> <li>• To diagnose the problems that limit the reading comprehension of first year students of bachillerato through a pre-test.</li> </ul>	<p>-Levels of reading comprehension</p> <p>-Assessment of Reading Comprehension</p> <p><b>Graphic organizers</b></p> <p>-What are graphic organizers?</p> <p>-Importance of graphic organizers</p> <p>-Types of graphic organizers using in reading comprehension</p> <p>-Why use graphic organizers?</p> <p>-When and where use graphic organizer</p> <p>-Graphic organizers as a</p>	<p>methodological framework for research.</p> <p>- Preparing an intervention plan.</p> <p><b>Presentation of research findings</b></p> <p>- Reflecting, analyzing and answering the proposed inquiries</p> <p>- Organizing the final report.</p>	
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<p>plan that address the issues of reading comprehension with graphic organizers of first year of bachillerato?</p> <ul style="list-style-type: none"> <li>• Which graphic organizers are implemented to increase reading comprehension of first year of bachillerato?</li> <li>• What is the effect that the graphic organizers have on students' reading comprehension of first</li> </ul>	<ul style="list-style-type: none"> <li>• To design an intervention plan with the use of graphic organizers to increase students' reading comprehension.</li> <li>• To apply the graphic organizers as a part of the classroom activities, in order to solve the limitations in reading comprehension.</li> <li>• To reflect upon the effect that the graphic organizers have on</li> </ul>	<p>learning tool</p> <ul style="list-style-type: none"> <li>-The use of graphic organizer in reading comprehension</li> <li>-Implementing graphic organizers</li> </ul>		
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year of bachillerato?	grade students' reading comprehension.			
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## INDEX

<b>COVER PAGE</b> .....	i
<b>CERTIFICATION</b> .....	ii
<b>AUTORÍA</b> .....	ii
<b>CARTA DE AUTORIZACIÒN</b> .....	iv
<b>ACKNOWLEDGMENTS</b> .....	v
<b>DEDICATION</b> .....	vi
<b>MAPA GEOGRÁFICO Y CROQUIS</b> .....	viii
<b>THESIS OUTLINE</b> .....	ix
<b>a. TITLE</b> .....	1
<b>b. ABSTRACT</b> .....	2
<b>SUMMARY</b> .....	3
<b>c. INTRODUCTION</b> .....	4
<b>d. LITERATURE REVIEW</b> .....	7
<b>Reading comprehension</b> .....	7
What is reading comprehension? .....	7
Importance of reading comprehension.....	8
Types of reading comprehension .....	9
Aspects of reading.....	11
How to teach Reading Comprehension? .....	12
Reading process .....	14
Levels of reading comprehension .....	15
Assessment of Reading Comprehension.....	16
<b>Graphic Organizers</b> .....	17
What are graphic organizers?.....	17
Importance of graphic organizers .....	17
Types of graphic organizers used in reading comprehension .....	18
Why use graphic organizers? .....	21
When and where use graphic organizer .....	22
Graphic organizers as a learning tool.....	22
The use of graphic organizer in reading comprehension .....	23
Implementing graphic organizers.....	23
<b>e. MATERIALS AND METHODS</b> .....	25
<b>Materials</b> .....	25

Methods .....	26
<b>f. RESULTS .....</b>	<b>28</b>
<b>g. DISCUSSION .....</b>	<b>46</b>
<b>h. CONCLUSIONS .....</b>	<b>49</b>
<b>i. RECOMMENDATIONS.....</b>	<b>50</b>
<b>j. BIBLIOGRAPHY .....</b>	<b>51</b>
<b>k. ANNEXES .....</b>	<b>52</b>
<b>a. THEME.....</b>	<b>53</b>
<b>b. PROBLEM STATEMENT .....</b>	<b>54</b>
<b>c. JUSTIFICATION.....</b>	<b>59</b>
<b>d. OBJECTIVES .....</b>	<b>60</b>
<b>e. THEORETICAL FRAME.....</b>	<b>61</b>
<b>f. METHODOLOGY .....</b>	<b>80</b>
<b>g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH .....</b>	<b>96</b>
<b>h. TIME LINE .....</b>	<b>98</b>
<b>i. BIBLIOGRAPHY.....</b>	<b>99</b>
<b>INDEX .....</b>	<b>112</b>