



Universidad  
Nacional  
de Loja

## **Universidad Nacional de Loja**

**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Using semantic mapping and reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year**

**Uso de mapas semánticos y habilidades de comprensión lectora, en estudiantes de noveno grado de una institución pública en Loja, durante el año lectivo 2022-2023**

**Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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## **Dedication**

I would like to express my heartfelt gratitude and dedicate my work to the most significant people who have played a crucial role in my journey. First and foremost, my unwavering love and appreciation go to my father, Kelvin Pardo, and my dear mother, Elvia Malacatus. Their constant support and motivation have been the driving force behind my success. Each day, they provided me with words of encouragement that inspired me to keep pushing forward. I am deeply thankful to these exceptional individuals, and it is with immense love and sacrifice that I dedicate this research to them.

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## **1. Title**

**Using semantic mapping and reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year**

## 2. Resumen

Las destrezas de comprensión lectora son fundamentales en el aprendizaje de los estudiantes de EFL porque les permiten captar el mensaje central de los textos escritos. Este estudio se centra en el uso de tres estrategias de mapas semánticos, como son los mapas de historias, mentales y conceptuales, para mejorar las destrezas de comprensión lectora de los estudiantes. Por ello, pretende responder al objetivo principal sobre mejorar las habilidades de comprensión lectora mediante el uso de mapas semánticos, en estudiantes de noveno grado de una institución pública de Loja, durante el año lectivo 2022-2023, y como objetivos específicos (1) identificar la efectividad del uso de mapas semánticos en la mejora de las habilidades de comprensión lectora, y (2) describir las percepciones de los estudiantes sobre el uso de mapas semánticos en la mejora de las habilidades de comprensión lectora. Este estudio utilizó un método mixto para recopilar datos cuantitativos y cualitativos mediante la administración de un pretest, un posttest, un cuestionario mixto y el uso de notas de campo como instrumentos, que se aplicaron a 40 alumnos de noveno curso de una institución pública seleccionados por muestreo de conveniencia. Este estudio también utilizó el ciclo de investigación-acción de Gerald Susman, que consta de cinco pasos, y ayudó al investigador a tener claro el orden y el progreso de la investigación. Los resultados del pretest y del posttest indicaron que se había producido un aumento significativo en las habilidades de comprensión lectora de los estudiantes, ya que éstos mejoraron en la identificación de la idea principal, detalles, resumen y la realización de inferencias. Los resultados del cuestionario mostraron que los estudiantes tenían comentarios positivos en relación con el uso de los tres tipos de mapas semánticos para mejorar las habilidades de comprensión lectora. Por último, la investigación concluyó que la aplicación de los mapas semánticos fue eficaz para mejorar las habilidades de comprensión lectora de los alumnos, ya que influyó positivamente en su rendimiento.

*Palabras claves:* habilidades de comprensión lectora, mapas semánticos, mejoramiento

## **2.1. Abstract**

Reading comprehension skills are fundamental in the EFL students' learning because it permits students to grasp the central message of the written texts. This study focused on using three semantic mapping strategies such as story, mind and concept mapping to improve students' reading comprehension skills. For that reason, it aims to answer the main objective about to improve the reading comprehension skills by using semantic mapping, among ninth graders at a public institution in Loja, during the 2022-2023 school year, and as specific objectives (1) to identify the effectiveness of using semantic mapping on the improvement of reading comprehension skills, and (2) to describe the students' perceptions about using semantic mapping on the improvement of reading comprehension skills. This study used a mixed method to collect quantitative and qualitative data by administrating pretest, posttest, mixed questionnaire and using field notes as instruments, which were applied to 40 ninth graders from a public institution being selected by convenience sampling. This study also utilized Gerald Susman action research cycle which consists of five steps, and it helped the researcher to be clear about the order and progress of the research. The pretest and post test results indicated that there was a significant increase in students' reading comprehension skills because students improved on identifying main ideas, details, summarizing and making inferences. The results of the questionnaire showed that students had positive comments in relation to the usage of the three types of semantic mapping to improve reading comprehension skills. Finally, the research concluded that the implementation of semantic mapping was effective in students' reading comprehension skills improvement being positive on students' performance.

**Keywords:** improvement, reading comprehension skills, semantic mapping

### 3. Introduction

In recent years, Ecuador is one of the countries with low academic performance in English language teaching. “Ecuador’s education system ranks 90th which corresponds to very low proficiency in the acquisition of English as a Foreign Language (EFL)” (Education First, 2021, p. 7). As a result, English language teaching is deficient for the lack of interest of EFL students and insufficient teaching material. Moreover, language skills are important and perform an essential role in the English teaching and learning process, MINEDUC (2019) suggests that “according to the Common European Framework of Reference for Languages (CEFR), superior basic education students must obtain the level of proficiency A2.1” (p. 422). Likewise, it highlighted that the reading comprehension skills are an essential linguistic proficiency that help students to read and interpret written texts. It means that learners should be able to identify and understand simple texts, for example, emails, letters, messages, titles, etc (MINEDUC, 2019).

Unfortunately, the researcher observed that the ninth graders at a public institution in Loja, they did not reach proficiency level A2.1 in the reading comprehension skills, which was supported by other researchers who also found that “EFL students have comprehension problems in the reading process, for instance, ambiguous words, poor vocabulary, and they do not understand the sentences tenses” (Qrquez-Ab & Rashid, 2017 as cited in Torabi & Maleki, 2022). As well as, Al-Jarrah and Ismail (2018) stated that “another problem facing EFL learners is ability to understand complex sentences in reading comprehension skills” (p. 33). Similarly, EFL students present difficulties in understanding when they read are unclear words, strange language, and not enough time to figure out about the content (Qarqez & Ab-Rashid, 2017).

Based on these problems, the use of semantic mapping was considered an appropriate strategy to improve students' reading comprehension, so the following research question was proposed: how can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year? Similarly, two sub-questions were formulated, first; what is the effectiveness of using semantic mapping on the improvement of the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year? second; what are the students' perceptions about using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?

There are previous studies that reflect on reading comprehension difficulties that EFL learners have. Al-Jarrah and Ismail (2018) stated that “another problem facing EFL learners is ability to understand complex sentences in reading comprehension skills” (p. 33). Qarqez and

Ab-Rashid (2017) mentioned that EFL students present difficulties in understanding when they read unclear words, strange language, and they do not have enough time to figure out about the content. On the other hand, “semantic mapping is considered an effective teaching technique that helps students organize their ideas to better understand the message conveyed by written texts” (Supramaniam & Zainal, 2014, pp. 62-63). Additionally, Sasabone et al. (2018) found that “semantic mapping is similar to a graphic organizer, it allows students to organize the ideas they find in written texts and they can even add images to better understand the reading” (p. 10).

Nevertheless, some authors have focused their studies on the use of semantic mapping to improve the reading comprehension skills of EFL students, but few studies have conducted their research on ninth graders. Therefore, based on the authors' research (Al-Ghazo, 2015; Kasim & Wahyuni, 2016) revealed that they worked from university to junior high school students. Moreover, Torabi and Maleki (2022) indicated that in their study quantitative data were just collected and suggested future research to encourage quantitative research. Thus, this research aims to fill this gap using a mixed research method in order to obtain more information about the effectiveness of semantic mapping and the students' perceptions of ninth graders at a public institution in Loja city. The researcher applied three types of semantic mapping (story, mind and concept mapping) to improve the reading comprehension skills in the selected group of students.

This study contributed to the members of the educational community for the following reasons. First of all, EFL teachers had the advantage of using the different types of semantic mapping to improve the reading comprehension skills of their students. By the time, good progress was evidenced to the audience where the use of semantic mapping was feasible to teach classes and acquire more vocabulary and improve students' reading comprehension. At last, it allowed the ninth graders to summarize the readings adequately through the use of keywords, important ideas and make inferences.

The present study was executed in a period of five weeks with a total of 25 hours, working with ninth graders from a public institution during the 2022-2023 school year. The researcher used three semantic mapping such as mind, story and concept mapping, which are focused on improving reading comprehension skills, taking into account the reading comprehension indicators as follows: main idea, details, summarizing and making inferences. Consequently, the research had a positive effect on the usage of semantic mapping as a strategy to improve reading comprehension skills. However, the intervention plan was affected by three limitations: (1) insufficient time, (2) limited group of students and (3) applied the same pretest

and posttest. Hence, the researcher suggests that future researchers administer both pretest and posttest to the students by using different taught content, but both must be directed to the students' level A2.1 and based on the same structure to relate to students with the format. Similarly, the researcher suggests implementing a longer intervention plan in order to better collect data and to monitor the constant progress of the improvement of ninth graders' reading comprehension skills.

The main purpose of this research was; to improve the reading comprehension skills by using semantic mapping, among ninth graders at a public institution in Loja, during the 2022-2023 school year. From this aim, the researcher included two specific objectives which were; (1) to identify the effectiveness of using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year, and (2) to describe the students' perceptions about using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

## **4. Theoretical Framework**

The purpose of the theoretical framework is to review the most important contents related to the reading comprehension skills and the different types of semantic mapping such as mind mapping, concept mapping and story mapping. Both topics are presented into two sections. Firstly, the independent variable includes the definition, importance, components and characteristics of semantic mapping, stages of teaching through semantic map strategy, applying semantic mapping in reading comprehension skills, procedure of a semantic mapping, and types of semantic mapping adding their definition, process of creation, benefits and applications for creating concept, story and mind mapping. Second section, it involves concept of reading, types of reading, definition of reading comprehension skills, models of the reading comprehension skill process, approaches for developing reading comprehension skills like: making inferences, summarizing, main idea and details. The literature review aims to support the research development and to help researchers answer the general research questions and sub-questions of this research.

On the other hand, based on the independent variable, Rachman and Khatimah (2018) suggest that “the semantic mapping strategy to improve EFL learners' reading comprehension has proven feasible as students are able to interpret the main message of a written text, try to understand unfamiliar words, and above all allow them to organize information and link large concepts with main ideas” (p. 173). Thus, this strategy has been selected to improve reading comprehension skills. Based on the dependent variable Fahrurrozi (2017) mentions that the comprehension of written texts is difficult since it consists of understanding the ideas that the author intends to convey in writing. Hence, reading comprehension is not just about reading without understanding, it is reading by analyzing and capturing the main and crucial ideas.

### **4.1. Semantic Mapping**

#### ***4.1.1. Definition of Semantic Mapping***

Semantic mapping is a useful tool for the teaching-learning process of EFL students in reading skills. Al-Ghazo (2015) indicated that "several practical studies have investigated semantic mapping strategy on students, and have concluded that the teaching of this type of map is crucial in the process of reading comprehension of EFL learners because it allows students to better organize the ideas of a written text" (p. 97). In this sense, students have the advantage of structuring ideas by implementing a semantic mapping. In addition, semantic mapping is defined as a graphic representation in which students capture ideas and add images to achieve a better understanding (Johnson et al., 1986, as cited in Ismael, 2021). This means that putting images helps to better interpret the message that is transmitted in written form.



Likewise, Silberstein (1994, as cited in Kasim & Wahyuni, 2016) stated that the implementation of semantic mapping is an excellent technique that helps students demonstrate understanding of a text through a visual representation, in other words, include images in the development of a semantic mapping and write only key words or phrases. In this way, students can better explore the ideas that are extracted from a text and always keep in mind that images should be placed according to what is expressed in each idea. Moreover, the use of semantic mapping in reading "allows students to order their thoughts and ideas in order to remember information and thus improve reading comprehension skills" (Supramaniam & Zainal, 2014, pp. 62-63).

#### ***4.1.2. Importance of Semantic Mapping***

Using semantic mapping is important in the teaching and learning process, because it helps EFL students to improve text comprehension and acquire new vocabulary. In this way, in a study it was found that "semantic mapping is a powerful tool that allows students to enrich their existing knowledge by visually recognizing and understanding the connections of various concepts within a specific topic" (Hikmah & Pranata, 2019, p. 172). Likewise, Huda et al. (2022) indicated that "semantic mapping is a reciprocal method that relies on the creativity of the students" (p. 161), this means that students concentrate on designing the map, thus cooperating with each other before and after reading.

One of the most important aspects that stand out when executing semantic mapping is that "students can check their comprehension while reading, evaluate it afterwards and activate their previous knowledge before reading" (Rachman & Khatimah, 2018, p. 167). Hence, it is evident that learners develop the reading activity to interpret, examine, and advance their knowledge. In fact, pupils can incorporate the new vocabulary into their existing schemas by participating in a semantic mapping exercise to reinforce important words. Also, semantic mapping enables the learner to acquire unfamiliar words through familiar ones in a semantically meaningful way (Dilek & Yuruk, 2013).

#### ***4.1.3. Components of Semantic Mapping***

Semantic mapping is composed of three components, "core questions or concept, strands and supports" (Vacca & Vacca, 2006, as cited in Rahmawati, 2020), which are described as follows:

**4.1.3.1. Core Questions or Concept.** This component includes a key word or phrase that the main focus of the topic. Thereafter, the ideas that help to create the map and make sense of the information to be presented are started and broken down. If you do not determine exactly

what the topic of the text is, it is recommended to read each paragraph and determine which ideas are common, thus verifying a single word or phrase that summarizes the content.

**4.1.3.2. Strands:** They are those subordinate ideas; this means that they are dependent ideas. In others words, they need a main sentence to make sense and clarify the concept. It is evident that through this component, connections are established between the sections of the text and give meaning to the whole content. A good strand needs an adequate text structure that acts as a model.

**4.1.3.3. Supports:** This model is focused on three key aspects which are details, inferences and generalizations that are connected through a strand. Afterwards, support materials are needed, such as the use of colored markers to distinguish each strand, and images can be added.

#### ***4.1.4. Characteristics of Semantic Mapping***

The main characteristics of semantic mapping have been highlighted and it is briefly explained below:

1. The main theme is located in the center of the map, with a clear and highlighted lettering.
2. Ideas, contents or keywords should be placed in figures such as: circles, squares, arrows to connect more ideas and color each figure and line for a better presentation.
3. Using lines to link ideas and connectors to add more information. Lines can also be highlighted.
4. It is important to maintain an order and sequence with the ideas, it is specular to see the whole map organized and with a proper visualization (Blachowicz & Fisher, 1999, as cited in Rahmawati, 2020).

#### ***4.1.5. Stages of Teaching through Semantic Mapping Strategy***

The use of semantic maps is implemented on three instances: before, during and after the explanation of the text.

##### **4.1.5.1. Pre-reading Stage.**

**4.1.5.1.1. Presenting the Theme.** In this stage, once the EFL students together with the teacher determine the text to be taught through the use of semantic mapping, the teacher proceeds to draw a circle on the board and writes the main topic (Zaid, 1995, as cited in Sabbah, 2020). In addition, to distinguish the main topic from other concepts, it is important to use a different figure that highlights the central title.

**4.1.5.1.2. Brainstorming.** In this section, students have to think of ideas that are in relation to the main topic (prior knowledge). Subsequently, the teacher draws lines to link the key words with the corresponding concepts. Also, in this step the English teacher dictates to the

students a key vocabulary that will serve them later on (Zaid, 1995, as cited in Sabbah, 2020). In this way, brainstorming allows students to engage their own thoughts to generate more ideas to help them make the argument for what they are trying to communicate.

#### **4.1.5.2. During-reading Stage.**

**4.1.5.2.1. Categorization.** Zaid (1995, as cited in Sabbah, 2020) said that EFL students briefly review the reader to recall the information. Following that, the teacher discusses in the classroom the topic of the reading and asks questions such as: "who", "what", "when", "where" and "how". The teacher interrogates the students to create categories, for example, a category could be those who participate in the reading, where the events take place (scenarios), the plot, etc.

**4.1.5.2.2. Personalizing the Map.** In this stage, students design the semantic map in their notebook. They should continue with the activity, each student can add two sub-ideas that they consider essential but are their own (Zaid, 1995, as cited in Sabbah, 2020). Therefore, it is noticeable that students increase the information in their semantic mapping according to their prior knowledge.

#### **4.1.5.3. Post-reading Stage.**

**4.1.5.3.1. Post-assignment Synthesis.** This step focuses specifically on verifying the amount of information in the semantic map, as well as verifying that the ideas make sense and are related to each other. On the other hand, teachers check that the design of the map is attractive (Zaid, 1995, as cited in Sabbah, 2020). Therefore, students should develop their creativity, include small images, color the areas of the figures and with low colors paint the backgrounds, in order to see the words.

#### **4.1.6. Applying Semantic Mapping in Reading Comprehension Skills**

The implementation of semantic mapping has generated a great impact on the process of teaching reading comprehension skills to EFL students. This impact is perceived because pupils begin to better decipher the meaning of written texts. In this manner, Dilek and Yuruk (2013) claimed that "the semantic mapping strategy allows students to create a visual representation, that is, they place the information in a graphical form and relate the new words to their own knowledge" (p. 1533), to mention a "graphic form" is to include images that support the ideas that are written on the mapping.

In addition, semantic mapping strategy (SMS) is strongly related to learner-centered learning, because it makes them more active, creative and interactive. For instance, the technique of semantic mapping places a strong emphasis on comprehension by utilizing the associations between words. As students observe these words in a map, they can more

effectively retain and recall them, making semantic mapping an effective and beneficial approach for presenting vocabulary (Palma, 2023).

#### **4.1.7. Procedure to Create a Semantic Mapping**

The following steps are the procedures for applying the semantic mapping in the reading comprehension skills of EFL students.

1. After the teacher has read the paragraph to the class, they are asked to read it several more times.
2. Choosing the main ideas of the reading and written in a notebook, and then placed on the mapping.
3. The class is divided into small groups of students.
4. Students in each group should brainstorm with keywords and phrases to help them understand the topic.
5. The intention is to group the unfamiliar words into categories and place them on the semantic map. But, each category presents a key concept in order to understand and summarize the reading.
6. Students debate among themselves and analyze the relationship between the words placed on the mapping and the relevant concepts (Ismael, 2021, pp. 49-50).

#### **4.1.8. Types of Semantic Mapping**

To improve students' reading comprehension skills, three types of semantic maps are used as useful strategies, whose main advantage is the organization of information through the use of images and keywords.

**4.1.8.1. Mind Mapping.** This type of semantic mapping has a visual and written approach that captures ideas. In addition, the use of mind mapping enhances EFL students' creativity, increases learning, deepens knowledge, and the most important, students are able to interpret the readings through the use of this study technique (Elmeshai, 2020). Likewise, according to Rachman and Khatimah (2018), the implementation of semantic mapping allows students to see the connections that exist between the information given and recent facts, thus allowing them to transfer what they think and use it as a new way of understanding the readings. In this sense, this type of mapping is divided from the principle theme, lines are drawn where students put key words and images are added that stimulate the mind to make connections in order to understand the topic.

Moreover, Hazaymeh and Alomery (2021) suggested that “the visual mind mapping is widely recognized as a method that can be used as a didactic strategy, through which students

discover, analyze and share ideas visually” (p. 141), thus, it is beneficial for students and teachers to adapt this method during the classes. Mind mapping contains visual aspects such as: figures, colored lines, illustrations, diagrams, signs or codes which express knowledge. This technique has a positive impact because it clarifies complicated concepts and helps students share ideas through direct and understandable representations to achieve a deep understanding of the subject (Malekzadeh & Bayat, 2015).

**4.1.8.1.1. Benefits of Using Mind Mapping.** There are five benefits of applying mind mapping in the reading comprehension process.

1. Providing you with a general view of a broad topic or issue and enabling you to convey it more clearly and concisely.
2. Helping you see the bigger picture and innovative alternatives.
3. Enabling students to make a selection plan and thus choose the resources that are needed.
4. After acquiring the material, it must be clear in which parts of the map it will be applied, the important thing is that it is understood.
5. Give the design an attractive and pleasant format for readers to grasp the facts in a simple and clear way (Elmeshai, 2020).

**4.1.8.1.2. Creation of Mind Mapping.** First, students take notes in their notebook, writing down the most important points based on a lecture, video or audio. Then, indicate the relationship between the key ideas and concepts and the topic. As a third step, you brainstorm what you know and what you find in the reading. After this, you should plan the order in which you are going to place the ideas in the mind map by visualizing all the important aspects to be added. As a fifth step, students have to organize the ideas and information so that they are adequate and provide accurate information. Then, students have to adapt their work by adding more details and being creative. Finally, it is important to review the finished work, try to correct any small errors and then present it to the teacher and classmates (Elmeshai, 2021, p. 4).

In order to improve learners’ reading comprehension skills, they can apply this type of semantic mapping, since it facilitates them to acquire more knowledge and better understand the events that occur. Likewise, teachers have to adapt their classes and teach the processes of creating mind mapping in a practical way, as it also involves students' creativity.

**4.1.8.2. Concept Mapping.** Concept mapping are organizers that make it easier for EFL learners to retain information and understand the meaning of words. In addition, this technique helps teachers present topics clearly and concisely (Deema, 2016). Likewise, “concept mapping illustrate EFL learners' understanding between knowledge relationships and the way

information is processed. teachers have the opportunity to apply concept mapping within the teaching process” (Kasumu & Oluwayimika , 2022, p. 5) .

In addition, a research conducted by Kasumu and Oluwayimika (2022) concluded that the application of concept maps has generated a great impact on students' reading comprehension, so teachers can adapt this strategy to any English proficiency level, it simply depends on the topics that the teacher intends to expose to the EFL students. Besides, it is clear that the use of concept mapping illustrates the relationships that exist between several concepts but that all of them contribute to the summary of a single reading (Choudhary & Bano, 2022).

**4.1.8.2.1. Benefits of Using Concept Mapping.** To improve the students' reading comprehension skills there are some benefits regarding the use of concept maps, these benefits are detailed below. This type of map is considered a graphic organizer, so it motivates students to extract information from readings and represent it through keywords and images. EFL learners are able to thoroughly organize essential concepts that allow them to argue their work, thus improving their reading proficiency (Chularut & De Backer, 2003, as cited in Khaghaninejad & Arefinejad, 2015).

The concept mapping also benefits in the teaching process since it makes it easier for teachers to explain very extensive topics, a main aspect is that they can elaborate a concept map summarizing the main aspects of the topic they have proposed to teach in class. In this way, the students will not feel bored of the classes but rather they will be enthusiastic because they already understand the subject better and it is also easier for them to study for the lessons that the teacher has program to apply.

**4.1.8.2.2. Creation of Concept Mapping** There are eight steps to create a concept mapping from a text, which will be described below (Novak, 1998, as cited in Romero et al., 2017).

First, it is important to read the text two to three times. Then, with a marker of your choice, underline the important ideas or key words. As a third step, identify at least 15 relevant concepts and create a list. After that, organize the concepts found from general to specific. As a fifth step, place these concepts horizontally in a hierarchical order. Subsequently, lines are made to link the concepts. As a seventh step, key words should be introduced within the lines that help to connect two ideas and give more sense to them. Finally, join the concepts and linking words, thus generating new meaningful definitions.

**4.1.8.3. Story Mapping.** According to Sundari et al. (2019) “story mapping is a crucial type of technique in students' reading comprehension process, in which they categorize concepts and relevant facts sequentially and then place these facts on the story map to

subsequently represent the information” (p. 53). As a result, EFL students are able to create their own map stories and can add a visual representation to their work, write key ideas that allow them to understand the information in the written text in a simple way.

Story mapping is a didactic strategy used to improve EFL students' reading comprehension, in which, as an activity, the teacher assigns students the task of identifying the text of a story using a specific structure. Moreover, in this strategy, students receive the story map on a worksheet that includes some specific parts of the story. Thus, students develop the activity by determining the elements of the story, settings, main and secondary characters, poignant events and, finally, placing them on the map (Sundari et al., 2019). Similarly, story mapping serves to guide students to focus on crucial narrative components, such as themes, characters, setting, problems, plot events and resolution, while emphasizing the connections between these elements (Sholichah, 2017).

**4.1.8.3.1. Benefits of Using Story Mapping.** Sholichah (2017) mentioned some of the benefits of using story mapping in the following manner. As a first benefit, story mapping helps students to affectively organize the events presented in the text. They can write down key words or meaningful concepts. Another benefit is that it motivates students to continue reading any type of text, since they are able to create this type of maps to better understand the topic, thus avoiding boredom or disinterest of the pupils. Also, this work technique helps a lot in the reading comprehension process, since students learn new vocabulary, understand better, learn the spelling of some words, and obviously improve their speaking while reading.

**4.1.8.3.2. Creation of Story Mapping.** The development of a story mapping simply requires four steps, which are as follows. First, the teacher tells the students to read the text silently. Second, the teacher gives each student a worksheet (story mapping), on this worksheet is the main idea and some details of the reading. After this, the teacher divides the class into small groups, in order to determine what is the main idea and the details of the reading, this activity is developed individually. Finally, they discuss their answers within the group and at the end of the discussion they hand in the worksheet to their teacher (Sundari et al., 2019, p. 54).

#### **4.1.9. Applications for Creating Concept, Story and Mind Mapping**

Technology is a very useful source that has greatly benefited education and there are multiple websites and excellent applications that help improve the teaching of communication skills. For the development of the independent "semantic mapping" strategy, three applications will be used that are easy to access on the home page, learn how to use them and have no

implications for downloading the document once completed. These applications are as follows: Mindomo and Canva.

**4.1.9.1. Mindomo.** It is an online platform used to create mind and concept mapping, totally free and easy to use. Likewise, in the educational field, it allows teachers and students to introduce content, such as texts, videos, images, audios, music, among others (Ministerio de Educación, 2020). Moreover, this tool implemented in education brings three benefits, which are; “Mindomo encourages the creativity of EFL students, contributes with knowledge and significant learning, and increases teamwork in a collaborative manner” (Ministerio de Educación, 2020, p.1). These three points are valuable when creating a map on this website, because it is evident that students put into practice their creativity, they have the initiative to develop their own concept map depending on the assigned topic.

For accessing the official Mindomo website, first of all it is mandatory to log in with an email address (gmail), select a profile, in this case student. After that, you can visualize the tools contained in this online platform and to start elaborating the map, the student clicks on "Blank mind map". Then, from this point on, they begin to do their work, on the left side of their computer or laptop they can find all the tools that Mindomo contains (Ministerio de Educación, 2020).

**4.1.9.2. Canva.** It is an online website, free and very easy to use. Furthermore, “Canva enables the transmission of knowledge and messages, facilitating the reading comprehension skills of EFL learners and people interested in reading this type of content” (Romero, 2020, p. 2). First of all, it is important to have a Canva profile, students can login with a gmail or create a new account. Besides, some of the elements of this web site are described below.

- **Dimensions:** It is important to design the work surface with personalized dimensions, which are expressed in centimeters, millimeters or inches.
- **Templates.** This section refers to the combination of elements such as pictures, typographies, etc. The student chooses the template or can create one from scratch. In addition, the template can be inserted and adapted according to the theme.
- **Sidebar.** In this part you will find all the available tabs. For example, text, font, figures to insert images or text, lines, arrows, among others.
- **Wallpapers.** In this section, all colors are available to serve as background or the student can apply a background image, depending on the expectations of each EFL learner (Romero, 2020).



One thing to consider before choosing a template is that there are two types of templates: free and pro. For this reason, it is suggested that the " premium " templates and elements should not be used because when downloading the document (png, pdf) it is impossible (Romero, 2020).

## **4.2. Reading Comprehension Skills**

### ***4.2.1. Concept of Reading***

Reading is one of the most important skills in the English language. "Reading is a receptive skill in which EFL learners decode the meaning of words to interpret ideas expressed in written form" (Al-Jarrah & Binti , 2018, p. 32). The reading skill is crucial in the process of teaching-learning English as a Foreign Language, learners acquire greater knowledge of words, familiarize vocabulary, enrich their minds and above all, it helps to increase their interest in reading.

Moreover, reading skill is considered a form of non-verbal communication, and that students are able to interpret the message of the text (Nurhayati & Fitriana, 2018). In other words, within this receptive competence, the communication is developed through body language, such as gestures, body movements, eye contact, and in this way, conveying messages with the intention of fostering understanding of texts.

### ***4.2.2. Types of Reading***

The English reading ability has been highlighted as an indispensable and most important element of the four language skills. Altalhab (2019) claimed that "there are two types of EFL reading: intensive reading that refers to reading short texts, extensive reading focuses on reading long texts, which involves EFL students engaging in reading as much as possible" (p. 234), these types of readings allow students to know that the reading process is beneficial and even more so when they feel pleasure in developing extensive reading, because they read more, the more knowledge they acquire.

Reading skill is divided into two categories: intensive and extensive reading (Altalhab, 2019).

**4.2.2.1. Intensive Reading.** Intensive reading involves focusing only on short texts and is performed with the specific goal of comprehending the entire content of the reading (Muchtari, 2019). This means that, intensive reading is a highly effective and beneficial reading technique for immersing oneself in shorter texts and understanding their content in a comprehensive manner.

On the other hand, it is stated that “intensive reading emphasizes rigorous investigation of vocabulary and grammar, placing more of an emphasis on accuracy than fluency” (Mart, 2015, p. 85). In this sense, to read a text thoroughly is to concentrate on understanding the greater meaning of the words, otherwise the unknown words are classified and later with the help of a dictionary to look for the meaning, the ideal is to understand the message of the text.

**4.2.2.2. Extensive Reading.** EFL teachers should implement an extensive reading strategy as one of the effective second language learning techniques (Wijaya, 2021). Additionally, Muchtar (2019) suggests that "extensive reading entails reading widely and in substantial quantities, with the main purpose of deriving enjoyment from the reading experience" (p. 3). Moreover, teachers are the ones who motivate students to read, and they are aware that through reading one also learns, for example, to know new phrases, formal and informal vocabulary, etc.

Similarly, “extensive reading focuses on reading long texts, which involves EFL students engaging in reading as much as possible” (Altalhab, 2019, p. 234), this type of reading allows students to know that the reading process is beneficial and even more so when they feel pleasure in developing extensive reading, because they read more, the more knowledge they acquire.

#### ***4.2.3. Definition of Reading Comprehension Skills***

EFL students' reading comprehension skills are essential in the reading process, as they contribute to the acquisition of new vocabulary, knowledge of different time expressions, and help improve comprehension of written texts. In addition, “reading comprehension skills are complex, but a key point is that readers demonstrate their interest in reading and comprehending texts in a positive and motivated manner” (Fahrurrozi, 2017, p. 358). Clearly, complex readings exist, but they depend on certain factors such as: previous knowledge, the reader's skills, etc.

In addition, reading comprehension skills enable students to learn better because through reading they learn and obtain new information. The reading has to be interesting and striking. Erya and Pustika (2021) said that “comic books have become a common form of entertainment. The reader will be attracted by the book's vibrant images, simple themes and stories, and engaging characters” (p. 53). It is to say, a striking element that can be included in the readings are images, the same that help to resemble what the text expresses. Likewise, comics are a good element to understand texts because they include dialogues and images.

As well as, “the skill of reading comprehension is described in a single word "reading"; therefore, the skill of comprehending text is interrelated to the reading process because EFL

students have to read to understand what a written text is communicating” (Erya & Pustika, 2021, p. 54). In this conceptualization, reading comprehension is not the same as reading; there is a minimal difference. Reading is an interactive succession where readers interact between their prior knowledge or experiences and the text. However, understanding a text is oriented towards interpreting the meanings of the words and being able to understand the ideas, that is to say, that they make sense.

#### ***4.2.4. Models of the Reading Comprehension Skills Process***

There are four different models of the reading comprehension skills process, and it is claimed that they are the following: “psycholinguistic model, bottom-up model, top-down model and the interactive model” (Babashamsi et al., 2013, p. 150).

**4.2.4.1. The Psycholinguistic Model.** This model consists of the process of establishing meaning from print. Furthermore, for the development of this model of EFL learners' reading comprehension skills, it is not mandatory that they use all the clues present in the text (Babashamsi et al., 2013). In this context, clues are defined as certain patterns of information that, once found, serve to infer new background information.

**4.2.4.2. The Bottom-up Model.** In this part, "decoding" is used, which consists of determining the meaning of words based on their contextualization. Likewise, comprehending a text depends on readers' capacity to identify the words used in it, making their prior knowledge or assumptions about the topic irrelevant. Readers must rely on their ability to recognize the lexical content of the text in order to reconstruct its meaning successfully (Mouchrif et al., 2023). In summary, this section emphasizes the centrality of word recognition in text comprehension. By highlighting the significance of understanding the lexical content, it underscores the importance of language proficiency and literacy skills in enabling readers to grasp the meaning and significance of written texts effectively.

**4.2.4.3. The Top-Down Model:** This type of model is opposite to the bottom-up model, there is a big difference that the bottom-up model needs a low linguistic, while the top-down model takes into account high-level cognitive processes. The latter model thus emphasizes the readers' elicitation to get enough information from a reading in order to refuse some preliminary expectations or opinions (Bartlett, 1949, as cited in Babashamsi et al., 2013). Regarding to the term "elicitation" refers specifically to the attempt to recall the speech of EFL pupils, which is developed through open-ended questions.

All in all, according to Dubin and Bycina (1991, as cited in Babashamsi et al., 2013) the psycholinguistic model and the top-down model have one aspect in common and that relates

them to a great extent, this aspect is that in both models there is that only one relationship between the students' previous knowledge and the text. This knowledge generates a better communication because there is that interaction with the facts that the text says, the objective is to achieve a clear understanding of the ideas of a written text.

Moreover, according to Yigiter et al. (2005, as cited in Torabi & Maleki, 2022) through the use of the top-down model, EFL learners develop a process of their prior knowledge, their perspectives on language functioning, motivation, excitement and enthusiasm towards the content of the text. The aspects highlighted by these authors are important; if students are in a motivational environment, they will generate interest and love for reading texts.

**4.2.4.4. The Interactive Model.** As noted by Mouchrif et al. (2023) the most recent version of the reading comprehension model is the interactive model, which acknowledges the dynamic relationship between text-based and knowledge-based processes. In other words, in this model is evident that readers will be more engaged in reading and that they will also use their knowledge to make predictions about what they have read.

Another important advantage about interactive model is that “communicative activities and reading skills interact together. Thus, teachers can adapt this model in the classroom, where students engage their knowledge and this makes reading more interesting, engaging and exciting” (Baha, 2017, p. 45).

#### **4.2.5. Approaches for Developing Reading Comprehension Skills**

**4.2.5.1. Making Inferences.** It is a combination of EFL learners' prior knowledge and information from the text until a conclusion (Amin, 2019). In this sense, the most essential aspect of this approach is that students are able to use their own knowledge and the information expressed in the texts in order to create a unique conclusion. As well as, Harvey and Goudvis (2000, as cited in Amin, 2019) carried out an investigation where concluded that “through this approach, students would be able to make inferences, make predictions, identify underlying themes, use information to interpret text, and interpret visual elements” (p. 37). As a result, students find it easier to understand the ideas and feel good about reading.

There are two types of making inferences:

**4.2.5.1.1. Coherence Inferences.** This type of inference is also known as "text-connecting ", because they are inferences that are developed to maintain textual integrity (Kispal, 2008).

**4.2.5.1.2. Elaborative Inferences.** This type of inference helps in the mental representation of the text (Kispal, 2008). Besides that, Kispal (2008) ensured that “to establish the link between the sentences, the reader would have to draw on both personal experience and

extensive knowledge” (p. 2), that is why students have to relate their own knowledge acquired through experience with the knowledge acquired in an academic environment.

**4.2.5.2. Summarizing.** This approach brings together the main ideas of the text and sets out these ideas clearly and concisely. Zafarania and Kabganib (2014) stated that “summarization strategy is a reading comprehension strategy that consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary” (p. 1961), therefore, students should find these four steps that lead to the performance of an oral or written summary.

Summarizing is a higher level skill in which students extract parts of the reading and they can more accurately understand the events of the text (Shelton et al., 2021). Summarizing helps the audience to better grasp the message and takes into account the most relevant ideas, supporting this section should follow a common process, Özdemir (2018) expressed the following:

Finding the core concept, linking secondary ideas to the major idea, leaving out extraneous information, and structuring the main and secondary ideas in accordance with the main text are all difficult cognitive processes that must be performed while summarizing. Hence, the fundamental component of writing summaries is reading comprehension (p. 2199).

#### **4.2.5.2.1. Summarizing Strategies**

**4.2.5.2.1.1. Selection Strategy.** This approach allows students to identify what are the main ideas or main idea of the text (Ahn, 2022). Moreover, it is easier for EFL students to organize the important ideas and key words that will help them develop a good summary.

**4.2.5.2.1.2. Deletion Strategy.** This strategy is practical that it is used to eliminate insignificant and unimportant ideas (Ahn, 2022). These ideas, commonly known as "trivial" ideas, do not help students to summarize but rather can cause confusion and a lot of ambiguity, so it is best to omit these types of ideas.

**4.2.5.2.1.3. Sentence Combination/Integration.** This strategy is used to group several ideas when creating a summary (Ahn, 2022). Furthermore, the linking of ideas or sentences requires connectors and that they make sense. However, for some students it is difficult to put these sentences together because they need to think and organize the ideas in order to make the reader understand what is being communicated.

**4.2.5.2.1.4. Paraphrasing.** This strategy refers to “rewriting words or phrases that are in the text without affecting the meaning of the original sentences” (Ahn, 2022, p. 28).

Paraphrasing does not mean summarizing a text by simply picking out the most important ideas; on the contrary, paraphrasing readings involve taking the author's ideas and rewriting them in simpler words and with non-technical words.

**4.2.5.2.1.5. Generalization Strategy.** In this section, students substitute similar elements for a broad term (Ahn, 2022). Therefore, students should look for words that clearly define those elements that are the same, on the one hand, it is advisable to use synonyms to avoid repetitions and on the other hand, to be clear when placing a general word, since this word defines those similarities.

**4.2.5.3. Identifying Main Ideas.** The term "main idea" describes the most significant notion included in a specific section or paragraph of a chapter. In addition, one essential subskill in the summarizing process is recognizing the main ideas (Stevens et al., 2019). The ideal is to extract at least two main and clear ideas for each paragraph, then join them together and try to summarize what the text says. Added to this, Shelton et al. (2021) concluded that “main idea intervention is a useful technique for improving comprehension for struggling readers” (p. 146), in fact, the main ideas are rather influential in EFL students who have some implications when making a brief, clear and precise summary. Likewise, summarizing text is an advanced ability that demands students to combine various information fragments from a given text (Shelton et al., 2021).

**4.2.5.4. Details.** Identifying details in a text involves recognizing and extracting specific pieces of information or facts that provide more context, clarity, and support to the overall content or main idea of the text. These details can include names, dates, statistics, examples, descriptions, or any other specific information that contributes to the author's message or argument (Shelton et al., 2021).

In conclusion, the study is related to the use of semantic mapping and the students' EFL reading comprehension skills. In this way, the types of semantic mapping (mind, story and concept mapping) and four indicators of reading comprehension skills, which are: making inferences, summarizing, details and main ideas were shown in order to adequately focus both variables and make the implementation of semantic mapping successful. However, the information contextualized in the theoretical framework has not directly addressed the effectiveness of using semantic mapping to improve students' reading comprehension skills in the ninth grade because most of the studies are focused in university students or intermediate level. This underlines the importance of the present study, which aims to fill the gaps in previous research by applying three different types of semantic mapping to improve the students' reading comprehension skills among ninth graders at a public institution.



## **5. Methodology**

This section describes the type of methodology of the research. As well as the instruments used to collect qualitative and quantitative data. To analyze the gathered data, the researcher designed tables and graphs in the Excel platform. Likewise, this section indicates the number of the students who participated in the research, students' English level, the time of the intervention plan, and stages of the action research cycle model. To conclude, it explains the "5E Instructional Model" which was utilized to carry out the intervention proposal and to elaborate the lesson plans that the researcher used to develop this research study.

### **5.1. Setting and Participants**

This research was carried out at a public institution located in Loja city, Ecuador. The specific coordinates where the institution is situated are as follows: latitude -4.010622, and longitude -79.1983307. In this research, the selection of the participants was conducted by convenience sampling, in which the researcher chooses a group of students who were involved in the research process and who are available and willing to be studied (Creswell, 2012).

Subsequently, the researcher approached the offices of the public institution where the researcher presented an official requesting authorization ([see Annex 1](#)) to implement the intervention plan. Moreover, in this research forty-one students participated among them were fifteen women and twenty-six men, who belong to ninth graders at a public institution in Loja with an age between 14 and 16 years old. Students also presented A1.2 level of English language proficiency.

### **5.2. Procedure**

#### **5.2.1. Method**

The present study was focused on the mixed method approach, according to Creswell & Creswell (2018), "mixed method refers to the combination of qualitative and quantitative data" (p. 34). For that reason, the gathering of data and primary information enabled the researcher to obtain both quantitative and qualitative data and to know the level of improvement of the EFL students' reading comprehension skills. Likewise, this study used an action-research model to carry out the intervention proposal by applying semantic mapping as a strategy.

Furthermore, the researcher measured the central tendency of the results obtained in the pretest and posttest. Quantitative research focuses on collecting numerical data that involves the use of statistical tools. Additionally, the qualitative data was related to the students' perceptions and it was represented in categorizations with reading comprehension skills indicators through tables and graphs. Both tables and graphs helped the researcher to argue the



results of the influence of semantic mapping to improve reading comprehension skills. Similarly, qualitative data made it possible to investigate and understand the problems that students faced within the educational setting. Thus, this kind of research was extremely useful for explaining the students' expectations, attitudes, behaviors, and environment of study.

### **5.2.2. Research Design**

This research was developed with the action research cycle model suggested by Susman (1983), this model helped to identify the main problem within the classroom and apply an innovative strategy to efficiently solve this problem. Consequently, the stages of the action research cycle model are explained:

**5.2.2.1. Diagnosing.** In this section, during the internships the researcher was able to identify one of the most common problems in the English teaching process, especially in reading comprehension skills. That problem was evident since students did not understand the reading showing difficulty in understanding some words or they did not feel motivated to read. In other words, the difficulty was seen in students' reading comprehension skills in the classroom since it was so low due to the English level. Finally, the researcher elaborated the following general problem to solve the problem: how can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?

#### **5.2.2.2. Action Planning.**

Once identified the problem, the researcher used the semantic mapping strategy to solve the problem of ninth graders' reading comprehension skills. Then, the literature was reviewed to verify whether the chosen strategy was effective, dynamic and appropriate to improve reading comprehension skills. Next, the researcher developed instruments that allowed to obtain qualitative and quantitative data such as a pretest, posttest, survey, and field notes. First, a pretest and posttest ([see Annex 2](#)) were designed where the pre-test was used to determine the students' reading comprehension skills while the post-test was used to delimit the effectiveness of the semantic mapping proposal to improve reading comprehension skills. Second, a questionnaire ([see Annex 3](#)) includes eight questions in which five questions were open-ended questions in order to support the question in greater detail, and two of them were closed-ended questions. It is important to mention that the questions in the survey are focused on the following indicators: two questions related to "making inferences", two questions related to "summarizing", one question related to "main ideas and details" and two questions focused on the implementation of the strategy in this case "semantic mapping".

Similarly, field notes ([see Annex 4](#)) were elaborated that allowed the researcher to describe and reflect the situations that occurred in the classroom daily, determining how the students were improving in the comprehension of written texts because they were able to understand the main ideas conveyed by the text. Similarly, a pilot testing was developed to determine the validity and practicality of the instruments developed. Besides, the researcher identified that the pretest and posttest contained six item selection questions, which means that the students in each question must choose a multiple-choice answer. In addition, the legal requirements for participants recruitment were based on an agreement that exists between the university and the educational institution with the objective of respecting ethical principles, consequently the exact name of the educational institution is not given, nor the students' names, only codes were used with the objective to protect privacy.

On the other hand, the researcher elaborated an intervention plan, where the lesson plans ([see Annex 5](#)) were designed based on the 5E instructional model that consists of five stages: engage, explore, explain, elaborate and evaluate (Duran & Duran, 2004). This type of model (5E) was used to ensure that the teaching and learning process is achievable and properly developed.

**5.2.2.3. Taking Action.** In this section, the intervention plan was implemented and the researcher was considered as an active participant, because the researcher was involved in the social interaction between teacher and students. The intervention plan lasted five weeks. Additionally, in the intervention plan, five lesson plans were designed, in which the last plan (plan five) was designed simply for the application of the posttest and the questionnaire. These plans were based on the 5E instructional model under the use of semantic mapping such as story mapping, mind mapping and concept mapping. These three types of maps were created in online platforms like Canva and Mindomo.

The 5E instructional model has five key steps: (1) engage, it consists of activities related to the introduced topic and focused on generating interest in the students, (2) explore, in this step students are encouraged to work in a cooperative learning environment and students are allowed to interact with each other to jointly explore their knowledge, (3) explain, the researcher introduced the topic, (4) elaborate, the pre-service teacher designed activities that allowed him/her to verify whether students understood the topic, elaborated questions, made small discussions to clarify the topic and finally (5) evaluate, the researcher designed worksheets for each student where the researcher evaluated the students' learning based on the topic previously explained. In this last step, students demonstrated their reading comprehension skills.

**5.2.2.4. Evaluating.** In this step, the researcher analyzed the qualitative and quantitative data obtained during the intervention plan. Statistical tables and graphs were used to analyze the data that were designed using Excel. After carefully analyzing the data, the researcher made a comparison between the scores obtained in the pretest with the scores obtained in the posttest, where it was determined that the use of semantic mapping to improve the ninth graders' reading comprehension skills was successful. Finally, the questionnaire allowed us to know the students' perceptions and how useful was the use of semantic mapping in the classes.

**5.2.2.5. Specifying Learning.** In this step, one of the important aspects is that the results obtained were shared with all members of the educational community and were reported in the conclusions and recommendations. Additionally, the results allowed the researcher to answer the general research question: how can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year? On their hand, both conclusions and recommendations showed how feasible the application of the intervention plan was and what solutions could be taken to solve the identified problem. The recommendations mentioned that future researchers must develop their research using the same action research cycle model and applying the same strategy with at a higher level of English to determine how effective this strategy is at this English level.

### ***5.2.3. Data Collection Sources and Techniques***

In this research, some sources and techniques were applied for the collection of both qualitative and quantitative data in order to obtain the necessary information in relation to the use of semantic mapping in the reading comprehension skills. These sources and techniques used are explained below:

For the collection of quantitative data, a test technique was used implementing a pretest and posttest instruments. This test included six questions with a selection item, where two questions were designed for each indicator about the reading comprehension skill, they are; making inferences (two questions), main idea (one question) and details (one question) and summarizing (two questions). As a result, the pretest and posttest were graded based on National Grading Scale ([see Annex 6](#)) because it allowed researcher to verify whether students can achieve the seven out of ten which mean that students reached the learning requirements, as well as, the researcher developed a test scoring guide ([see Annex 7](#)) since it enabled researcher score the answers both pretest and posttest taking into account the reading comprehension skills indicators.

Additionally, the researcher applied a pretest to determine the students' reading comprehension skills tendency, “a pretest provides a measure on some attribute or characteristic

that you assess for participants in an experiment before they receive a treatment” (Creswell, 2012, p. 297). Otherwise, to delimit the effectiveness of the proposal to improve the students' reading comprehension skills, the researcher applied a posttest. According to Creswell (2012) a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.

Moreover, the researcher implemented the observation technique, which is considered the most appropriate and effective strategy to gather qualitative data (Mills et al., 2012). In addition, Gay et al. (2012) said that “by observing the classes, the researcher obtained much more objective information” (p. 382). This means that the field notes allowed the researcher to observe the classroom and obtain more reliable information. In this research, the role of the researcher was an active participant within the classroom. Gay et al. (2012) said that “a benefit of active participant is that the researcher can gain insights and develop good relationships with participants” (p. 382). Subsequently, the researcher interacted and participated actively with a specific group of EFL students, allowing the researcher to understand the situations that occurred in the group of students in their environment.

Similarly, the observation technique was field notes that was considered a descriptive method. This method detailed the most important aspects that occurred during the class (Gay et al., 2012, p. 382). So, during the implementation of the intervention plan, eight field notes were developed to collect data since they have to be clear and precise. Furthermore, field notes contained two types of information: (1) descriptive information, it focused on registering the events that the observer has seen or heard during the classroom, and (2) reflective information described personal reactions and experiences during the observation process (Gay et al., 2012). Hence, this instrument was used to monitor the students' progress after keeping in contact with the semantic mapping strategy. Likewise, this observation technique allowed the researcher to gather qualitative data that supported the quantitative analysis of the work.

Moreover, a survey technique was managed with the help of a questionnaire instrument which collected qualitative information related to the students' perceptions of the use of semantic mapping in the development of ninth graders' reading comprehension skills. The survey technique was based on the Likert Scales, Gay et al. (2012) mention that the Likert Scale interrogates participants where they must answer a series of agreement statements. For example, strongly agree (SA), agree (A), Neutral (N), disagree (D), or strongly disagree (SD). Here each item is assigned a score, but generally is scored from 1 to 5. However, in this research, the scoring was done from 1 to 4 and the "Neutral" option was omitted.

The questionnaire was implemented to the ninth graders. It was considered a mixed instrument because it consisted of eight questions divided into six open questions in which the students contributed with personal opinions to justify and explain their choice, and the two close questions in which students must select an option. For this reason, the researcher collected qualitative and quantitative information. It is important to mention that the questions included in the questionnaire were created to describe the students' perceptions in relation to the use of semantic mapping to improve the ninth graders' reading comprehension skills.

### **5.3. Data Analysis**

In this section, the quantitative data was analyzed using descriptive statistics where the data was represented through the use of tables and bar graphs, showing gathered data from the quantitative instruments. Accordingly, the data obtained from the pretest and posttest were tabulated and represented in frequency tables in order to show the central tendency of the three indicators of reading comprehension skills. These tables and graphical representations were designed in Microsoft Excel. It means that quantitative research focuses on collecting numerical data that involves the use of statistical tools (Gay et al., 2012).

Furthermore, the quantitative data was obtained through the closed questions being represented in bar graphs, while the qualitative data obtained from the open questions and field notes were interpreted through a thematic analysis. Through the data analysis, the researcher discovered similar aspects and general themes related to ninth graders' perceptions in relation to the use of semantic mapping to improve reading comprehension skills. Lastly, the findings allowed the researcher to develop a comparison and contrast of the quantitative data, which are represented in the descriptive statistical analysis. According to Creswell and Creswell (2018) “qualitative data allowed to research and understand the meaning groups have for a problem, could be social or human” (p. 41).

## 6. Results

### 6.1. Pretest and Posttest Results

In the following section the researcher presents the measured scores of each component of the reading comprehension skills of the ninth-grade students, and shows a comparison between both pretest and posttest which were applied before and after the intervention plan. Figure 1 shows Pretest and Posttest scores about the reading comprehension skills. Additionally, both ones were scored with according to the Ecuadorian National Grading Scale. Then, they were compared with this scale in order to verify whether students achieve the learning requirements. On the other hand, table 1 indicates the difference among four reading comprehension components adding in the pretest and posttest. Those components are making inferences, details, main ideas and summarizing.

**Objective 1.** To identify the effectiveness of using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year.

**Sub-question 1.** What is the effectiveness of using semantic mapping on the improvement of the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?

**Table 1**

*Means score differences between reading comprehension skills pretest and posttest.*

	Number of students	making inference (1,5/1,5)	Details (4/4)	Main idea (2/2)	Summarizing (2,5/2,5)	TOTAL (10/10)
<b>Pre-test</b>	34	1.1	1.9	1.7	2.0	6.7
<b>Post-test</b>	34	1.4	3.46	1.90	2.3	9.0
<b>Difference</b>	N/A	0.3	1.55	0.24	0.2	2.3

Table 1 reveals that most students got low grades in the pretest of reading comprehension skills. As for "making inferences", students got a score of 1.1/1.5; it was evident since ninth graders understood some vocabulary found in the reading. Also, the teacher helped students to acquire knowledge about vocabulary to comprehend the reading because it was clear, coherent and well known within their cultural environment. While in the posttest results in "making inferences", students obtained a score of 1.4/1.5. Reading comprehension improved as it was feasible, and there were some words similar to Spanish that the students quickly guessed what the reading was about.

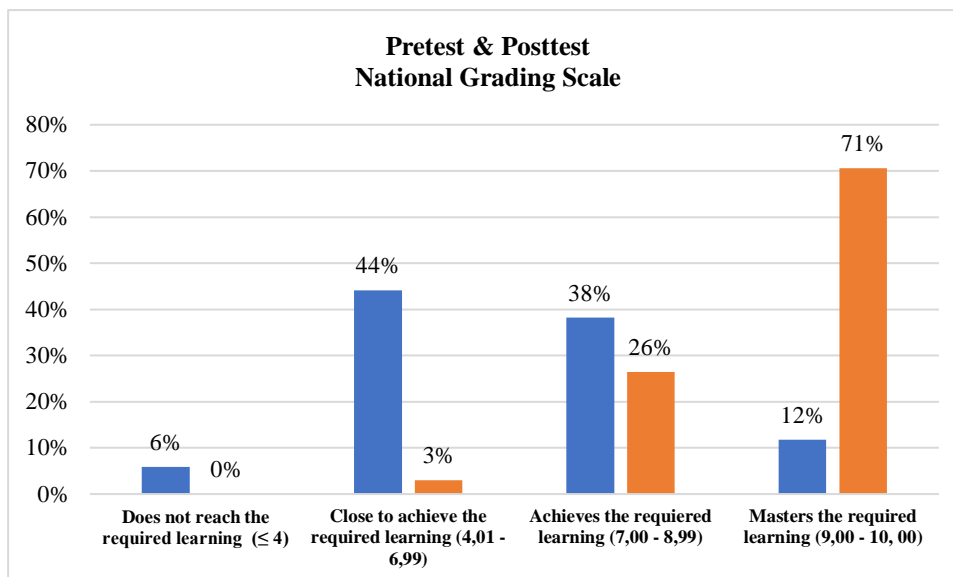
Regarding "details", the pretest showed a score of 1.9/4, where the students presented difficulties in grammar, because the students did not identify the prepositions of time, and they were not aware of the correct use of this type of prepositions. While in the posttest the results

of the "details" indicator, students reached a score of 3.46/4 which represented a significant increase of 1.55 in comparison to the pretest. The difference was significant because the students recognized more easily the prepositions of time presented in the reading. Likewise, they were already clear about grammar, correct usage and different types of prepositions.

Concerning "main idea" with an average of 1.7/2, the ninth graders were able to identify the main idea within the reading since it was easy for them to find the central idea in the written text. Main idea expressed the general information, and it also encompassed and gave sense to the other ideas of the reading. On the contrary, after applying the use of semantic mapping, the results obtained in the post-test related to the "main idea" indicator illustrated a score of 1.90/2, which denoted a slight improvement of 0.24. The difference that existed was slight because the students easily recognized the main idea of the paragraphs, which were generally found at the beginning of each sentence. For example, they simply visualized the first sentences of each sentence and deduced the main idea.

Finally, in terms of "summarizing", it indicated that the pretest score was 2/2.5. The students had little difficulty in capturing the most relevant ideas of the reading. Subsequently, they elaborated a synthesis of the contents that were transmitted in the reading. In the posttest the results of the "summarizing" indicator showed an average of 2.3/2.5 which represents a moderate increase of 0.2. It was evident that the difference between pretest and posttest was moderate because the students were able to summarize written texts, and present information by using semantic mapping in a clear and precise way.

Overall, the posttest performance demonstrated a significant increase in the four indicators of the reading comprehension skills: "making inferences", "details", "main idea" and "summarizing". As shown in table 1, the overall average of the pretest corresponds to a score of 6.7/10 while the posttest demonstrated a considerable improvement with a score of 9/10. This reflected a difference of 2.3 points, showing that the using semantic mapping in the ninth graders' reading comprehension skills had a positive impact. Similarly, it illustrated how effective the intervention was. Thus, it is important to mention that the quantitative data were validated with the qualitative data from the field notes and the questionnaire.



**Figure 1**

*Pretest and posttest compared to the National Grading Scale*

Figure 1 illustrates the results of the pretest, which was administered before the intervention plan in order to establish and know what skills they have in relation to the skill of understanding written texts. In addition, it indicated that 50% of the EFL students did not reach an average score (7/10) proposed by the Ministry of Education on the National Grading Scale. It was evidenced since ninth graders could not achieve the learning components related to the reading comprehension skills due to their poor vocabulary, which is a deficiency in decoding. Likewise, figure 1 shows the results of the posttest and how the ninth-grade students improved in comprehending written texts. The results obtained were successful since 71% of the students had a grade between 9 and 10 points, which means that they mastered the required learning.

## **6.2. Results and Findings from the Questionnaire and Field Notes.**

The researcher presents the results obtained in the application of the questionnaire in order to measure the ninth-grade students' perceptions in relation to the use of semantic mapping to improve reading comprehension skills. The questions of the mixed questionnaire are shown in percentages and according to the Likert Scale categories (strongly agree, agree, disagree and strongly disagree). These questions were supported with the information collected from the field notes and with the answers obtained from the open-ended questions. The interpretation of the qualitative data was aligned with the research objective and subquestion.

**Objective 2.** To describe the students' perceptions about using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year.



**Sub-question 2.** What are the students' perceptions about using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?

**Motivation**

**Table 2**

*Ninth graders who agreed and disagreed regarding motivation using semantic mapping*

N°	Statement	SA	A	D	SD
1	The use of the story mapping helped you to identify easily story's characters, plot, setting, problem.	56%	35%	9%	0%
4	The use of mind mapping enhanced your creativity.	47%	50%	3%	0%
5	The implementation of concept mapping motivated you to extract information from readings using main ideas and specific details.	29%	65%	6%	0

*SA=strongly agree, A=agree, D=disagree, SD=strongly disagree*

The researcher presented the results about students' perceptions about the use of semantic mapping to improve the ninth graders' reading comprehension skills. Regarding to the statement No. 1 about the use of the story mapping helped the students recognize the story's characters of stories, it showed that the highest percentage of students with 56% "strongly agreed" that the application of semantic mapping was appropriate to easily identify the main elements of the readings, while 35% "agreed" with this statement

From the first question, Student No.7 mentioned that "when I identified the main characters, problem, setting and the most important events, I understood the story better" (cuando yo identificaba los personajes principales, el problema, el escenario y los acontecimientos más importantes, comprendía mejor la historia). Likewise, it was observed that the students interpreted better the events that happened in the reading when using story mapping. However, 9% of the students were "disagree", student No.1 commented "I get confused when identifying some elements of a story mapping because I do not recognize which were the main and secondary characters of the story" (Me confundí al identificar algunos elementos de un mapa de historia porque no reconocía cuáles eran los personajes principales y secundarios de la historia), it means that there was a lack of further explanation of the elements that story mapping contained. In summary, grouping the percentage of "strongly agree" and "agree", the researcher obtained a considerable percentage (91%) that allowed her to confirm that there was a positive impact of using story mapping in the classroom, being students motivated to design and present meaningful events through this type of mapping.

Regarding question No. 4, if the use of mind mapping enhanced the creativity of the ninth graders. According to the Table 2, a 47% of students commented that they strongly agreed

and half of participants confirmed (50%) that they agreed. This question reflected that the use of mind mapping helped them to be more creative. Based on the collected information from the field notes and the students' perceptions, the following information was supported by student No.10 who indicated that "it helped me to improve my creativity because I designed my own mind mapping, organized the information through figures and colored my work"(me ayudó a mejorar mi creatividad porque diseñé mis propios mapas mentales, organicé la información mediante figuras y coloreé mi trabajo). Similarly, the researcher observed that the students practiced their writing skills and creativity because they were the protagonists of their own graphic organizer to present the information that was transmitted in written form. Unfortunately, some students (3%) indicated that they disagreed with statement 4. For example, student No.15 expressed that "I am bad at designing my own map and I don't like to draw" (Soy malo diseñando mi propio mapa y no me gusta dibujar), which confirmed that some students were not very creative, and they did not organize the information in an adequate way. In conclusion, adding the percentages related to "strongly agree" and "agree" with a total of 97%, it was evident that there was a favorable impact because the use of mind mapping allowed the students to put into practice their creative abilities.

In regards to question No. 5, which refers to implementing concept mapping to motivate students to extract information from the readings. It obtained that 29% of the students "strongly agreed" while more than half (65%) of the students "agreed" with this question. Furthermore, the field notes allowed the researcher to affirm that semantic mapping motivated the students to organize the information simply by using main ideas and specific details, so the reader better understood the events of the reading. Nevertheless, a minimal percentage (6%) of the respondents "disagreed", since some students placed incoherent information without any purpose, as result of that, the information was not understood because the researcher could not get what students wanted to express. To sum up, combining the percentages, which were collected based on "strongly agree" and "agree" with a total of 94%, verified that the use of concept mapping was effective in better capturing the information.

## Content Retention

**Table 3**

*Ninth graders who agreed and disagreed regarding content retention using semantic mapping*

N°	Statement	SA	A	D	SD
2	Story mapping helped you to effectively organize the events presented in the text.	35%	59%	6%	0%
6	The concept map allowed you to summarize the important aspects of a reading.	41%	56%	3%	0%

*SA=strongly agree, A=agree, D=disagree, SD=strongly disagree*

Table 3 presented question No. 2 about whether the use of story mapping helped students to properly organize the events that were present in the reading. 35% of the students "strongly agreed" while 59% of the students "agreed" with this question. For example, student No. 26 commented that "the story mapping helped me a lot because I could place the most important events present at the beginning, others in the middle and the endings according to the stories" (el mapa de historia me ayudó mucho porque pude colocar los acontecimientos más importantes presentes al principio, otros en el medio y los finales de acuerdo a los cuentos). To reinforce this, the researcher with the help of the field notes emphasized that the story mapping allowed the students to organize the events in an orderly manner (beginning, middle, ending). However, 6% of the students "disagreed" since those students had problems identifying the main ideas that allow them to summarize the most relevant information at the beginning, middle and end of the text. To summarize, joining the percentages about "strongly agree" and "agree" with a meaningful percentage of 94%, it noted that the use of semantic mapping worked, and it had a great impact on the ninth-grade students since they were able to better retain the ideas and organize them adequately.

As for question No. 6, it revealed that 41% of the students "strongly agreed" that concept mapping allowed them to summarize the most ideal parts of the readings while 56% of the students "agreed" with this statement. For example, student No. 33 answered "I liked concept mapping because it summarized the information through key words, and I understood the reading better" (Me gustaron los mapas conceptuales porque resumen la información mediante palabras claves y he entendido mejor la lectura). Based on the information collected in the field notes, the researcher found that students retained the ideas of the text better through the use of a graphic organizer (concept mapping), so they understood more easily the important aspects of the reading. On the other hand, table 3 and statement No. 6 showed that 3% of the students "disagreed" because some students had difficulties in identifying the main ideas. Those students did not use connectors to make sense of the ideas. Therefore, adding the percentages of "strongly agree" and "agree", the researcher obtained a total of 97%, which affirmed that the

use of concept mapping positively influenced students' reading comprehension and content retention skills.

### **Facilitates Learning**

**Table 4**

*Ninth graders who agreed and disagreed regarding facilitates learning using semantic mapping*

<b>N°</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>3</b>	The use of mind mapping is a good strategy that helped you to understand better the readings through the use of visual aspects such as; figures, illustrations, key words and making inferences.	53%	44%	3%	0%
<b>8</b>	The use of semantic mapping allowed you to easily understand the events of a reading.	50%	50%	0%	0%

*SA=strongly agree, A=agree, D=disagree, SD=strongly disagree*

Table 4 demonstrated that more than half of the students 53% "strongly agreed" about mind mapping helped them to better understand the readings through the visual presentation of figures, images, key words and details, which helped them to make inferences while 44% "agreed" with this statement. For instance, student No. 10 stated that "I used images to reflect some important aspects and put key words to better understand the reading" (Yo utilicé imágenes para reflejar algunos aspectos importantes y puse palabras clave para comprender mejor la lectura). Through the information presented in the field notes, the researcher supported the use of mind mapping to express the central ideas of a lecture was impressive, and students could facilitate the learning through the use of visual aspects. On the other side, statement No. 3 presented that 3% of the students were "disagree" since it was observed that some students grouped the information in a simple mind mapping with poor vocabulary and irrelevant ideas, so it was complicated for them to understand the content because they were not clear about what the reading was conveying. In conclusion, the unification of percentages of "strongly agree" and "agree" revealed that semantic maps were excellent tools to understand texts and facilitate their learning through the use of visual aspects.

Based on the question N°8, half of the students (50%) "strongly agreed" that the semantic mapping strategy allowed them to easily understand the information transmitted by the text while the other half (50%) "agreed". For example, student No. 17 expressed that "it was excellent the implementation of semantic mapping in the classes because it was striking and allowed me to easily understand the readings" (fue excelente la implementación del mapeo semántico en las clases porque fue llamativo y me permitió comprender fácilmente las lecturas), so it was completely useful and feasible to implement this strategy to improve students' reading comprehension skills. On the other hand, from the field notes, it was clearly evidenced that all

of the three types of semantic mapping were useful for students to summarize readings through the use of keywords, clear vocabulary, main ideas, use of pictures, which allowed them to better organize the information in order to easily understand the readings.

### **Emotion**

**Table 5**

*Ninth graders who agreed and disagreed regarding emotion using semantic mapping*

<b>N°</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>7</b>	The implementation of semantic mapping in the classes excited you because I was able to understand the message of the text more clearly.	50%	44%	3%	3%

*SA=strongly agree, A=agree, D=disagree, SD=strongly disagree*

Table 5 showed question No. 7 about the implementation of using semantic mapping, which half of the students (50%) "strongly agree", was exciting because they understood the readings more clearly while 44% "agreed" with this statement. The total of 94% of the students were interested in using semantic mapping to summarize written texts. Therefore, based on the field notes, the researcher confirmed that implementation of semantic mapping was interesting to enhance students' reading comprehension skills because it was easier for students to understand the message of the readings, so they were able to grasp important ideas that allowed them to organize such information. In addition, students were excellent in their tasks because the information was clear. However, 3% of students "disagreed" and the other ones 3% "strongly disagreed" turning into a total of 6%, which indicates that semantic mapping strategy was useful, but some students had problems organizing the information due to the lack of knowledge in connectors, and they did not understand some words in the text.

## 7. Discussion

The present research work aims to improve the reading comprehension skills by using semantic mapping, among ninth graders at a public institution in Loja, during the 2022-2023 school year. This section answers the general question and sub-questions formulated at the beginning once the findings were analyzed and interpreted.

As regards the general question that corresponds to, “how can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?”. Based on the data obtained from the posttest, along with information gathered from the field notes, the researcher discovered that employing semantic mapping proved to be a highly effective strategy in the teaching process. Likewise, the students demonstrated notable improvement in their reading comprehension skills and enhanced motivation while they elaborated their own maps to understand the reading. These findings agree with the results of Puspa (2016), who stated in his study that semantic mapping is an appropriate strategy to improve the classroom environment with a better attitude, which means that students feel motivated, enthusiastic, and they actively participate. Furthermore, the author pointed out that semantic mapping is a good strategy because it has had a great impact on the EFL learners' reading comprehension skills.

In relation to the first sub-question proposed in this study which was, “what is the effectiveness of using semantic mapping on the improvement of the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?”. Considering the scores obtained from the pretest and posttest, the researcher observed a notable increase of 2.3 points in the overall reading comprehension skills of ninth graders after implementing semantic mapping. This improvement exceeded the benchmark of 7 points set by the National Grading Scale, indicating a significant enhancement in students' comprehension skills.

Moreover, the results obtained in the posttest were effective since the students showed how much they improved in understanding written texts by using a clear vocabulary and key words, employing images and concisely representing and summarizing the information of the readings through the use of semantic mapping (story, mind and concept mapping). Hence, the researcher confirmed that the use of semantic mapping had a great impact on reading comprehension skills. These results are in agreement with Kasim and Wahyuni (2016), who revealed that the semantic mapping strategy (SMS) was an effective and useful tool for teaching reading comprehension skills in English classes. Therefore, after making a comparison between

pretest and posttest, the researcher stated that the usage of semantic mapping as strategy displayed a significant improvement in the EFL learners' reading comprehension skills

Furthermore, the results of the present study are also compatible with those obtained by Sabbah (2020) who pointed out that reading comprehension skills refers to constructing meaning. It was achieved by involving students in analysis of readings related to the topic and their prior knowledge, asking questions based on the text, separating the main ideas and using keywords in order to represent the information using semantic mapping. Additionally, Sabbah mentioned that the implementation of semantic mapping was successful because it evidenced a progressive increase in the students' reading comprehension skills. In addition, Sabbah's results are similar to Huda et al. (2022), who indicated that the elaboration of semantic mapping is an interactive and effective strategy to improve the students' reading comprehension skills since they work actively in the creation of the map in order to summarize the reading.

Based on the reasons mentioned above, the results obtained in this research were positive because semantic mapping had a considerable effectiveness in ninth graders' reading comprehension skills. The strategy was useful since the students were able to graphically represent the information transmitted in the written texts, summarize the most important events of the readings and add illustrations to the semantic mapping with the purpose of easily understanding what they want to transmit.

Concerning the second sub-question, which was: “what are the students’ perceptions about using semantic mapping on the improvement of reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?”. The information collected from the questionnaire and the observation through the field notes determined that a significant percentage of the participants had positive perceptions towards the use of semantic mapping in the reading comprehension skills. For instance, students said that this strategy allowed them to put into practice their creativity and to organize and link the information from the readings in an adequate way by using main ideas and key words, which make it easy to interpret.

Similarly, the students mentioned that the use of semantic mapping has been effective in making their learning fun and enjoyable. The results conducted by Supramaniam and Zainal (2014) are compatible with the results of this study, they claimed that semantic mapping strategy improved EFL learners’ thinking skills as they were able to easily answer comprehension questions and better understand the text by reading. Besides, Kasim and Wahyuni (2016) who agreed with the obtained results in this research indicated that most of the students gave positive answers to the use of semantic mapping in teaching reading

comprehension, because they were motivated to learn and understand written texts well to improve reading skills. Finally, another study developed by Sing (2016) presented that semantic mapping was a useful tool since it contributed to the construction of students' understanding, and it facilitated the inclusion of learners' prior knowledge. Sing pointed out that semantic mapping is effective based on the students' perceptions. Therefore, based on the results shown by those authors and the results collected in the present study, it was determined that the use of semantic mapping had a positive impact on the comprehension and retention of the content improving students' reading comprehension skills.

Nevertheless, the findings described above, it is important to highlight some limitations, (1) not enough time, (2) a restricted number of students, and (3) utilized identical pretest and posttest. As for the time that was short for the application of the intervention plan, the researcher worked with a limited number of students and applied the same pretest and posttest during the research. Therefore, it is suggested that further researchers apply the semantic mapping strategy in writing skills and reading comprehension skills, as well as implement the same strategy in experimental groups and control groups, conduct both pretest and posttest for students using different contents, ensuring that both tests align with the students' proficiency level A2.1 and follow a consistent structure to facilitate easy comprehension and engagement, finally that the time of application of the intervention plan be longer in order to acquire better results.



## **8. Conclusions**

From the analysis of the results, the ninth graders showed a significant improvement in reading comprehension skills through the usage of semantic mapping since it was evident that they progressed in interpreting the written texts. Thus, this strategy was a successful tool for the students to better understand the reading and increase reading comprehension skills.

The using semantic mapping had a notorious effectiveness in comparison to the pretest and posttest scores, where students demonstrated that they improved in understanding readings. In addition, they showed the greatest improvement in the indicator of "details", in which they were able to find specific details within the readings that allowed them to design a clear, precise and coherent summary. Hence, improving details allowed the students to identify the main idea of the text, which means that both reading "details" and "main idea" indicators are narrowly connected because when students understand the details; it is easier for them recognize the main idea.

Based on students' choices in questionnaire items, they had positive perceptions regarding the use of semantic mapping for improving their reading comprehension skills. According to some students' responses, they expressed that they felt motivated by making their own semantic maps and sharing their work with their classmates, which created a dynamic and participatory environment. Moreover, it was observed that the use of mind, story and concept mapping were effective strategies that allowed students to organize ideas and graphically represent the information transmitted in written form.

## **9. Recommendations**

The present study showed that a pretest and posttest applied to ninth graders at a public institution were similar and administered before and after the intervention plan. Due to this fact, the researcher suggests for future researchers to apply different both test but different contents according to the students' English level, in order to use one test to verify the prior knowledge and the other test to verify the acquisition and improvement of the students during the application of the semantic mapping strategy. Additionally, the researcher recommended to apply this strategy in other skills such as writing skills by using different levels of students.

The intervention plan was implemented in a short period of time, for this reason, the researcher suggests applying the semantic mapping for a longer period of time, in order to allow future researchers to slowly see the progress regarding the improvement of reading comprehension skills, and to determine more accurately how the students feel using semantic mapping in classes and how effective the strategy is.

Based on the suggestions above, the researcher also recommended that the using semantic mapping to improve reading comprehension skills be applied to experimental and control groups, in other words, to establish the effectiveness of the intervention plan, a study should be conducted with experimental groups and then compared with control groups. However, it is important to note that control groups will not receive any intervention plan, allowing future researchers to obtain more accurate results and draw their own conclusions.

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## 11. Annexes

### Annex 1. Authorization



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Universidad  
Nacional  
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE IDIOMA INGLÉS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.044-DC-II/PINE-NG-FEAC-UNL  
Loja, abril 28 del 2023

Magíster  
Rodrigo Nicolás Suing Ruiz,  
**RECTOR DE LA UNIDAD EDUCATIVA DEL MILENIO "BERNARDO VALDIVIESO"**  
Loja

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 HORAS DE PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención**, mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **JULIANA NOHEMI PARDO MALACATUS**, estudiante del **Ciclo 8**, período académico Abril 24/2023 – Agosto 16/2023, se le brinde la apertura necesaria en la Institución de su acertada dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



ROSA PAOLA MORENO  
ORDÓÑEZ

L.cda.M.Sc. Rosa Paola Moreno Ordoñez,  
**DIRECTORA ACADÉMICA**

Elaborado por:  
Dra.M.Sc. Nela Aguilera Asanza,  
**ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA**







**UNIVERSIDAD NACIONAL DE LOJA**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**  
**DATA COLLECTION INSTRUMENT: PRE / POST TEST**

**Student's code:** UEMBV9D-.....

**Date:** .....

**Dear student**, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

**Read the following text and underlines the most important ideas of each festival.**

## TRADITIONS AND CUSTOMS IN ECUADOR

Ecuador is a multicultural country, characterized by the celebration of numerous traditions and customs. Spanish is the main language throughout Ecuador, although most highland Indians are bilingual, with Quechua being their preferred language.

### Ecuadorian traditions and customs.

**Carnival.** It is celebrated on February and many families visit the fresh and salt water resorts, in holiday the beaches, pools, rivers, waterfalls, and other similar places are visited by national and international tourists.



**Inti Raymi.** It begins with the solstice celebration that takes place on June 21. This celebration consists of various weeks full of dance, traditional music, traditional food and spiritual rituals.

**Christmas.** Ecuador loves to have big Christmas trees. On Christmas Eve, Ecuadorian families gather around and have big family meals. It is common to prepare the meal together. Christmas is celebrated on December 25th.

**New Year.** New year's traditions take place in Ecuador during the day of the 31st December. Some of the most popular traditions of New Years in Ecuador include: Burning of Año Viejo Dolls (monigotes), viudas and fireworks.

**La Mama Negra.** It is celebrated in Latacunga between September and November. The Mama Negra characterizes the African slaves released free in Ecuador by mercenaries. Features of the celebration include bands of musicians, dancing, and a parade of familiar characters representing folklore and religious figures.

1. Look at the images and identify What festival is this? (Inference, 0,5 point)

Mama Negra	Carnival	Inti Raymi	Christmas
			

.....

2. Read the text again and answer the following questions. (Inference, 1 point)

1. Highland Indians are bilingual because:

- a. They speak English and Spanish
- b. They speak Quechua and French.
- c. They speak Spanish and Quechua.

2. The Mama Negra is celebrated in:

- a)Loja
- b)Latacunga
- c)Cotopaxi

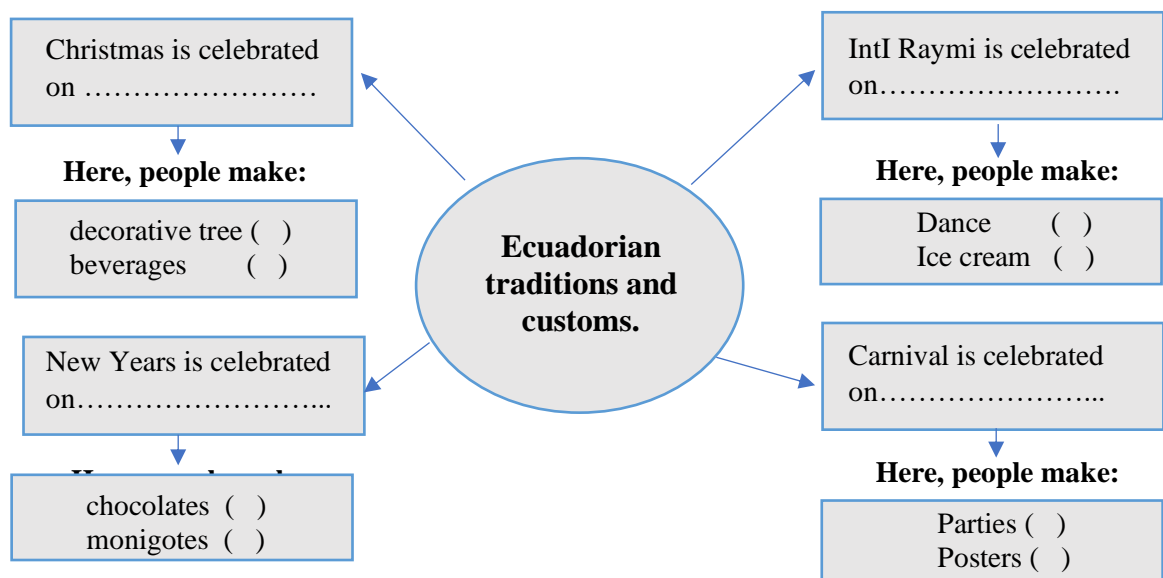
3. A Christmas tree is a:

- a. decorated tree
- b. House
- c. green plant

4. The burning of Año Viejo Dolls is known as:

- a. Tools
- b. Monigotes
- c. Toys

3. Complete the following mind mapping according to the information that is requested and tick (✓) the correct answer. (Details, 4 points)



**4. Choose the main idea in each question. (Main idea, 2 points)**

**1. What characterizes the Mama Negra?**

- a. African slaves
- b. Married people
- c. People who are illegal

**2. When is Christmas celebrated?**

- a. October 25<sup>th</sup>
- b. May 15<sup>th</sup>
- c. December 25<sup>th</sup>.

**3. What language Indians prefer to speak?**

- a. Quechua
- b. English
- c. Mandarin

**4. What places can people go to during carnivals?**

- a. Beaches, rivers, pools
- b. Bar, Church.
- c. Restaurant, hotel

**5. Complete the following summary entitled "La Mama Negra" by using a story map. Please choose the correct answer. (Summarizing, 2 points)**

Title.....

**What are the characters?**

- a. Famous people
- b. African slaves
- c. Foreign people



**What is the setting?**

- a. Spain
- b. Latacunga
- c. Loja



**What are the most important things? (features)**

- a. musicians, dancing, and a parade of familiar characters representing folklore and religious figures.
- b. musicians, dancing, alcoholic beverages, junk food and folklore.

**6. Underline the correct answer that best summarizes the customs and traditions of Ecuador. (Summarizing, 0,5 point)**

- a. Ecuador is a multicultural country, characterized by the celebration of numerous traditions and customs, which are Carnival, Inti Raymi, Mama Negra, New Year and Christmas.
- b. Ecuador loves to have big Christmas trees. On Christmas Eve, Ecuadorian families gather around and have big family meals. There are poor people.
- c. Spanish is the main language throughout Ecuador. There are few customs. The indigenous communities have their own customs. Ecuadorian people are not generous.

**THANKS FOR YOUR COLLABORATION**

**Annex 3. Questionnaire**



**UNIVERSIDAD NACIONAL DE LOJA  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS  
DATA COLLECTION INSTRUMENT: PRE / POST QUESTIONNAIRE**

Dear student, please mark with a tick (✓) the response that best describes your perception of the use of semantic mapping through technology to improve your reading comprehension. Your responses will be confidential and anonymous.

**Student's code:** UEMBV9D.....

**Date:** .....

- 1. The use of the story mapping helped you to identify easily story's characters, plot, setting, problem.**

<b>Strongly agree</b> ( )	<b>Agree</b> ( )	<b>Disagree</b> ( )	<b>Strongly disagree</b> ( )
------------------------------	---------------------	------------------------	---------------------------------

**Why?**

.....

.....

- 2. Story mapping helped you to effectively organize the events presented in the text.**

<b>Strongly agree</b> ( )	<b>Agree</b> ( )	<b>Disagree</b> ( )	<b>Strongly disagree</b> ( )
------------------------------	---------------------	------------------------	---------------------------------

**Why?**

.....

.....

- 3. The use of mind mapping is a good strategy that helped you to understand better the readings through the use of visual aspects such as; figures, illustrations, key words and making inferences.**

<b>Strongly agree</b> ( )	<b>Agree</b> ( )	<b>Disagree</b> ( )	<b>Strongly disagree</b> ( )
------------------------------	---------------------	------------------------	---------------------------------

- 4. The use of mind mapping enhanced your creativity.**

<b>Strongly agree</b> ( )	<b>Agree</b> ( )	<b>Disagree</b> ( )	<b>Strongly disagree</b> ( )
------------------------------	---------------------	------------------------	---------------------------------

**Why?**

.....

.....

5. The implementation of concept mapping motivated you to extract information from readings using main ideas and specific details.

Strongly agree ( )	Agree ( )	Disagree ( )	Strongly disagree ( )
-----------------------	--------------	-----------------	--------------------------

6. The concept map allowed you to summarize the important aspects of a reading

Strongly agree ( )	Agree ( )	Disagree ( )	Strongly disagree ( )
-----------------------	--------------	-----------------	--------------------------

Why?

.....

.....

7. The implementation of semantic mapping in the classes excited you because I was able to understand the message of the text more clearly.

Strongly agree ( )	Agree ( )	Disagree ( )	Strongly disagree ( )
-----------------------	--------------	-----------------	--------------------------

8. The use of semantic mapping allowed you to easily understand the events of a reading.

Strongly agree ( )	Agree ( )	Disagree ( )	Strongly disagree ( )
-----------------------	--------------	-----------------	--------------------------

Why?

.....

.....

THANKS FOR YOUR COLLABORATION

#### Annex 4. Field notes

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	1
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Wednesday, 3 <sup>rd</sup> May, 2023 (8:35-9:55), (11:3-12:10)
<b>Place:</b>	9th “D” classroom
<b>Duration of the observation:</b>	105 minutes (3hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
Students' interest was evident when the teacher explained the topic of propositions of time through the use of a mind map.	The teacher should include the use of mind mapping in the class, relating the topic with clear, understandable examples in order to improve students' comprehension and attention throughout the class.
The exciting part of the class was that the students were enthusiastic to participate, for example, when the teacher took a quiz about time propositions everyone participated, they said the correct proposition.	The teacher explains the topic and then gives examples emphasizing the use of prepositions of time (at, in, on).
Some students had difficulties in identifying and classifying the propositions of time since they subsequently had to elaborate at least two sentences. Thus, it was difficult for them to make the sentences.	The teacher should give another reading entitled "End of term party" which involves the topic of prepositions of time (at, in, on), since the students at the end of the lesson should correctly use these prepositions and classify them through a mind map.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	2
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Friday, 5 <sup>th</sup> May, 2023 (8:35-9:55)
<b>Place:</b>	9th “D” classroom
<b>Duration of the observation:</b>	70 minutes
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The use of the mind map allows to explain in a better way the topic about prepositions, this strategy attracted a lot of attention from the students, they were interested in the topic.	The teacher should focus on presenting a mind map explaining prepositions of time, so she added a quiz and a video that helped her to better deepen the topic.
The students actively participated by giving excellent examples using prepositions of time and the sentences that they made were related to their daily routine, for example: I do my homework at 3 pm.	Once the teacher presents the video, explains and gives clear examples, the teacher should assign activities to the students that allow them to evaluate whether they understand the topic or not. If not, the teacher should reinforce the lesson.
One negative aspect was that some students did not distinguish the correct use of prepositions of time, for instance: When to use at? When to use on?	The teacher in the worksheets should include sentences in which students simply select the correct preposition, a reading that allows students to identify sentences containing prepositions of time and classify sentences containing prepositions on a mind map.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	3
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Wednesday, 10 <sup>th</sup> May, 2023 (7:15- 8:35), (11:35-12:10)
<b>Place:</b>	9th “D” classroom
<b>Duration of the observation:</b>	70 minutes (2 hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The students were excited when the teacher presented a short video entitled "graduation party." They discussed the activities that took place in the video.	The teacher should include the use of the concept map during the class, uses the reading "End of term party", so that students identify the parts of an invitation, and the activity they would develop is to underline the most important aspects.
The class was successful as most of the students discussed the things they saw in the video and shared their ideas. Likewise, the teacher applied questions to understand the students' reading comprehension once they read an invitation titled “End of term party”.	The teacher explains the topic and shows the invitation with the parts that an invitation should have, using different colors shown through a power point presentation.
Some students had problems identifying the parts of an invitation, they could not distinguish what was the title of the invitation, the place where the event is taking place, etc. So, the teacher after seeing these difficulties developed another reading to jointly identify each part of the invitation.	The teacher gives a worksheet to the students and they must underline with colors the parts of an invitation. In addition, the intended outcome is that they are able to write an invitation taking into account the parts of an invitation.



<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	4
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Friday, 12 <sup>th</sup> May, 2023 (8:35-9:55)
<b>Place:</b>	9th “D” classroom
<b>Duration of the observation:</b>	70 minutes (2 hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The use of concept mapping to present the parts of an invitation was an excellent presentation because the students were attracted to the design and content of the presentation.	The teacher should focus on presenting the reading titled "End of term party", (page 5), write vocabulary to better understand the invitation. Then, the teacher should ask questions to check the students' reading comprehension.
Students actively participated in underlining the parts of an invitation. In addition, students developed a writing assignment for a social event. They had to take into account the parts of an invitation to write one of their own.	Once the teacher presents the video, explains the parts of an invitation, gives examples where these parts are identified, students will be ready to design their own invitation.
The only difficulty that could be identified was that some students could not locate the parts of an invitation through a reading, for example, an invitation entitled "End of term party". For this reason, they could not write their own invitation according to the assigned topic.	The teacher complements the class with worksheets, the students develop activities that are reading comprehension questions, then with the reading titled "Graduation party" they identify with colors the parts of an invitation.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	5
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Wednesday, 17 <sup>th</sup> May, 2023 (7:15-8:35) and 11:35 – 12:10
<b>Place:</b>	English Lab
<b>Duration of the observation:</b>	105 minutes (3 hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The students were excited when they wrote the biography of their favorite athlete, most of the students wrote the biography of "Lionel Messi" and "Cristiano Ronaldo", actually they described very interesting things, like; their victories, trophies, etc. Also, when the teacher presented a summary about the reading "An Ecuadorian Champion", related to Richard Carapaz, the students were interested in knowing more about this famous Ecuadorian cyclist. Likewise, a story mapping was used to present the history of Richard Carapaz since he started practicing his favorite sport.	The teacher should include more images and eye-catching colors when presenting mind mapping, to make it easier to know the order of the components of a biography.
The class was very interesting, because the students had knowledge about the cyclist "Richard Carapaz", they answered correctly some questions, for example: Where is Richard Carapaz from, what sport does he practice, etc. Also, the students already inferred the aspects that a biography should have (age, nationality, etc).	The teacher should post pictures of more famous people to make a brief discussion of the most important aspects of famous athletes, favorite singers, etc. With them the students share their knowledge and the class will look more interesting.
Really one of the inconveniences that arose is when the teacher applied questions in relation to the reading, for example: What is the nickname of Richard Carapaz, some students did not understand the question and did not know how to answer. For this reason, the teacher explained the vocabulary again, indicating the important ideas so that the students would understand the topic well.	The teacher should apply worksheets that include activities to summarize the reading, questions for reading comprehension using mind mapping.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	6
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Friday, 19 <sup>th</sup> May, 2023 (8:35-9:55)
<b>Place:</b>	English Lab
<b>Duration of the observation:</b>	70 minutes (2 hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The students were interested in writing the biography of their favorite athlete, it was evident to see how they placed interesting information. The students were motivated to make their own semantic maps.	The teacher should give another example to clarify the topic, for example, choose a famous soccer player and by means of mind mapping present the parts of the biography but extracting information from the chosen player.
The students actively participated when the teacher asked them about Richard Carapaz. For example, where is Richard Carapaz from?, when he was a child?, was his family poor?, and the students responded well?	It is important to make a list of famous athletes, soccer players and singers for students to choose one of them and make a mind mapping using real information and knowledge about the favorite athlete or singer.
Few students did not participate because they did not understand the topic well, they did not understand the meaning of some words. Then, the teacher presented the vocabulary again, the students wrote the vocabulary and practiced.	The teacher should use an activity where a reading of a favorite athlete is shown, students underline important ideas and details to complete the information required to be filled out on the worksheet.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	7
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Wednesday, 31th May, 2023 (8:35-9:55), (11:3-12:10)
<b>Place:</b>	English Lab
<b>Duration of the observation:</b>	105 minutes (3hours)
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
The students were motivated and paid close attention while the video entitled "10 Great Hobbies for Kids" was presented, then discussed the hobbies in groups and questioned each other.	The teacher should use a story map or concept map to better explain the topic and include adjective vocabulary in order to better clarify the topic.
The most interactive part of the class was that the students used descriptive adjectives to describe their classmate, they used excellent simple and clear sentences.	The teacher explains the topic and then gives clear examples related to her environment, for example: The teacher has long, wavy, black hair.
Some students had difficulties using descriptive adjectives to describe their partner, and they were confused about some of the words. For this reason, the teacher reintroduced the vocabulary by explaining the meaning.	The teacher should include more reading activities for students to identify the use of adjectives to describe people, in this case the teacher had students work on page 14 of the module.

<b>Setting:</b>	Unidad Educativa del Milenio “Bernardo Valdivieso”
<b>Individual Observed:</b>	9th “D” students
<b>Observation #:</b>	8
<b>Observer involvement:</b>	Juliana Nohemi Pardo Malacatus
<b>Date/Time:</b>	Friday, 2 <sup>h</sup> June, 2023 (8:35-9:55)
<b>Place:</b>	English Lab
<b>Duration of the observation:</b>	70 minutes
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
When the teacher presented the adjectives through a graphic organization with images, the students immediately related the word with the image.	The teacher should add plenty of pictures when presenting vocabulary related to adjectives to describe people, e.g., body, eyes, nose, phase, etc.
Students participated during class, they gave their own examples about themselves, e.g., I have short black hair. My classmate Karen is tall, etc.	Once the teacher presents the video, explains and gives clear examples, the teacher should assign activities a practical activity, where they perform a speaking activity. Using the vocabulary demonstrated, they briefly describe a characteristic of their partner.
One negative aspect was that some students did not pronounce some words well and when they gave their examples it was complicated to understand the sentences they elaborated, so the correct option was to listen to the teacher and put the pronunciation of the words they mispronounced.	The teacher should assign a writing activity, for example, describing her mother, her sister, her best friend, etc.

## Annex 5. Lesson plans

Intervention plan # 1	
<b>Class:</b> 9no EGB “D”	<b>Date:</b> From Tuesday 2 <sup>th</sup> to Friday 5 <sup>th</sup> , 2023
<b>Number of Students:</b> 41 (15 girls, 26 boys)	<b>Schedule:</b> Wednesday 7:35 – 8:35, 11:35 – 12:10, Friday 8:25 – 9:55
<b>Language Level:</b> A1.2	<b>Time per lesson:</b> 35 minutes
	<b>Total hours:</b> 5 hours
<b>School year:</b>	2022-2023
<b>Type of institution:</b>	Public
<b>Preservice teacher:</b>	Juliana Nohemi Pardo Malacatus

<b>Research Problem</b>	How can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Prepositions of time (on, in, at)
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to identify the correct use of prepositions of time after using a mind map to give more information about the things or events that happen.
<b>Engage</b>	The teacher applies a pretest to the students, gives previous instructions. The teacher shows a mind map with 4 open-ended questions, the students answer the questions in their notebook. For example; <b>When is your birthday?</b> Then, the teacher asks a student one of the 4 questions shown on the screen. <a href="https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing">https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing</a>
<b>Explore</b>	Students work in small groups. They should create a short dialogue they can do about their daily routine or what do you do on the weekend? Then, the groups share their work with the rest of their classmates.
<b>Explain</b>	The teacher explains the topic through a Power Point presentation, gives clear examples of the use of prepositions and includes a video to further clarify the topic. <a href="https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing">https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing</a> After watching the video, the teacher presents a quiz and students participate by answering the questions. <a href="https://www.youtube.com/watch?v=HyfR3ij273o">https://www.youtube.com/watch?v=HyfR3ij273o</a>
<b>Elaborate</b>	The teacher gives the students a reading titled “Sara's daily routine”. Students underline the most important details, such as dates, days, time in order to determine the prepositions of time. Then they carry out the activity on the worksheet, which consists of completing the information using a mind mapping. <a href="https://drive.google.com/file/d/1fPMH7Jbva6cWbCZMwBQBQhTb56hMjmCw/view?usp=sharing">https://drive.google.com/file/d/1fPMH7Jbva6cWbCZMwBQBQhTb56hMjmCw/view?usp=sharing</a>
<b>Evaluate</b>	Students based on a reading that they have on page 12 of the Module students are going to classify the prepositions of time using your own mind mapping, then they write at least two sentences for each type of preposition.
<b>Materials /Bibliography/Research Instruments</b>	Mind mapping Worksheets Module I Projector Markers Notebook <b>Power Point presentation link:</b> <a href="https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing">https://drive.google.com/file/d/1i3VRH_mSbIcYi9jEHGJT7avBE9Jrn22/view?usp=sharing</a>

	<b>Quiz link:</b> <a href="https://www.youtube.com/watch?v=HyfR3ij273o">https://www.youtube.com/watch?v=HyfR3ij273o</a> <b>Worksheet's link:</b> <a href="https://drive.google.com/file/d/1fPMH7Jbva6cWbCZMwBQBQhTb56hMjmCw/view?usp=sharing">https://drive.google.com/file/d/1fPMH7Jbva6cWbCZMwBQBQhTb56hMjmCw/view?usp=sharing</a>
<b>Thesis director</b>	Mg. Sc. Adriana Elizabeth Cango Patiño
<p>.....</p> <p><b>Institutional Teacher</b></p> <p>Mg. Lucia del Cisne Arizaga Ortega</p>	
<p>.....</p> <p><b>Academic Tutor:</b></p> <p>Mgr. Miriam Eucevia Troya Sánchez</p>	
<p>.....</p> <p><b>Preservice Teacher</b></p> <p>Srta. Juliana Nohemi Pardo Malacatus</p>	

<b>Intervention plan # 2</b>	
<b>Class:</b> 9no EGB "D" <b>Number of Students:</b> 41 (15 girls, 26 boys) <b>Language Level:</b> A1.2	<b>Date:</b> From Monday 8 <sup>th</sup> to Friday 12 <sup>th</sup> , 2023
	<b>Schedule:</b> Wednesday 7:35 – 8:35, 11:35 – 12:10, Friday 8:25 – 9:55
	<b>Time per lesson:</b> 35 minutes
	<b>Total hours:</b> 5 hours
<b>School year:</b>	2022-2023
<b>Type of institution:</b>	Public
<b>Preservice teacher:</b>	Juliana Nohemi Pardo Malacatus

<b>Research Problem</b>	How can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Invitation Parts
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to identify the parts of an invitation for inviting a person to attend a social event or party through the use of a concept mapping.
<b>Engage</b>	The teacher presents a short video entitled "Graduation Party", after watching the video, the teacher asks what activities take place, what they could see during the video, what kind of event do they think it is? etc. <b>Link:</b> <a href="https://www.youtube.com/watch?v=SipGjRJZYfw">https://www.youtube.com/watch?v=SipGjRJZYfw</a>
<b>Explore</b>	Students work in small groups. They will discuss the activities they watched in the video, and determine the title of the event. Then, the teacher presents them with a written invitation entitled "End of term party", and they read it quickly in order to determine if the students can identify the parts of an invitation.
<b>Explain</b>	The teacher explains the topic through a Power Point presentation, the invitation parts. Then the teacher presents the reading titled "End of term party", they read the invitation in general way and then each student reads in silence (5 minutes). Afterwards, some questions are presented through a concept map to verify the students' reading comprehension. <a href="https://drive.google.com/file/d/1q0WX_137Agp1txIMe9q_r86J5A3iAG_e/view?usp=sharing">https://drive.google.com/file/d/1q0WX_137Agp1txIMe9q_r86J5A3iAG_e/view?usp=sharing</a> After presenting the seven parts of an invitation, students work with the teacher on page five of their workbook to identify which parts of the text are the elements of an invitation
<b>Elaborate</b>	Then, the teacher gives the students a worksheet that contains some questions to check the students' reading comprehension. <a href="https://drive.google.com/file/d/1yPwsxX8B2yd5qaIh_9BJbpDOciU_u50b/view?usp=sharing">https://drive.google.com/file/d/1yPwsxX8B2yd5qaIh_9BJbpDOciU_u50b/view?usp=sharing</a> The teacher gives a worksheet, the activity is to underline with different colors the parts of an invitation in the reading titled "graduation party".
<b>Evaluate</b>	The students write an invitation, they follow the same process as the invitation they have in their workbook, they can choose the topic, for example: Mother's Day, birthday party, teacher's day, friendship party, etc. Then they share their work with the rest of their classmates.
<b>Materials /Bibliography/Research Instruments</b>	Concept mapping Worksheets Module I Projector Markers



	Notebook Video about “Graduation party”: <b>Link:</b> <a href="https://www.youtube.com/watch?v=SipGjRJZYfw">https://www.youtube.com/watch?v=SipGjRJZYfw</a> <b>Power Point Presentation:</b> <a href="https://drive.google.com/file/d/1q0WX_137Agp1txIMe9q_r86J5A3iAG_e/view?usp=sharing">https://drive.google.com/file/d/1q0WX_137Agp1txIMe9q_r86J5A3iAG_e/view?usp=sharing</a>
<b>Thesis director</b>	Mg. Sc. Adriana Elizabeth Cango Patiño
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Institutional Teacher</b></p> <p style="text-align: center;">Mg. Lucia del Cisne Arizaga Ortega</p>	
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Academic Tutor:</b></p> <p style="text-align: center;">Mgr. Miriam Eucevia Troya Sánchez</p>	
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Preservice Teacher</b></p> <p style="text-align: center;">Srta. Juliana Nohemi Pardo Malacatus</p>	

<b>Intervention plan # 3</b>	
<b>Class:</b> 9no EGB "D" <b>Number of Students:</b> 41 (15 girls, 26 boys) <b>Language Level:</b> A1.2	<b>Date:</b> From Monday 15 <sup>th</sup> to Friday 19 <sup>th</sup> , 2023
	<b>Schedule:</b> Wednesday 7:35 – 8:35, 11:35 – 12:10, Friday 8:25 – 9:55
	<b>Time per lesson:</b> 35 minutes
	<b>Total hours:</b> 5 hours
<b>School year:</b>	2022-2023
<b>Type of institution:</b>	Public
<b>Preservice teacher:</b>	Juliana Nohemi Pardo Malacatus

<b>Research Problem</b>	How can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Write a biography.
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to write a biography of a favorite athlete to describe the nationality, sport and age through the use of a story mapping.
<b>Engage</b>	<p>The teacher presents a short video entitled "Richard Carapaz", after watching the video, the teacher asks them if they liked the video? Where is Richard Carapaz from? What sport did he practice since he was a child? Then the teacher asks the students: Do you like cycling? How often do you go cycling?</p> <p><b>Link video:</b> <a href="https://www.youtube.com/watch?v=YHc7K12rctI&amp;t=59s">https://www.youtube.com/watch?v=YHc7K12rctI&amp;t=59s</a></p>
<b>Explore</b>	<p>The teacher does a warm up entitled "tingo tingo tango", the first student in the right column has an object, the teacher says tingo tingo and when she says tango she stops and the student who has the object must answer a question related to Richard Carapaz, for example: Does Richard Carapaz have children? Richard Carapaz is from Quito? or where is Richard from? where does Richard Carapaz live now? Does Richard have children? does Richard have children? Is Richard married?</p>
<b>Explain</b>	<p>The teacher explains the class in the following way: She presents the reading entitled "An Ecuadorian Champion" (Richard Carapaz). The students underline the words that are new to them, so the teacher uses a concept mapping presenting the meaning of the new vocabulary. Then, they read the reading carefully and the teacher elaborates questions in order for the students to understand the topic, for example: What was the most important victory of Richard Carapaz? <a href="https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing">https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing</a></p> <p>The teacher uses and explain elements of a story map using information from Richard Carapaz. Then, teacher present a concept mapping to present the biography of Richard Carapaz, taking into account the aspects that a biography should have, such as: nationality, age, the sport that he practices, etc.</p> <p><b>Link of the story and concept mapping about biography of Richard Carapaz:</b>  <a href="https://www.canva.com/design/DAFiZd1rIvE/LQOEydhvwwMMR7vanwiLHQ/edit?utm_content=DAFiZd1rIvE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiZd1rIvE/LQOEydhvwwMMR7vanwiLHQ/edit?utm_content=DAFiZd1rIvE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
<b>Elaborate</b>	<p>Students work in their workbook on page 12. The activity they have to develop is to answer the questions according to the reading titled "An Ecuadorian Champion" (Richard Carapaz).</p> <p>Students take into account the information of a biography. They have this information in their workbook page 13.</p>

	<a href="https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing">https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing</a>
<b>Evaluate</b>	The students write a biography of their favorite athlete. They then share their work with the rest of the class. Then, their classmates should ask them simple questions about the favorite athlete that the student choose.
<b>Materials /Bibliography/Research Instruments</b>	Worksheets Module I Projector Markers Notebook Video about “Richard Carapaz”: <b>Link:</b> <a href="https://www.youtube.com/watch?v=YHc7K12rctI&amp;t=59s">https://www.youtube.com/watch?v=YHc7K12rctI&amp;t=59s</a> <b>Concept mapping about biography of Richard Carapaz:</b> <b>Link:</b> <a href="https://www.canva.com/design/DAFiZd1rIvE/LOOEyd-hvwMMR7vanwiLHQ/edit?utm_content=DAFiZd1rIvE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFiZd1rIvE/LOOEyd-hvwMMR7vanwiLHQ/edit?utm_content=DAFiZd1rIvE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <b>Link presentation:</b> <a href="https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing">https://drive.google.com/file/d/1mdkkXQCOM4R6EeYB1zMh1JHqr6d7NUz3/view?usp=sharing</a>
<b>Thesis director</b>	Mg. Sc. Adriana Elizabeth Cango Patiño
<p>.....</p> <p><b>Institutional Teacher</b></p> <p>Mg. Lucia del Cisne Arizaga Ortega</p>	
<p>.....</p> <p><b>Academic Tutor:</b></p> <p>Mgr. Miriam Eucevia Troya Sánchez</p>	
<p>.....</p> <p><b>Preservice Teacher</b></p> <p>Srta. Juliana Nohemi Pardo Malacatus</p>	

<b>Intervention plan # 4</b>	
<b>Class:</b> 9no EGB “D” <b>Number of Students:</b> 41 (15 girls, 26 boys) <b>Language Level:</b> A1.2	<b>Date:</b> From Monday 29 <sup>th</sup> to Friday 02 <sup>nd</sup> June, 2023
	<b>Schedule:</b> Wednesday, 7:15 – 8:35, 11:35 – 12:10, Friday 8:35-9:55
	<b>Time per lesson:</b> 35 minutes
	<b>Total hours:</b> 5 hours
<b>School year:</b>	2022-2023
<b>Type of institution:</b>	Public
<b>Preservice teacher:</b>	Juliana Nohemi Pardo Malacatus

<b>Research Problem</b>	How can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Descriptive adjectives
<b>Lesson Objectives</b>	At the end of the lesson, students will be able to correctly use descriptive adjectives to describe hobbies through the use of concept mapping.
<b>Engage</b>	The teacher presents a short video about “10 Hobbies Great for Kids”, after watching the video, the teacher asks them What types of hobbies could they see in the video? And she also asks them personally what is their hobby? Also using concept mapping the teacher shows them their hobby.
<b>Explore</b>	First, the teacher presents some descriptive adjectives. Then the students work in groups of four students. The activity they should do consists of describing their partner using some of the adjectives shown on the teacher's screen.
<b>Explain</b>	<p>The teacher explains the class in the following way: The teacher explains the topic using a presentation created in CANVA and Power Point <a href="https://drive.google.com/file/d/1yfgoTQXckPbDKuIuylKdKFG6iMzZXieG/view?usp=sharing">https://drive.google.com/file/d/1yfgoTQXckPbDKuIuylKdKFG6iMzZXieG/view?usp=sharing</a> ,what descriptive adjectives are used for, examples of descriptive adjectives, then the teacher gives simple sentences using descriptive adjectives. Also, the teacher presents a reading where the students work together with the teacher and the activity consists of the students finding in which lines of the reading, they find descriptive adjectives. They write in their workbook all the adjectives they find. Then, the teacher tells them to tell her the adjectives and the teacher places them in a graphic organizer. Also, the teacher explains the meaning of each adjective they find in order to better understand the reading and learn new words.</p> <p><b>Link of presentation in CANVA:</b>  <a href="https://www.canva.com/design/DAFWkXQckjE/gvre1v6apXl55veyuNA5Xw/edit?utm_content=DAFWkXQckjE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFWkXQckjE/gvre1v6apXl55veyuNA5Xw/edit?utm_content=DAFWkXQckjE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
<b>Elaborate</b>	<p>Students work in pairs and the activity is in their Module on page 14. The activity they have to develop is to answer question 2. One student is "A", the other student "B". They must complete the information using at least three descriptive adjectives for each image.</p> <p>Students exchange their work to compare the information. The teacher presents a picture of a hobby, students in their workbook describe the picture using the adjectives they have already learned.</p> <p><a href="https://drive.google.com/file/d/1yfgoTQXckPbDKuIuylKdKFG6iMzZXieG/view?usp=sharing">https://drive.google.com/file/d/1yfgoTQXckPbDKuIuylKdKFG6iMzZXieG/view?usp=sharing</a></p>
<b>Evaluate</b>	<p>The students write at least 5 lines describing their hobby and should include descriptive adjectives. It is recommended that they add a picture to identify their hobby.</p> <p>Then, using story mapping students classify their information, for example: At the beginning name of the hobby, what activities they do, etc.</p>

<b>Materials /Bibliography /Research Instruments</b>	Worksheets Module I Projector Markers Notebook <b>Video about “10 Hobbies Great for Kids”:</b> <b>Link:</b> <a href="https://www.youtube.com/watch?v=lvISXkthdLk">https://www.youtube.com/watch?v=lvISXkthdLk</a> <b>Presentation in CANVA:</b> <a href="https://www.canva.com/design/DAFWkXQckjE/gvre1v6apXI55veyuNA5Xw/edit?utm_content=DAFWkXQckjE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFWkXQckjE/gvre1v6apXI55veyuNA5Xw/edit?utm_content=DAFWkXQckjE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <b>Presentation on Power Point:</b> <a href="https://drive.google.com/file/d/1vfgoTOXckPbDKuluvlKdKFG6iMzZXieG/view?usp=sharing">https://drive.google.com/file/d/1vfgoTOXckPbDKuluvlKdKFG6iMzZXieG/view?usp=sharing</a>
<b>Thesis director</b>	Mg. Sc. Adriana Elizabeth Cango Patiño
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Institutional Teacher</b> Mg. Lucia del Cisne Arizaga Ortega</p>	
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Academic Tutor:</b> Mgtr. Miriam Eucevia Troya Sánchez</p>	
<p style="text-align: center;">.....</p> <p style="text-align: center;"><b>Preservice Teacher</b> Srta. Juliana Nohemi Pardo Malacatus</p>	

<b>Intervention plan # 5</b>	
<b>Class:</b> 9no “D” <b>Number of Students:</b> 41 (15 girls, 26 boys) <b>Language Level:</b> A1.2	<b>Date:</b> From Monday 5 <sup>th</sup> to Friday 9 <sup>th</sup> June, 2023
	<b>Schedule:</b> Wednesday, 7:15 – 8:35, 11:35 – 12:10, Friday 8:35-9:55
	<b>Time per lesson:</b> 35 minutes
	<b>Total hours:</b> 5 hours
<b>School year:</b>	2022-2023
<b>Type of institution:</b>	Public
<b>Preservice teacher:</b>	Juliana Nohemi Pardo Malacatus

<b>Research Problem</b>	How can using semantic mapping improve the reading comprehension skills, among ninth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Administration of post-test and questionnaire.
<b>Lesson Objectives</b>	N/A
<b>Engage</b>	N/A
<b>Explore</b>	N/A
<b>Explain</b>	N/A
<b>Elaborate</b>	N/A
<b>Evaluate</b>	N/A
<b>Materials /Bibliography/Research Instruments</b>	post-test questionnaire.
<b>Thesis director</b>	Mg. Sc. Adriana Elizabeth Cango Patiño
<p>.....</p> <p><b>Institutional Teacher</b> Mg. Lucia del Cisne Arizaga Ortega</p>	
<p>.....</p> <p><b>Academic Tutor:</b> Mgtr. Miriam Eucevia Troya Sánchez</p>	
<p>.....</p> <p><b>Preservice Teacher</b> Srta. Juliana Nohemi Pardo Malacatus</p>	

**Annex 6.** National Grading Scale according to the Ecuadorian Ministry of Education

<b>Qualitative score range</b>	<b>Quantitative score range</b>
Masters the required learning	9,00 -10,00
Achieves the required learning	7,00 – 8.99
Close to achieve the required learning	4,01 – 6,99
Does not reach the required learning	$\leq 4$

## Annex 7. Pretest and Posttest Scoring Guide

Nº	Question	Indicador	Literals	Score
1	Look at the images and identify What festival is this?	Making inferences	Mama Negra	0,13
			Carnival	0,13
			Inti Raymi	0,13
			Christmas	0,13
2	Read the text again and answer the following questions.	Making inferences	Highland Indians are bilingual because:	0,25
			The Mama Negra is celebrated in:	0,25
			A Christmas tree is a:	0,25
			The burning of Año Viejo Dolls is known as:	0,25
3	Complete the following mind mapping according to the information that is requested and tick (✓) the correct answer.	Main ideas & details	Christmas is celebrated on...	1
			Here, people make:	
			New Years is celebrated on...	1
			Here, people make:	
			Inti Raymi is celebrated on...	1
			Here, people make:	
4	Choose the main idea in each question.	Main ideas & details	What characterizes the Mama Negra?	0,50
			When is Christmas celebrated?	0,50
			What language Indians prefer to speak?	0,50
			What places can people go to during carnivals?	0,50
5	Make a summary about “Mama Negra” in the following story mapping.	Summarizing	Title	0,50
			Characters	0,50
			Setting	0,50
			Important things (features)	0,50
6	Underline the correct answer that best summarizes the customs and traditions of Ecuador.	Summarizing	A	0,50
			B	
			C	
<b>TOTAL</b>				<b>10 points</b>



