

Improving Reading Skills in Beginner Learners by means of Graphic Organizers and the use of English-Leveled Readers

Edwin Alexander GARZÓN ALFONZO

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Directed by Maria Sonia Stella JIMENEZ

Department of Foreign Languages and Cultures

Universidad de La Sabana

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Abstract

Reading plays a significant role in language learning. Previous research has discovered that effective reading requires strategies for learners to improve comprehension. But little attention has been given to graphical argumentation aids and the use of English leveled readers to improve reading comprehension skills. The present qualitative action research study used reading tests, lesson plans, teacher journal and surveys to collect data on how graphic organizers support the organization of ideas and affect the reading comprehension of second-graders. Data was analyzed using the grounded theory approach. After concluding the implementation stage and the data analysis stage, it was possible to conclude that graphic organizers are effective to improve reading comprehension in beginner learners.

Key words: Reading comprehension, English levelled readers, graphic organizers.

Resumen

La comprensión lectora juega un papel importante en el aprendizaje de una lengua. investigaciones previas han descubierto que, para lograr una lectura efectiva, es necesario que los estudiantes mejoren su comprensión. Sin embargo, se les ha prestado poca atención a las ayudas de organización gráfica y al uso de libros de lectura nivelados en inglés para apoyar el proceso de lectura. En este estudio, enmarcado en una investigación acción cualitativa, se utilizaron evaluaciones, planes de clase, diarios del profesor y encuestas con el fin de recolectar información acerca del impacto de los organizadores gráficos en la comprensión lectora de los estudiantes de segundo grado. La información fue analizada utilizando el enfoque de teoría fundamentada. En los resultados, los estudiantes dieron cuenta de la capacidad para entender textos nivelados y elaborar reportes de manera adecuada. Esto demostró que los organizadores gráficos son una estrategia

efectiva para mejorar la comprensión lectora en los estudiantes. Esto teniendo en cuenta la etapa del pensamiento de los niños y toda la contribución de las ayudas visuales al proceso de aprendizaje de una lengua extranjera.

Palabras claves: Comprensión lectora, Textos nivelados en inglés, organizadores

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Chapter 1: Introduction

1.1 Introduction to the study

An effective English language learning process requires that the learners' performance level, regarding the four skills, be balanced and high. If the students have difficulties performing in some or one of them, the entire process will probably be affected. This can be the case of learners whose skills in their mother tongue have not been fully developed.

An assumption of our educational system is that by the time children start school, the majority are competent users of their native language. This is a reasonable assumption. But those with poor language level start out at a disadvantage in learning to read (Snowling & Hulme, 2006, p.26).

Therefore, students with poor language level tend to have reading difficulties that include problems with reading comprehension in the first language. Reading was selected as the skill to work on during this study because it contributes to the language learning process since language and reading share many of the same basic competencies and the development of both is interrelated (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009). Reading and language learning are processes in which the person is constantly exposed to receive input. To face these processes more effectively, the learners must use strategies to improve their capacity to receive new information.

Prior to starting this study, the participants could understand vocabulary and sentences from short readings, but were unable to organize the information and obtain passing grades in reading comprehension tests. In order to address this situation, graphic organizers were used as a tool for the students to use as visual aids to organize the isolated information that they recognized in texts. The use of English leveled readers, which are

short versions of famous literary texts, provided the students with the possibility to amuse themselves, deal with culture and recognize new vocabulary that can be associated with the conceptions that the students had. The exposure to a wide variety of texts in English might improve their language skills. This is called extensive reading and it has the potential to develop knowledge of unknown vocabulary (Webb & Chang, 2015).

Literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level (Elliot, 1990, p. 195).

Having access to this literary material might be satisfactory for catching students' attention and encouraging them to read in English. Furthermore, this study might become an important source for English teachers to be aware of the importance of providing students with strategies to develop reading skills that can be probably used to improve the reading comprehension level, both in the first and the second language. Instruction researchers on first language reading have also given importance to the development of learners' strategic reading (Akkakoson, 2013). This author remarks that both, strategic reading in mother tongue and in foreign language are connected. Teachers and researchers must deal with natural mistakes that might come when students face reading in their first language, and even more when they must read texts written in a foreign language. At this point strategies to deal with this issue were the main concern of the present research project.

The following sections of this chapter deal with the description of the population that was part of the research study, the rationale that explains the importance to work on reading skills in beginner learners and the objective that was expected to be achieved at the end of the research.

1.2 Rationale for the study

1.2.1 Needs analysis and problem statement

In our current Colombian context, learning English is a need for academic and professional purposes. Academic institutions work in order to improve the English learning process which is achieved through the balanced practice of the four skills, speaking, reading, listening and writing (Sparks, Humbach, Patton, & Ganschow, 2011), the same as in Colombian academic context. This study focused on reading since learners can obtain many benefits such as the improvement of grammar rules and new lexical input to know about foreign cultures and increase vocabulary. These benefits can also be acquired outside the school if they learn strategies that allow them to do it (Richard, 2005). These strategies might work as a tool for students to read any kind of text. Although the main purpose of this research project was to improve reading skills in English, the expectations with the strategy were beyond that. It was expected that students could use graphic organizers as a visual support in the different subjects they take at school whether they are in English or Spanish.

This research study was carried out in a bilingual, private school (See section 3.3.1) located the north of Bogotá, Colombia with a group interested in learning English as a foreign language, they are motivated to interact in English and are very active when the teacher provides them with different activities. For three months, the English teacher developed diverse types of activities to determine the highest difficulty in terms of English learning. Listening, writing, speaking and reading activities were developed along the second semester of 2016. The results of the activities proposed like worksheets and tests have evidenced that students have a basic comprehension of texts. Although their speaking

and writing performance is acceptable according to their context, they still need to improve their reading comprehension as their results in tests are low. In this respect, Lin (2010) affirmed:

Comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. Well-developed comprehension abilities involve interactive strategy use to come up with a meaningful understanding of the input (p. 178).

Considering Lin's assertion, reading involves several abilities which must be developed by students in order to have deep understanding of the text. An interactive and attractive strategy can help them feel motivated to read texts in a foreign language. Additionally, they will acquire knowledge that can increase their foreign language learning and their performance in speaking and writing.

Then, some data collection instruments like a reading comprehension test (Appendix A) and a survey (Appendix B) were used. The test had the purpose to diagnose the reading comprehension level of the students and the ability to infer information from a text. Students had to solve a reading comprehension test and extract some specific information from it and answer some questions.

As a result of the reading comprehension test, it was possible to conclude that, although the students recognize the structure of a question in English and all of them answered correctly when it was required to write exactly what was written on the text, there were certain questions that were difficult for them to solve. These questions required a deep analysis of the text, but going beyond and solving them in a critical way was not possible due to their reading comprehension level, since they could not retain too much information from the text. The investigations into English learners' literacy skills have identified

comprehension as a key area of difficulty (Perfetti, 1985), which is evident in this population. Considering the difficulties students faced when reading and solving the test, the interest of this research project was allocated to provide students with a tool that might reduce those levels of difficulty.

As a second instrument, a survey was conducted to inquire about second graders' perceptions regarding reading in English and English literature. The questions of the research instrument aimed at inquiring into the level of awareness of the students regarding the importance of reading in the learning process. As a result, the survey demonstrated that the students knew about the importance of reading in English learning and some of them knew about the literature concept and its characteristics. There is an intrinsic connection between language and literature in that they mutually depend on and reinforce each other in a generative way, the instruments to collect data expected to extract from students some data related to literature and language since these are elements included in the research study.

1.2.1.1 Justification of problem's signifiante

After developing the needs analysis, it was possible to find out that the gap in terms of the skills is reading comprehension and the low capacity to provide elaborated answers in reading tests. Therefore, it is important to work hard on this skill, especially with people who learn English as a foreign language. Investigations into English as a foreign language (EFL) and learners' literacy skills have identified comprehension as a key area of difficulty (Burgoyne, Whiteley, & Hutchinson, 2011). In primary, comprehension is a problem since children have difficulties when organizing information from the text, they only understand isolated vocabulary and sentences, but it is difficult for them to make connections. As a

consequence, teachers need to recognize the importance of targeting the language output of children (Anthony, 2008) so that they have the capacity to improve their answers in reading comprehension tests.

As a strategy to face the problem identified in beginner, graphic organizers and English leveled readers were used to give a model to the students on how to organize information in a very easy and practical way by employing a visual aid. It has been theorized that organizers simplify learning from text (Lagan-Fox., Waycott, & Albert, 2000, p. 28) as they clarify the ideas found and become a consultation resource to give better and more complete answers in reading tests. Also, English leveled readers bring lots of benefits for kids like images, games, vocabulary and expressions easy to understand.

This research study tried to help students by providing them with a strategy that they could use autonomously in the future when they have to face several types of texts and need to organize their ideas. It is also expected to be helpful for future researchers who look for strategies to improve reading skills in children who are immerse into similar contexts.

1.2.2 Rationale for the strategy selected to address the problem of the study

Graphic organizers were used in order to deal with the problem; the purpose is to teach the participants how to organize their ideas and information they extract from the reading. According to Gallavan and Kottler (2007), graphic organizers have a huge incidence into the organization of a reader's ideas since they are useful for reading difficult material, highlighting information, valuing cultural diversity, meeting needs of special populations, and supporting language learning (p. 120-125). Regarding the population of this research study, the learners had difficulties to organize their ideas and, graphic organizers fit appropriately to solve this problem since the learners just understood some

vocabulary in English and they needed to organize it to make sense of the text they were reading. This is a strategy which teachers and students can use with any type of text.

Most of the students took notes from the readings, but they did not know how to organize that information. This probably happened because they had not received appropriate suggestions on what strategy to use (Robinson, Katayama, Beth, Odom, Ya-Ping, and Vanderveen, 2006, p. 107). The teacher provided the students with the tool, which in this case was graphic organizers, but also had to teach them how to use it. After providing the guidelines to the learners, it was expected that they could use them not just for facing English leveled readers; it had expected them to use it as an aid for dealing with any type of text.

Regarding the rationale of the study, the needs analysis, the justification and the strategy to address the problem, the research question and general objective were set and worked as a guide and goal during the research development.

1.3 Research question(s) and objective(s)

Consequently, this study's General research objective was *to determine how the organization of ideas found in English leveled readers by means of graphic organizers affects the reading comprehension of second-graders with A1 (CEFR) English*, the specific objectives are

- *To identify the impact of drawing graphic organizers in order to organize ideas from written text.*
- *To determine the impact of using four different types of graphic organizers in rising students' interest in English levelled readers.*

and the corresponding research question is, *How is second-graders' reading comprehension improved by organizing ideas found in leveled readers using graphic organizers?*

1.4 Conclusion

Summing up the aspects previously mentioned, the problem identified was that the students understood vocabulary and sentences when they read texts in English, but they did not know how to produce organized answers when carrying out reading comprehension tests. So, reading comprehension was selected as the skill for the students to improve by means of the use of graphic organizers as a strategy, and English leveled readers as the type of texts the students read.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents the literature review that includes information about the main constructs related to the research study. First, reading and reading comprehension, as it was identified as a problematic skill. Then, English leveled readers which are short versions of the original literary works, an excellent source to be used as authentic material for the students. Finally, graphic organizers as the strategy that was implemented for the students to extract and organize information they understood from texts. Furthermore, this chapter will deal with the importance of English leveled readers as resources to improve reading skills.

2.2 Theoretical framework

2.2.1 Reading

Reading is a complex undertaking and an impressive achievement (Afflerbach, 2016) which consists in a symbols decoding process carried out to construct meaning. Considering reading in a foreign language, this is a complex activity, especially when the readers have a low English level. Over the time, the importance of learning to read has produced considerable debates about which teaching methods and materials are effective (Afflerbach, 2016). Although several initiatives have been discussed, there is still debate about which method or strategy is the most effective to improve reading comprehension in the mother tongue and the foreign language.

Helping children learn to read is a deeply rewarding experience for parents and teachers who take pride as their children acquire effective reading skills and reading strategies (Afflerbach, Pearson, & Paris, 2008). If the strategy to help students to improve

their reading skills is effective, the results might be rewarding for both teachers and students. For teachers, because they can use that strategy as a didactic resource for reading classes, and for students, because they can improve reading comprehension by using a graphic organizer to structure their ideas.

2.2.1.1 Reading Comprehension

Reading comprehension, defined as the ability to understand and use texts for learning, is a foundational skill for academic and occupational success (Soden et al., 2015, p. 10). Furthermore, the reading process becomes an activity that provides the reader with knowledge and contributes to his vocabulary acquisition (Braker, 2013).

Reading is considered as one of the most complex skills, even more when it is in a foreign language. This is the reason why teachers must have a plan to ensure all students are motivated readers (Capen, 2010). However, teachers and researchers should consider the implications of having a balance between motivation towards reading and reading comprehension improvement. This harmony can vary depending on each student's capacity. In terms of literature books authors, they very often include cultural aspects immersed in the text which are sometimes hard to understand for the reader. Therefore, the students need to receive additional information, which will be necessary in order to develop a fuller understanding (Kucer, 2014, p. 36). This reveals that culture is also an important aspect of the reading process which can be a motivational element since it is a way to get the students closer to the English-speaking countries' customs and history.

Since the population of this study demonstrated low results in terms of reading comprehension tasks, the English teacher found strategies that could be used with students who had reading difficulties. These strategies were supported by the theory and information

displayed in this section. As educators, we are faced with the challenge of creating an effective classroom environment that stimulates creativity and fosters student learning through effective instruction (Owels & Herman, 2012, p. 45).

In order to determine the reading topics, these have to agree with the age of the students so that the learner feels motivated with the topic and might improve the reading comprehension. For young learners especially, the collection of concrete pictures used in the readings provides tangible examples of concepts and topics they are learning (Owels & Herman, 2012, p. 47). The images that they can appreciate as a complement of the text might have increased the interest of the student and improve comprehension. Then, the type of texts used by the participants of this study complied with the previous characteristics in terms of images and their benefit in reading comprehension improvement.

Reading in a foreign language brings benefits like the improvement of lexical and grammar structures. Word knowledge is an integral element in learning a language. Without it, there are gaps in understanding (Braker, 2013), the person who reads increases his knowledge and is able to develop other skills in a better way. Readers who care about making sense of the books they read do not give up on stories when meaning eludes them (Cunningham & Shagoury, 2005). If the students are interested in the reading, they will probably have a better reading comprehension which implies that they can make inferences on what they read. This requires that teachers give relevance to the students' interests since those are the basis to provide them with effective texts comprehension (Cunningham & Shagoury, 2005).

2.2.2 Leveled Readers in English Teaching

Teachers in our current academic contexts have to look for diverse ways to motivate the students to read. Therefore, aspects such as appearance and length are external issues which often affect reading comprehension (Pierce, Wechsler, Noam, Wolf & Katzir, 2013, p. 190). Teachers have to keep these aspects in order to select the texts. In this respect English leveled readers, which are considered motivating resources for language learning (Duff & Maley, 2007) have a strong relation with literature which contains illustrations to stimulate the students reading.

The influence of literature in the research study demands the presentation of some literature definitions. Literature is considered to be a work of art in The Oxford Dictionary (2010). It is also defined as writings which affect the emotions according to the Dictionary of Current English. This concept, emotions, provides different elements that may help the student to be engaged with the reading of a book which is not so rigorous in terms of concepts and lexis and also provides spaces for the students to develop imagination. Regardless the topic, quality literature provides several benefits like the improvement of critical thinking and meaningful interactions with both peers and texts (Serafini & Moses, 2014, p. 466).

English Leveled readers were used in order to have materials that probably motivated the students to read and take advantage off their benefits like the possibility to increase curiosity and extract new vocabulary. Highly motivated students want to read and choose to read for a wide range of personal reasons such as curiosity, involvement, social interchange, and emotional satisfaction (Capen, 2010). This way the students might feel that reading is a satisfactory activity that might provide gains in terms of textual

organization. Hedge (1985) affirms that literary texts like English readers can develop the student's knowledge of language at the levels of vocabulary and structure and at the level of textual organization.

Lists of recommended texts for children and young adults are readily available to teachers and parents from sources such as authors, bloggers, teachers, and publishers (Jiménez & Mcilhagga, 2013, p. 54). The list includes English readers which might be part of English language teaching classrooms since they provide comprehensible input which is necessary for the English language learning and develop the students' skills. Students may build new vocabulary as well as they expand their understanding of words they already know.

English leveled readers are valuable sources of authentic language, they expand language awareness, encourage interaction and discussions and educate the whole learner's personality and are motivational (Clandfield, 1985). Regarding the previous statement, the authentic material is used as a way to improve language and motivate the students to interact with the text.

There are some other aspects which can be considered as part of the benefits of readers in English teaching. These texts foster reading in a second language since the students might feel engaged with the story that they are reading, they might increase their imagination by creating mind pictures of the stories they read. Reading children's literature provides the opportunity for children to experience people, places, and circumstances that they may not be able to experience in real life. (Serafini & Moses, 2014, p. 467).

2.2.3 Graphic Organizers

Graphic organizers are tools which are used as the strategy for students to organize their ideas and provide evidence of reading comprehension. They are visual aids that provide an excellent way for the students to summarize concepts, organize the language and then, apply the concepts coherently. Graphic organizers are visual models (Souza, Galina, Sousa, & Azevedo, 2016) that provide teachers and students with tools, concepts, and language to organize, understand, and apply information to achieve a variety of purposes and outcomes. It is not just a tool for the students; teachers can also use these types of graphics to explain a topic or to summarize something based on a text.

According to Gallavan and Kottler (2007), there are different ways to use graphic organizers which are the following: before reading, as a way to reassess knowledge, introduce or preview a topic or issue, set the stage, brainstorm ideas, and motivate interest. During reading, to provide a tool for taking notes, retaining information, checking, extending, and highlighting the learning as a formative evaluation. After reading to review, reinforce, or assess learning, establish the foundation for future projects and activities. Finally, they serve as a summative evaluation for teachers to check if the students have organized the information appropriately (Vacca & Vacca, 2001). For this research study, the three steps that the author mentioned were used since the researcher expects to determine how a graphic organizer works as process and product of the students before, during and after facing a reading text.

Gallavan and Kottler (2007) propose eight different types of graphic organizers, but the present study just considered two with regards to the stages in which they can be implemented, in the beginning, middle and end of a reading activity. The first model is

called assume and anticipate, which fit well at the beginning of a learning experience or unit to check prior knowledge and opinions, introduce a topic or issue, and motivate and inspire interest in the content. The second model of graphic organizers is called group and organize. These organizers help teachers and students understand how an idea is associated with an overarching concept or purpose (p. 122-123). Merely instructing students to take notes and later review them would seem to restrict the possibility to use strategies for them to organize information (Robinson et al., 2006, p. 110). So, graphic organizers are good options for the students to classify information, select the elements from a reading like places, characters, facts and show these information by means of a graph.

It is expected to know how we could embrace our students' strengths, invigorate their independence, and awaken a passion for learning (Horgan, 2014, p. 26). The students who participated in this study need to be exposed to strategies that help them to improve their reading comprehension. So, in the classroom, we can advocate for the graphic organizers as one of the strategies that can be used to make learning more meaningful and a source of delight for this type of learners (Egan, 1999). Graphic organizers can make information more apparent, distinct and articulate for the learner (Egan, 1999). In this way, students have the possibility to face a text and understand it to improve their results in reading comprehension.

2.3 State of the art

Some studies have explored ways to help students improve their reading comprehension (Cooke, 2009) by means of the use of English literature and guided processes. Studies using graphic organizers (Raymer, 2010; Robinson et al., 2006; Berkley & Jefferies, 2000) have explored their connection with reading comprehension in

beginners. However, little work has been done in using graphic organizers with English leveled readers to improve reading comprehension skills. The research throughout this matter suggests that graphic organizers are frequently used to improve writing skills. However, when they deal with reading comprehension, normally they do not suggest the most effective type of text that best fits the graphic.

There are some studies which deal with genre and its influence in reading comprehension. The influences of genre, background knowledge, and organizational features were often specific to particular content, texts, or students (Reed, D. K., & Vaughn, S. 2012). This quote is part of a project which differs from the objectives of the current study since English leveled readers are used as the type of texts to be read by students but does not analyze genre and its components. The same is the situation with projects which deal with academic reading comprehension. (Jun-Ming, C. Meng, C., & Yeali, S 2014). This is not the type of reading that is expected the students perform. Several studies use specific types of texts like English leveled readers or letters as in the following study of which results showed that reading letters and understanding them at the beginning of kindergarten was the most powerful predictor of their reading skills at the end of Grade 4. (Ulla, L., Kaisa, A., Pekka, N., & Jari, N 2008). This project used letters as the texts to analyze, meanwhile other studies like this paper used English leveled readers.

Some of the studies that have explored the use of graphic organizers to improve reading comprehension have focused on the way to systematize information from texts (Raymer, 2010, p. 24). In this study, graphic organizers work as tools to systematize information and are used as an aid to improve writing and reading skills. In another research study, the researchers measured students' progress at the beginning and end of the

course. In all experiments, the use of graphic organizers increased. (Robinson et al., 2006, p. 105). The population of Berkley and Fefferies (2000) study were exposed to the steps for creating graphic organizers and their impact on reading comprehension and recall the type of texts that the students had to read was not mentioned in any of the previous studies.

Graphic organizers in this research study are not digitally oriented considering the students' profile and the lack of expertise regarding the use of this tool. However, it is important to mention the benefits of using digital diagrams and the possibility to consider it in further research studies dealing with graphic organizers. A diagram can facilitate comprehension, although readers may not engage in more effortful online processing. Data suggest that studying a diagram before reading can improve memory for an expository text without necessarily increasing online effort (McCrudden, M. T., Magliano, J. P., & Schraw, G. 2011-. In terms of critical thinking, it was expected to happen implicitly during the implementation process but was not explicit in the objectives of the current study. Similarly, regarding vocabulary, it was supposed to increase during the process as the students read and created the graphic organizers. However, it is valid to mention that the results of a study dealing with critical thinking and reading comprehension are significant because they suggest that short (11-minute) instructional interventions can encourage students to adopt two key aspects of critical thinking. (Phillips, F., & Nagy, A. 2014). On the other hand, the results show that using semantic mapping strategy resulted in a significant difference in the participants' vocabulary learning. (Yagoub, Z., Mortaza, A. 2012). Semantic mapping is a type of graphic that focuses on the vocabulary increase when doing intensive reading.

There have been several studies dealing with graphic organizers and literature. For example, a study (Kayiran & Karabay, 2012, p. 285) that focused on the effects of a strategy to improve their reading comprehension, or a study called “Literature in the Anglophone World and what might be called English as a Foreign Literature” (Cooke, 2009), which used English literature in order to improve reading comprehension. Many studies (Cooke, 2009) (Lysaker, Tonge, Gauson & Miller, 2011) have selected English literature as their topic; however, little attention has been given to English leveled readers as texts to improve reading skills in beginner learners and all the benefits they have. For instance, the objective of another study consists of the analysis of content and illustration features of children's picture books published in Turkey during the years 2000-2010. The findings are discussed in the light of the relevant literature. (Gonen, M., Karakus, H., Uysal, H., Kehci, A., Ulutas, Z., & Kahve, O. 2016). Although this study outstands some of the gains that children get when reading English leveled readers for kids, it does not focus on the intention to improve comprehension skills throughout the use of these texts.

Understanding other people's thoughts and feelings is also a difficult task for many readers which have to interpret what the writer expects to transmit by means of a written text (Lysaker, Tonge, Gauson & Miller, 2011). This interpretation stage suggests a deeper work that probably could not be conducted with the students of the present study due to the basic English level of the students. Considering students' profiles, there are some learners with learning disabilities who are contemplated as the population in another study (Kim et al., 2006). This study has a similar topic but with different population.

Considering the connection between writing skill improvement and graphic organizers, there is a research study which used graphic organizers as a tool to improve

writing skill (Held, 2010, p. 26). The study mentioned used graphic organizers as a strategy to solve problems in writing.

After a literature search in databases, it was found that no studies have been displayed about the use of English leveled readers and graphic organizers to improve reading comprehension in beginner learners. The current study purposefully selected English leveled readers as authentic material for the students to extract information and systematize it in graphic organizers. This way, the students had specific texts and a strategy to use in order to improve their reading comprehension skills.

2.4 Conclusion

The theories and the research studies mentioned above are the review of some works related to the topic of this research study. They demonstrate that reading requires strategies for learners to understand what they are reading. Beginners tend to avoid reading activities since they are not motivated or do not know how to give evidence of what they have understood. Therefore, graphic organizers, as visual aid and evidence of reading comprehension, were used to arrange simple ideas that learners extract from English leveled readers in order to organize them and improve reading skills.

Chapter 3: Research Design

3.1 Introduction

Regarding the importance of improving reading skills in the group of students selected for the study, graphic organizers was the tool used to improve reading comprehension. In order to analyze the impact of the tool proposed, some research instruments were designed for measuring the level of effectiveness of the tool. They were a pre-and final survey, a teacher's journal, field notes and three reading comprehension tests in the beginning, middle and end of the study. These instruments were planned to be applied in three stages: before, during, and after the pedagogical implementation.

3.2 Context

The research was carried out in a Bilingual school located the north of Bogotá-Colombia. The institution has kinder garden, primary and high school with around 1,100 students. The research took place in primary section; the resources of this branch are mainly destined to the English Department, the students have an interactive zone in which each learner has access to a computer and internet connection, additionally, and the institution has two audiovisual rooms for English learning purposes. The school offers 12 hours of English a week for second grade where the teacher has followed a syllabus that contains topics that can be taught in different ways depending on the needs of the students and teacher's perception. Additionally, the students attend three more subjects in English which are, math, science and music.

3.2.1 Type of study

This study was qualitative action research and was carried out with a group of beginner learners. It was a research study that involved teachers and students, having as an

objective to improve their reading comprehension. Action research is a cyclical and continuous process in which community members and researchers are melded into a unified working group (Glassman, Erdem, & Bartholomew, 2013, p. 276). The students worked as the population of the research study and teachers as guides and observers during the process.

3.2.2 Ethical considerations

Ethical considerations reveal the level of moral and responsibility that the researcher has in order to conduct a research study. How we design, carry out, implement and disseminate research reveals something of who we are and what our emotional and moral lives are. (James & Platzer, 1999). For the purpose of the research study, two types of permissions were considered, first, the authorization from the school (Appendix C), which was signed by the directors of the institution before starting the research process, and the permission (Appendix D) signed from the parents of the course where they were told about the development of the study. By means of the permission, the parents knew about the intention of the researcher to find a strategy to improve reading comprehension in English and additionally they were informed about the confidentiality of their children information. In both cases, the researcher wrote consent letters to inform the institution and parents about the research study in terms of objectives, time length and methodology.

3.3 Data collection instruments

This research study used four research instruments. The objective of these instruments was to extract information from the students, their process and teacher's perceptions.

3.3.1 Descriptions and justifications

3.3.1.1 Surveys

During the research development, surveys were used as a tool for collecting data. The objective of this instrument (Appendix E) was to know about the student's opinions regarding the perceptions they had during the implementation of the tool that was proposed by the researcher (Graphic Organizers). The surveys were clear for the students and not too long considering that children can get tired of answering questions and could leave the survey unfinished (Etchegaray & Fischer, 2010, p. 9). In terms of structure, they did not require the name of the students since this factor does not have any relevance and an anonymous participation is a common practice in research (Etchegaray & Fischer, 2010, p. 11) because it favors honest replies. Surveys were used for measuring the students' opinion in terms of the possible reading comprehension improvement after the pedagogical implementation.

Surveys represent one of the most common ways of collecting data in qualitative research because they provide opportunities for the researcher to collect rich and meaningful data (Roulston, 2010, p. 209). The use of surveys allowed the researcher to collect meaningful information, in this case from the learners, in order to support the process of the research study that was carried out. The intention of the surveys was to collect adequate data on students' perceptions along the process. The data collected could be the quantitative or qualitative based on the type of questions and their responses (Tashakkori & Teddlie, 2003, p. 65).

3.3.1.2 *Teacher's journal*

The use of reflective journals has been identified as an effective tool to promote reflection in pre-service teachers (Lindroth, 2015, p. 68). The teacher's journal (Appendix F) was used as a document in which the researcher had the possibility to register the process that the students had during the pedagogical implementation. Reflective writing can create cognitive awareness in considering previous actions and builds confidence by placing value on student thought (Lindroth, 2015, p. 70). Each aspect that was written in the teacher's journal was the evidence of the most important facts during the pedagogical implementation.

Three types of journals have been identified: dialogue journals which were based on an interaction of responses between teacher and student. Response journals, which involved students' personal reactions to their educational activities; teaching journals which recorded the students' thoughts and reactions during their teaching; and collaborative interactive journals which documented the interactions between groups of students (Lindroth, 2015, p. 71). For the purpose of this research teaching journals were used, since the main objective was to register students' perceptions with respect to the implementation process.

3.3.1.3 *Reading Comprehension Test*

Reading comprehension consists of the extraction and construction of meaning from interaction with a written text (Cadime et al., 2013). A reading comprehension test (Appendix G) was used at the beginning of the implementation in order to measure the comprehension level and analyze the strategies that the students used to deal with texts in English. In the middle of the implementation process, the students took another reading

comprehension text (Appendix H) in which they had to solve some questions by using one of the graphic organizers' model they used during the training in the use of the strategy (graphic organizers). As readers are expected to interact with the text in different stages (Cadime et al., 2013), the final stage consisted of a final reading comprehension test (Appendix I) in which they had to put into practice the knowledge in terms of the use of graphic organizers and they had to use one of the models learnt in order to complete the activities proposed by the test.

Working memory refers to an information-processing system involved in the simultaneous storage and processing of information during the performance of complex cognitive tasks (Ikkos, 2000). Memory plays an important role during the development of the reading process and the use of graphic organizers. The students can retain the graphic structure and the information in their minds. Then, they can use it to give elaborated reports considering that the objective is to engage students with the use of graphic organizers in order to identify and organize important information from a text and express it through a graph.

The researcher has to carry out an observation process during the implementation of the tests to check whether what people say contrasts with what they actually do (Mulhall, 2003). It is a way to contrast between the students' perceptions of the work and the researcher's conclusions. The observation from the researcher during the development of a research study is essential in order to understand students' attitude towards the development of different tasks. Unstructured observation is used to understand and interpret people's behavior (Mulhall, 2003). It demonstrates that the process of implementing a new strategy

involves more than just the final results. The process and the students' experiences towards the implementation of the tool provides have to be registered.

3.3.2 Validation and piloting

The data collection instruments were validated by colleagues who were involved in research projects and the teacher supervisor by following the content validity process in which an expert opinion is considered (Brod, Tesler, & Christensen, 2009). According to the colleagues' opinion, the instruments were appropriate for gathering information during and after the strategy implementation. Based on the validation, the survey's questions were suitable to collect specific information which was useful for the researcher to reflect about the way that the study was being conducted. In terms of the interview, the colleagues affirmed that it offers a space for these students to express themselves spontaneously as they do not have to select among a specific number of possible answers. The number of questions was appropriate, and they were well designed considering the students' language level. Finally, the reading comprehension tests fitted into the students' English level. The vocabulary was appropriate, the images were helpful resources to support the reading and the activities in two of the three reading comprehension tests demanded the students to use graphic organizers to classify the information and answer the questions.

In terms of the piloting of the strategy proposed, there was an implementation process with a group of students with similar characteristics like quantity of people, age and language level. The researcher gave the students a fragment of an English leveled reader which had to be read in order to answer a reading comprehension test. The results evidenced that the students did not have strategies to deal with the reading text and as a consequence they did not answer the questions correctly. Then, there were three sessions in

which the researcher introduced some models of graphic organizers to the students and explained how to use them. A midterm reading comprehension test was given to the students based on a different fragment of the same reader used at the beginning of the implementation. The teacher provided the students with a graphic organizer model for them to fill and answer the questions of the test. After this test, the researcher worked with the students three more sessions in which they had to start creating their own graphic organizers based on the models that were previously exposed by the researcher. Finally, based on a different leveled reader, the students took a final reading comprehension test which had to be completed by using a graphic organizer created by them and using the knowledge acquired during the sessions.

As a result of the piloting, the students improved their reading comprehension skills since, comparing the first and the final reading comprehension test, the students could answer the questions by using a strategy which was as graphic organizer in which they could classify the information read. They made sense of the reading and could give evidence of it by reporting some specific information required.

3.4 Conclusion

In the previous description of the research development organization, backgrounds, needs and likes of the students were considered as data to establish the tool that best worked for the needs of the population. The researcher's role, the ethical considerations and a deep analysis of the justification of the instruments that were used, worked as a step-by-step procedure that the researcher used as a reference for the effectiveness of the research process. The previous data provided tools for the design of an appropriate pedagogical implementation that will be described in the next chapter.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The effectiveness of graphic organizers in this research study required planning, modeling and implementation. From the design stage of the implementation, there was a rigorous planning of the tool to work with the students. Indeed, this reading strategy emerged from the analysis of students' language needs. The implementation stage was a process in which language, learning and curriculum were considered.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

During this research study, language played an important role in mental functions which were fundamental in order to have appropriate thinking processes when using the tool. Language is understood as a tool for talking about nonlinguistic reality (Veraksa, 2013) and graphic organizers were the way to make the students analyze texts in a different way and expand their language skills. The strategy worked as the excuse to improve reading skills, recognize new vocabulary and create language awareness.

Language is understood as opposed to using language to talk about language, which decontextualized and a metalinguistic reflection (Penuel & Wertsch, 1995), the students could learn new language, interact between them by using the language and also reflect on it. The language had a cross wise relevance during the implementation process, the instructions were given in the foreign language, the guidelines to use the material provided to work on the tool was written in English and the output expected after the implementation process was given in the foreign language too.

4.2.2 Vision of learning

Learning is the active process of constructing rather than passively acquiring knowledge (Foley, Marjoram, & Nuzhdin, 2017). The way that the students interacted with the tool and recognized the different types of graphic organizers was by means of a constructivism method in which the kids interacted with the graphic organizer by recognizing the reason why they were named like that. The research study provided the students with the tool to work on it by discovering their elements and finding out solutions to deal with the reading text. There was a scaffold process guided by the teacher in which the students began by having the tool itself, they associated it with real life elements and their behavior and learning were therefore specified on a functional level (Van der Pos., Franz., & Laland, 2016), they had the opportunity to know about what they were learning and the way they were doing it.

Social learning mechanism refers largely to the kinds of cues that individuals pay attention to when learning (Van der Pos., Franz., & Laland, 2016). The students who made part of this research study had to be involved into a social learning interaction among them was essential in order to find out ideas that helped to identify the graphic organizer and the way to use it in reading texts. The materials that were used to implement the tool caught some students' attention and the others learnt from the interaction with classmates.

4.2.3 Vision of curriculum

At Abraham Lincoln School, the English department has created a communication based curriculum which promotes the development of activities for students to interact in the foreign language. The four skills are interrelated so that each student lives the language as a natural process. The number of hours of English per week is between 11 and 12. The

students' competences in the four skills are evaluated each term. It is important to mention that the research interests didn't interfere with the curriculum and that learners were working on the topics and skills required for their level.

During the term of implementation of this project, the students were required to read an English leveled reader in their English class. As part of the class, the teacher introduced some vocabulary, grammar and expressions necessary for them to understand the meaning of the story and to report information about it. The strategy to help the students to comply with this activity was the use of graphic organizers. It was therefore feasible and appropriate to have a curriculum that included a list of structural items (grammar and vocabulary) that would provide pupils with a basic mastery of the language (Adin-Surkis, 2015). In this sense, input on vocabulary and grammar was essential to provide scaffolding that could favor the students' learning process.

The materials that were used during the implementation of the strategy were rigorously checked in order to have the ones that fit better the students' needs and likes. Considering the materials that were required at the beginning of the year in the scholar list, some of them were used during the implementation stage but additionally materials like a plant were required in order to make more real the experience of working with graphic organizers. In this way, the English curriculum expects to develop high standards of excellence in foreign language teaching and learning (Adin-Surkis, 2015).

According to (Seiki, 2016), a curriculum consists of three elements: policy makers' written curriculum; a hidden or covert curriculum, which includes the unintentional results and byproducts of events in the school and the outside-school environment. According to the research literature, curriculum flexibility involves the following: the possibility of

translating curriculum principles into work units (Fullan, 2002; Kirk and McDonald, 2001), a partnership with teachers in the processes of change, and variances in student/teacher abilities and skills (Ofsted, 2005).

4.3 Instructional design

4.3.1 Lesson planning

The lesson planning for the pedagogical implementation had three stages: class consideration, data search and design. The first stage, class consideration, was taken into account when designing the lesson. It included an analysis of the students' level according to the CEFR and their likes and needs in order to find the best strategy to introduce the tool, resources and materials that were going to be used. Second, data search, during which deep research was carried out in order to find high quality strategies to introduce a new tool attractive to the students. Classrooms commonly focus on “high-interest activities,” but too rarely use them to develop content ideas that are coherent and challenging for students (Ermeling & Graff-Ermeling, 2016). The objective was to challenge the students with complex tasks that improved their learning and the reading comprehension. Finally, the design in which the different lesson plans (Appendix J) were created to be implemented following the previous stages, these implementation process will be introduced in the following section.

4.3.2 Implementation

The implementation was carried out during the second semester of 2016 and the methodology to do it consisted of two main factor which were practice and evaluation. The first factor, practice, took 20 hours implementation divided into 4 different types of graphic organizers (See Table 1) . This practice was done during the class sessions and the students

had opportunities to interact with the graphic organizer, play with it and discuss about it.

The students received guidelines from the teacher in order to construct the meaning of the graphic and its use in the reading activity. It was a process that expected to foster the kids' autonomy.

Table 1 *Time line implementation*

DATE	ACTIVITY	TIME
October 31st- November 4th, 2017	Lesson plan 1 (Cause and Effect Graphic Organizer)	5 hours per week
November 7th- November 11th, 2017	Lesson plan 2 (Network Tree Graphic Organizer)	5 hours per week
November 10th- November 14th, 2017	Lesson plan 3 (Fishbone Map Graphic Organizer)	5 hours per week
November 17th- November 20th, 2017	Lesson plan 4 (Network Tree Graphic Organizer)	5 hours per week

The process of practicing with the graphic organizers had to be evaluated in order to know about their impact in reading comprehension. Three reading comprehension tests were implemented (beginning, middle and end of the implementation). Additionally, students answered a survey which had as a purpose to find out their opinions about the use of graphic organizers.

4.4 Conclusion

Regarding the implementation of the four different types of graphic organizers, the students complied with all the activities proposed. However, they demonstrated to be more motivated towards the use of two of the four types, the network tree and the fishbone map.

After finishing the implementation, it was demonstrated by means of the reading comprehension test results that the students could recognize the benefits of graphic organizers and how to use them in a reading comprehension test. The results revealed that the average of correct answers in reading tests increased, the time to finish the test was reduced, and the memory retention of the text improved.

Chapter 5: Results and Data Analysis

5.1 Introduction

After data was collected throughout the intervention stage, it was organized using a data analysis matrix created in MS Excel and a codification method which contributed to determine categories and a core category. The data analysis provided the research question with an answer and determined the influence of the strategy implemented in the population that was part of the research study. The findings determined that graphic organizers have a positive influence in students' comprehension skills since they could understand story elements and schematize them by means of a graphic.

5.2 Data management procedures

The present research project used three instruments to collect data, surveys, reading comprehension tests and teacher's journal. The pre- and the post- survey were applied individually by means of a printed paper that had to be answered by each student. These surveys were collected and then analyzed in order to do a comparative work. With regards to the reading comprehension tests, they were applied in three different stages, before, during and after the presentation of the strategy. The comprehension tests, particularly were useful to determine the possible improvements in terms of reading comprehension and the influence that graphic organizers had in the process.

As a way to record information in process stage, a teacher's journal worked as the minute in which the researcher registered all the information necessary during the implementation which then was analyzed to determine the aspects to be improved next session and relevant data. All the process followed an ethical process and the names of participants were never required to keep anonymity and confidentiality.

5.2.1 Validation

The process of validation can be broadly divided into internal and external validity. Internal validity is related to the concept of causality and its derivability of relations within data (Leedy and Ormrod 2001). External validity is related to the concept of induction and focuses on the generalizability of results for prediction purposes (Leedy and Ormrod 2001). For the purpose of the present research study, external validation was used in order to compare and contrast predicted results on the intervention. Another group of 27 students with similar characteristics was part of the validation process. A triangulation method was used in order to analyze the data collected from the validation. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). The research instruments were validated by colleagues and experts in academic research like the supervisor of the present study. Due to the validation process, it was possible to adjust certain aspects regarding the actual implementation with the right population, and as it was expected, many outcomes from the validation stage were confirmed by the end of the implementation process.

5.2.2 Data analysis methodology

The method used to analyze the data was the “grounded theory method”. This is a systematic research approach involving the discovery of theory through data collection and analysis (Engward, 2013). The theory was contrasted with the data collected from the implementation and the main purpose consisted of comparing the theory displayed in the state of the art section with the findings from the research instruments for data collection. A coding method was used in order to find similarities in the results of the data collection

instruments and to determine coherence between the theory and the findings in the students' outcomes.

Qualitative researchers often describe the ambiguities and complexities of extracting meaning from ambiguous and complex data. Although methodological literature provides useful frameworks and heuristics to guide the process of transforming field data into credible findings, learning to analyze and interpret qualitative data also involves a transformation of the researcher as the primary instrument for making sense of the phenomenon under study (Barrett, 2007). The findings and conclusions of the research project were the result of a step by step analysis process in which it was necessary to go back to the instruments, analyze one by one the participants' results, contrast them and get to a conclusion to determine the influence of graphic organizers in second graders' reading comprehension.

5.3 Categories

5.3.1 Overall category mapping

A codification method was used in order to determine the categories to conduct the core category which gives the grounds for the research question answer. The information extracted from the research instruments analysis was organized by colors to differentiate the codes that were determined by the researcher. Each code is the result of a deep analysis and classification process which helped the research study to be structured and organized in terms of findings. The following table (Table 2) shows the initial codes after the open coding procedure.

Table 2 *Initial codes after the open coding procedure*

Research Instrument	Code
Pre-implementation Survey	<ul style="list-style-type: none"> ➤ Motivation towards English Reading ➤ Lack of motivation towards English Reading ➤ Few time devoted to English Reading ➤ Frequent English reader ➤ Good English reader ➤ Understanding of English texts ➤ Few understanding of English texts ➤ awareness in terms of English Level readers concept ➤ Lack of awareness in terms of English Leveled readers concept ➤ Awareness of Literature concept ➤ Lack of awareness of Literature concept ➤ Motivation towards Fantasy stories ➤ Lack of motivation towards Fantasy stories ➤ Use of tools for reading comprehension ➤ Non-use of tools for reading comprehension ➤ awareness in terms of graphic organizers as a tool ➤ Lack of awareness in terms of graphic organizers as a tool ➤ Motivation towards graphic organizers learning ➤ Lack of motivation towards graphic organizers learning
Teachers' Journal	<ul style="list-style-type: none"> ➤ Motivation towards the activity proposed ➤ Students understand the vocabulary ➤ Appropriate use of time ➤ Students associate real life elements with graphic organizers ➤ Students recognize elements from a story ➤ Students identify and understand the structure of a reading comprehension test Students' capacity to give complete and well-structured answers ➤ Students find graphic organizers useful to deal with reading comprehension tests ➤ Collaborative work to build graphic organizers ➤ Interaction with graphic organizers by means of ICTS

	<ul style="list-style-type: none"> ➤ Students autonomous work towards graphic organizers ➤ Students' capacity to select the most suitable graphic organizer ➤ Familiarization of concepts ➤ Lack of materials to comply with the activities ➤ Low capacity to give well-structured answers ➤ Inappropriate time management ➤ Lack of awareness of specific concepts (elements of a story) ➤ Few training towards ICT's management ➤ Low tolerance towards group work ➤ Students do not follow instructions
Pre –Reading Comprehension test	<ul style="list-style-type: none"> ➤ Students understand the vocabulary ➤ Students recognize elements from a story ➤ Students' capacity to give complete and well-structured answers ➤ Lack of awareness of specific vocabulary ➤ Students do not follow instructions ➤ Students misspell some words ➤ Students' lack of syntax awareness ➤ Use of language transfer ➤ Lack of awareness of specific concepts (elements of a story) ➤ Low capacity to give well-structured answers
During-Reading Comprehension Test	<ul style="list-style-type: none"> ➤ Students understand the vocabulary ➤ Students recognize elements from a story ➤ Students' capacity to give complete and well-structured answers ➤ Lack of awareness of specific vocabulary ➤ Students do not follow instructions ➤ Students' lack of syntax awareness ➤ Lack of awareness of specific concepts (elements of a story) ➤ Low capacity to give well-structured answers
Post Reading Comprehension test	<ul style="list-style-type: none"> ➤ Students understand the vocabulary ➤ Students recognize elements from a story ➤ Students' capacity to give complete and well-structured answers ➤ Lack of awareness of specific vocabulary ➤ Students do not follow instructions ➤ Lack of awareness of specific concepts (elements of a story)

	<ul style="list-style-type: none"> ➤ Low capacity to give well-structured answers
Post Implementation Survey	<ul style="list-style-type: none"> ➤ SS enjoyed the experience using graphic organizers ➤ SS found useful to use graphic organizers with English texts ➤ SS did not find useful to use graphic organizers with English texts ➤ Graphic organizers helped students to understand English texts ➤ Graphic organizers did not help students to understand English texts ➤ Awareness in terms of English Level readers concept ➤ Lack of awareness in terms of English Leveled readers concept ➤ Awareness of Literature concept. ➤ Motivation towards Fantasy stories ➤ organizers as a tool ➤ Students find useful the strategy in other subjects ➤ Students do not find useful the strategy in other subjects

Regarding the codes extracted from the data analysis instruments and axial coding, there is a variety in terms of the students' profile towards the perceptions of the use of graphic organizers. Most of them found them useful and practical, could identify the story elements, were motivated towards the use of English leveled readers, followed the instructions and could improve their reading comprehension skills. In the axial coding stage, the codes were grouped according to the research instruments and the findings after analyzing each one of the results. Classification analysis and codification of data were used to establish possible patterns between the codes in each of the instruments.

5.3.2 Discussion of categories

In this section, the data will be examined and discussed considering the research question and the objectives of the present study. Also, there will be arguments that support the findings and they will be contrasted with literature and evidence from instruments. Two categories were defined after the data analysis. The first is related to the support of Graphic Organizers to improve reading comprehension (Table 3) and the second with Difficulties of using Graphic Organizers to improve reading comprehension (Table 4).

Table 3 *Support of graphic organizers to improve reading comprehension, codes*

Surveys, Teacher's Journal and reading comprehension tests					
Categories and descriptions	Codes				
<p>Support of Graphic Organizers to improve reading comprehension. The students could use graphic organizers as a strategy to identify the elements of a story, organize the information and give well-structured reports of a story read and obtain better results in reading comprehension tests.</p>	MA	CSA	FC	AL	UGOT
	UV	GORCT	MER	MFS	GOUT
	UT	CWGO	FER	UTRC	SUSO
	GORL	IGOICT	GER	AGO	
	RE	AGO	UET	MGOL	
	URCT	CSGO	AELR	EGO	

MA	Motivation towards the activity proposed
UV	Students understand the vocabulary
UT	Appropriate use of time
GORL	Students associate real life elements with graphic organizers
RE	Students recognize elements from a story
URCT	Students identify and understand the structure of a reading comprehension test
CSA	Students' capacity to give complete and well structured answers
GORCT	Students find graphic organizers useful to deal with reading comprehension tests
CWGO	Collaborative work to build graphic organizers
IGOICT	Interaction with graphic organizers by means of ICTS
AGO	Students autonomous work towards graphic organizers
CSGO	Students' capacity to select the most suitable graphic organizer
FC	Familiarization of concepts
MER	Motivation towards English Reading
FER	Frequent English reader
GER	Good English reader
UET	Understanding of English texts
AELR	awareness in terms of English Level readers concept
AL	Awareness of Literature concept
MFS	Motivation towards Fantasy stories
UTRC	Use of tools for reading comprehension
SUSO	Students find useful the strategy in other subjects
MGOL	Motivation towards graphic organizers learning
EGO	SS enjoyed the experience using graphic organizers
UGOT	SS found useful to use graphic organizers with English texts
GOUT	Graphic organizers helped students to understand English texts

Table 4 Difficulties of using graphic organizers

Surveys, Teacher's Journal and reading comprehension tests			
<p>Difficulties of using Graphic Organizers to improve reading comprehension: Students had to face different difficulties before and during the implementation process. Language problems, time management and low capacity to follow instructions impeded the normal achievement of the purpose in each stage.</p>	LM	FTER	NUGOT
	LSA	FUET	NGOUT
	ITM	LAELR	NSUSO
	LASC	LAL	LASV
	FICTS	LMFS	MSPL
	LGW	NUTRC	SA
	NFI	LAGO	LTR
	LMER	LMGOL	

LM	Lack of materials to comply with the activities
LSA	Low capacity to give well structured answers
ITM	Inappropriate time management
LASC	Lack of awareness of specific concepts (elements of a story)
FACTS	Few training towards ICT's management
LGW	Low tolerance towards group work
NFI	Students do not follow instructions
LMER	Lack of motivation towards English Reading
FTER	Few time devoted to English Reading
FUET	Few understanding of English texts
LAELR	Lack of awareness in terms of English Leveled readers concept
LAL	Lack of awareness of Literature concept
LMFS	Lack of motivation towards Fantasy stories
NUTRC	Non-use of tools for reading comprehension
LAGO	Lack of awareness in terms of graphic organizers as a tool
LMGOL	Lack of motivation towards graphic organizers learning
NUGOT	SS did not found useful to use graphic organizers with English texts
NGOUT	Graphic organizers did not help students to understand English texts
NSUSO	Students do not find useful the strategy in other subjects
LASV	Lack of awareness of specific vocabulary
MSPL	Students misspell some words
SA	Students' lack of syntax awareness
LTR	Use of language transfer

5.3.2.1 Support of Graphic Organizers to improve reading comprehension.

The students could use graphic organizers as a strategy to identify the elements of a story, organize the information and give well-structured reports of a story read and obtain better results in reading comprehension tests. This coincides with the results achieved by Ishii (2006), who found that his foreign language learners were able to select important ideas in the text and structure them by means of graphic organizers. Some codes had a strong relation with this category like awareness in terms of graphic organizers as a tool, motivation towards learning to use graphic organizers, motivation towards fantasy stories, understanding of English texts, the experience using graphic organizers from students, usefulness of the strategy in other subjects and the support of graphic organizers to understand English texts.

As it was evident in Table 2, there are twenty-seven codes that support the fact that graphic organizers can improve reading comprehension in second graders. According to the needs analysis, students had difficulties organizing information and finding out the story elements. Besides, students need to take periodically reading comprehension tests for assessment processes in the school. Now with the support of this visual tool, students find reading comprehension tests easier to answer because they already know how to prepare them by classifying relevant information that will be asked in the test.

5.3.2.2 Difficulties of using Graphic Organizers to improve reading comprehension

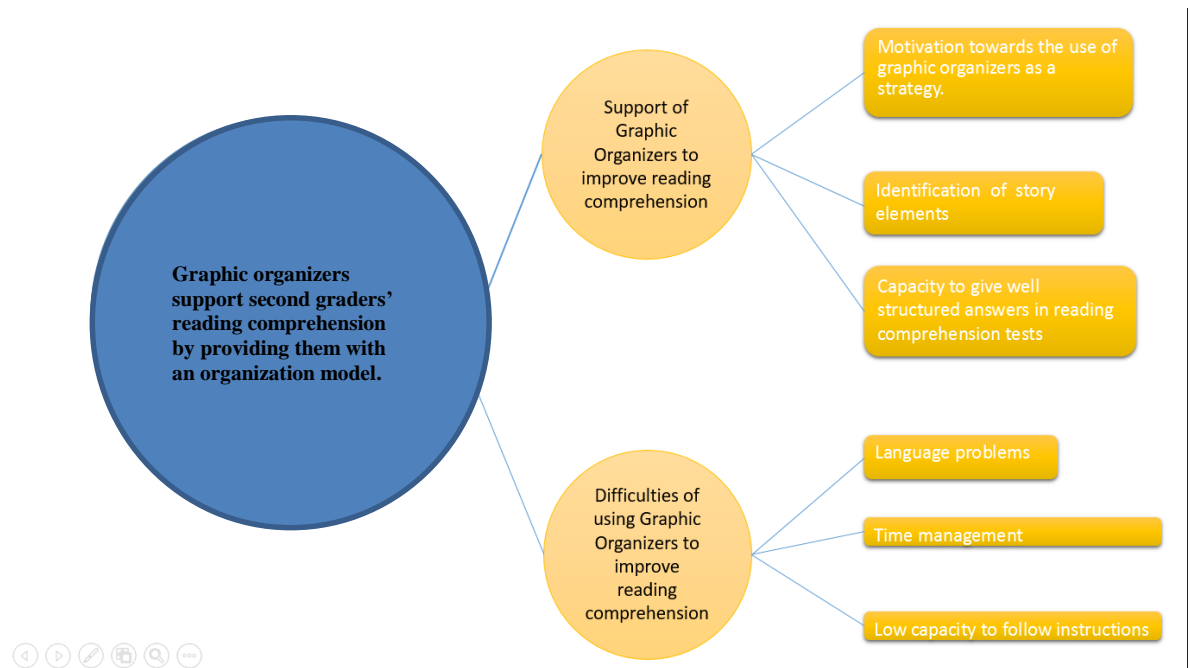
Students had to face different difficulties (See Table 3) before and during the implementation process. Language problems, time management and low capacity to follow instructions impeded the normal achievement of the purpose in each stage. Reading comprehension problems in children are related to a lack in the development of good reading habits (Álvarez-Cañizo, Suárez-Coalla, & Cuetos, 2015). Considering the previous utterance, students could improve in terms of reading comprehension by using graphic organizers. However, some students had difficulties with the use of these tools as is reflected in some of the comments in the codes above.

There is a connection between reading comprehension of texts and receptive vocabulary (Nalom, Oliveira, Soares, Couto & Maria, 2015). It has been demonstrated throughout the implementation of this strategy that kids require certain amount of vocabulary to deal with reading comprehension tests. If they do not classify properly the information extracted from the texts, it will be harder for them to deal with questions or activities in which it is absolutely necessary to include the terms into a specific category (Elements, settings, characters, actions...)

On the other hand, students still need more training in following instructions. There are few students who do not read what they have to do in a reading comprehension test, for instance, and the outcome expected is not reflected in the students' answers. Assisted reading approaches have been suggested since the 1960s (Ferrell, 1966), however in today's age, they do need to become autonomous and internalize strategies, like visual aids, which can help them in future tasks or other areas.

5.3.3 Core category

Figure 1 *Core category*



The codes and categories were established as a result of the data analysis, now, a core category shows up to become the answer of the research question established at the beginning of the study. As a core category, the utterance that best fits into the findings is: Graphic organizers support second graders' reading comprehension by providing them with an organization model. The evidence is growing that both content and strategy approaches

are effective in teaching reading comprehension (van Rijk, de Mey, de Haan, van Oers, & Volman, 2017). The strategy implemented with the participants, the methodology and the topics to work on were related in order to make a connection with the real use of the graphic organizer, understand the meaning of the graphic name and create meaningful relations between the elements of the story.

Understanding text-task-reader relationships is essential to understand sources of complexity in literary texts (Lee., and Goldman, 2015) because as it was shown in some of the codes extracted like the lack of awareness of specific vocabulary, low motivation towards reading and lack of awareness of specific concepts, the students could not make appropriate connections with the information they got especially considering that English Leveled readers are adaptations of famous and sometimes complex literary texts.

The students had troubles making relations as they did not have a visual support. Considering the thinking age of the students, they are in the concrete operational stage which means that they require certain clear and specific aids to make connections with the information they are receiving. These students had difficulties classifying story elements because they were immersed in the text and they were not specific for them. Finally, students could understand the support of the graphic organizers as a visual tool to improve reading comprehension skills.

5.4 Conclusion

The results of this study have shown that the strategy implemented with second grade students, graphic organizers, improved their reading comprehension process, since they developed the capacity to classify story elements by using a visual aid. At the end of the implementation, four different types of graphic organizers were shown to the students and

they had the capacity to select the most appropriate one according to the type of text they had to read. An additional result that was not expected was that in written assignments, they were able to improve cohesion and coherence.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This study implemented a new strategy for second grade students to improve their reading comprehension skills. The students had the opportunity to work with the tool in a different way, the pupils could understand the use of each graphic organizer. Although there were some limitations in term of language (Vocabulary unknown by some students and instructions understanding), the learners could use the visual aid to have a better organization in terms of story elements, they affirm that these types of graphics can be used to deal with reading tasks.

6.2 Comparison of results with previous studies' results

Graphic organizers helped participants to have a visual support to organize story elements and have a better classification of the information found in a text. Although it was not the main objective when implementing graphic organizers, they also supported the writing process and the preparation stage for writing tasks, the organizers were found to be effective pre-writing tools that encourage planning and preparation of ideas before writing a final piece (Emerson & Maxwell, 2011; Lancaster, 2013; Reyes, 2011), this is considered as an additional profit of the project. There were certain difficulties when implementing the project, one of those is related to the lack of vocabulary when reading the English leveled readers according to the results in the need analysis and what is registered in the teacher's journal. In the present study, there was not an evidence of words usage improvement as in the study where organizers helped learners increase word usage (Myrick & Siders, 2007). Besides the improvement in the writing preparation stage, the students' organizers assist in generating a repeating writing strategy (Yang & Lin, 2015) which is essential when

complying with reading comprehension tests as the way to assess an actual comprehension is throughout writing. Sinatra and Pizzo's (1992) claim that providing participants with a list of transitional words and phrases is a good technique to help the organizational style of writing. The previous authors differ from the findings of the current study since its focus was not related to the improvement of writing strategies and words to improve cohesion and coherence, however, the writing process improved as a whole.

The few studies that have explored the use of graphic organizers to improve reading comprehension have focused on the way to systematize information from texts (Raymer, 2010, p. 24). In this research study, the students found a suitable way to classify information and systematize it. The students could understand a high percent of the text, but it was difficult to make connections. Reading tests normally implement activities which require writing production, students improved reading comprehension and besides the systematization process was positively affected as well as coherence and cohesion.

6.3 Significance of the results

As was mentioned before, one of the main weaknesses in students' foreign language learning is reading comprehension. Students in Colombia are assessed by the MEN (Ministerio de Educación Nacional) in third, fifth, ninth and eleventh grade in a test that is called (Prueba saber). Therefore, in public and private contexts, this is one of the skills that teachers have to work on the most in order to make sure students will have good results in tests. Given that graphic organizers are a good way to deal with reading comprehension as was shown in this study, they might become an important strategy to deal with reading tasks.

Additionally, after concluding the implementation, the students demonstrated to be motivated to read since many of them improved the time devoted to the reading of the texts and the comprehension increased too. In the last reading comprehension test, the students showed a better understanding of the text and could provide more assertive answers in the activities proposed. The use of graphic organizers made the students increased their vocabulary because they were able to classify and make relations with the words. Now they can use a visual strategy to deal with reading texts in different subjects apart from English.

6.4 Pedagogical challenges and recommendations

There are certain pedagogical challenges and recommendations that are important for the successful implementation of graphic organizers. There should be a scaffolding process through which the students recognize what a graphic organizer is and how it works. Probably some of them have already used them, but they do not know the term or how to use them properly. Additionally, learners must recognize and be aware of all the benefits that this visual aid can bring to their learning process.

With regards to the teacher's perception, he/she must have training in using graphic organizers, considering the way to implement them with young learners. The population always has to be considered since the materials and methodology have a strong relation with the age. Moreover, the teacher needs to have the criteria and a wide knowledge in order to decide the most suitable graphic for the type of story to be read and the purpose of the reading activity.

An important stage of the learning process and probably one of the most relevant is the assessment process. More strategies need to be implemented in order to reinforce the assessment process. For the researcher, teacher or observer, there should be an effective

assessment process which gives evidence of the impact of graphic organizers to improve reading comprehension. Another aspect to be considered is motivation, which plays an essential role in successful learning. All the activities proposed must be attractive for the students, the context, level and age of the students have to be part of the planning stage.

6.5 Research limitations on the present study

With the findings extracted from the implementation process and the research instruments results there were three limitations that affected the normal development of the present study. First, there was a limitation in terms of time management. According to the teacher's journal notes, in some activities there was not enough time to comply with all the planned tasks, especially when the students were going to present their results on the use of graphic organizers as a tool.

Second, although the instructions in the reading comprehension tests were designed in order to be understood by the whole population considering their characteristics, instructions were not that clear for all the students. It seems that this is due to the fact that they are not used to reading and following instructions even in L1 reading comprehension tests. In order to avoid this to happen, teachers must provide the learners with clear and specific instructions for them to follow, simple vocabulary and always encouraging them to read the instructions before working on the activity. Students must get used to the instructions given in this type of tests, otherwise, the result is not going to be as expected. Finally, regarding the methodology, the students were motivated towards the recognition of graphic organizers with real life objects, however, in some of the lessons, some students did not take the material required (plants, adhesive tape, colorful papers, markers, colors) to the classroom, and the activity had to be limited to paper and handwriting.

6.6 Further research

Researchers have identified instructional practices that boost students' motivation to read and their reading comprehension capacity. In the future, researchers interested in the study of reading comprehension in children should build on this work by developing and studying programs among children of different ages to identify effective classroom-based instructional approaches that motivate reading and use a variety of materials (Wigfield, Gladstone, & Turci, 2016). It must be considered that the present research study was conducted with children between 8-9 years old from a bilingual school in Bogotá – Colombia which means that the strategy and the methodology used to introduce the tool was effective since it was adapted for this type of population, in case that other population expects to implement the tool, some modifications need to be considered. Additionally, collaborative group has to be fostered and take advantage of the benefits (Plouffe., Paunonen., and Saklofske, 2017) it must be said that this research analyzed the results per student, however, and considering all the benefits of collaborative work, it must be considered the possibility to foster group work in the design of the graphic organizers

6.7 Conclusion

Today's learners in different social contexts are having difficulties regarding how to deal with reading comprehension. Especially, because of the testing process they have to face along their academic and professional life. The findings of the present research study demonstrate that graphic organizers supported the reading comprehension skill in second grade students. The strategy fit into the gap the students had regarding the story elements organization, the English leveled readers motivated them to read them because of the additional support they include. Finally, the methodology implemented with the students

contributed to make them understand how a graphic organizer works, how they can use it, the benefits they bring to their learning process and the multiple options (Variety of graphics) they have to work with this supporting aid.

Moreover, writing skills were also positively affected since the reading comprehension tests results improved and the writing production was clear and coherent. Further research need to be done in order to find a better connection between graphic organizers and ICT's considering today's students' characteristics. Additionally, how effective is the strategy in order to make the students more autonomous on their own learning process.

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Appendix A: Reading Comprehension Test 1

CODE _____ LEVEL _____

DATE _____

The United States

The United States is a large country. It is the third largest in the whole world! It is located in a continent called America. Parts of the United States touch three different oceans. The United States has tall mountains, wide plains, deserts, hills, rivers, lakes, volcanoes, and even rainforests! People from all over the world have

INSTRUCCIÓN: lee el siguiente texto y responde las preguntas acerca de Estados Unidos que aparecen a continuación.

1) **The United States is the _____ country in the world.**

- A. third largest
- B. second largest
- C. largest
- D. smallest

2) **Parts of the United States touch _____ different oceans.**

A.1

B.4

C.2

D.3

3) Why do you think the United States flag has 50 stars?

Answer: _____

4) What do you think is the weather like in the United States?

a) Sunny

b) Rainy

c) Stormy

d) Windy

e) Varied

Why?

5) Why do you think people from all over the world live in the United States?

Answer:

Appendix B: Survey 1

OBJECTIVE: the objective of this survey is to inquire into fifth graders perceptions about reading in English and literature of ABRAHAM LINCOLN SCHOOL.

This survey was designed as part of a research study for data collection. You DO NOT have to write your name and it DOES NOT have a grade. Please, circle the best option for you. Thanks for your participation.

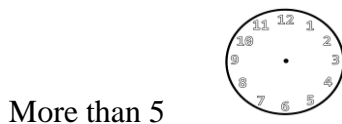
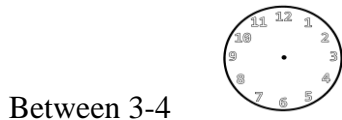
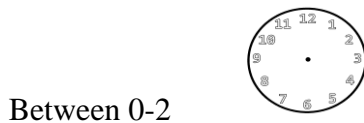
1) Do you like reading in English?



3) Do you always understand what you read in English?



2) How many hours a day do you read in English?



4) Do you know what English Leveled readers are?



5) Do you know what literature is?



6) Do you enjoy reading fantasy stories?



7) Do you have a tool to understand what you read in English?



8) Do you know what graphic organizers are?



9) Would you like to learn how to use graphic organizers?



Appendix C: Consent Letter, Principal of the school.

BOGOTA DC. OCTUBRE DE 2016

SEÑORES:

COORDINADORA ACADÉMICA SECCIÓN PRIMARIA- COLEGIO ABRAHAM LINCOLN.

Respetada coordinadora, cordial saludo. Me dirijo a usted con el fin de informarle que yo

EDWIN ALEXANDER GARZÓN ALFONZO, actual docente del área de inglés de los grados 203 Y 204 del **COLEGIO ABRAHAM LINCOLN** me encuentro cursando un programa de maestría titulado **MAESTRIA EN DIDÁCTICA DEL INGLÉS CON ÉNFASIS EN AMBIENTES DE APRENDIZAJE AUTÓNOMO** en la **UNIVERSIDAD DE LA SABANA**.

Dado lo anterior y teniendo en cuenta la importancia que tiene para los estudiantes la aprehensión de una segunda lengua tanto a nivel académico como laboral, deseo implementar un proyecto de investigación que busca mejorar los procesos de lectura en inglés de los estudiantes a través del uso de organizadores gráficos dado su impacto en la organización y comprensión de ideas y el grado de atracción que tienen los niños por la herramienta.

Expuesto lo anterior, solicito a usted, de manera muy cordial y en pro de seguir los lineamientos éticos de una investigación, la autorización para realizar el proyecto de investigación con el grado 203 que se llevará a cabo durante el presente año lectivo 2016-2017 teniendo en cuenta los siguientes aspectos: la participación del estudiante es voluntaria por lo tanto este se podrá retirar en el momento que así lo exprese el padre de familia. Cabe resaltar que el proyecto y las actividades que se

realicen se harán dentro de las jornadas escolares y la participación del estudiante no tendrá ninguna incidencia positiva o negativa en las notas del área de inglés y no significara algún tipo de retraso en la programación curricular del curso.

Finalmente quiero agradecer por la atención prestada a mi solicitud recordando que este tipo de investigación se realizan en pro del crecimiento intelectual y humano de los estudiantes y abren puertas a nuevas propuestas, en este caso, para que los estudiantes estén motivados al aprendizaje de una segunda lengua considerando su necesidad en el mundo actual.

Cordialmente.

EDWIN ALEXANDER GARZÓN ALFONZO.

DOCENTE DEL ARE DE INGLÉS- COLEGIO ABRAHAM LINCOLN

Con el fin de tener constancia de que conoce esta información y aprueban la realización del proyecto, por favor firmar el presente consentimiento:

COORDINADORA ACADÉMICA SECCIÓN PRIMARIA

COLEGIO ABRAHAM LINCOLN

ROCIO MONGUI

Appendix D: Consent Letter, Students' parents.

BOGOTA DC. OCTUBRE 2016

SEÑORES:

PADRES DE FAMILIA COLEGIO ABRAHAM LINCOLN GRADO 203

Respetados padres de familia, cordial saludo. Me dirijo a ustedes con el fin de informales que yo EDWIN ALEXANDER GARZÓN ALFONZO, actual docente del área de inglés de los estudiantes del grado 203 del **COLEGIO ABRAHAM LINCOLN** me encuentro cursando un programa de maestría titulado **MAESTRIA EN DIDÁCTICA DEL INGLÉS CON ÉNFASIS EN AMBIENTES DE APRENDIZAJE AUTÓNOMO** en la **UNIVERSIDAD DE LA SABANA**. Dado lo anterior y teniendo en cuenta la importancia de aprender una segunda lengua tanto a nivel académico como laboral, deseo implementar un proyecto de investigación que busca mejorar los procesos de lectura en inglés de los estudiantes a través del uso de organizadores gráficos dado su impacto en la organización y comprensión de ideas y el grado de atracción que tienen los niños por la herramienta.

Expuesto lo anterior, solicito a ustedes, de manera muy cordial y en pro de seguir los lineamientos éticos de una investigación, la autorización para que su hijo/hija participe dentro del proyecto de investigación que se llevará a cabo durante dos años teniendo en cuenta los siguientes aspectos: la participación del estudiante es voluntaria por lo tanto este se podrá retirar en el momento que así lo exprese el padre de familia,. Cabe resaltar que el proyecto y las actividades que se realicen se harán dentro de las jornadas escolares y la participación del estudiante no tendrá

ninguna incidencia positiva o negativa en las notas del área de inglés y no significara algún tipo de retraso en la programación curricular del curso.

Finalmente quiero agradecer por la atención prestada a mi solicitud recordando que este tipo de investigaciones se realizan en pro del crecimiento intelectual y humano de los estudiantes y abren puertas a nuevas propuestas, en este caso, para que los estudiantes estén motivados al aprendizaje de una segunda lengua considerando su necesidad en el mundo actual.

Cordialmente.

EDWIN ALEXANDER GARZÓN ALFONZO.

DOCENTE DEL AREA DE INGLÉS- COLEGIO ABRAHAM LINCOLN

Para que quede constancia de que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento:

YO _____ EN CALIDAD DE PADRE

DE FAMILIA O ACUDIENTE DEL O LA ESTUDIANTE:

_____ DEL CURSO

_____ SI__ NO__ AUTORIZO A MI HIJO/A PARA QUE PARTICIPE EN

EL PROYECTO DE INVESTIGACIÓN QUE LLEVARA A CABO EL

DOCENTE DE INGLÉS EDWIN ALEXANDER GARZÓN ALFONZO.

Appendix E: Survey 2

OBJECTIVE: The objective of this survey is to inquire into second graders' perceptions about the research project carried out at Abraham Lincoln School. This survey was designed as part of a research study for data collection after the implementation process. You DO NOT have to write your name and it DOES NOT have a grade. Please circle the best option for you. Thank you for your participation.

1) Did you like to learn how to use graphic organizers?

YES



NO



YES  NO 

3) Do you consider graphic organizers helped you to understand texts in English?

2) Did you like to use graphic organizers with texts in English?

YES



NO



4) Do you know what English

Leveled readers are?

YES



NO



YES



NO



7) Do you know what graphic organizers are?

YES



NO



5) Do you know what literature is?

YES



NO



8) Would you use graphic organizers in other subjects?

YES



NO



6) Did you enjoy reading fantasy stories?

Appendix F: Teacher's Journal

DAILY REFLECTION

DATE: _____

WHAT WORKED REALLY WELL TODAY?

WHAT DID NOT WORK WELL DURING TODAY'S SESSION?

WHAT WOULD I DO DIFFERENT IF I TAUGHT THIS LESSON AGAIN?

Appendix G. Pre reading comprehension test.

ALICE IN WONDERLAND-READING COMPREHENSION TEST 1

READ THE FOLLOING FRAGMENT OF THE BOOK "ALICE IN WONDERLAND" AND COMPLETE THE ACTIVITIES.

It was a hot, hot day. Her boring sister was reading a boring book – with no pictures! – and Alice didn't know what to do. When suddenly ... she saw ... a white rabbit.






I'm late!
Oh no! I'm late!
She'll be ANGRY!
I'm late!
I'm late!

Her sister didn't notice. Her sister didn't care. Alice got up, and followed the rabbit. But rabbits live in holes. Under the ground. Deep under the ground. It was a very deep hole.



Alice fell, and fell, and fell. Until ... finally she reached the bottom.

1) Match the picture with the word and describe them


	RABBIT	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>				
	ALICE	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>				
	BOOK	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>				

2) Unscramble the letters and match a word to complete the sentence.

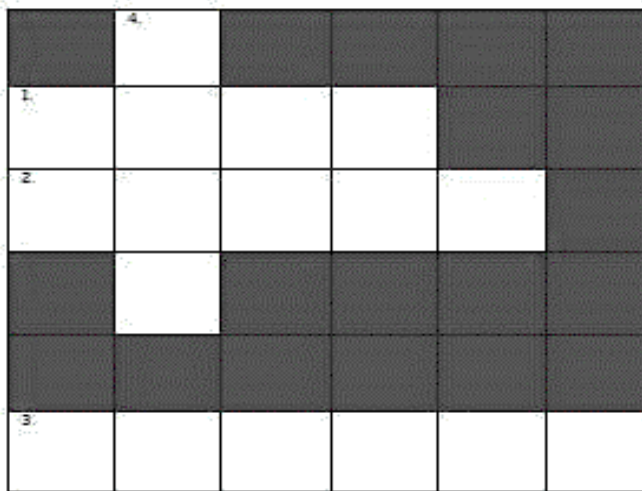
DYA LESHO GBIORN

A) It was a hot, hot _____
B) Her boring sister was reading a _____ Book.
C) But rabbits live in _____

3) Make a drawing that represents a "HOT DAY".



4) Complete the crossword puzzle by finding out the word that corresponds to the description.



- Has no pictures: **1** _____
 - She did not know what to do: **2** _____
 - Its color is white: **3** _____
 - Alice fell there: **4** _____
- 5) Why do you think the rabbit said this?

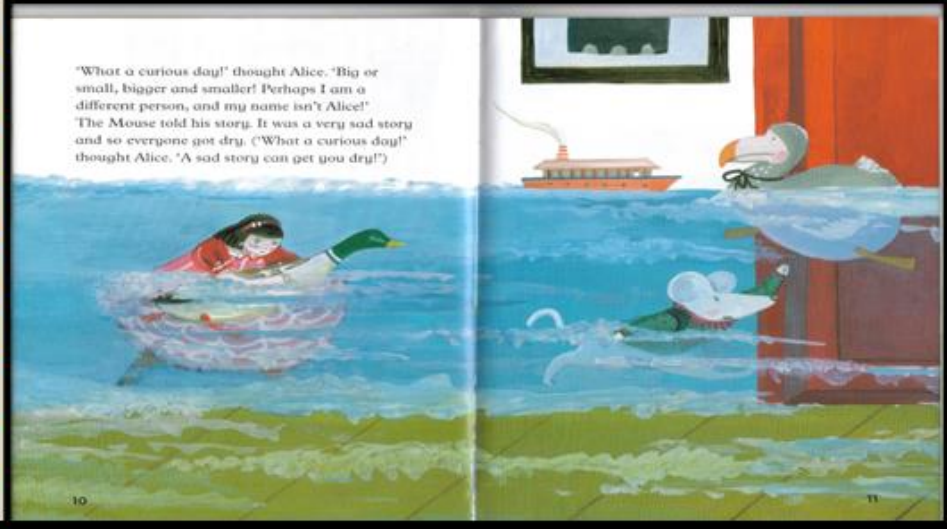




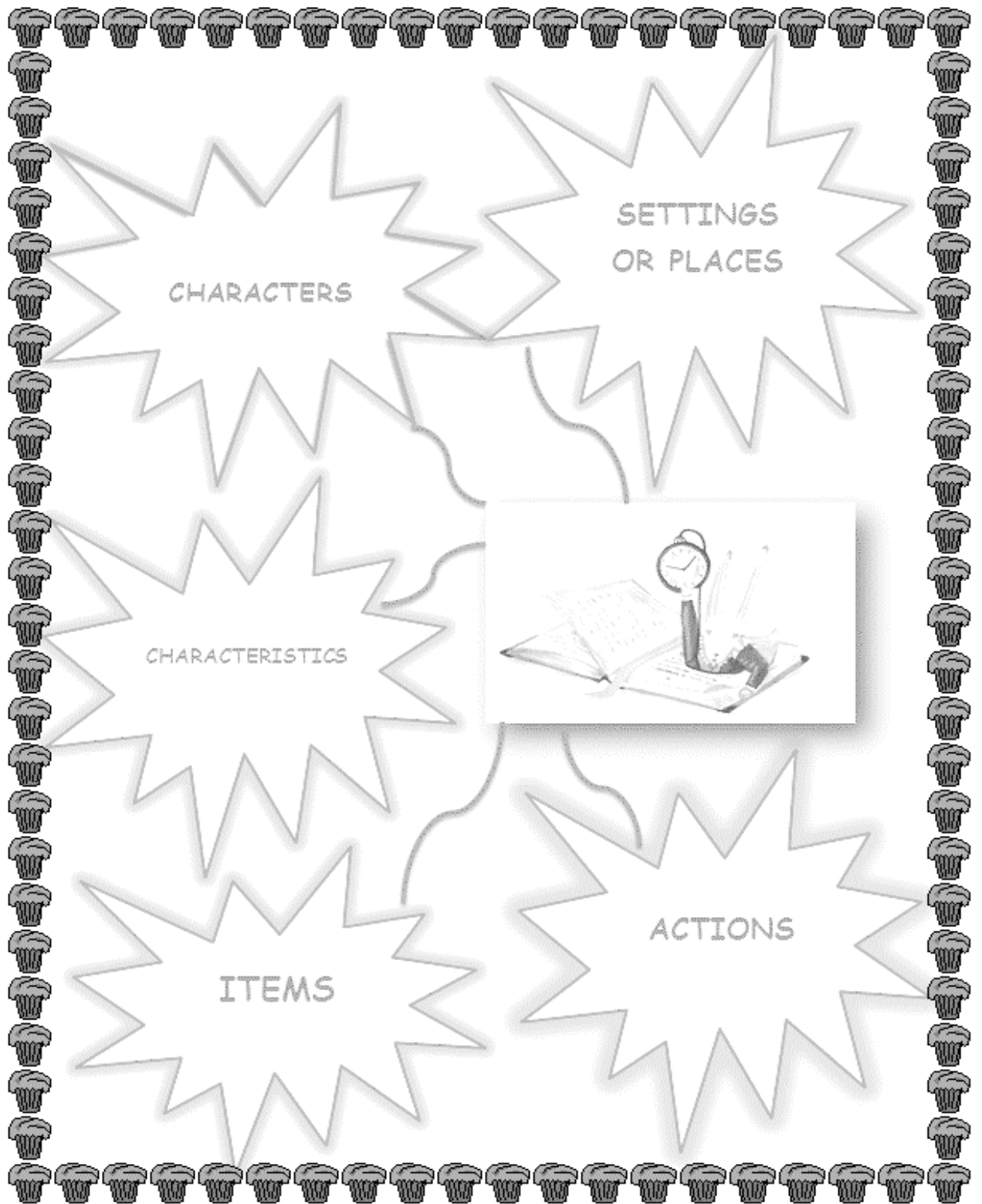
"Oh no! I'm late she'll be ANGRY!"

Appendix H. During reading comprehension test.

ALICE IN WONDERLAND-READING COMPREHENSION TEST 2

READ THE FOLLOWING FRAGMENT OF THE BOOK "ALICE IN WONDERLAND", FILL THE GRAPHIC ORGANIZER GAPS TO CLASSIFY YOUR IDEAS AND COMPLETE THE ACTIVITIES.

<p>"What a curious day!" thought Alice. "Big or small, bigger and smaller! Perhaps I am a different person, and my name isn't Alice!"</p> <p>The Mouse told his story. It was a very sad story and so everyone got dry. ("What a curious day!" thought Alice. "A sad story can get you dry!")</p> <p style="text-align: right;">10</p>	
<p>The Rabbit came back.</p> <p>"Mary Ann! Mary Ann! Run on home and get my fan!" he said.</p> <p>"... Run on home and get my fan!"</p> <p>So she did. She went to the Rabbit's house. She grew bigger again.</p> <p>"It's a monster!" the animals said. "It's a snake!"</p> <p>They threw little cokes at monster Alice.</p> <p>"I am not a monster!" thought Alice. "But who am I? What am I?"</p> <p>She didn't know the answers.</p> 	



1) Match the picture with the word and write if you think they are important for the story or not.



CAKES



MOUSE



HOME

2) Unscramble the letters and match a word to complete the sentence.

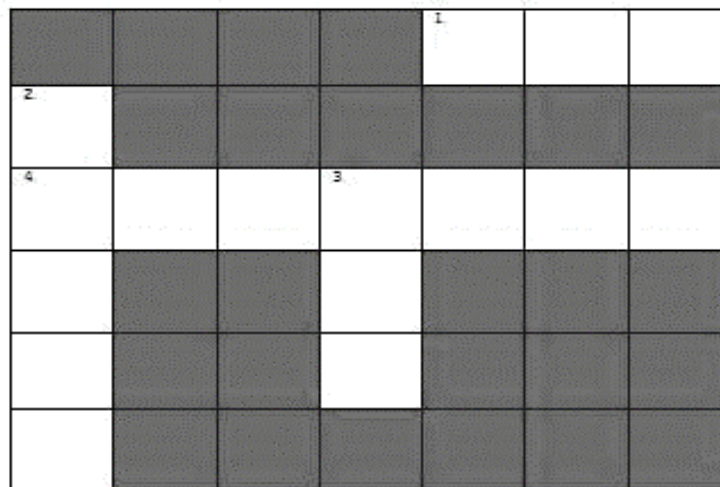
NPRSEO AFN YSTOR

- A) Perhaps I am a different _____
- B) It was a very sad _____
- C) Run home and get my _____!

3) Make a drawing that shows when the "MOUSE TOLD HIS STORY".

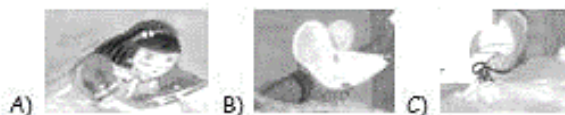


4) Complete the crossword puzzle by finding out the word that completes the idea.



- A house is **1** _____ and a mouse is **2** _____
- The mouse's story was very: **3** _____
- The animals said, it's a **4** _____

5) Who said what a curious day!?" Why?





Appendix I. Post reading comprehension test.

ALICE IN WONDERLAND-READING COMPREHENSION TEST 3

READ THE FOLLOWING FRAGMENT OF THE BOOK "ALICE IN WONDERLAND", CREATE A GRAPHIC ORGANIZER TO CLASSIFY YOUR IDEAS AND COMPLETE THE ACTIVITIES.

Alice was feeling hungry. So she was happy to see the tea party. But when she tried to sit down... everyone moved! 'It's the stupidest party ever!' said Alice. She walked back into the forest. Perhaps she could find a way home?




22

23

'What are you doing?' Alice asked the men. 'We're painting the roses,' the first one replied. 'The Queen doesn't like white roses. She hates white roses!'

Shhh!




24

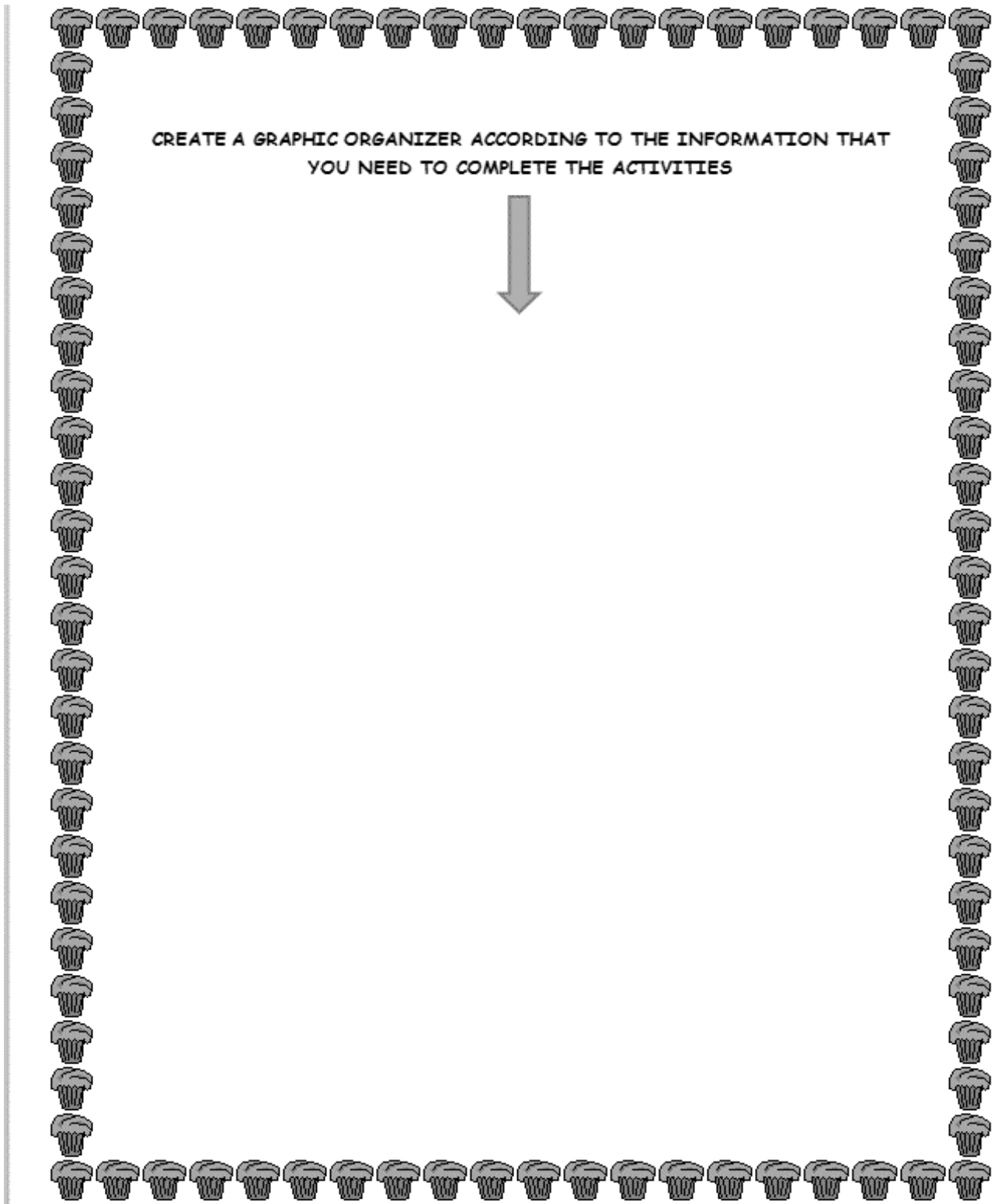
The second one added: 'Shhh! Shhh! The Queen can kill us if she sees the white roses!'

'What did he do?' asked Alice.

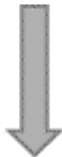
The Jack of Hearts
Stole some tarts
One fine summer day.
The Jack of Hearts
Brought back the tarts
And told me what to say.
He didn't keep the tarts,
The Jack of Hearts.
He brought them back again.
So let him live
and try to forgive.
He's just a silly bird-brain.



25



CREATE A GRAPHIC ORGANIZER ACCORDING TO THE INFORMATION THAT YOU NEED TO COMPLETE THE ACTIVITIES



1) Match the pictures with the words and use them to create a short story



TART



TEA



ROSES

A rectangular box containing ten horizontal lines for writing a short story.

2) Unscramble the letters and match a word to complete the sentence.

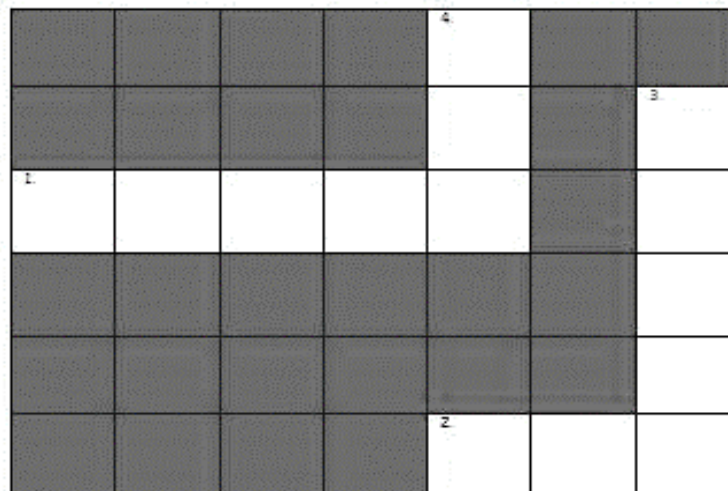
SORSE YTPRA TRSAEH

- A) So she was happy to see the tea _____
- B) We're painting the _____
- C) The jack of _____

3) Make a drawing that represents a "PARTY "



4) Complete the crossword puzzle by finding out the word that corresponds to the description or completes the idea.



- Alice was **1** _____ when she saw the tea party.
- Alice asked them "What are you doing?" **2** _____
- She doesn't like white roses. **3.** _____
- Fine and summer. **4.** _____

5) According to the following quote, how do you think the Queen is?



"Shhh! Shhh! The Queen can kill us if she sees the white roses!"

Appendix J. Lesson planning.

TEACHER: EDWIN GARZÓN

DATE:

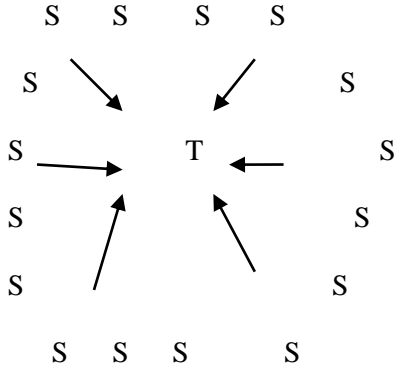
COURSE: 2C

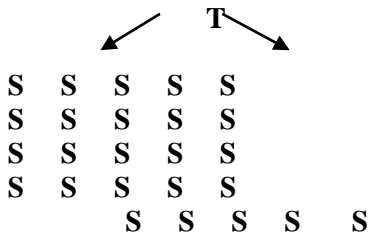
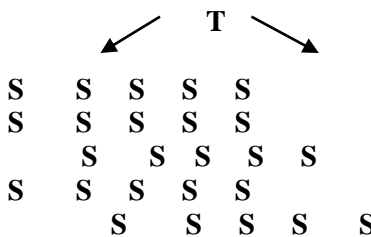
NUMBER OF STUDENTS: 27

CLASS TIME: 4 Hours

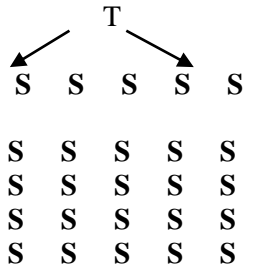
MAIN OBJECTIVE: To introduce the graphic organizer network tree by associating it with the features of a real plant and using a folktale fragment.

STAGE	AIM	PROCEDURE TEACHER AND STUDENT ACTIVITY	TIME AND INTERACTION
Checking students background and contextualizing concepts	To know about the background the students have in terms of tree features and their connection with graphic organizers	<p>The teacher will ask the students some questions in order to know about their knowledge in terms of trees features.</p> <p><i>Do you know what the parts of a tree are?</i></p> <p>The teacher will show the students a real plant and will ask them how they could associate it with a graphic</p>	<p>10 minutes</p> <pre> ↙ T ↘ S S S S S S S S S S S S S S S S S S S S S S S S S </pre>

		<p><i>How can you associate a tree or a plant with a graphic?</i></p>	
<p>Introducing the tool (Network tree)</p>	<p>To introduce the students the tool network tree as a graphic organizer by using a real plant.</p>	<p>The teacher will show the students a real plant and some pieces of colorful papers in which there will be some characters from the book “Alice in Wonderland “ (Appendix A)</p> <p>By means of the parts of the plant the teacher will explain how they can be associated with a network tree graphic organizer (Appendix B).</p> <p>Finally, the teacher and students will paste in the plant the colored pieces of paper connecting the features and the character that corresponds</p>	<p>60 Minutes</p>  <pre> graph TD S1[S] --> T[T] S2[S] --> T S3[S] --> T S4[S] --> T S5[S] --> T S6[S] --> T S7[S] --> T S8[S] --> T S9[S] --> T S10[S] --> T S11[S] --> T S12[S] --> T S13[S] --> T S14[S] --> T S15[S] --> T S16[S] --> T S17[S] --> T S18[S] --> T S19[S] --> T S20[S] --> T </pre>

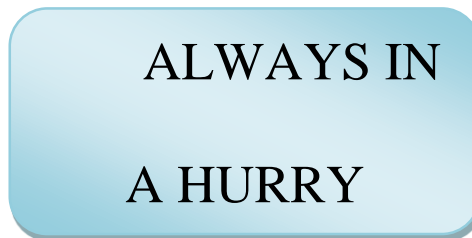
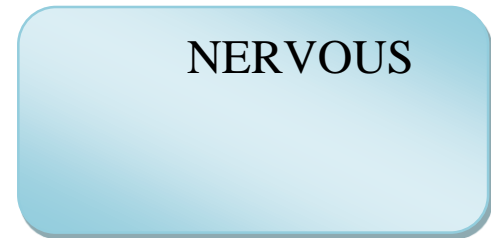
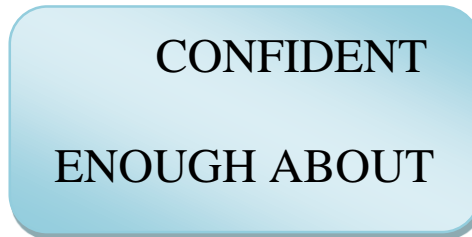
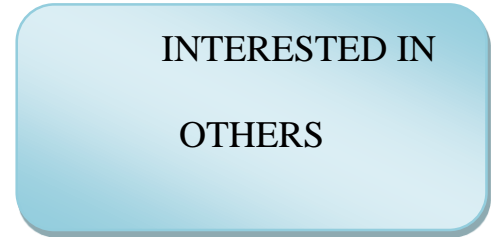
<p>Practice with the tool</p>	<p>To draw a graphic organize (network tree) by using the information of a folktale</p>	<p>The teacher will give each student a picture of a tree (Appendix C) and a fragment of the folk tale “The Lion’s wedding”. (Appendix D)</p> <p>The students will have draw a network tree graphic in the picture of the tree by writing the characters that appear in the fragment they will read and a couple of characteristics.</p>	 <pre> graph TD T[T] --> N1[] T --> N2[] N1 --- N11[S] N1 --- N12[S] N2 --- N21[S] N2 --- N22[S] N11 --- N111[S] N11 --- N112[S] N12 --- N121[S] N12 --- N122[S] N21 --- N211[S] N21 --- N212[S] N22 --- N221[S] N22 --- N222[S] </pre>
<p>Production of the graphic organizer</p>	<p>To use a natural resource to represent a graphic organizer with information extracted from a folktale</p>	<p>Each student will use in the class a plant and small colored pieces of paper. They will have to write the characters and the features of the folk tale “The Lion’s weeding” in the small pieces of paper and paste them in the plant by following the order of a network tree map.</p> <p>After each student has pasted the characters and their characterisitcs in the plant, they will go in front of the classroom and will explain the</p>	 <pre> graph TD T[T] --> N1[] T --> N2[] N1 --- N11[S] N1 --- N12[S] N2 --- N21[S] N2 --- N22[S] N11 --- N111[S] N11 --- N112[S] N12 --- N121[S] N12 --- N122[S] N21 --- N211[S] N21 --- N212[S] N22 --- N221[S] N22 --- N222[S] </pre>

IMPROVING READING SKILLS IN BEGINNER LEARNERS BY MEANS OF GRAPHIC ORGANIZERS

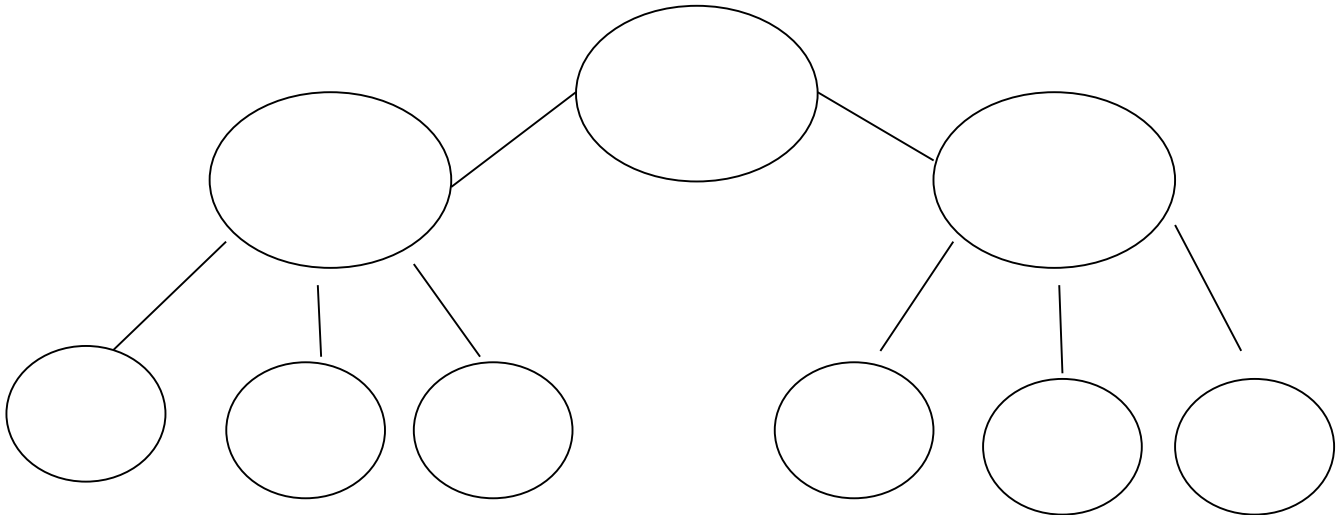
		<p>graphics they have done by using the plant as the visual aid.</p>	
<p>Evaluation of the tool (problem and solution Map)</p>	<p>To make the students evaluate the tool by answering some questions in a survey and an interview.</p>	<p>Individually, the students will in order to determine how meaningful this type of graphic organizer was for them.</p>	<p>60 Minutes</p>  <pre> T / \ S S / \ / \ S S S S S S S S S S S S S S S S S S S S </pre>

IMPROVING READING SKILLS IN BEGINNER LEARNERS BY MEANS OF GRAPHIC ORGANIZERS

Appendix A

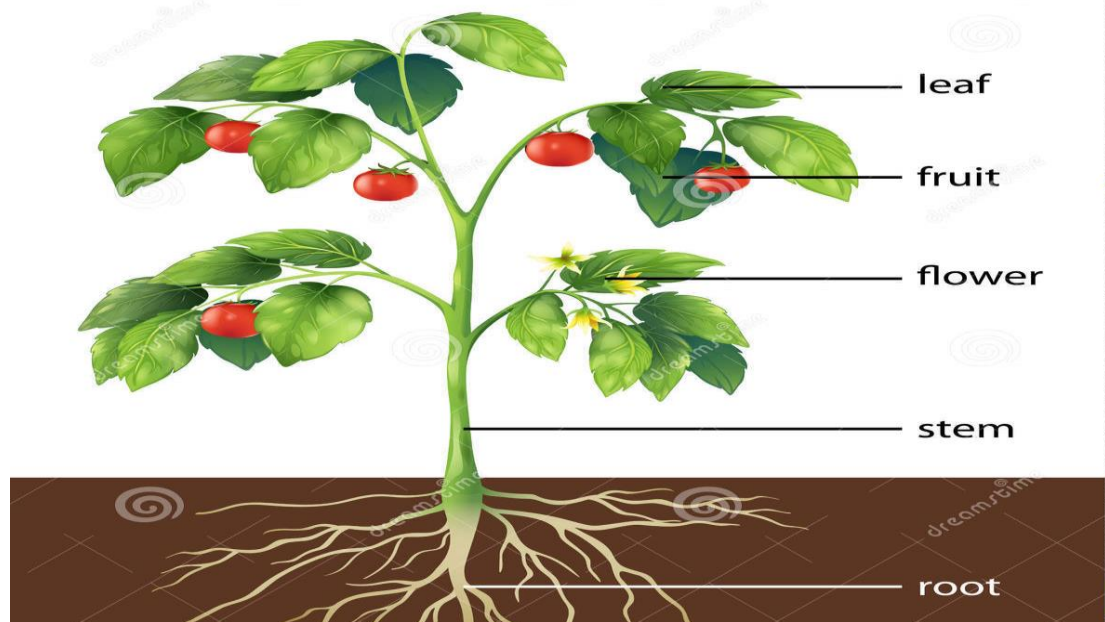


Appendix B



Appendix C

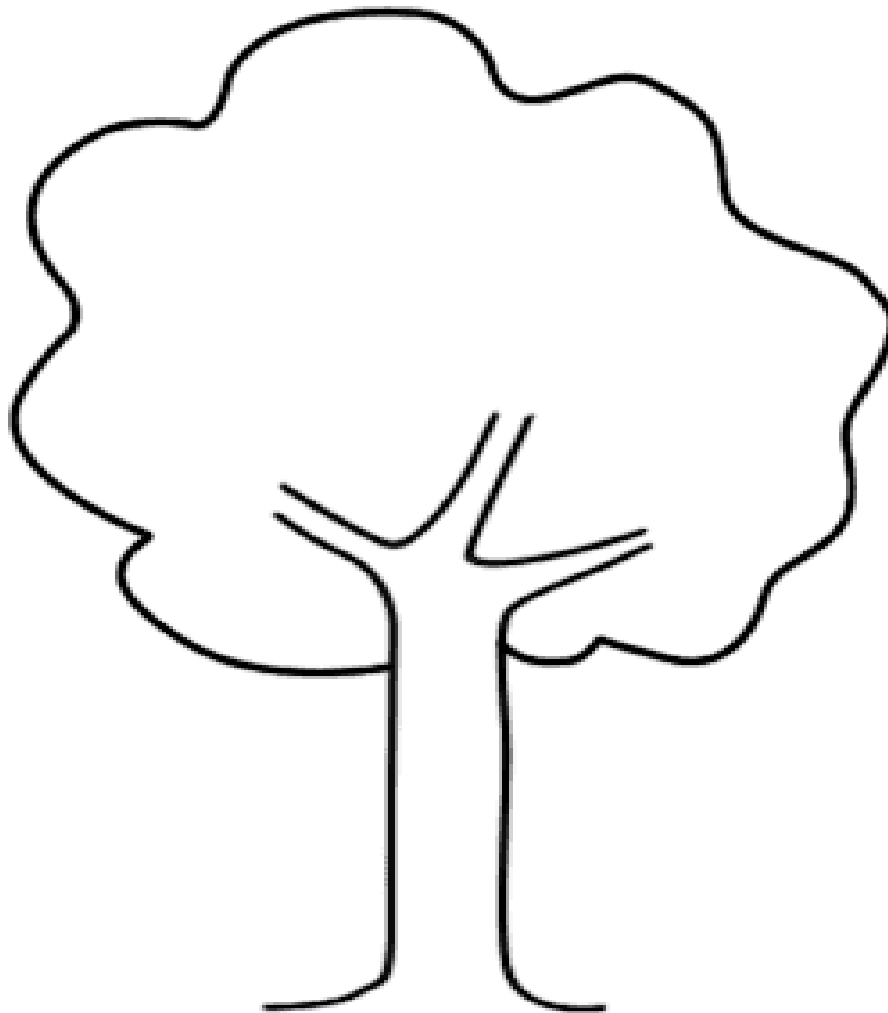
Flowering Plant (Angiosperm) Anatomy



Retrieved From :[https://thumbs.dreamstime.com/z/parts-plant-illustration-showing-tomato-](https://thumbs.dreamstime.com/z/parts-plant-illustration-showing-tomato-34313421.jp)

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Appendix D



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Appendix E

So, the lion went through the forest, inviting all the animals he met. "You must come to my wedding, dear elephant," said the lion," to blow the trumpet!" "Y... Ye... sassier! D...D...definitely!" said the elephant. Then lion said to the monkey," You are good dancer, dear friend! You must come to my weeding to entertain the gathering!" The monkey nodded and leapt away.

image: http://www.kidsgen.com/stories/folk_tales/images/the-lions-wedding.jpg



"Please collect some fresh honey for the rituals, dear bear!" said the lion.

"Sure...." said the bear, avoiding the lion's gaze. In this way, the lion invited the crow, the cat, the elephant, the fox, the

jackal, the monkey, the bear, the camel and the giraffe. But on the day of the wedding, none of the guests arrived at the venue. The lion was very sad

Retrieved from:

http://www.kidsgen.com/stories/folk_tales/the_lions_wedding.htm#rcUpDeT7iGOqFL1K.99