Making Connections: Impact of Graphic Organizers in Reading Comprehension and Summarization

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ABSTRACT

This qualitative research study was carried out with a group of eighth grade students at a private all-girls bilingual school in Bogotá. The overall aim of this action research study was to analyze the impact that the use of Graphic Organizers had in the reading comprehension and summarization skills of the group of the above-mentioned participants. This study also explored the students' insights towards the use of Graphic Organizers during reading instruction and for writing summaries from expository texts.

The research design and pedagogical implementation were guided by the Schema Theory principles. Data gathered through the implementation included participants' artifacts, focus groups and reflective journals. Results indicate that the use of Graphic Organizers during reading instruction fostered the development of strategic reading by supporting the development of processing information skills. Additionally, findings also reported that the use of Graphic Organizers promoted the development of the students' metalinguistic awareness. These results allowed the researcher to conclude that Graphic Organizers are an effective reading strategy that supports and enhances the reading comprehension process of students in almost any level and any age.

Keywords: Schema Theory, Graphic Organizers GOs, Reading Comprehension, Summarization.

RESUMEN

Este estudio de investigación cualitativa se llevó a cabo con un grupo de estudiantes de grado octavo de una institución bilingüe privada de Bogotá. El objetivo general de este estudio de investigación-acción fue analizar el impacto que el uso de organizadores gráficos tiene en la comprensión lectora y la habilidad de resumir del grupo de los participantes mencionados anteriormente. Este estudio también exploró las percepciones de los estudiantes hacia el uso de organizadores gráficos durante la enseñanza de la lectura y para escribir resúmenes de textos expositivos.

El diseño de la investigación y la intervención pedagógica se basaron en los principios de la teoría del esquema. Los datos recogidos durante la intervención incluyen artefactos de los participantes, grupos focales y diarios de reflexión. Los resultados indican que el uso de organizadores gráficos para la comprensión de lectura fomenta el desarrollo de estrategias de lectura a través del desarrollo de las habilidades de procesamiento de información. Además, los resultados también indican que el uso de organizadores gráficos promueve el desarrollo de la conciencia metalingüística de las alumnas. Estos resultados permitieron al investigador concluir que los organizadores gráficos son una estrategia de lectura eficaz que apoyan y mejoran el proceso de comprensión lectora de los estudiantes de cualquier nivel y edad.

Palabras clave: Teoría de esquemas, OG organizadores gráficos, comprensión de lectura, resumen.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

During the last decades notions of reading comprehension have dramatically changed. These notions have moved from considering reading as passive skill (Nutall, 1996) to an active process in which readers get involved in cognitive, development and social constructed task which goes beyond understanding the words on a page. This interactive view of reading has shaped our understanding of reading comprehension up to these days. While in the past reading was considered a static activity, after the seventies reading comprehension has been considered to be a more dynamic process that requires readers to get involved in complex productive tasks such as looking over the text before reading it, noticing its structure, establishing reading goals, evaluating whether the text being accomplish the readers' goals, selecting the information from the text, making decisions about which reading strategy to use to construct meaning from the text, monitoring their understanding, integrating new knowledge in their schemata, processing the text and understanding the authors' intention and purpose to construct meaning based on the information they gather from the text (Duke and Pearson, 2002).

These current views of reading comprehension have inspired researchers to focus their research into the development of reading strategies to help learners to become active and effective readers who are able to regulate their own comprehension through conscious control of the strategies require to fully understanding a text (Janzen & Stoller, 1998).

To regulate their reading comprehension process and thus their learning, learners elaborate different *schemas* to integrate the new information and reading skills to cope with the text. In other words, according to the *Schema Theory* knowledge is an elaborated network of units (mental structures) that interplay with our experiences to gain understanding of our world. As stated by Rumelhart (1980),

> schemata can represent knowledge at all levels-from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. We have schemata to represent all levels of our experience, at all levels of abstraction. Finally, our schemata are our knowledge. All of our generic knowledge is embedded in schemata (p. 41)."

In the case of reading comprehension, *Schema Theory* plays an important role to explain how the prior knowledge affects the reading comprehension process. In fact, understanding the role that schema has in the reading comprehension process enable teachers to identify why some readers may fail to comprehend a text. Since most of the research on reading comprehension has been carried out in L1 and apparently imitated for L2 reading comprehension instruction, it is necessary to provide the English language teaching community with insights on how pre-, while, and post- reading comprehension activities based on Schema Theory may promote the development of strategic reading behaviors (Gilakjani & Ahmadi, 2011).

Since Schema Theory has been proved to be an effective theory to explain comprehension and design reading comprehension activities to overcome reading comprehension difficulties regarding content and formal schemata (Carrel, 1983, Zhaohua, 2004, Al-Issa, 2006, Zhang, 2008; Mihara, 2011) the researcher considers that this theory may serve to the purpose of designing a reading comprehension intervention that facilitates the activation of the students' prior knowledge and experiences as well as help them to illustrate the general ideas stored in their schemas to explain incoming information and make inference about the text to quicken the reading comprehension process.

One of the reading techniques or activities that may help learners to visually represent input information from a text is Graphic Organizers-GOs. Jiang and Grabe (2007) state that much of the empirical research developed in L1 suggests that the use of GOs as a technique to facilitate reading comprehension may seem appealing (p. 35), however, results obtained in different studies have been inconclusive and incongruent due to the lack of evidence about the effectiveness of the use of GOs during reading instruction, the definition of a GO is and how to design it, and the apparent lack of research with learners of English as a foreign or second language.

Since most of the research on GOs has also mostly been carried it out in L1 and even though Colombian researcher interested in reading comprehension (Zabala, 2004, Zurek, 2006, Reyes, 2009, Bogoya, 2010 and Echeverri and McNulty 2010) have attempted to enrich the limited context of reading comprehension and the use of GOs, this is an area that still requires

further examination and dissemination to provide other researchers with reading techniques and strategies that help EFL/ESL learners to learn how to read informational texts, obtain content-area knowledge and successfully comprehend text to success in their academic work in L2 (Jiang & Grabe, 2007).

Statement of the Problem

This research project was carried out in two cycles of intervention in 2011 with a group of eight grade students at Gimnasio Iragua School in Bogotá, Colombia. According to the National Basic Standards of Competence in the foreign language of the Ministry of Education, students at this grade are expected to be able to read and understand literary, general interest and academic texts written in simple language, extract general and specific information from short texts and understand relationships of addition, cause and effect as well as graphically represent information from texts in which compare and contrast elements appear.

Even though these standards provide a general framework for the development of communicative competence for most elementary and secondary level educational institutions in Colombia, schools which offer their students additional programs such as the *International Baccalaureate Diploma* face an additional challenge when referring to the teaching of English as a Second Language.

According to the IBO- International Baccalaureate Organization- (2002) students who apply for their diploma program in *Language B* (foreign language) should develop a set of reading skills to accurately understand the sentence structure, recognize how ideas are structured in a text, extract information from different types of text, identify how ideas relate to each other, extract key points from texts, distinguish between key point(s) and supporting details in texts" (IBO; 2002, p. 17), among others.

The development of such reading skills require that teachers expose learners to a wide variety of expository, narrative and daily nature texts to get them familiarized with the language, style and register used to attain a particular communicative purpose. Having in mind that students at Gimnasio Iragua need to develop a satisfactory reading comprehension level of informational texts related to their field of interest and a variety of "texts that may serve to a range of communicative purposes such as describing or explaining, telling a story or presenting an argument" (IB Diploma Programme guide: Language B, February 2002.p. 17), it is necessary that teachers explore and implement different reading strategies to enhance the students' reading comprehension process.

The researcher decided to use Graphic Organizers as the technique to be applied during intervention for a number or reasons related to the context and population. To begin with, most of these learners had previously been instructed during their elementary level studies in the use of reading strategies and techniques from a literature-based program approach and exposed to narrative texts focusing on the development of their critical thinking skills.

In contrast, reading instruction in basic and secondary levels is based on an EFL approach in which students are mostly exposed to non-fictional and informational texts such as newspaper and magazine articles, reports and letters amongst others and focus on the development of reading skills through intensive reading. As experienced by the researcher during the first months of teaching instruction, the sole exposure to expository texts was not enough to guarantee that learners enhanced their reading comprehension. Additionally, the development of intensive reading activities proved not to be appropriate to help learners to recognize the texts' patterns in which information from expository texts was organized in.

With this in mind and taking into account that the curriculum at Gimnasio Iragua school aims to help learners to achieve "a high level of proficiency in English in order to interact, read, and write for academic and personal purposes" (ASPAEN Language and Arts Curriculum, 2006), the researcher decided to implement this study to provide students, English language and content area teachers with insights on the use of GOs as a reading technique that facilitates the comprehension of expository texts and helps learners to acquire new content knowledge

To theoretically support this study, the researcher followed the principles of the cognitive learning theory: *Schema Theory*. This decision made by the researcher relied on the fact that reading theories grounded on a cognitive perspective consider the nature of reading as an interactive and constructive process as well as support the development of flexible and adaptable strategies such as Graphic Organizers to enhance the reading comprehension process.

On a closer look at Graphic Organizers Strangman, Hall and Meyer (2003) claim that the integration of concept maps and other graphic organizers help learners to retain information in both verbal and spatial mode. In addition to retain information, the creation of concept maps and graphic organizers require students to work with the information and represent the relationships perceived between ideas and concepts. Moreover, Novak and Cañas (2006) state that the human brain remembers information by organizing hierarchical structures through the scaffolding construction of knowledge not only to remember information but also to apply the new information to new situations, practise high-order thinking skills and as assessment method for these skills.

According to findings obtained by Mayer and Bromage (1980), Alvermann & Boothby (1986), Chang, Chen & Sun (2002), Reyes (2009), Echeverri Acosta & McNulty Ferri (2010) among other studies later referenced in the theoretical framework, the use of concept maps and graphic organizers also becomes an effective reading technique that facilitates the building up of appropriate schemata before, during and after reading a text.

For the reasons aforementioned, the researcher considered that it was worth to analyze the impact that this technique may have on the development of reading comprehension skills and summarization skills of a group of L2 learners and explore their insights about the implementation of Graphic Organizers during reading instruction.

Research Question

When designing the implementation, the researcher was able to gain information about whether students have previously used Graphic Organizers to support their reading comprehension. According to a survey applied to characterize the population, the researcher identified that just one of the student interested to participate in the study had previously received direct instruction in concept mapping. Therefore, the following research questions address to examine the impact that GOs may have on reading comprehension and the students' perceptions towards its use during reading instruction:

What impact does the use of Graphic Organizers have on students' reading comprehension of expository texts and their summarization skills?

What are the students' insights on the use of Graphic Organizers as a while-reading strategy for reading comprehension and writing summaries?

Research Objectives

To analyze the impact that the use of GOs have on reading comprehension and text summarization skills of eighth-grade students.

To analyze students' insights on the use of Graphic Organizers as a while-reading strategy for reading comprehension and writing summaries.

Rationale

According to the National Institute for Literacy from United States (2008), some of the reasons why adolescents struggle to comprehend an expository text are the lack of sufficient

fluency to achieve comprehension, the lack of development of comprehension strategies such as summarizing or the difficulty that students have to transfer strategies they have been taught for narrative texts to other domains such as expository texts.

Grabe and Stoller (2002) claim that learning how to read informational texts and reading to learn content are critical skills that require learners to develop their reading abilities to identify main ideas and details, to integrate new knowledge with previous knowledge in their schemata and to recognize texts' rhetorical structures. Nevertheless, EFL/ESL teachers have relied on the development of L1 reading learning theories and techniques to transfer their successful aspects into L2 reading instruction, L2 students do not only need to learn to read but also need to learn how to comprehend increasingly more complex texts which may present different rhetorical conventions from the ones they have learnt in their L1.

Some of the variables which may affect the processing of texts in L1 and L2 and their further comprehension are the metalinguistic and metacognitive awareness in L2, varied exposure to L2 reading, variant L2 proficiencies as a foundation for L2 reading and disparate workings of the two languages (Grabe & Stoller, 2002).

To start with, teaching L2 students who have no background knowledge to read require the use of different teaching techniques different to the ones used in L1 which heavily rely on the development of oral communication. Therefore, when teaching reading to L2 students it is important to consider whether they have acquired the type of language structures and vocabulary

to which they could be exposed to. Secondly, the development of their metalinguistic and metacognitive awareness because teachers tend to push learners to analyze more abstract types of texts than they do in their L1 which does not necessarily means that enjoy doing it or fully understand the content they are reading. Thirdly, most L1 readers in Colombia have not achieved an acceptable threshold level to comprehend a text (PISA, 2009)[1], in other words, most of L2 students in Colombia may just be able to identify main ideas in a text, establish some simple relationships between ideas but experience difficulties to comprehend complex texts and implicit information required to compare and contrast information, draw conclusion, critically analyzed a text and argument their points of view.

To worsen this situation, a research study demonstrated that most Colombians lack of reading habits in L1[2] which do not only affect their reading comprehension proficiency in their mother tongue but do not provide learners with appropriate reading comprehension strategies and skills to be transferred to L2. Even though, transfer by itself does not guarantee that students be able to comprehend texts in L2, it is necessary to point out similarities between what they know and what the new information-or in this case language system-they are trying to learn.

To achieve an acceptable reading comprehension level as much as L1 and L2, it is necessary that students not only read more but also read different types of texts and develop

[1] ICFES, (2010). Colombia en Pisa 2009 síntesis de resultados. Retrieved from www.icfes.gov.co/pisa/phocadownload/pisa2009/infome_pisa_2009.pdf
[2] According to the results obtained in the "Study of Reading Habits, Library Attendance Book Consumption in Colombia" (2005) applied to the 75.5 % of the Colombian population Colombians only read an average of 1.5 books per year.

different reading strategies that help them to cope with different genres to "gain knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on" (Pang , Muaka, Bernhardt & Kamil, 2003, p.6)

This research report is divided into six main chapters. The first chapter presents an overview of the study and the underlying reasons to carry it out. The second chapter describes the main constructs on which this study is based on and provides information on findings obtained in other research studies on Graphic Organizers. The third chapter explains the type of study, the context in which it was developed, the participants, and the data collection instruments and procedures. The fourth chapter presents the pedagogical implementation and intervention. The fifth chapter presents the data analysis and findings entwined with and supported by the theoretical framework. The sixth chapter presents the conclusions, explains the pedagogical implications for this study, explores its limitations and provides recommendations and insights for further research.

CHAPTER TWO

THEORETICAL FRAMEWORK

This chapter presents the theoretical framework underlying the examination of the research questions and the major constructs related to the study in terms of three conceptual categories: 1) what reading and reading comprehension is and requires, 2) what Schema Theory is and its relation to reading comprehension, 3) what Graphic Organizers are and how they help to enhance reading comprehension and summarization skills. The first topic addressed draws heavily on the foundational perspectives of cognitive psychology to explain how reading comprehension works, the processes that reading requires and how various cognitive abilities contribute to comprehend a text. The second section explains the relationship between Schema Theory and the reading comprehension process and serves as theoretical foundation to explain the third section of this chapter which deals with what Graphic Organizers are and their role as learning strategies to facilitate the construction of readers' schemas and enhance the reading comprehension and summarization skills of L2 readers.

Definition of reading

During a long time, reading was understood as a passive or receptive skill for most educators and psychologists because the reader does not produce a message as a speaker or a writer does. According to Nuttall (1996), this assumption relied on the former conception of the

process of the communication in which a sender encoded a message in a text and the receiver or in this case the reader decoded it. After the emergence of the psycholinguistic model of reading (Goodman, 1976) researchers on reading showed that reading is an active highly cognitive process that needs the use of secondary skills to create meaning from a text. Goodman (1976) defines reading as a psycholinguistic guessing game in which readers select and use "graphic cues" (p.135) to make predictions over the information and actively interact with the text to construct meaning from it. That is to say, reading is a perceptual and cognitive process in which readers pay selective attention to some cues in the texts and integrate them in their schemata. In other words, reading is a process of ongoing retrieval and recall of information in our cognitive structure or *schemata:* an abstract mental structure that in spite of being unrelated to any particular experience derives from our particular previous experiences.

Grabe (2009) points out that a definition of reading requires recognizing the different cognitive process that operates in a reader's mind to gain comprehension of a text. According to Grabe (op.cit) a reader engages in "phonological processing, morphological processing, syntactic processing, semantic processing, discourse processing, goal setting, text-summary building, interpretive elaborating from knowledge resources, monitoring and assessment of goal achievement, various adjustments to enhance comprehension, and repairs to comprehension processing as needed" (p.282). Therefore, reading is defined as complex skill that requires the development of linguistic skills, competences and lower-level and high order thinking skills to become fluent and efficient.

Reading Comprehension Process

Reading comprehension can be defined as the level of understanding of printed texts. On one hand, for reading comprehension to occur a reader needs to operate in lower-level processes such as recognizing words forms on the page, establish links between the graphic and phonological forms as well as use syntactic and semantic resources to understand the meaning of these words. On the other hand, to construct the overall meaning of the text a reader requires engaging on high-level processes that helps him to understand what the ideas represent and how they relate to each other to give meaning to the text (Grabe, op.cit). Therefore, to comprehend the text, a reader needs to move through different paths of levels of understanding to process the text properly.

These different paths imply the cognitive processing of the text, which as explained by Goodman (1996) requires the reader to transact with the text to construct meaning. During this transaction the reader engages in a four-cycle process (visual, perceptual, syntactic, and semantic) in which the reader does not only bring into play his resources to become proficient but also his background knowledge, experiences, values, goals and interests to pursuit meaning.

According to Goodman (op.cit) the visual cycle refers to the psychical process of receiving visual input in printed texts focusing on the distinctive linguistic features of the words and sentences found in them to create perceptual images of the text. Once these linguistic features are processed, the reader assigns patterns to them to create a structural schema which serves to assign a deep structure making possible to understand how ideas are constructed and

related to each other. As the reader makes sense of structure, he assigns meaning to comprehend the text.

Similarly, Alderson and Hedge (2000) consider that for reading comprehension to occur the reader needs to go through different mental processing stages. According to Alderson (2000) the reader interacts and transacts with the text to make sense of it by analyzing what the ideas printed represent and how they relate to each other to give meaning to the text. This means that to comprehend a text, a reader must understand the systemic knowledge of language to integrate it into his schematic knowledge to interpret the texts' meaning (Hedge, 2000, p. 189). In other words, the reader should account for "syntactic, morphological, general world, socio-cultural, topic, and general knowledge" (p. 189) to transact with the text and construct meaning.

According to Willis (2008) "constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections". (p. 127). In other words, reading does not only refer to decoding and encoding words and intentions but the ability to process new information and connect it to prior knowledge. To accomplish it a reader requires practicing strategies for monitoring understanding, increasing the intrinsic interest in the text, and creating goals and purpose for reading.

Having considered that reading is an active process in which cognitive processes interplay to make sense of the written text and the construction of meaning from it, it becomes clear that

reading is centrally a comprehending process in which a reader understands what the writer intends to convey while engaging in cognitive processing stages to achieve this goal.

Schema Theory and Reading Comprehension

There are at least three models that explain how reading occurs from the perspective of cognitive processes, i.e., schema theory, the interactive approach to reading and metacognitive view of reading. For the purpose of this study, the view of reading focuses on the background knowledge and conceptual framework- *schemas* that a reader brings to a text for reading comprehension to occur. These *schemas* or mental frameworks for reading comprehension were mainly examined by the *Schema Theory*.

Schema Theory was the most prominent theory of reading for researchers and educators during the 1970's and early 1980´s. This theory developed by R.C Anderson based their learning theory on the belief that we represent our knowledge in mental structures called *schemata* which are instances "embedded within one other in complex hierarchies to help us to make sense of the world around us by allowing us to organize our perceptions into coherent wholes" (Kern, 2000, p. 30-31).

When referring to the reading comprehension process the *Schema Theory* claims that "every act of comprehension involves one's knowledge of the world as well" (Anderson et al. in Carrell and Eisterhold, 1983 p. 73). This means that readers develop an accurate interpretation of the text through the interactive process of associating textual information with the information

from readers' structured *schemata* brought by the readers to transact with the text (Widdowson in Grabe, 1988. p. 56). These mental stores or *schemata* refer to the background knowledge that readers possess and how this knowledge affects what they read and understand. Then, schema is "the interlocking of mental structures representing reader's knowledge" (Alderson, 2000, p.33).

According to Carrell (1983) *schemata* is divided into formal schemata and content schemata. On one hand, *formal schemata* refers to the knowledge of linguistic conventions, structure of the text, and main characteristics of particular genres. When referring to EFL and ESL reading, *formal schemata* deals with the reading ability to understand the linguistic schemata based on the knowledge of the language. On the other hand, *content schemata* refers to the background and subject- matter knowledge of the world or the topic that readers have to transact with the text. In this case, background knowledge has a strong effect in comprehension so that the reader uses his or her prior knowledge about the context to facilitate understanding.

From the *Schema Theory* perspective, in the process of reading readers draw information from the text and the internal schemata to comprehend it. The knowledge gained when reading is a process of mapping and contrasting the information from the text with the preexisting reader's schema. As Carrel and Eisterhold (1988) suggest, "the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information" (p.76). For this process of comprehension and interpretation to occur, it is necessary to process information in two different ways: bottom-up and top-down process. Nevertheless, if a reader has not built appropriate

schemata before receiving new input information, comprehension and understanding of written text would be impeded.

To construct a coherent s*chemata* a reader, as described by Anderson and Pearson (1984), engages in four types of inferences: *schema- selection, schema instantiation, default inference, and absence of knowledge inference*. The first one refers to what schema a reader should use to comprehend a text, the second one, refers to what type of slots help to instantiate new information. The third one explains how to assign default values are used to assign slots into an activated schema and, finally, the fourth refers to drawing conclusions where there is no information or slots to instantiate. These inferences help the reader to address the attentional resources depending on the type of text to be read to process and coherently reconstruct it into the schema.

From the interactive point of view of reading, for comprehending a text, the reader engages in two processes: top-down and bottom-up processes: According to Nutall (1996) "in bottom-up processing, the reader builds up meaning from the black marks on the page: recognizing letters and words, working out sentences structure" (p. 17). That is to say, the reader processes linguistic input in all levels from the incoming data while contrasting it with his or her background knowledge. Contrary to bottom-up processing, in "top-down processing, we draw on our intelligence and experience - the prediction we can make, based on the schemata we have acquired - to understand the text" (Nutall, op.cit. p.16). In other words, to comprehend a text the reader makes use of their background knowledge to predict the upcoming data.

Due to the fact that ESL/ EFL learners found themselves in a developmental stage of their language skills, most of them tend to heavily rely on bottom up processes such as word recognition, neglecting top-down processes such as making inferences, making use of their background knowledge and knowledge associations (Chun & Plass, 1997). To attain a higher level of comprehension, readers need to work in both processes interactively to become more proficient and skilled readers. In the case of L2 readers, this means to get involved in interpreting graphic information from the page and use the background knowledge existent in their minds (Rumelhart, 1985).

Since comprehension is a complex task for L1 learners, it is clear that ESL and EFL main goal for reading instruction should focus on teaching and training readers to use appropriate reading strategies that help them to create these networks from a text to process, comprehend, and reconstruct meaning so as to overcome the complexities that reading in a second language brings into play. Taking into consideration the fact that readers must interact between both sets of cognitive processes (bottom-up and top-down), it is essential that teachers instruct learners in reading strategies that do not heavily rely on one set of processes but instead provide and efficient interaction between both set of processes to enhance reading comprehension.

Reading Comprehension, Graphic Organizers, and Summarization

Since reading comprehension is a highly cognitive covert process, teachers may use learning strategies such as Graphic Organizers-GOs, to facilitate the readers' process of creating and contrasting schemata to make text's patterns explicit and comprehend its content while

facilitating its later retrieval and reconstruction. For instance, Grabe and Stoller (2002) state that GOs assists students to comprehend difficult texts by enabling them to select key information identify the pattern of organization of a text, the text's structure and the relationships established between the ideas of a text. When referring to content learning, GOs organizers also posit benefits for learners in terms of providing visual support to enhance their acquisition of new information and extend their language learning (Stoller, 2002). By the same token, GOs help learners to synthetize information from a variety of sources by focusing students' attention on finding recurrent patterns, themes, and hierarchies as well as making connections among ideas from diverse content sources (Stoller, 2002).

Aditionally, the use of GOs facilitates the development of a strategic reading process because they enable the readers to organize knowledge in an explicit manner by developing awareness of the organization patterns and identifying key concepts and ideas to explain their connections and construct new meaning from the text. Similarly, GOs facilitate the selection, abstraction, extraction and recombination of the information to fit it into the readers' schemata and strengthen their working memory for long-term retention of relevant information; therefore, GOs become a useful reading strategy so that they "provide learners with a meaningful framework for relating their existing knowledge to the new information" (Kim, Vaughn, Wanzek, & Wei, 2004, p. 105). In other words, the use of GOs might be useful strategy to enhance reading comprehension and summarization because, as Uso-Juan and Martinez-Flor (2006) suggest "reading strategies– which are related to other cognitive strategies enhancing

attention, memory, communication, and learning – allow readers to elaborate, organize, and evaluate information derived from text" (p. 307).

From the pedagogical perspective, the use of visual representations such as GOs helps readers to visualize the discourse patterns in the text. According to Willis (2008) direct instruction of Graphic Organizers posits benefits for readers to comprehend a text because they "create an important combination of text-structure awareness, main idea, recognition and imagery" (p. 213) and "can increase comprehension, organization; summarizing, prioritizing, memorization, and analysis by helping students construct and visualize relationships" (p.140). Since visualization of knowledge represented in the graphic organizers resembles the brain processes of recognition of patterns and neural connections occurred when processing information, the visual representation of texts makes printed information more accessible for the reader's brain to meaningfully recall the information for better comprehension and reconstruction of the text.

Although graphic organizers may seem to be an accessible technique to improve reading comprehension and processing of knowledge, it is still necessary to consider that students may experience difficulty when constructing them as a result of "years of rote-mode learning practice" (Novak & Cañas, 2006, p. 9). On the one hand, learners may experience difficulties to understand and construct them because training at school has been devoted to literal, linear understanding of the text by using questioning techniques without analyzing the different associations and connections within the text. On the other hand, learners may also experience

difficulty in constructing and contrasting the graphic organizer *schemata* with the text's rhetorical organization pattern because they "are not yet very experienced in the language" (Kern, 2000. P. 82).

To solve problems in their construction, reading comprehension, and summarization skills, the readers need explicit instruction in identifying a particular organizational scheme and representing it by means of a graphic organizer. According to Novak (2006), constructing graphic organizers readers need to set the context first, in other words, learners need to delimit the topic and identify the hierarchical structure to relate the information to them. To enhance reading comprehension and summarization skills, readers also need scaffolding preparation to develop the specific task. First of all, learners should be trained in finding main ideas and concepts by underlining them to understand text structure, and then these ideas should be graphically organized to device relationships among them (Mass & Leauby, 2005). Finally, these ideas are retrieved by the learners to paraphrase and reconstruct the text's meaning when summarizing.

In terms of assessing reading comprehension writing summaries also becomes a useful tool to use reader's schemata to reconstruct that text. According to Chastain (1988) "the writer's task is to activate background and linguistic knowledge to create meaning and the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning" (p. 222). This means to be able to arrange ideas in a similar text pattern organization to comprehend the relationships established in the text.

As stated by Grellet (1981) “reading comprehension should not be taught separated from other skills. There are few cases in real life when we do not speak or write about what we have read or what we have might have heard” (p. 8). Therefore, to enhance reading comprehension it is necessary to integrate other skills that allow relating information gained in the reading to the reader´s schemata. This means that teaching readers to visualize information and writing summaries help to understand the text structure and to reconstruct the meaning of it.

According to Chastain (1988) writing summaries is a good way to revise reading comprehension because learners can refine the main ideas while leaving out irrelevant details (Chastain 1988, p. 115). Therefore, writing summaries encourages learners to focus their attention on specific ideas which will be later transferred into the own readers’ words. Since this task implies working both skills, it becomes a complex activity for less skilled L2 learners. For instance, readers may find easier to understand ideas organized in a chronological order in an expository text than other common categories of these texts such as cause and effect. For that reason, the use of GOs as reading strategy combined with the writing of summaries may eventually help L2 learners to enhance their comprehension. Nutall (1996) claims that writing a summary “demands full understanding of the text, including the ability to distinguish between main points and examples, to perceive the relationships between the various parts of the argument” (p. 206). Therefore, using GOs during reading instruction help learners to distinguish main and secondary texts, establish connections to comprehend text structure and ideas while reconstructing main ideas in GOs for later retrieval when writing summaries from the texts.

Graphic Organizers Research

The use of graphic organizers has been effective to deal with reading comprehension in different contexts and levels. From the pedagogical perspective, the use of concept maps has had a major effect as a tool to support learners' reading comprehension and summarization skills. This assumption has been demonstrated in different research studies carried out by Mayer and Bromage (1980), Aidman and Egan (1998), Williams (1998), Arnaiz (1999), James, Abbot and Greenwood (2001), Chang, Sung and Chen (2002), Capretz, Ricker and Sasak (2003), Stenson (2004), Robinson, Beth, Hsieh and Vanderveen (2006), Abarzúa, Catrifol, Mc-Iver, Ríos and Zúñiga (2008), Driscoll (2009), Goss (2009), Reyes (2009), Latif Darmawan (2010), Echeverri and McNulty (2010).

The study developed by Mayer (1980) and Mayer and Bromage (1984) proved that the use of advanced organizers helped learners to recall information from the text in order to transfer knowledge. Aidman and Egan (1998) and Williams (1998) proved in their studies that the use of concepts maps was also directly related to learners' academic performance. They also demonstrated that learners who were trained in the use of concepts maps obtained better grades comparing to those who never received instruction in their use. Arnaiz (1999) also conducted a study on the use of Graphic Organizers and its relationship with the reading comprehension competence and the participants' prior knowledge of text. As observed by the researcher, the presence of GOs has a positive influence on readers' reading comprehension because they facilitated to establish a connection between the text, real contexts, inferences and generalization

to draw conclusion which may not be explicit in the text. Thus, the results obtained showed that the use of GOs helped participants with limited knowledge of the topic to improve the reading comprehension process. Similarly, the study demonstrated that students whose reading competence is higher showed a higher proficiency and a better performance in the construction of GOs than participants whose reading competence was low.

Similarly, the study conducted by Chang, Sung and Chen (2002) on the effect of concept mapping to enhance reading comprehension and text summarization showed the positive results of using GOs for reading comprehension. As reported by the researchers, the use of GOs posited benefits for reading comprehension and text learning improvement. The findings of this study suggested that concept mapping was as a useful strategy to assist readers to summarize information from texts so that concept mapping emphasized the selection of main ideas, connection and organization of them to present a major framework resembling the process required to write a summary.

Another study that demonstrated the positive effect of GOs in reading comprehension was carried out by Stenson (2004). This study was designed to increase reading comprehension levels of special education students through the use of methods and strategies to enhance reading comprehension. One of the strategies used by the research was GOs. The results obtained in this study showed that the use of GOs helped students to remember the relationships in the text as well as enabled them to visually conceptualize what they have read.

In the study carried out by Robinson, Beth, Hsieh and Vanderveen (2006), it was also possible to observe that the use of partial GOs facilitated note-taking of written materials to comprehend course reading materials which helped to improve their reading comprehension of content materials.

Regarding writing skills a study carried out by James, Abbot and Greenwood (2001) demonstrated that learners in fourth-grade improved their writing skills by means of using Graphic Organizers as a supportive tool to write their own texts. Although the research mainly focused on just one student, researchers observed that through direct explicit instruction and the use of Graphic Organizers other students also improved their composition skills. By the same token, Capretz, Ricker and Sasak (2003) found out in their study about the use of GOs helped a group of elementary students to improve organizational skills and improved their achievement in areas of focus, support and organization during the writing process.

In recent studies, Abarzúa, Catrifol, Mc-Iver, Ríos and Zúñiga (2008) identified that the implementation of GOs to study concepts related to nature provided to a group of students in fifth grade with opportunities to learn new vocabulary, comprehend content materials as well as establish meaningful connections between their prior knowledge and new material to learn.

In terms of reading comprehension in English, Driscoll (2009) examined whether the use of guided reading and graphic organizers increased the development of reading skills. In her research, she concluded that both strategies provided students with ways to make connections beyond their understanding of the reading. Similarly, the use of GO increased the students'

concentration and understanding of what they were reading because GOs enabled learners to map out parts of the text focusing their attention to specific parts of the text.

Likewise, Goss (2009) conducted a research to analyze the influence that using GOs had in fifth grade students' ability to summarize and comprehend content during instruction of science content. The results obtained in the study showed that students improved their ability to recall and retrieve information necessary to answer higher order skill questions required to summarize main concepts.

Regarding reading comprehension in L2, Reyes (2009) analyzed how basic level students comprehended short descriptive text and rewrite them through the use of GOs. The results obtained by implementing Graphic Organizers for reading comprehension and text reconstruction showed that the participants (EFL learners in sixth grade) enhanced their reading comprehension skills in term of identifying main and secondary ideas to reorganize them to rewrite the texts. Furthermore, the researcher found out that the use of GOs helped to activate students' prior knowledge to establish connections with the information encountered in the text enhancing the students' comprehension process.

Latif Darwana (2011) also found out in his study that the use of GOs enhanced EFL low skilled readers' reading comprehension level in terms of identifying main and secondary ideas, finding explicit information and inferring meaning from a text. Similar results were obtained by Echeverri and Mc Nulty (2010) who carried out a study to analyze the use of reading strategies to develop higher order skills of students in eighth-grade. In their study, the researchers used

Graphic Organizers as a pre-reading strategy to support reading comprehension. As reported by the researchers, some students considered that Graphic Organizers were a valuable tool to improve their understanding since they helped them organizing prior knowledge about the topic before reading. Moreover, when students had to complete Graphic Organizers during reading instruction it was found out that students enhanced their ability to remember information. In spite of the benefits of GOs as a reading strategy perceived by the participants, they found particularly difficult to complete pre-reading GOs because they did not know how to complete them and suggested that it usage would be more helpful as a post-reading task.

Nevertheless, many of the studies presented in this theoretical framework have provided useful insights on the reasons underlying the use Graphic Organizer as a technique to facilitate the reading comprehension and writing process as well as learning of content area by offering their own procedural descriptions on how to use them, findings tend to be inconclusive when referring to the facilitative effect on students' comprehension of expository texts. In an ethnographic study research with seventh graders from multicultural background Tang (1992) found out that the students who were exposed to graphic organizers to facilitate learning of knowledge structures in ESL could not extract information or represent knowledge successfully and perceived their use ineffective without the teacher's guidance.

On the other hand, in a review on the use of graphic organizers on student's comprehension and recall of expository texts Griffin and Tulbert (1995) concluded that the research on GOs provides contradictory findings and recommendations because they have not

been successful to explain or increase the knowledge about effectiveness about using GOs during reading instruction. Similarly, in a research study conducted by Griffin, Malone and Kameeniu (1995) to analyze whether fifth graders instruction on the use of graphic organizers to facilitate comprehension, recall and transfer information of social studies expository texts. In their intervention the researchers use five treatment conditions to compare the facilitative effect of GO instruction. A group of students received direct instruction in GOs, another groups received direct instruction in reading comprehension without GOs, implicit instruction of comprehension and traditional basal instructions. Findings reported by the researchers demonstrated that students who received traditional basal instruction performed better during delay recall of teaching material than those who received instruction on GOs. In contrast, students who received explicit instruction on GOs performed significantly better in recalling new information than those who received traditional reading instruction.

Rice (1994) on a review on research studies on GOs argued that there is no a systematical approach to analyze why GOs work or do not work and a lack of consistent operational criteria for their use which leads to inconclusive using graphic organizers. For instance, the research studies varied on the text types, the use of them before or after reading the text, and the assessment procedures which hinders the possibility to replicate these studies in different contexts.

Even though the paradoxical findings of these research studies may contradict the converging supporting evidence about the use of GOs as a facilitative technique to enhance

comprehension and learning of new content material, there is still a remaining concern regarding exploring and analyzing the impact and effects that GOs may have on the reading comprehension process and learning of L2 students. Since most of the studies on GOs were mostly conducted in L1, it is especially necessary to widen the spectrum of research to ESL and EFL students to analyze whether GOs may facilitate the process of identifying rhetorical structure of expository texts and their impact in the way L2 learn to read, develop their reading skills and, therefore, their reading comprehension.

Summary

After reviewing the definition of reading, Schema Theory, research on graphic organizers, and summarizing it is possible to observe that graphic organizers- GOs are considered to be effective tools to help L1 and L2 advanced and lower level learners to attain knowledge in a more consistent and meaningful way. The continuous use of GOs in reading instruction provides learners with strategies that allow them to move from lower level processes to high order skills while gaining awareness of the different mental processes they go through when reading.

From the perspective of Schema Theory, the use of graphic organize facilitate the process of storing, integrating, and reconstructing information into the reader's schemata which may affect learning and remembering ideas from a text to fulfill any of the six functions of schemata proposed by Anderson (1978) ideational scaffolding for assimilating text information, selective allocation for attention, inferential elaboration, orderly searches of memory, editing and summarizing, and inferential reconstruction. In spite of the benefits of using GOs for reading

comprehension and construction of knowledge exposed in this theoretical framework, teachers must bear in mind the role that *content schemata*- the existent background knowledge that a reader has about a subject- to design and choose appropriate GOs that help readers to establish connections between this prior information and the new information. Similarly, teachers need to plan lesson activities and choose materials that endorse the meaningful use of GOs to attain readers' purposes and goals when reading a text.

CHAPTER THREE

RESEARCH DESIGN

This chapter describes the type of research design, the researcher's role, the characteristics of the context and participants, and the data collection instruments and procedures used for this research study.

Type of study

Qualitative research refers to the methods that aim to study social and cultural phenomena in which the researchers engage in an observation and participation process that help them to understand the phenomena being studied. According to Merriam (2009) the main goal of qualitative research methods is "to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved" (p. 11). To do so, the researcher engage in an intellectual, creative, dynamic process to extract meaning of the data collected during the intervention to generate knowledge about the phenomena.

One of the most accepted and widely used of qualitative methods in education and humanities is the *action research method.* Burns (1999) defines the *action research* as a method that "addresses questions of real practical and theoretical interest to many educational practitioners" (p.25). In this case, the researcher decided to carry out an action research study so as to reflect upon her reading instruction practices to improve and refine her teaching practices as

well as and to provide other practitioners and students with insights on the use of strategies for L2 reading comprehension (Wallace, 1998 & Sagor, 2000).

On one hand, to analyze the implementation of GOs for reading, the teachers and students required engaging in the functioning of them in the real context and on the other hand, it required the close examination of its impact through the use of observable and non-observable data collection techniques (Burns, 1999) to articulate data gathered with the theory and reflect on the results obtained in this intervention.

Researcher's role

This study was individually research driven. The researcher's role was of a participant observer that took an active part in the research context observing actions in the classroom context and analyzing these observations to do the appropriate adjustments to the pedagogical intervention. To do so the researcher got involved in a decision-making process to collect and analyze data, articulate theories, monitor data collection procedures, analyze the results obtained to observe the changes in oneself and the context in which the study was carried out with the purpose of improving her educational experiences for the students and the researcher and provide other practitioners with insights about reading instructional strategies in L2 (Burns, 1999 & Mertler, 2009).

Context

This research study took place at ASPAEN Gimnasio Iragua School. This private all-girls bilingual school is located in San Jose de Bavaria, North area of Bogota. It was founded in 1968 by a group of parents interested in providing female students with an integral and personalized education following the philosophical principles of the Opus Dei. To achieve the aims proposed for this educational context, the Gimnasio Iragua school (2012) bases its pedagogical approach on four principles: 1) a pedagogical approach centered on the person valued from the Christian-catholic anthropological perspective, 2) Bilingual education, 3) The development of curriculum programs aligned with the principles set by the International Baccalaureate Organization-IBO for the Diploma Programme[3] and 4) A high level of teachers' teaching competences to ensure meaningful learning processes within an respectful, harmonious, and dependable environment[4].

Regarding the teaching of English, the Arts and Language Curriculum designed for ASPAEN Gimansio Iragua School and its affiliates at national level aims at the overall development of students in terms of knowledge, competences, skills and learning abilities in the Second Language, in this case English. According to this curriculum program, students should be able to read, comprehend and analyze a variety of informational texts, synthesize information from various texts, draw conclusions and make inferences from explicit and implicit information and use before, during and after reading strategies. To develop each one of these reading skills, it

[3] The IB Diploma Programme is a two-year program offered to students between 16 and 19 years old that aim to prepare the students for university level and help them to become lifelong learners.

[4] Gimnasio Iragua. (2012). *Proyecto educativo*. Retrieved October 11, 2011, from http://www.iragua.edu.co/proy_educativo.php

is necessary that teachers train learners in the use the use of reading strategies that help learners to enhance their comprehension skills and increase their reading competence and proficiency.

Participants

Ten 12-13-year-old female EFL students in eighth grade participated in this research study. According to the Common European Framework of Reference the students' language level corresponded to A2 (Vantage). Most of them were able to formulate simple utterances to describe and discuss about daily and familiar situations, personal experiences, leisure activities and, likes and dislikes. In terms of reading comprehension, the participants were able to identify main ideas and supporting details in short adapted expository texts; however, they struggled to identify texts patterns, identify, analyze, and evaluate how ideas are connected in expository texts.

Cognitively speaking, adolescents have developed a more abstract thinking, made predictions and inferences and problem-solution skills. They were able formulate hypothesis and provide possible outcomes. Their predominant learning styles were visual, linguistic, and social. Most of these students like engaging in hands-on learning experiences, working in groups, coloring and organizing ideas in outlines. In regards to their prior learning experiences, one of them had used concept maps to identify main concepts and categorize information in L1 in content areas such as Social Studies and Biology.

In terms of their affective needs, learners at this developmental stage require attaining a more self-directed, regulated and conscious mind, improving their reasoning skills and increasing self-confidence (Steinberg, 2005).

Most of the participants have previously received instruction in the target language in their English classes and Content- Based instruction in Math, Biology, Social and Cultural Studies in different grades in elementary and secondary level. Even though most of the students have been exposed to the second language since kindergarten, the different approaches of teaching implemented over the course of their studies have created a gap in the development of their language skills. Most of these students have received a discontinuous instruction in ESL instruction and have mostly been exposed to narrative texts.

Taking into account that students at this stage are expected to enhance their reading comprehension as well as gaining reading independency, the researcher decided to implement a cognitively demanding task such as GOs to support the development of their reading comprehension skills through the visualization of the text, the identification of how ideas are related to each other to give sense to a text and the construction of meaning from it (Kang, 2004).

Ethical Considerations

When conducting a research study, researchers need to consider ethical considerations to maintain an ethical conduct along the research process. According to Burns (1999), "key principles in the ethical conduct of action research are responsibility, confidentiality, and

negotiation." (p. 71). For this study, the researcher informed parents and supervisors at school about the purpose of the research and the procedures to be taken during the pedagogical intervention. By the same token, the researcher informed students about the research and allowed them to freely choose whether they would like to participate in the study. Furthermore, students and parents were informed about the use of samples for the research and the researcher negotiated with participants how samples would be presented in the report. Finally, to maintain confidentiality, participants chose their nicknames to ensure that their identities would not be public reducing their anxiety of being judged by others.

Data collection instruments

Data collection instruments aimed to collect information on students' reading comprehension process during reading instruction and analyze the impact that GOs have on this process and on the summarization skills. They also aimed to gain insights on students' perceptions on the use of GOs for reading comprehension and summarization skills.

Instruments were designed based on the focus of this research study, in which learners would not necessarily assess specific performance on reading comprehension , instead they main focus would be to analyze the impact on their process.

First Cycle

The researcher used four instruments to collect data. For the pre-intervention stage, the researcher administered a survey (*See Appendix A*) to systematically gather data about whether the learners used or had used GOs to support their reading comprehension process and

summarization skills and their insights about their reading comprehension process (Merriam, 1998 & Sagor, 2000).

During the course of the intervention the researcher used students' artifacts (Graphic Organizers and summaries) to observe how the theoretical and practical values interconnect so as to analyze the outcomes and impact of the pedagogical intervention. Graphic Organizers created in this stage of the intervention were created by the students after having received direct explicit instruction on the GOs to be used to illustrate different categories of expository text. According to Merriam (1998) "these sources of printed and non-printed materials are a valuable source for a research since they can provide the researcher with evidence about the situation investigated" (p.147). In addition, the researcher used a reflective journal to record her observations on the classroom events related to the teaching and learning practice of GOs and its impact on reading comprehension and summarization to identify relevant variables to this study and her reflect upon the trends described (Wallace 1998, p. 63).

To collect data at the post-intervention stage, the researcher conducted a focus group (*See Appendix B*) to draw conclusions on the participants' insights about the use of Graphic Organizers and its impact in their reading comprehension and text summarization skills. As Merriam states (2009), focus groups are a valuable source of data for the researcher since they allow to interview people about a topic they have knowledge about (p. 94).

Second Cycle

In the second cycle of intervention, the researcher used the same instruments from the first cycle of intervention to gather data. To optimize the process of collecting data from artifacts (GOs), the researcher used a modified collaborative strategic learning log to keep written documentation of GOs created and the summaries written by the students. According to Klingner, Vaughn, and Boardman (1999) "learning logs enable the students to keep track of the learning in English or another language and provide a springboard for follow-up activities" (p.743). That is to say, the use of the logs allowed the students and learners to keep a written documentation that helped both, the researcher and participants, to observe the advances in reading comprehension and to make the appropriate adjustments in the instructional plan.

To gain more knowledge on the students' insights on the use of GOs and validate the information obtained in the focus group conducted at the end of the first cycle, the researcher in the researcher requested the participants to complete a structured reflective journal *(See Appendix C)* to record their insights' on the progress of their reading comprehension and their learning process at the end of each session (4 hours). As pointed out by Moon (1999), a learning journal is a powerful "vehicle for reflection" that helps learners to become aware of their learning process pace, to make sense of the advantages of disadvantages of the intervention, to explore their emotions and insights towards the intervention and their learning process and to encourage learning about their own learning process.

Data collection procedures

The data collection procedures for this study were divided in three stages: pre-intervention, while-intervention, and post-intervention.

Stage	Instrument
Pre-intervention	Informed consent letters
	Survey to characterized the population
	Learning Styles Inventory
While-intervention	Students' artifacts (Graphic Organizers, Summaries)
	Researchers' reflective journal
	Students' structured reflective journal
Post-intervention	Focus group

Figure 1.Stages of implementation and corresponding instruments.

The Pre-intervention stage

The first step for the pre-intervention stage of this study corresponded to informing the school's academic director about the purposes and the action plan designed for this study. Then, the researcher informed students about the nature of the study and wrote informed consent letters for the school's directive board and a participants parents (*See Appendix D*) with the purpose of informing about the principles underlying the project and emphasizing its confidential nature as to gain the permission to carry out this study.

As a result of the information sent to parents, ten eighth grade students took part of the project. To characterize this population, the researcher administered a preliminary survey (*See Annex E)* aimed at gaining information about the participants' insights about their reading comprehension level, their knowledge about writing summaries, and whether they used or had used the use of GOs. From the results obtained in the first cycle, the researcher decided to administer a learning styles inventory[5] to gain information about the most dominant learning styles present in the population under study as to redesign the instructional plan for the second cycle of intervention.

The While- Intervention Stage

The first cycle of implementation of this study started in October 26, 2010. During this first stage of implementation, the researcher started to collect students' artifacts (Graphic Organizers and summaries), organize data and use open coding for analyzing the information. Similarly, the

[5] The Learning Styles inventory applied in this study was retrieved from http://www.learning-styles-online.com/inventory/

researcher recorded her observations on classroom's events in her reflective journal. The second cycle of intervention was implemented between March 9 and May 12, 2011. During this cycle, apart from collecting data from the same instruments designed for the first cycle, the researcher gathered data from students' structured reflective journals as to enrich her knowledge about the students' insights of the use of GOs, their reading comprehension process, their ability to write summaries and their overall learning process progress.

The post- intervention stage

This stage allowed the researcher to continue doing deeper data analysis and improving her understanding of grounded theory in order to explore the impact of the use of Graphic Organizers on students' reading comprehension process and their ability to write summaries. At the end of both cycles of intervention, the researcher administered a focus group to gain information on the students' insights about the intervention and the participants' reading and learning process.

Validity and triangulation

To validate this research study, the researcher used the triangulation technique to contrast and compare different views about the same topics and to find out emerging patterns that enabled the researcher to interpret the mass of data collected. As Burns (1999) suggests, "triangulation is valuable in enhancing validity" (p.165) because it enables researchers "to gather multiple

perspectives on the same situation studied" (p.163). Consequently, triangulation permitted the researcher to use different methods and results to analyze the phenomenon and validate findings.

To validate the instruments used to collect data in this research study, the researcher requested the revision of experts- in this case the thesis director and colleagues- using introspective techniques to analyze their appropriateness accordingly and whether they allow collecting sensible data that help them to gather relevant information, draw conclusions and obtain proper outcomes.

The first instrument was piloted with a group of students with similar characteristics of the participants and adjustments were made having in mind colleagues' and the students' suggestions. In terms of gathering data from students 'samples, the researcher decided to use artifacts as a way to observe the impact of the implementation, the teacher's reflective journal, learning log and student's focus group were validated by colleagues and the thesis director. The focus group was chosen because of the population-ten students- to help the researcher to observe changes after the implementation and analyze participants' insights.

In terms of triangulation of the data collected the researcher used the triangulation technique to contrast and compare different data to find patterns that enabled the researcher to interpret and analyze data.

CHAPTER FOUR

PEDAGOGICAL IMPLEMENTATION

First Cycle

For the first cycle of intervention the researcher chose different expository texts from authentic sources from Internet. The topics of these texts were directly related to the students' regular reading program and reflected similar rhetorical patterns. By the same token, the researcher used different pre-reading strategies such as brainstorming, pre-questions, previewing the texts and advance organizers namely to build up the text's context and activate the students' background knowledge on the topic. During reading instruction, the researcher assisted learners individually in the completion of GOs and withdrawing information from them to write their summaries. The implementation of this first intervention cycle started on October 26, 2010 and ended on November 27th, 2010. For each one of the expository texts, the researcher allotted four classes to read the text, identify main ideas, doing the corresponding graphic organizer and writing the summaries (*See Appendix E*).

Since this research is based on the principles of *Schema Theory* for reading comprehension, the researcher designed a scaffolding instruction that followed the main principles of the theory and model proposed. First of all, according to Omaggio (1993), any lesson based on cognitive theory should rely on the some of the following principles:

> "1. Learning results from an internal mental activity. Language learning is a type of general human learning and involves the acquisition of complex cognitive skills.
>
> 2. Subskills involved in the complex task of language learning must be practiced, automatized, and integrated into organized mental representations, or rule systems, in cognitive structure.
>
> 3. Internal representations of language are constantly restructured as proficiency develops.
>
> 4. Skills are automatized (learned) only after they have first been under "controlled processing". (p. 59).

Even though, these are just few principles related to cognitive theory, they support the fact that direct instruction in the use of Graphic Organizers requires being consistent, coherent and constant to automatize their usage enabling students to restructure their mental representations of the text.

To minimize reading difficulties and maximize comprehension the researcher used pre-reading strategies to activate learners' background knowledge and facilitate reading comprehension of expository texts (Carrel & Eisterhold, 1988,). As Alderson (2000) suggests the "readers need knowledge about the content of the passage to be able to understand it" (p. 43); therefore, by using pre-reading strategies the researcher helped the learners to use their "background knowledge" to aid their understanding and promote awareness of the possible

relationships between ideas. In addition, the students received prior direct instruction into identifying and analyzing text structure by studying different patterns of text organization while completing Graphic Organizers during reading instruction.

To train the learners in the use of GOs the researcher followed the steps proposed by Dye (2000):

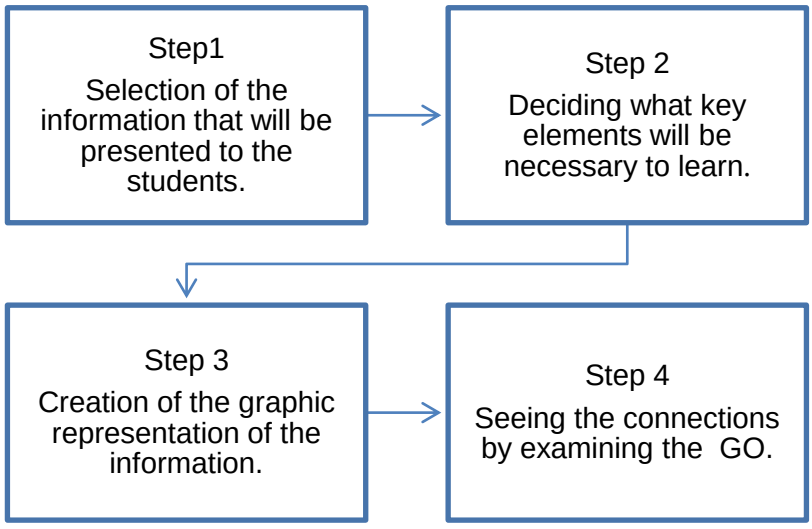


Figure 2. Steps followed in the training session.

According to the steps presented in the figure the researcher:

Step 1: Choose the expository text that the learners will represent in their graphic organizers.

Step2: Read the text with the learners by showing to them key elements in the texts to establish the relationships between the ideas presented.

Step 3: Use a template to construct the appropriate Graphic Organizer with the students to train learners in doing their own GOs.

Step 4: Revise how ideas are connected in the GOs.

Each one of the steps previously described was introduced during the training lesson for each one of the sessions designed for this project.

To implement the strategy-GOs, the researcher adapted the eight steps suggested by Mass and Leauby (2005) to construct concept maps. Each one of the stages shown in *Figure 3* represents the cyclical process of the intervention. Each lessons aimed to construct six graphic organizers to facilitate the reading comprehension process of expository texts for identifying sequence of events, contrasting and comparing information within the text, cause-effect, facts and opinions, and problem-solution relationships, and descriptive texts.

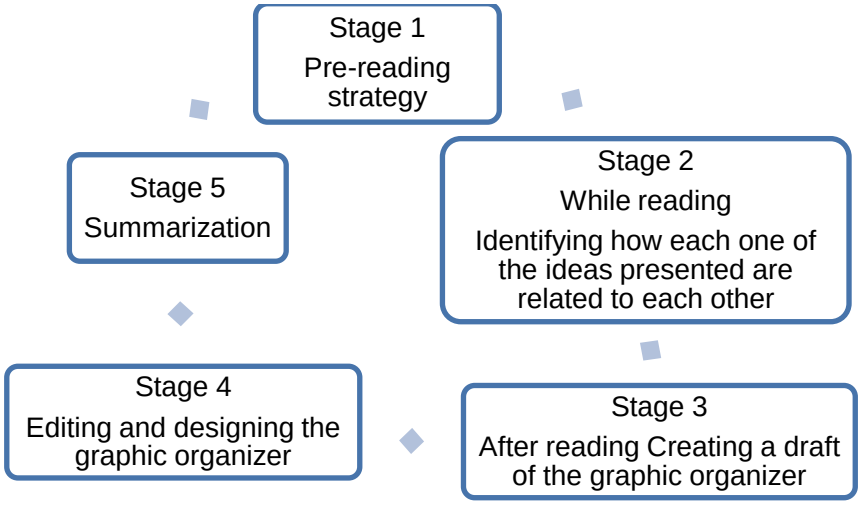


Figure 3. Lesson stages.

In stage 1 the learners activated their prior knowledge or schemata about the topic in the text by using a pre-reading activity. The main objective of this step was to allow learners to establish relationships with the new material and engage learners with reading the text.

In stage 2, students read and skimmed the text to find possible relationships to be represented in a graphic organizer. Then, learners in stage 3 analyzed how ideas or key elements are related to each other and created a draft of their GO. In stage 4, students revised their drafts to edit them and did the final version of GO. In stage 5, students used their GO to recall information from the GO to write their summaries. To ease the problem about summary extension and keep readers focused on the relevant information, the researcher asked readers to write summaries of about 250 words.

Second Cycle

After having analyzed the results obtained in the first cycle of intervention and to attend the learners' learning styles and needs, the researcher decided to implement the strategy Collaborative Strategic Reading (CSR) to train learners in strategies that helped them to overcome linguistic deficiencies that affected their performance in the first cycle and optimize the way students did their Graphic Organizers (GO) and wrote their summaries. According to Klingner and Vaughn (1998) Collaborative Strategic Reading (CSR) is a multilevel instructional approach that improves reading comprehension, enhances vocabulary while fostering a cooperative learning environment. For this reason, the researcher decided to implement this

strategy to help learners to overcome their reading comprehension difficulties due to lack of knowledge of vocabulary and word attack skills and fostering the collaboration between learners.

In addition to these results, the researcher found out at the end of the first cycle that students still struggled to identify the main idea of expository texts that reflected the following rhetorical patterns: cause and effect, descriptive and facts and opinions. Therefore, the researcher selected five authentic expository texts namely articles that reflected these texts' patterns. This intervention was organized accordingly in five sessions in which the students read the expository text, applied the strategies proposed by the CSR, made their GOs, and write their summaries (*See Appendix F*).

In this cycle the researcher minimized reading comprehension difficulties regarding the *content and linguistic schemata* of the expository texts by implementing the use of the pre-reading graphic organizers: What I know, What I want to know, what I would like to know, and what I learnt chart (KWL) that aimed at activating the learners' background knowledge to facilitate the process of reading comprehension. According to Ogle (2007), the use of KLW for reading comprehension of informational texts allows the students to think about their own relationships with the materials and build up their interest and knowledge of the informational topics.

To overcome the difficulties encountered by the students in the first cycle which hindered their reading comprehension process, the researcher implemented the Collaborative Strategic

Reading Model as a way to improve the teaching scaffolding process. As Klinger and Vaugh (1998), this model is "excellent teaching technique for teaching students reading comprehension and building vocabulary" (p. 25). Following the recommendation provided by the authors aforementioned about the implementation of CSR, the researcher instructed the students in four reading comprehension strategies: pre-viewing, click and clunk, get the gist, and questioning and answering. These four reading comprehension strategies were supported by the use of graphic organizers in each one of the stages. According to Nutall (1996) to push learners to go beyond their current learning, the teachers need to provide scaffolding. In other words, teachers should focus on "enabling students to develop, move to the "next step"; never doing anything they are capable of doing for themselves with a little support" (p.36). In this case, the strategy applied scaffolded instruction to model the process for reading comprehension and use the prior knowledge students had about graphic organizers, text's patterns and summarization to enhance their reading comprehension process and their ability to write summaries.

Since learners previously received explicit instruction in doing graphic organizers and write summaries, the researcher trained them to apply the CSR model stages. Each one of the steps and strategies proposed were modified to include the use of GOs and enhance the process of summarization:

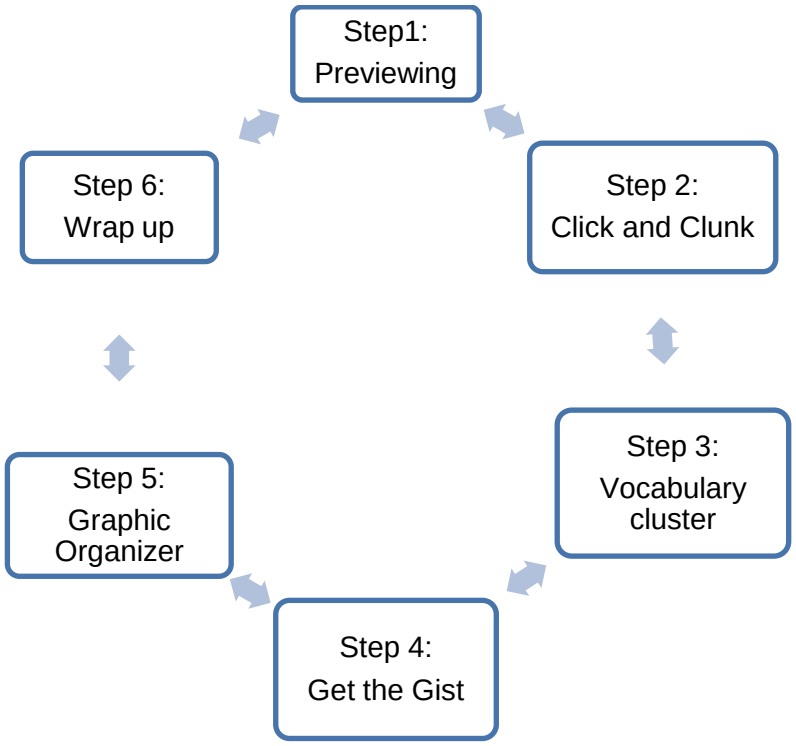


Figure 4. Collaborative Strategic Model Implementation Steps.

According to the steps presented in the figure the students:

Step 1: previewed the text to activate their background knowledge, made their predictions about the text and engaged them in active reading. In this stage, learners used the KWL chart as a pre-reading graphic organizer.

Step 2: Click and cluck. In this case, the strategy was applied during reading. The students clicked passages that they comprehended and clunked in words or ideas that they did not comprehend.

Step 3: Vocabulary cluster. After identifying possible clunks the students completed a template of a vocabulary cluster. The students required writing the unfamiliar word; provided their own definition of it, a synonym, and an antonym. When dealing with these clunks learners were required to use a semantic web to display the unknown vocabulary.

Step 4: Get the gist. This stage was carried out during reading. In this stage, the learners should find the most important idea of every passage.

Step 5: Graphic Organizer. In this stage, learners identified the text's pattern and represented the main ideas extracted in the corresponding GO.

Step 6: Summarization. Once students completed the first four stages, the teacher asked them to hand in their templates and used their GO to write their summaries.

To accomplish the six steps proposed in the Modified Collaborative Strategic Reading model, the teacher allocated four classes per each reading. As the model stands for, it also aimed to promote collaborative work while reading. In this case, the teacher grouped the students according to their strengths after analyzing the results obtained in the learning inventory. To do so, the teacher bore in mind each one of the styles to assign a meaningful task to be accomplished by each one of the members in the group. According to the number of participants and the strategies proposed for the model, the researcher set groups of four students and each one of them was assigned a different role: leader, clunk expert, announcer, and gist expert.

To apply the model the teacher planned each one of the sessions as it is described in the lesson plan designed for the training session (*See Appendix G)*

CHAPTER FIVE

DATA ANALYSIS

This chapter aims to present, explain and describe the process used to analyse the data collected as well as the specific techniques and procedures used to validate the data process in this research study. In addition, the emerged findings from this process are presented and directly related to the theoretical background analysed for this study.

The data analysis method followed in this research study was based on *Grounded Theory*. Strauss and Corbin (1990) define grounded theory approach as "a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (p. 24). For Charmaz (2006) "grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to design theories "grounded" in the data themselves" (p.4). Therefore, this approach enables the researchers to generate theory from examining, analyzing and establishing plausible connections and relationships between concepts that emerge during the research process which is derived from analyzing concepts, categories and propositions, in other words it "is the attempt to derive theories from analysis of patterns, themes and common categories discovered in observational data" (Babbie, 2010.p. 306).

Concepts are defined as basic units of analysis or potential indicators of phenomena analyzed from raw data which become the conceptual labels for designing theory. These

concepts are embedded into categories representing the fundamental assumptions from which the theory is developed. Strauss and Corbin (1990) described categories as "the "cornerstones" of developing theory that provide the means by which the theory can be integrated" (p.7). Once concepts and categories are identified the researcher constitutes propositions: generalized relationships establish between categories and categories and its concepts.

To sum up, grounded theory is an inductive research method that emphasizes the generation of concepts, categories, and propositions in an evolving process that leads to the generation of theory "derived from the study of the phenomenon it represents" (Strauss & Corbin, 1990. p. 23.).

Data Analysis Procedures

The researcher followed a systematic set of procedures to group information divided in five stages: assembling data, coding data, comparing data, building interpretations and reporting outcomes (Burns, 1999). To assemble data, the researcher organized data in a structure way by creating charts to gather the information from each instrument (*See Appendix H*). At this stage "broad patterns should begin to show up which can be compared and contrasted to see what fits together" (Burns, 1999, p.157).

To code data, the researcher, "reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types" (Burns, op.cit.p.157). Once the data was categorized, the researcher compared data to observe "whether patterns or themes are

repeated or developed across different data gathering techniques" (p. 158). In this stage, the researcher also examined the "frequency of occurrences, behaviors or responses" (p. 158).

After having described, categorized, coded and compared data, the researcher started building interpretations so as to articulate "underlying concepts and developing theories of why particular patterns of behavior, interactions or attitudes have emerged" (p. 159). The final stage of the research corresponded to reporting outcomes, in other words, "presenting an account of the research for others" (p. 160). In this stage the researcher articulated and discussed her findings by providing data samples to support outcomes and suggestions for implementation of the research study, its limitations and areas for further research.

First Cycle

Assembling data

The process of assembling data started on October 19th 2010 with the administration of a survey to characterize the population and find out information about the knowledge that students had on reading comprehension, graphic organizers, and summarization. This instrument was validated by an expert-thesis director- and piloted by the researcher with a similar group of participants.

During the implementation of this research study, the researcher collected students' documents-GOs and summaries- to observe the progress that students made over the intervention and to identify areas for further areas of research in the second cycle. To document and

systematically reflect upon the interactions between the students, expository texts, GOs, summaries and events the researcher assembled the information in a chart (*See Appendix H),* read and analyzed documents as well as recorded observations on occurring events in the researcher's reflective journal (*See Appendix I*) .

After the implementation, the researcher transcribed and analyzed data from a focus group (*See Appendix J*) to contrast the students' insights expressed in this instrument with the data collected by the research before and during the implementation.

Second Cycle

The process of assembling data for this cycle started on March 24th 2011, with the explicit instruction of the strategies and skills needed to implement the Modified Collaborative Strategic Model, the use of students' learning logs and reflective journals. The researcher used the similar charts that the ones used for the first cycle to organize data.

After having implemented the strategies proposed, the researcher assembled data from a focus group to observe the impact that implementing the strategy applied -GO- had on students' reading comprehension of expository texts and their ability to write summaries.

Coding the Data

To code data the researcher followed the three stages proposed by the *Grounded Theory*: open-coding, axial coding and selective coding to select, identify categories and sub-categories,

and reduce them into core categories to relate them to the theoretical perspectives examined in the theoretical framework of this research study.

The first stage of data analysis defined by Strauss and Corbin (1990) as open-coding aimed at "breaking data apart and delineating concepts to stand for blocks of raw data." (p. 195). To develop this stage, the researcher used the color coding technique to identify key elements found in the data collected as follows:

What impact does the use of Graphic Organizers have on students' reading comprehension of expository texts and summarization skills?	• Identify main events. • Extracting relevant information. • Selecting important information. • Deleting irrelevant information. • Distinguishing main ideas and supporting details. • Classifying ideas. • Identifying text patterns. • Organizing information.
What are the students' insights on the use of Graphic Organizers as a while-reading strategy for reading comprehension and writing summaries?	• Useful to focus on the information presented in the text. • Facilitate concentration when reading. • Facilitate identification of important information. • Improving reading speed and comprehension. • Understanding and learning the meaning of unknown vocabulary. • Retrieving and recalling information.

Figure 5. The chart shows the first concepts analyzed from data collected.

Then, the researcher examined, classified and compared broad patterns and key elements identified by means of *axial coding* to "put back together" data "in new ways after open coding, by making connections between categories" and establishing a "coding paradigm" (Strauss & Corbin Op.cit. p. 96):

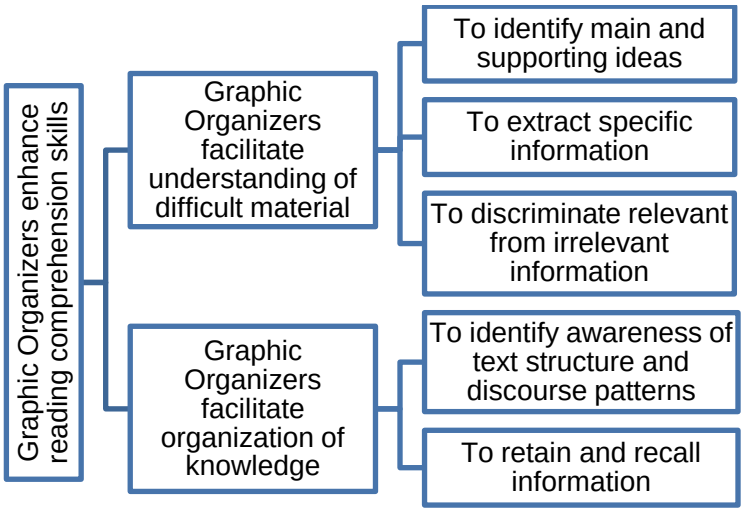


Figure 6. Preliminary Categories and Subcategories for the first research question.

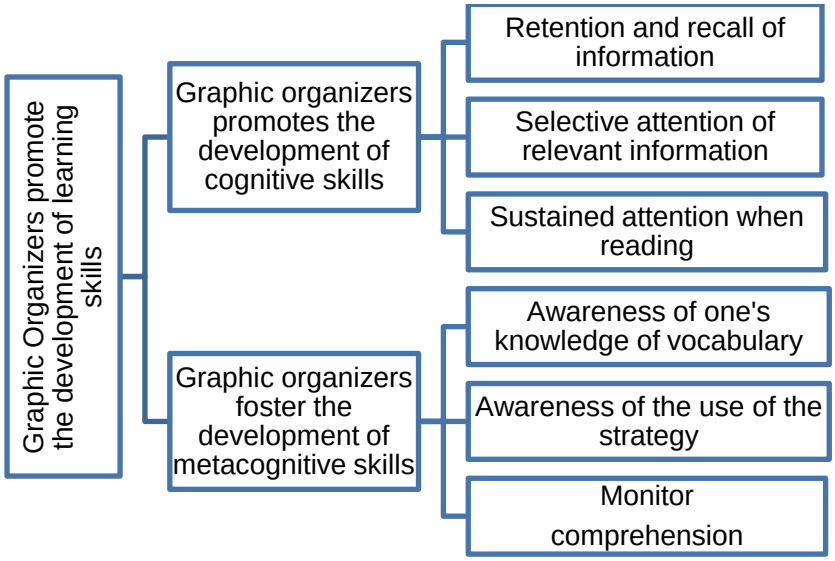


Figure 7. Preliminary Categories and Subcategories for the second research question.

To identify the core category for this study, the researcher developed a process of *selective coding* to systematically relate categories to other subcategories and validate those relationships with the purpose of generating a storyline to complete the grounding of the theory of the research study (Strauss & Corbin, 1990). After having reduced and analyzed data and the results obtained, the researcher identified as the core category: **Graphic Organizers foster the development of strategic reading**. According to Grabe (2009) reading is a complex cognitive process that requires the combination of different process to occur. One of these processes is the *strategic process* in which a different number of skills intertwine to "anticipate text information, select key information, organize and mentally summarize information, monitor comprehension" (Grabe, 2009. p. 15).

The changes observed and analyzed by the researcher, and experienced by the students in terms of reading comprehension and writing of summaries demonstrated that Graphic Organizers were an effective learning tool that aided learners to overcome comprehension difficulties in terms of vocabulary, identification and retrieval of the most important ideas in a text as well as understanding text structure.

From this core category, the researcher derived two main categories: **Graphic Organizers support the development of information processing skills** through: the (a) enhancement of focusing skills (b) enhancement of remembering skills and (c) enhancement of analyzing skills; and: 2) **Graphic Organizers promote the development of metalinguistic awareness** by: (a) raising awareness of word-learning skills and (b) raising discourse-structure awareness*:*

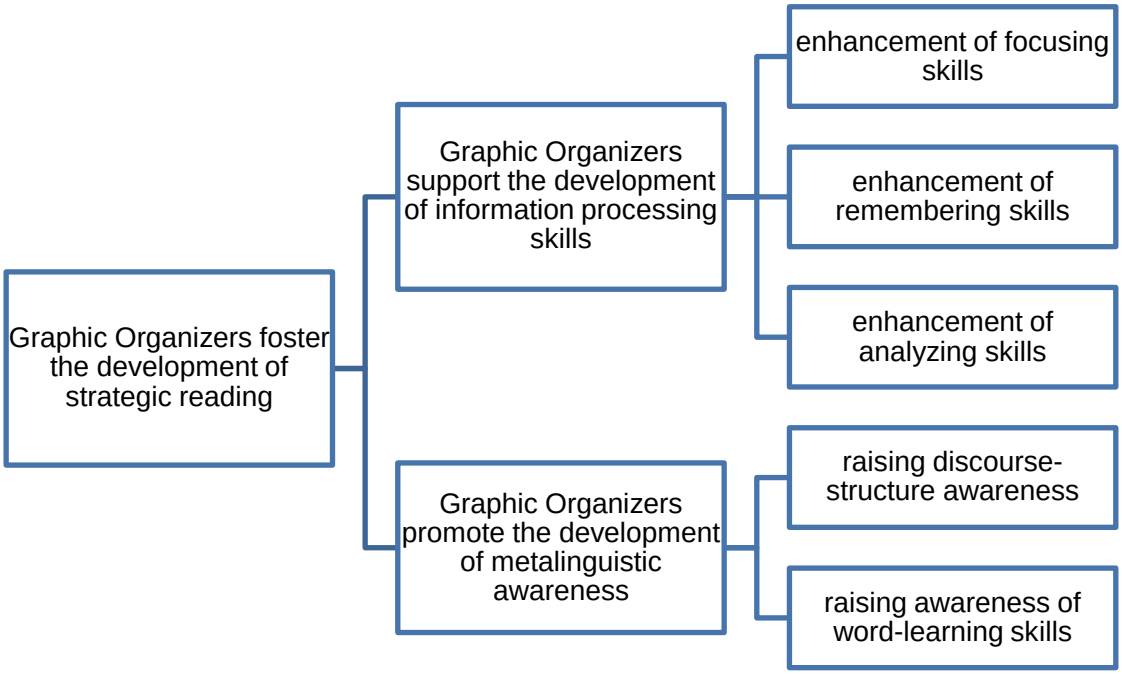


Figure 8. Final categories and subcategories.

Findings

This chapter aims to present and explain the above mentioned categories emerged along with the subcategories and directly related to the theoretical background analysed for this study.

Given the aforementioned results the researcher identified as a core category **Graphic Organizers foster the development of strategic reading.** To gain in-depth understanding on what strategic reading means, it is necessary to address the definition of strategic process. According to Almasi (2002) being strategic means to be able to plan, evaluate and regulate one's behaviour in any daily situation one faces. In other words being aware of what actions or

behaviours have been effective or have gone wrong to make adjustments with the purpose of overcoming any difficulty to achieve an attainable goal. When referring to the reading comprehension process, strategic reading means the ability to activate strategic behaviours (cognitive strategies) to select key information, anticipate, organize and summarize information, monitor comprehension and overcome any difficulty to comprehend a text.

Even though, lower-level reading skills such as word recognition and fluency can be implicitly learnt by repetitive instruction and enough exposure to similar input, the development of specific reading skills and language knowledge requires the direct instruction and training to raise conscious attention to process new information. In this case, the training in the use of Graphic Organizers showed to be an effective cognitive strategy that enabled readers to elaborate, organize and evaluate information from a text by enhancing their memory, attention, and processing skills. In addition, the use of GOs while reading also helped learners to monitor their comprehension by raising their awareness about the attentional process required to successfully comprehend a text. In other words, GOs became a comprehension strategy that helped students to become good active readers who were in control of their own reading comprehension process. According to the findings obtained in this study Graphic Organizers fosters the development of strategic reading because they: *1. foster the development of processing skills and 2. promote the development of metalinguistic awareness.*

1. Graphic Organizers fosters the development of information processing skills

Information processing skills are defined as thinking skills that involve the brain receiving information and providing means to access the information for its later use. According to Marzano et all (1988) thinking skills are categorized in focusing, information gathering, remembering, organizing, analyzing, generating, integrating, evaluating skills. The results obtained showed that the use of Graphic Organizers enhanced three skills: focusing, remembering, and analyzing.

a. Enhancement of focusing skills

The use of Graphic Organizers before and during the process, students enhanced the students' ability to attend, concentrate and focus on specific information from the material being read by activating learners *attentional* processes to categorize and conceptualize information by activating generalized *schemas* stored in the learners' background knowledge about the content and language used in the texts as well as establishing a frame for them to filter relevant from irrelevant details and develop visual representations of knowledge withdrawn from the text Graphic Organizers- GOs *(Figure 9).*

In addition the use of GOs helped the students to establish connections between their background knowledge and new material and retrieve such information stored in the long-term memory to support comprehension and reconstruct it by means of writing summaries*:*

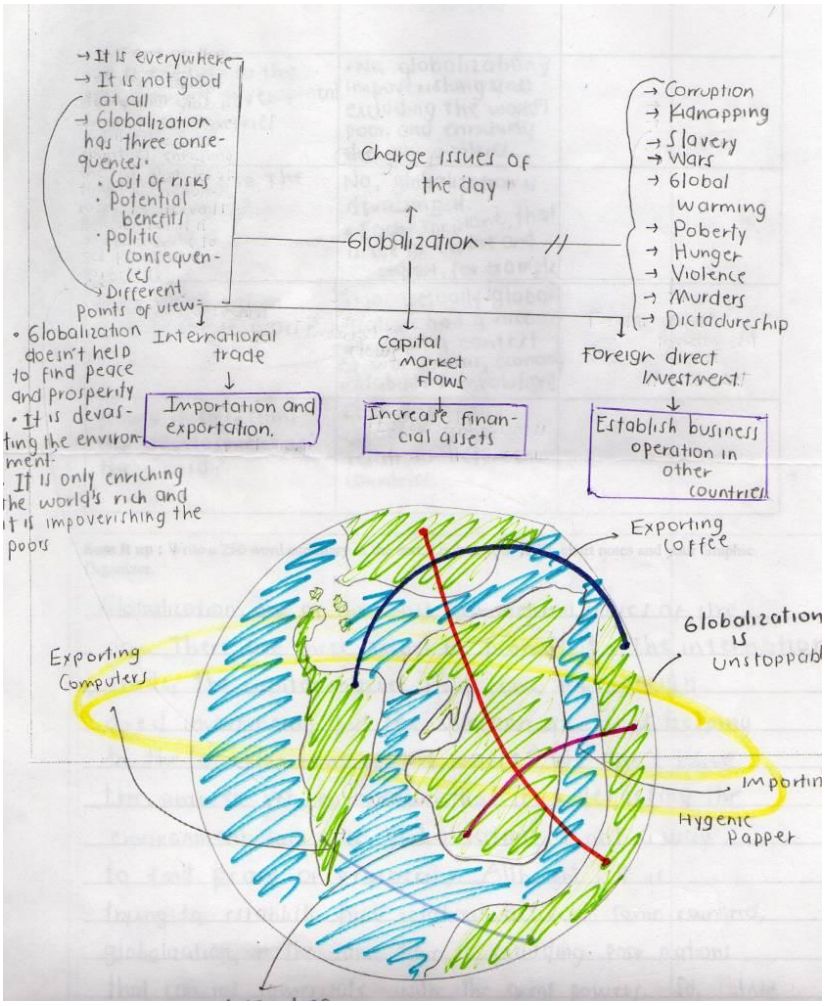
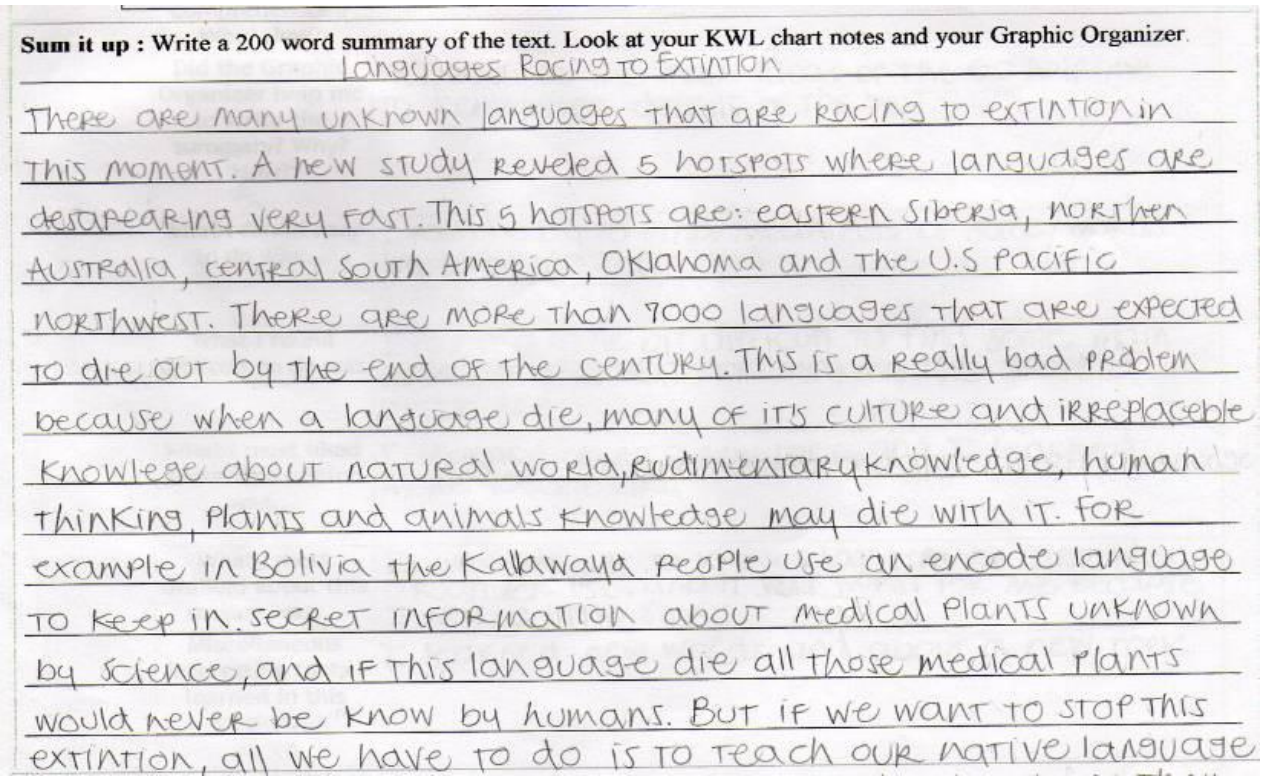


Figure 9. Cause and Effect Graphic Organizer on the topic of globalization. Sample provided by the participant MaJoO.

As it can be observed in the illustration the use of Graphic Organizers enhanced the selective attentions skill by providing a framework for the students to focus their attention in finding the connections established between the ideas in the text. In this case, the student also

drew a picture of a globe showing that the use of non-linguistic representations helped her to elaborate knowledge on the expository texts and facilitated the recalling of information by establishing a connection between the reader's knowledge of the text, the content of the reading material and the interactions that occur in the reader's mind to understand and integrate the new material (Marzano et all, 2001).

Similarly, it was possible to observe that the ideas represented by the students in the GOs faciliated the selective attention of relevant ideas to write their summaries. Alderson (2000) suggest that summaries help to observe reading comprehension because "it is believed that students need to understand the main ideas from the text, to separate relevant information from irrelevant ideas, to organize their thoughts about a text" (p 232). Therefore, the use of GOs assisted the learners in their organization of the text and the identification of main ideas to write their summaries while enhancing their reading comprehension process. For instance, the summary written by the participant *Cookie* showed that the use of GOs assisted her in recalling the information from the text and provided a framework for the student to organize her ideas.



Sum it up : Write a 200 word summary of the text. Look at your KWL chart notes and your Graphic Organizer

Languages Racing to Extinction

There are many unknown languages that are racing to extinction in this moment. A new study reveled 5 hotspots where languages are desapearing very fast. This 5 hotspots are: eastern Siberia, northen Australia, central South America, Oklahoma and the U.S pacific northwest. There are more than 7000 languages that are expected to dre out by the end of the century. This is a really bad problem because when a language die, many of it's culture and irreplaceble knowlege about natural world, rudimentary knowledge, human thinking, plants and animals knowledge may die with it. For example in Bolivia the Kallawaya people use an encode language to keep in secret information about medical plants unknown by science, and if this language die all those medical plants would never be know by humans. But if we want to stop this extintion, all we have to do is to teach our native language

Figure 10. Summary of the reading Languages Racing to Extinction by the participant Cookie.

b. Enhancement of remembering skills

Remembering skills involves a conscious effort to store and retrieve information by activating attentional processes to process information in our working memories (Marzano et all, 1988) to build meaning, understanding, interpretation and comprehension from a text, in other words, *schemas*.

As a result of using visual representations such as GOs, the students enhanced their ability to retrieve and recall information to write their summaries and integrate this new knowledge in their *schemata:*

> *Cookie: Well, it has really helped me to better comprehend the text and I could remember and have better comprehension*
>
> *Kethup: I agree with what Cookie said because ehhh of course the most important information ehh is the one that we have written in the graphic organizer and in the moment of writing the summary is just like remembering and joining all the important and relevant information for people to know what we are talking about.*

Excerpt Focus group 1. May 29, 2011.

As shown in the excerpt 1, students considered that the use of Graphic Organizers stimulated their working memory by establishing two modes of presenting the text: a linguistic representation of the text embedded in a non-linguistic representation which assisted them to activate a set of information such as the main ideas from the text which are examined through conscious attention and reflection in order to facilitate comprehension processing (Grabe, 2009).

According to Duke and Pearson (2002), using Graphic Organizers to teach learners about text structure of informational text improves comprehension and recall of information because "systematic attention to the underlying organization, whether intended by the authors of texts or not, helps students relate ideas to one another in ways that make them more understandable and memorable" (p. 217). In other words, students improved their reading comprehension as a result

of interacting with the expository texts, relating incoming information with their existing *schemata*, and transforming it into more meaningful representations.

c. Enhancement of analyzing skills

According to Marzano et all (1988) "analyzing skills are used to clarify existing information by examining parts and relationships" (p. 91). In the case of reading comprehension, analyzing skills help readers to comprehend how a text is structured and the existent relationship between main ideas and supporting details.

When analyzing the students' documents- Graphic Organizers and summaries- it was possible to observe that students effectively identified main ideas and supporting details by and recalled information from them to write the summaries. In addition, the use of Graphic Organizers was also effective to analyze the relationship and connections between ideas in expository texts by providing students with visual frameworks that represented the text's *architecture*-structure to reformulate information in the expository texts through visual representations:

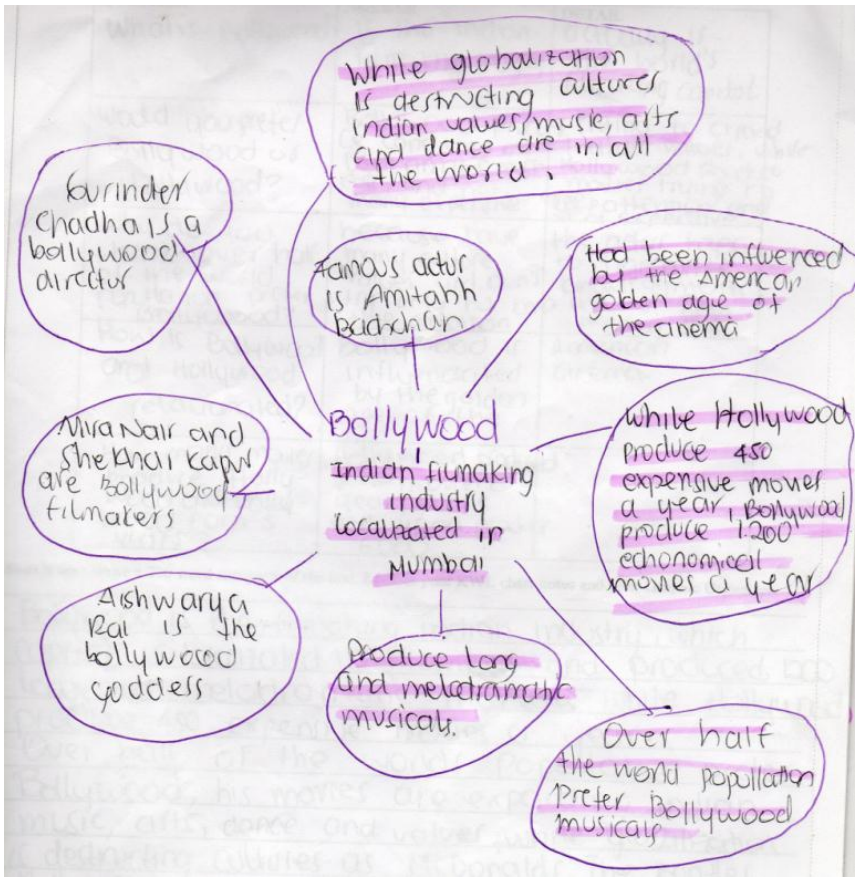


Figure 11. Graphic Organizer. This figure illustrates how the participant Patricia Bermúdez used relevant ideas from the Graphic Organizer to write her summary.

As it can observed in the illustration above, the use of Graphic Organizers facilitated the design of meaningful conceptual frameworks or *schemas* that helped students to manipulate, understand, storage, and recall of information from expository texts. According to Kang (2004) using Graphic Organizers becomes an effective learning strategy because they "form a bridge" between the students' "existing/prior knowledge and the new information" (p.59). In this study the use of Graphic Organizers helped learners to focus their attentional resources to identify the

most important information, monitor their comprehension and relate incoming information with their existing *schemata*.

2. Graphic Organizers promotes the development of metalinguistic awareness .

According to Gillon (2004) *metalinguistic awareness* is the ability to think about structural features of the language and reflect upon them. In this study, the use of the use Graphic Organizers facilitated students' "deeper processing of the material" (Jing and Grabe, 2007) which raised their awareness about language knowledge, discourse patterns and their ability to reflect upon and act on them to enhance their comprehension processing of expository texts.

a. Raising awareness of word-learning skill

Even though the main focus of this research study was not to build up vocabulary skills from the expository texts, the automaticity gained through the implementation of Graphic Organizers as well as the explicit instruction in reading comprehension strategies such as predicting content and language related to the topics of the expository texts the students raised their awareness of their language knowledge and facilitated their learning of new words:

> *Valesan: It has helped me to understand the texts and vocabulary because I have learnt new words*
> *Sea: It has mainly helped me to comprehend words because if you see a new word and you keep on reading and doing the Graphic Organizers you understand them.*

Excerpt from focus group 2. November 27, 2010

As observed in the former sample, the use of GOs helped learners to gain knowledge in the meaning of new words which fostered the learners' conscious thinking of learning strategies to repair linguistic schemata difficulties to enhance or restore comprehension.

b. Raising discourse-structure awareness

According to Jiang and Grabe (2009) "One of the major ways in which students can be trained to recognize discourse structuring in texts is through the use of graphic organizers (GOs)—visual representation of information in the text" (p.34). Consequently, the explicit instruction of the Graphic Organizers during pre-reading stages in this research study and its consistent use while reading demonstrated to be effective to raise the students' awareness of the different text structures of expository texts in the first cycle of implementation of the study as well as later independent recognition of such structures over the second cycle:

> *Majo: well, I think that each text aimed to teach us a type of graphic organizers and each one has a purpose, for example cause and effects, facts and opinions and at the end each topic has the ideas but more organized.*

Excerpt from focus group 3. May 29, 2011.

As it was expressed in the excerpt above, the use of Graphic Organizers gradually developed their discourse awareness by assisting learners to gain knowledge of the patterns and control over them as well as reflecting upon them to manipulate the language and the content of the texts which enhanced their reading comprehension and their strategic processing as well as helped them to become better skilled readers who could engage in more complex and challenging reading tasks.

Other Findings

Along the finding previously discussed, the researcher also identified that students' learning styles-the intermingling of physical, psychological, and cognitive characteristics that indicate the way people learn (Brown, 2007) influenced the learners 'perceptions about the effectiveness and usefulness of Graphic Organizers. For instance, the researcher observed that one of the participants whose learning style is visual felt motivated to use them and even provided different meaningful visual representations of the text to facilitate her process of recalling of information*:*

> *Kiqui: I did the summaries with the mindmap but with doodles and drawings because I realized that when I see them I didn't have to read again but when looking at the Graphic Organizer it was just to remember what I have written in each drawing … because it was more allusive not only by seen the sad part of the story like in child soldiers so that you remember what the reading was about and not simply the text because there were things that you didn't know but I remembered about the gun and the bullet which are cause and effect and just by seeing them you remember the ideas.*

Excerpt from focus group 4. November 27, 2010.

In addition, the levels of personalization established by the participant and the text fostered the development of her creative and thinking skills which helped the learner to generate and extend their ideas about the context and to apply their imagination to transform the information in the text into meaningful representations for the learner *(Figure 10).*

As Gardner (1983) explains visual/spatial learners think in terms of physical space being usually aware of their environment and demonstrating ability to visualize objects. Since the main strategy used for this research study- Graphic Organizers- implied drawing and visually represent

information, the learning style of this student was nurtured and optimized her reading comprehension process.

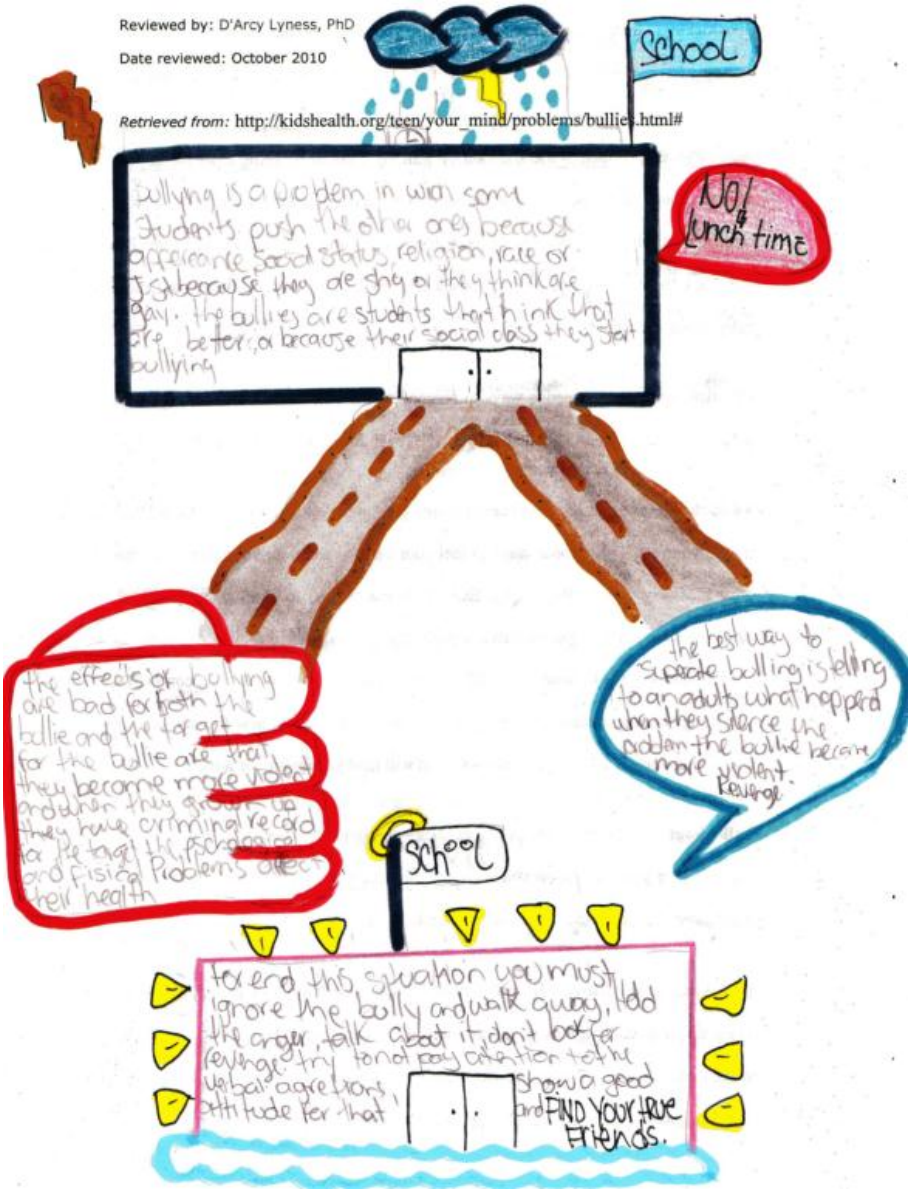


Figure 12. Graphic Organizers. This figure illustrates type of Graphic organizers designed by a visual learner.

In contrast, verbal-linguistic students tended to prefer writing summaries rather than designing GOs to process the text thanks to their ability to solve problems by effectively manipulating language. In this case, students whose dominant learning style was verbal expressed that the use of Graphic Organizers was an ineffective learning tool for them:

> *Interviewer: Has the use of graphic organizers helped you to improve your reading comprehension level?*
> *Sea:no because I think that the …. The summary is better than the graphic organizer because with the graphic organizer we … wasted our time….*

Excerpt from Focus Group 5. April 10, 2011.

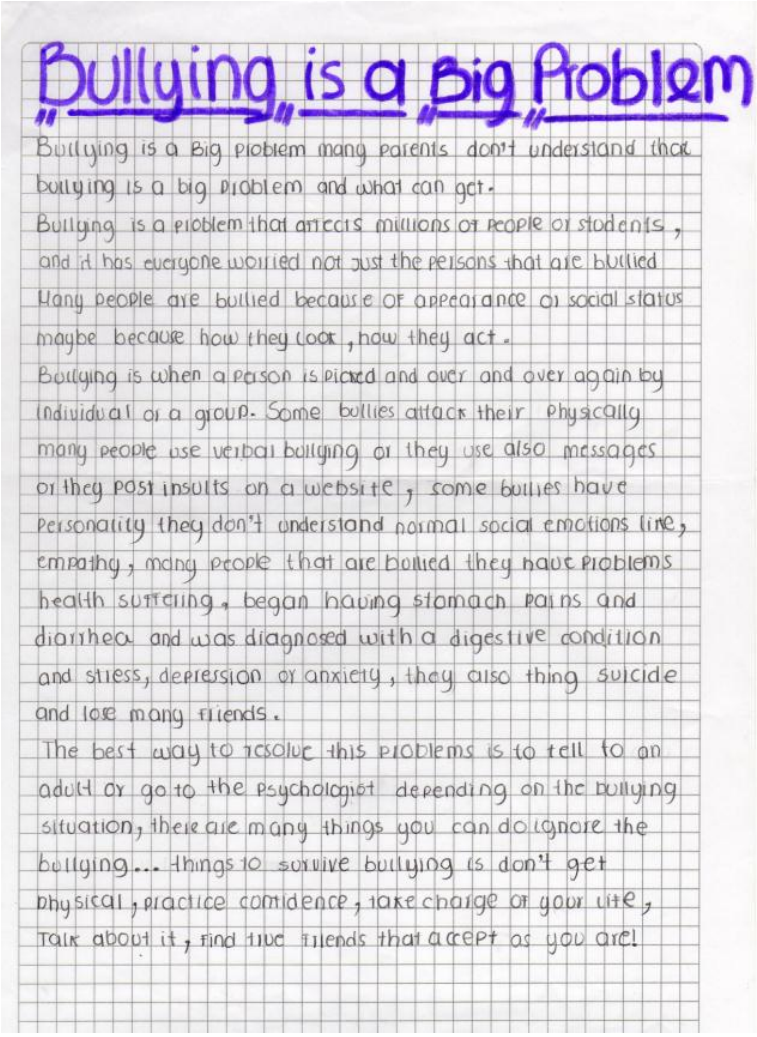
Another finding that emerged over the second cycle of implementation was that the collaborative construction of Graphic Organizers also helped to enhance the students reading comprehension process and raise their awareness about their comprehension process and the strategies required to solve comprehension difficulties when reading:

> *Question: What I liked the most about this session was...*
> *So many things. Specially working in group but also the part of working individual. We got the chance to work together in some points, to ask for help if we need it to our teammates and even laugh about it. To have some quality time, to know each other better, agree with things we never actually believe we would do. It was awesome, But also individual work was fun because we had the option of making our own work different from each other, depending in our own level in English bases, but also having the constant support of our teammates and also friends*.

Excerpt from student's reflective journal 1. April 10, 2011

In this case, the researcher observed that the implementation of this strategy in group work helped learners to understand the text jointly which increased learners' motivation since individual learners participate more actively in the development of reading tasks (Nutall, 1996).

Even though, the main focus of this study was reading comprehension, the researcher also found out that lack of training in selecting relevant from irrelevant and selecting key words from a text hindered the process of writing summaries. For instance, students tended to copy exact phrases from the text in the GOs and transferred them into their summaries.



Bullying is a Big Problem

Bullying is a Big problem many parents don't understand that bullying is a big problem and what can get.
Bullying is a problem that affects millions of people or students, and it has everyone worried not just the persons that are bullied Many people are bullied because of appearance or social status maybe because how they look, how they act.
Bullying is when a person is picked and over and over again by individual or a group. Some bullies attack their physically many people use verbal bullying or they use also messages or they post insults on a website, some bullies have personality they don't understand normal social emotions like, empathy, many people that are bullied they have problems health suffering, began having stomach pains and diarrhea and was diagnosed with a digestive condition and stress, depression or anxiety, they also thing suicide and lose many friends.
The best way to resolve this problems is to tell to an adult or go to the psychologist depending on the bullying situation, there are many things you can do ignore the bullying... things to survive bullying is don't get physical, practice confidence, take charge of your life, Talk about it, find true friends that accept as you are!

Figure 13. Summary.This figure illustrates a summary that included irrelevant information

Since writing is a personal act of taking ideas and transforming them, it is necessary that teachers direct instruct students on how to write summaries and use appropriate strategies to model the writing process According to O'Malley and Valdez (1996), at least four types of knowledge are involved in the process of writing: "knowledge of content, procedural knowledge to organize the content, knowledge of discourse structures, syntactic forms, and conventions, and procedural knowledge for integrating all the other types of knowledge" (p. 136-137). As observed in this study, teachers must foster regular development of the procedural knowledge to organize ideas when writing summaries as well as providing language input regarding connectors because, nonetheless students attempted to write summaries that replicate the discourse structure represented in the GOs, they were unaware of the appropriate written structure that a summary should contain.

CHAPTER 6

CONCLUSIONS

In this study the researcher mainly studied the impact of Graphic Organizers in reading comprehension based on the theoretical foundations of Schema Theory by analyzing a group of high school learners who lacked training in the use of cognitive strategies to analyze discourse text patterns of expository texts. The results indicated that the use of Graphic Organizers during reading instruction has a significant impact in the development of strategic reading processes enhancing learners' information skills processes and metalinguistic awareness. According to Oxford (2003) direct language learning strategies such as GOs require the mental processing of the language. Since learners require to store and retrieve new information by grouping ideas, establishing association and mental linkages as well as using imagery to represent this new information, GOs provides opportunities to practice memory strategies. Also, GOs become an instructional technique that requires learners to create structure for input and output information, in other words GOs fosters the development of students' cognitive strategies

In the case of reading comprehension, the cognitive processes involved to extract and construct meaningful representations of the text require explicit instruction in the use of strategies to help learners to make conscious efforts to develop strategic behaviors for comprehension to be successful. To do so, teachers must provide extensive learning and practice to facilitate the automatization of such cognitive strategies (Snow, 2002).

On a close look, the use of Graphic Organizers became an effective reading and learning strategy that helped learners to attend and concentrate on the reading material in a focused manner and supported their construction of mental models of the discourse patterns. In addition, the use of Graphic Organizers while reading enhanced their attentional processes to recall, organize information, identify main ideas and discriminate relevant from irrelevant information to summarize content from the texts.

This study also showed that the use of Graphic Organizers fosters the development of metacognition- their ability to coordinate their own learning, When referring to the learners' ability to coordinate their own learning, the use of GOs provided learners' with opportunities to organize their own learning, setting goals and objectives, planning their approach to an specific kind of expository text and therefore, to arrange their learning in an efficient and effective way.by providing learners with opportunities to think about their own thinking as a result of eventually enabling learners to make their own visual representations to match not only the discourse patterns but also the reading purpose.

Additionally, the results indicate that the design of Graphic Organizers to summarize information during reading became a metacognitive experience that challenged learners to think about reading difficulties and reading skills required to overcome them demanding a more careful, highly conscious, and reflective thinking (Oxford, 2003). As a result of the use of Graphic Organizers, the students regulated their process of cognition by scheduling the appropriate strategies to solve their reading comprehension problems. Also, the use of visual

representations and Graphic Organizers demonstrated to be an efficient strategy to support the learners' process of thinking strengthening their procedural knowledge to organize ideas and sequence them when writing their summaries.

Pedagogical Implications

As it has been previously discussed, GOs are an effective instructional strategy that helps learners to enhance their reading comprehension skills through the activation of cognitive and metacognitive strategies that help learners to manage their learning process. Even though, they aid learners to personalize their learning process and attend to some of their sensory learning styles, it is important that teachers become aware of the implication of the students' learners style preference and consider that "no single L2 instructional methodology fits all students" (Oxford, 2003.p. 16).

Additionally, as the diversity in the classroom today increases every day, teachers require enhancing their planning to find strategies that address this variety (Myrick, 2007, p.117). For this reason, it is recommended that teachers keep in mind that the use of Graphic Organizers must not be considered as effective strategy for every student; therefore, teachers must adapt and scaffold the reading instruction to attend to the diverse learning styles and preferences in the classroom.

Clearly, some teachers might still choose to minimize the impact of the uniqueness that learner's styles bring to the learners' learning process and continue teaching learners to read

from a traditional-text based approach, however, "With the rate of information growth continuously accelerating, higher education today may place less emphasis on the amount of material memorized and more weight on making connections, thinking through issues, and solving problems" (Rodgers et all, 2006, p. 3).

Undoubtedly, nowadays L2 students need to develop reading strategies that do not only focus on the memorization of facts but also strategies that help them to increase their understanding of content areas. In this sense, reading strategies such as the Graphic Organizers can be applied by teachers either when direct instruction on texts patterns is absent or when they needed to be presented and practiced during class (Castillo, 2010).

Since reading comprehension is a highly active cognitive process it is necessary that teachers do not only teach students reading skills to decode and encode reading material but also teach learners reading strategies to improve their reading comprehension. As a matter of fact, for GOs to become an effective reading strategy, it is necessary to provide enough opportunities for learners to use them as part of their reading instruction on a continuous basis to automatize their ability to identify texts patterns. To do so, teachers must previously train the students in identifying ideas according to the text patterns. It is also important that learners receive training to understand what a fact and opinion, cause and effect relationship is before promoting the use of the Graphic Organizers.

Another important issue that teachers must consider when implementing GOs is the type of content to which students' will be exposed to increase participants' content and cultural

schemata and facilitate the processing of knowledge of this content. It is also relevant that teachers analyze the process of summarization and reading comprehension in L1 before implementing Graphic Organizers. Since learners are used to transfer many of the skills learnt in their process of L1, teachers need to be aware of how possible difficulties in comprehension, identification of text patterns, and summarization may create difficulties in L2 (Grabe, 2009).

Due to the fact that most of students who struggle to remember, understand, and construct knowledge using information from the text, it is necessary that teachers explicitly instruct learners on how isolate information and what kind of conceptual relationships might found in a certain text structure. Because expository texts tend to be more complex than narrative, it is also required that teachers help learners to become proficient readers by instructing them how to monitor their own reading comprehension process, in other words, students need to be explicitly instructed on how to identify their reading comprehension difficulties and find an appropriate strategy either to compensate lack of vocabulary or text structure knowledge or to solve a comprehension problem.

Finally, it is recommended to ensure and explicitly instruct the learners that creating GOs does not mean to put information into boxes. In fact, students need to understand that the process before and after creating them require them to engage in information processing and higher order thinking skills such as using visual cues to illustrate a topic, identifying main ideas, supporting details and structure of a text, considering what is the best way to represent the information, distinguishing relevant information from irrelevant, among others. Once students have organized

the information on the graphics, teachers might arrange a set of activities to develop high order thinking skills.

Limitations

When considering the implementation of Graphic Organizers for reading comprehension, teachers may encounter certain limitations in the use of this strategy. As it has been formerly discussed, the use of this strategy may not suit every learner's learning style and needs. It is very likely that during instruction students whose dominant learning style is not visual may find the strategy useless or boring. Similarly, since this strategy is also a thinking strategy, teachers may encounter that students need to be trained in other reading strategies such as think-aloud, predicting and word attack skills before moving into the direct instruction on the construction of Graphic Organizers. Since this is a strategy mainly used in ELL contexts it is possible that EFL/ESL students have never used them in their L1 classes; therefore, the instruction and implementation of GOs may take longer that the time expected. For instance, the time of intervention of this study required students to work over four out of eight hours of their lessons which eventually caused that the program for the grade fell behind and that learners felt exhausted and bored of doing the same task repeatedly.

Other limitations to bear in mind are the participants reading comprehension level, the type of texts, and the reading skills and strategies previously used by students. For instance, the length of the texts (1400 words approximately) and type of language to which students were exposed to over the implementation of this study was far beyond the learners' comprehension level which

produced a feeling of frustration in some less skilled readers and added an extra load of difficulty for learners to comprehend and construct their Graphic Organizers. For this reason, it is recommended to use shorter texts at the beginning of the instruction and gradually increase text length and complexity.

Since most of the books used to instruct EFL learners provide more training in reading skills rather than strategies it is necessary to help learners to become aware of what a reading strategy is and how to successfully use them to enhance their comprehension. In addition, the teachers must be aware that the lack of students' training in identifying text structure as much in L1 as in L2 may hinder the process of identifying relevant information as well as reconstructing its rhetorical structure when writing the summary.

Further research

According to the results obtained in this study regarding metacognition and thinking skills, it is suggested to further research the effect that the use of Graphic Organizers may have on the learning and thinking processes involve to comprehend and manage content in other content areas particularly in bilingual contexts. As this reading strategy has proved to be effective to foster learners' reflection on their learning process, further research on how to use them to plan, monitor and evaluate their learning is also recommended. Keeping in mind that the use of Graphic Organizers for reading purposes may enhance learners' literacy levels, it is important to gain deeper knowledge and understanding on the use of Graphic Organizers for writing

instruction and the possible impact that they might have in other language skills such as listening and speaking.

Due to the fact that, students from this generation were born in an era of technological boom it is also suggested to further research on the impact that the use of software to construct GOs or mind maps may have in the reading and writing comprehension process and how they can be used to teach and learn vocabulary, and enhance thinking skills.

In addition, it is recommended to observe whether specific reading strategies such as previewing, predicting, questioning and answering, may be combined with the use of GO to provide a better scaffolding process when constructing them and consequently observe any changes in other specific reading skills. Since the templates to construct the GOs were provided by the researcher, it is also suggested for further research to focus the study on using student-generated as opposed to teacher-generated organizers to observe learners perceptions about using and managing the tool themselves.

Considering that one of 21st century skill required from students not only to know about core subjects but also to use their knowledge and critical thinking skills to apply their knowledge to new situations, analyze and comprehend ideas, collaborate and solve problems among other to be able to learn, unlearn and relearn, it is necessary that teachers instruct students not only the basic reading comprehension skills but also provide to them with lots of instruction on how to use different reading strategies, particularly metacognitive strategies which are most needed in this century to ensure students to become self-regulated and lifelong learners who are able to

cope with this century demands. In this sense, it is recommended for other teachers interested in researching on Graphic Organizers to consider the possibility of using Graphic Organizers as a metacognitive comprehension strategy before, during and after reading not only to guide the students reading comprehension process but also to monitor and assess their own comprehension and learning process.

Despite findings in this study demonstrates that Graphic Organizers may not be suitable for every student, it analyze the potential benefits that combining Graphic Organizers and other metacognitive strategies may have for different learners as well as exploring the impact of extended instruction in different types of Graphic Organizers to provide further information on how, when, and why they work.

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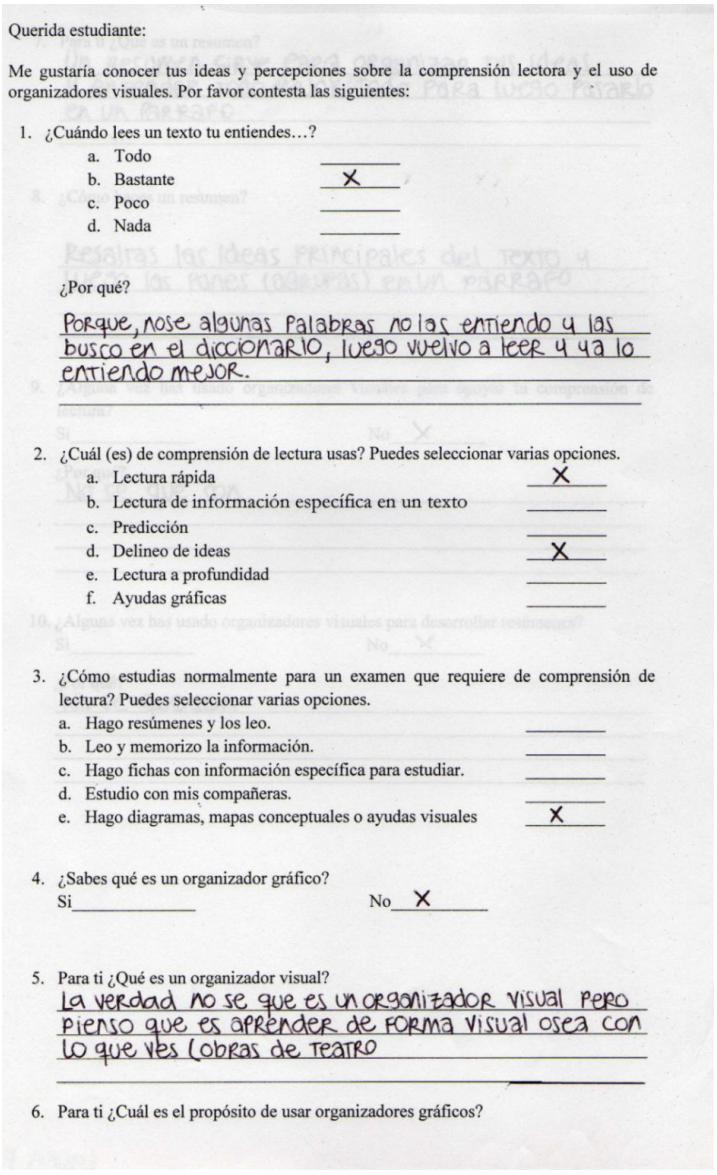
APPENDICES

Appendix A

Survey to characterize population



Querida estudiante:

Me gustaría conocer tus ideas y percepciones sobre la comprensión lectora y el uso de organizadores visuales. Por favor contesta las siguientes:

1. ¿Cuándo lees un texto tu entiendes…?
   a. Todo _____
   b. Bastante X
   c. Poco _____
   d. Nada _____

   ¿Por qué?

   Porque, nose algunas palabras no las entiendo y las busco en el diccionario, luego vuelvo a leer y ya lo entiendo mejor.

2. ¿Cuál (es) de comprensión de lectura usas? Puedes seleccionar varias opciones.
   a. Lectura rápida X
   b. Lectura de información específica en un texto _____
   c. Predicción _____
   d. Delineo de ideas X
   e. Lectura a profundidad _____
   f. Ayudas gráficas _____

3. ¿Cómo estudias normalmente para un examen que requiere de comprensión de lectura? Puedes seleccionar varias opciones.
   a. Hago resúmenes y los leo. _____
   b. Leo y memorizo la información. _____
   c. Hago fichas con información específica para estudiar. _____
   d. Estudio con mis compañeras. _____
   e. Hago diagramas, mapas conceptuales o ayudas visuales X

4. ¿Sabes qué es un organizador gráfico?
   Si_____ No X

5. Para ti ¿Qué es un organizador visual?
   La verdad no se que es un organizador visual pero pienso que es aprender de forma visual osea con lo que ves Cobras de teatro

6. Para ti ¿Cuál es el propósito de usar organizadores gráficos?

Creo que es para entender mejor todo y poder organizar tus ideas

7. Para ti ¿Qué es un resumen?
Un resumen sirve para organizar tus ideas y entender todo mejor todo para luego pasarlo en un parrafo

8. ¿Cómo haces un resumen?
Resaltas las ideas principales del texto y luego las pones (agrupas) en un parrafo

9. ¿Alguna vez has usado organizadores visuales para apoyar tu comprensión de lectura?
Si_____ No X
¿Por qué?
No se que son

10. ¿Alguna vez has usado organizadores visuales para desarrollar resúmenes?
Si_____ No X
¿Por qué?
No se que son

Appendix B

Focus Group Questions First Cycle

May 29, 2010

1. ¿En qué aspectos sientes que has mejorado al usar organizadores gráficos?
2. ¿Crees que entiendes mejor un texto después de haber usado ayudas gráficas? ¿Por qué?
3. ¿Has notado algún incremento en tu comprensión de lectura después de usar organizadores visuales?

   ¿Por qué?
4. ¿Qué organizador visual ha sido más útil y eficiente para ti? ¿Por qué?
5. Para ti ¿qué fue lo más fácil al construir las ayudas gráficas?
6. Para ti ¿qué fue lo más difícil al construir las ayudas gráficas?
7. ¿Sentiste que el uso de ayudas gráficas te brindo algún beneficio para la comprensión de textos expositivos?
8. ¿Sentiste que el uso de ayudas gráficas te brindo algún beneficio para la composición de resúmenes? ¿Por qué?
9. ¿Qué opinas del trabajo que se hizo con ayudas gráficas para apoyar el proceso de comprensión de lectura y la composición de resúmenes?

Appendix C

Student's Structured Learning Log

MCSR Learning Log

Name: Mar Belles Martinez	Date: 12/04/11

KWL: Please complete the chart. Check on your background knowledge of the topic. Predict the information that you think you may find in the text.

What do you KNOW about the topic?	What WOULD you like to know about the topic?	What did you LEARN about the topic?
• Bollywood is a kind of hollywood in india. • Is an indian filmmaking industry • Most of the films	• Who created bollywood? • What movies were filmed there? • Why did the	• Some of the movies that were created there are 'the guru' and 'bombay dreams'

that are filmed in bollywood are really bad.	people created that? • What are the differences between holywood and bollywood? • How can bollywood help to the economy of a country?	• India wants to intruduce its culture in the west • Bollywood was inspired by hollywood

Clunks: Please make a semantic web about unknown words. Explain the meaning and the fix-up strategy used.

WORD	VERB	NOUN	ADJECTIVE	SYNONYM	EXAMPLE
Slouches		X		Beginner	I have to compete with a slouch!

Argues	X			Disagree	His parents were always arguing
Flure		X		Luck	He has lots of flure, he won the lotery

The Gist (main idea): Please make a Graphic Organizer that reflects the main ideas of the text.

BOLLYWOOD	HOLLYWOOD
• Was influenced by old hollywood musicals • They produce 1200 movies in a year • Indian imports are no fluke • Desi music: combination of traditional indian music and techno beats • Extremely long and melodramatic musicals • Got force in the west by introducing	• Is actually not the filmmaking capitol of the world • They produce 450 movies in a year • Isnt the only able to produce a contagious commercial culture • Hollywood smallest film have a budget that outnumber the biggest bollywood film.

indian culture.	

Sum it up : Write a 200 word summary of the text. Look at your KWL chart notes and your Graphic Organizer.

THE BOLLYWOOD INVASION

Bollywood is an indian filmmaking industry that was influenced by old hollywood musicals but the musicals that they produced were extremely long and melodramatic. Bollywood produces over 1200 movies in a year while hollywood produces 450 a year, Bollywood's purpose has always been to introduce the indian culture to the west with yoga, fashion, music etc. According to BBC the most famous actors now

come from India. Hollywood smallest film have budgets that outnumber the bollywood biggest film. Bollywood musicals and movies though, never had good critics from the media.

Bollywood started producing new music called desi, which is a combination of traditional Indian music and techno beats. This is an example of how hollywood isn't the only able to produce a contagious commercial culture.

With this information we can say, first, hollywood is actually not the filmmaking capitol of the world, second, with this phenomenon called ''creative destruction'' we could see young boys filling their bedrooms with pictures of indian stars and how mexico could be repaced by India as the most influential minority culture, and third, as an economics professor, Tyler Cowen says, whats happening is a globalization by different ethnic groups in the US and the Bollywood invasion is the perfect example.

Reflective Journal

Your name	Mar Belles
Session date	12/04/11
Session number	3

Session topic	Bollywood Invasion.
Did the fix-up strategies work in class help me to deal with unknown vocabulary? Why?	No, because the vocabulary was really complex and I didnt know how to break them correctly, or I didnt know the meaning of the broken word neither.
Did the fix up strategies help me to improve my reading comprehension? Why? How?	No, because as I couldnt take the meaning of the words by breaking them, or by context. I spent more time looking for the meanings
What is my opinion about the use of Graphic Organizers to deal with unknown vocabulary?	Sometimes we dont need to know a meaning of a word to make a graphic organizer, but not all the times because some words contain the main ideas so we need to know what words mean.
Did the use of GO help me to improve my reading comprehension? Why? How?	Yes, because it helped me to take main ideas out of the text and understand it better.
Did the Graphic Organizer help me to write the summary? Why? How?	No, because it’s easier to find a sequence in the text more than in the GO
What I found easy to do was….	The summary

What I found difficult to do was	The graphic organizer
What I most liked about this session was...	Some information recieved
What I most disliked about this session was...	The topic.
Miscellaneous interesting facts I learned in this session...	That hollywood isnt the major capitol filmmaking industry.

Appendix D

Consent letters

Bogotá, 24 de agosto de 2010

Estudiantes Grado Octavo

ASPAEN Gimnasio Iragua

Apreciadas estudiantes:

Como es de su conocimiento, en la actualidad me encuentro estudiando en la Universidad de la Sabana el programa de posgrado: Maestría en Didáctica del Inglés en Ambientes Autónomo. Como parte de mi trabajo de grado me han solicitado el diseño, implementación, análisis y evaluación de un proyecto educativo en el aula. Por esta razón, he diseñado un proyecto cuyo propósito es el mejoramiento del nivel de comprensión de lectura en la lengua extranjera a través de la implementación de mapas mentales y ayudas gráficas que faciliten el procesamiento de la información contenida en textos de tipo expositivo tales como artículos de interés, noticias, reportes, entre otros.

El desarrollo de dicho proyecto se llevará a cabo en el salón y en las horas de clase durante 25 horas que se impartirán a partir del 13 de septiembre de este año. Para hacer el seguimientos del , será necesaria la recolección de datos a través de entrevistas personalizadas, exámenes de entrada y salida, aplicación de encuestas y muestras de trabajos desarrollados por Ustedes.

Cabe anotar que las estudiantes que participen lo harán de manera voluntaria y libre. Igualmente es importante resaltar que se mantendrá estricta confidencialidad de los documentos así como sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura.

Si deseas participar de este proyecto te agradezco diligenciar y firmar tu consentimiento.

María Alejandra Roa Pinzón

Profesora de Inglés Grado Octavo.

Yo _____ del grado _____ doy mi consentimiento para participar en el proyecto propuesto por la profesora María Alejandra Roa.

Firma de la estudiante:

Bogotá, 24 de agosto de 2010

Señora

Gina Sánchez

Directora Académica

ASPAEN Gimnasio Iragua

Reciba un cordial y fraternal saludo.

Como es de su conocimiento, este año, gracias al apoyo de la Institución, inicié mis estudios Maestría en Didáctica del Inglés en Ambientes Autónomo. Dado que la Universidad de la Sabana propende por la transformación pedagógica y metodológica, así como el crecimiento profesional y el fortalecimiento en el desarrollo de la investigación educativa a través del diseño e implementación de un proyecto educativo en las aulas de clase. Por esta razón, me permito muy comedidamente solicitarle me autorice la aplicación e implementación de mi proyecto en el grado octavo.

Este proyecto tiene como propósito el mejoramiento del nivel de comprensión de lectura en la lengua extranjera a través de la implementación de mapas mentales y ayudas gráficas que faciliten el procesamiento de la información contenida en textos de tipo expositivo tales como artículos de interés, noticias, reportes, entre otros.

Este proyecto se desarrollará en el salón y en las horas de clase durante 25 horas que se impartirán a partir del 13 de septiembre de este año. Para hacer el seguimiento de este proyecto, será necesaria la recolección de datos a través de entrevistas personalizadas con las estudiantes, exámenes de entrada y salida, aplicación de encuestas y muestras de trabajos desarrollados por las niñas.

Cabe anotar que las estudiantes que participen lo harán de manera voluntaria y libre. Igualmente es importante resaltar que se mantendrá estricta confidencialidad de los documentos de las niñas así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura.

Agradezco su atención y apoyo para la consecución de este proyecto.

María Alejandra Roa Pinzón

Profesora de Inglés Grado Octavo.

_____ damos nuestro consentimiento

para que nuestra hija _____

del grado _____ participe en el proyecto propuesto por la profesora María Alejandra Roa.

Firma padre de familia:

Appendix E

First Cycle of Intervention Chart

Date	Reading	Graphic Organizer
October 26th to October 28th	History of universal human rights - up to WW2	Sequence of events
Novemeber 1st to November 4th	The Construction of Intelligence in Terms of Cultural Differences between East and West	Comparing and Contrasting
November 8th to November 10th	Soldier Children: Global Human Rights Issues	Cause and Effect
November 18th to November 23rd	Bullying	Problem and solution
November 23rd to November 27th	The Philippine Tassier	Descriptive

Appendix F

Second Cycle of Intervention Chart

Date	Reading	Type of Graphic Organizer
March 31st	Training Session Collaborative Strategic Reading Landmines	*Descriptive or Thematic map*
April 4th – April 7th	First Session: What is globalization?	*Descriptive or Thematic map*
April 11th –April 13th	Languages Racing to Extinction in 5 Global "Hotspots"	*Descriptive or Thematic map*
April 26th –April 28th	The Bollywood Invasion	*Cause and effect*
May 2nd- May 7th	Globalisation and Human Rights	*Cause and effect*
May 9th- May 12th	McDonald's, globalization and culture.	*Fact and opinions*

Appendix G

ICELT Lesson Plan

Name of teacher: María Alejandra Roa Pinzón **Candidate Number:**	
Institution: ASPAEN GIMNASIO IRAGUA	
Date of Observation: **DAY** **MONTH** **YEAR** 11 March 2011	**Time of observation** 10:10 am – 10:55 am **Length of class** 50 min
Class/grade: 8ª	**Room:** 8A

Number of students: 11 female students	**Average age of Students:** 13-14 years old
Number of years of English study: 6 years	**Level of students** *(please delete)* Intermediate
Lesson Number *(please delete)* 1	**Observer:**

Main Aim(s):

The student will apply pre-reading and during reading skills to preview, predict, and check and, post-reading skills to analyze, reflect, and draw conclusions about an informational text.

Subsidiary Aims:

The student will make and verify predictions based on prior knowledge and the text about the future of the climate change.

The student will determine the answer to literal or simple inference questions.

The student will use linear and non-linear (words in bolds, heading, sub-headings, pictures) information to predict and make meaning of the text.

The student will formulate clarifying questions and answers to check comprehension of the text.

The student will use word attack skills to infer the meaning of unknown words.

The student will make connections between the text's content and her previous knowledge about the topic.

Personal aims:

To improve my instructions delivery.

To encourage the use of reading strategies to improve reading comprehension.

To implement cooperative strategies to foster independent reading.

To provide more opportunities for learners to construct their own knowledge.

Assumed knowledge:

The students should be able to decode and encode words and recognize their lexical characteristics to guess or predict their meaning by analyzing their context. They are able to identify the main idea and supporting details in an informational text. They are acquainted with skimming and scanning techniques to get the gist and extract selected information from a text. Learners are also able to define what global warming is, its causes and effects and used the appropriate vocabulary related to this concept. The students are able to identify present, past, and future simple, progressive and perfect tenses. They also acquainted with reading techniques such as previewing, taking notes, underlining key words. Regarding vocabulary the students are familiarized with the meaning of concepts such global warming, melting of the poles, pollution, and recycling. They able to define them and evaluate their origin and consequences of these environmental issues for the planet. Learners are able to use contextual cues to identify the meaning of unknown words. They have been already trained in using the different reading strategies proposed in the lesson plan, they are able to previewing, get the gist, questioning, and self-monitoring.

Description of language item / skill(s)

Skill(s) and sub skill(s)

Reading is a language skill that involves perceiving the written form of language, either visually or kinesthetically (Alderson, 2000). This skill is a reception skill that engages the reader in a mental activity that in spite of being automatic requires the reader to be conscious of the process to understand the text. These conscious or semiconscious choices that the reader does to understand the text may help him to establish a series of strategies that help him or her to develop reading skills and micro-skills. To support the process of reading comprehension, learners should develop pre-reading, during reading, and post-reading activities which serve as preparation, determine reading purpose, and check comprehension. In these stages students strengthen their reading skills through the use of elicitation, previewing, making predictions, using prior knowledge, questioning, monitoring comprehension, summarizing, and recognizing text's structure.

Sub-skills

- Use of prior knowledge to make predictions about the text and interpret it.
- Retrieval of information stated in the passage.
- Deducing the meaning and use of unknown words that contribute to understand a text. ·
- Extracting specific information for questioning and answering questions about literal information, to infer and draw conclusions.

The development of these sub-skills is supported by the use of reading strategies such as:

- Making predictions or educated guesses that reader do about what they think might happen in a story or the kind of information they might deal with in a text. Predicting involves thinking ahead and

Materials

K-W-L chart. This chart is a graphic organizer that works as an instructional technique created by Oggle (1986) to activate student's prior knowledge about a specific topic by helping students to ask themselves about what they KNOW, setting objectives about what they WANT to know, and finally discussing what they have LEARNT. The use of this chart in the lesson would allow students to be more independent readers while becoming strategic readers who are able to use reading strategies such as predicting and confirming them while setting their purpose for doing it. This organizer will encourage the use of interactive responses from students. Taken from *KWL*. Learning points, n.d. Web. 27 Feb 2011. <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>.

Extract version of an article about the landmines which is taken from *The landmine crisis.* (2006). Retrieved Jan 27, 2011 from http://www.unausa.org/Page.aspx?pid=939. This article is an expository text from authentic source that works as an extension of the unit that the students have been studying in the past two weeks in their Cultural Studies lessons.

Copy of clink and clunk cards. These cards work as a self-monitoring strategy that teaches the learners to monitor their understanding of the reading and to use fix-up strategies to realize and overcome any failure in understanding the text. The students "click" at something they have completely understand while they "clunk" when they don't get the meaning that the author conveys. The click and clunk cards are reminders of the strategies they have to use to overcome their difficulty in understanding. Taken from "Clunk cards." N.p., n.d. Web. 27 Feb 2011. <http://www.pattan.net/files/Reading/ReadingH051506.pdf>.

Cooperative learning roles cards. These cards contained prompt dialogues to remind each member of

Profile of learners:

This is a pre-intermediate group of 26 14-year-old female EFL students in Eight grade at ASPAEN Gimnasio Iragua. They have eight 45 minutes lessons per week. According to the CEF, the learners' language level corresponds to A2 –B1 Most of them are able to formulate simple utterances to describe and discuss about daily and familiar situations, personal experiences, leisure activities and, likes and dislikes. In terms of their grammar skills, learners are able to use past, present tenses in perfect and progressive aspects and express real and unreal situations using conditional structures. Regarding vocabulary, students recognize and use idiomatic expressions with mind, brain, and time, adjectives to describe physical appearance and personality. Regarding reading comprehension learners are able to identify main and supporting ideas in a text, recognizing text structure, and extracting specific information.

Outline the learners' linguistic (around 100 word)

Students in this stage need to develop reasoning and thinking skills that enable them to make connection between their new and previous knowledge. Regarding their reading skills, students require to strength their ability to analyze narrative and expository texts to expand their vocabulary and analyze what has been read and react towards it. They also need to be able to formulate questions about reading material and responding to them showing understanding of literal information and inferring information out of it. In this grade learners should also be encouraged to read with a purpose and gain knowledge and information from a text independently (Chall 1983). To do it, students need to be trained in reading strategies that enable them to access to the text, solve problems to understand it, and report what they have understood from it.

Outline the learners' affective needs (around 100 words)

Anticipated problems	**Planned solutions**
1. Unfamiliar vocabulary might cause problems in understanding the article.	Providing and explaining fix-up strategies and word attacking skills that are useful to guess the meaning of unfamiliar vocabulary during modeling stage.
2. Understanding the concept of climate change in English might cause problems because of vocabulary	Using KWL chart should provide students with background knowledge and interest to success in the task.
3. The students may find difficulty in formulating grammatical accurate questions or may focus in just formulating literal questions.	Providing a list of prompted questions that support the students' formulation of questions.

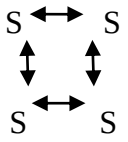
How do the anticipated problems and planned solutions relate to the above needs analysis?

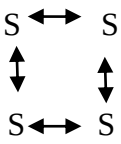
This group of students has started to be trained in different strategies to gain knowledge in the specific subjects. Since the development of cognitive and metacognitive strategies require constant modeling and nurturing, the students should find opportunities to reinforce them. While learning how to use the strategies, students might encounter with difficulties such as not knowing the meaning of words which might cause difficulty to integrate

their knowledge into their schemata, therefore, it is necessary to provide opportunities for students to solve the problem by inferring or deducing their meaning by using their background knowledge and their prior experiences. Regarding the interest on the topic, the use of discussions should foster personalization of the topic and at the same time providing students with opportunities to express their opinions and share their experiences about the reading which will help them to move beyond the stage of reading for learning for the new to a multiple viewpoints stage.

Stage	**Aim**	**Procedure** **Teacher and student activity**	**Time and interaction**
Warming up	To help build up the context of the lesson.	The teacher will show the students the trailer about the climate change *(Annex A*). The students will revise vocabulary that they will predict what the article main topic is about. The teacher will lead a discussion about causes and future effects that the climate change may have on the earth.	5 min T ↙ ↓ ↘ S S S S S

Pre-reading	To activate students' prior knowledge on the topic, predict information they may encounter in the text, and generate interest in the topic.	The teacher will ask the students to look at the pictures, headings and sub-headings of the text, the teacher will ask the students what they think the article is about. The teacher will hand in to each student a copy of the KWL chart *(Annex B).* The teacher will model the use of the chart on the board. The teacher will elicit information by asking students what they already know about the topic and what they would like to know about it. The teacher will ask students to read the first paragraph to complete the last column of the chart. After reading the first paragraph, the students will finish the K and W columns of the chart keeping in mind the pictures, headings, and sub-headings they have previously seen.	10 min T  S S S S S

While-reading	To identify main ideas of each paragraph. To monitor students' understanding of the text. To guess the meaning of unknown words.	The teacher will ask students to join in groups of four people. The teacher will hand in to each group a copy of the article (*Annex C)* and click and clunk cards *(Annex D).* The teacher will assign each student a role. The teacher will model the use of each card and strategy. The students will read the first paragraph again while the teacher instructs them in how to use each strategy. Then students read the rest of the article following the strategies to get the gist of the paragraph the teacher asks the students to pay attention to the most important idea.	15 min T  S S S S S S 

Post-reading	To generate higher-level questions and clarify information learnt.	The teacher will ask students to complete their chart. Once they have completed the chart the teacher will hand in the sheet with questions stems *(Annex E)* and ask them to formulate five questions and copy them in a piece of paper. The teacher will pick up the questions.	10 min 
Wrap-up	To check comprehension.	The teacher will read each question aloud for the students to answer them. As homework the students will write a summary about the article.	10 min T  S S S S S

Appendix H

Sample of Charts to Gather Information

Student	Graphic Organizer	Summary
Jumbito Jet	In her GO the student included some important events but missed others, in both versions she has included irrelevant information. She has used some colors to indicate progression. She confused events and opinions.	In her summary the student has used some events of the GO, however she lacked to express progression in the sequence of events. She did not include the main idea or restated a conclusion.
Greta	She has used colors to highlight information in the text. She included some major events in her draft but failed to include others. She has also included examples and opinions. She has not paraphrase events In her	In her summary she included main events that were explained in the summary instruction session.

	second version, she included events missing and used other kind of GO to indicate sequence of events.	
Cookie	To construct her GO she used color coding in the text to locate main events. She used a sequential episodic type of GO. She also used colors to indicate change and progression. In her first version, the student demonstrated analysis of main events though she included general ideas in some. She paraphrased main events.	She used effectively rule based formula to write her version of the summary. She agreed on the main events used by the class to write the summary.
Patricia	In her first version of GO the student demonstrated ability to identify main event as well as summarize each one of them.	She used main events from the whole class Go and deleted irrelevant information in her summary.

	She has labeled the GO; however, she copied some events exactly as the original version in the text. She has used color coding to locate main event and each box represented in the GO In her edited version, the student chose to include a new form of sequence to indicate progression, big box for events, smaller connections between boxes to indicate time or period. She paraphrased main events; she did not use the exact sentences but instead kept the main concepts contained in each event.	
Male	In her first version of the GO the student used a sequential bridging snapshot; she included main concepts related to each	She deleted irrelevant information from the whole class summary. In her version of the summary, male demonstrated

	event and summarize each one focusing on the chronological order of events. She used color coding to indicate progression In her final version, male gave a name to her GO that represented for her steps in the process. She designed a chart in which she also included numbers that indicate chronological order of events.	understanding of the main steps to gain children rights. Her summary reflects connections and progression in the events which she indicated progression and used her own words to indicate comprehension of the text; however she still used some events directly copied from the GO.
Wessie	To construct her GO, she used full paragraphs; however she reflected understanding of what main events are. She also used numbers to indicate chronological sequence of the events.	She wrote short summary that contained main events, she attempted to write a concluding sentence. She did not like using GO to organize her writings.
Valesan	She labeled her GO by indicating	She used the summary done by

	the title as the first event in her GO. She identified main events but she wrote full paragraphs instead of short concise ideas. She also included some examples of main events as well as opinions and statements. In her second version the students deleted irrelevant information and included missing events.	the whole class and deleted irrelevant information however she did not paraphrase ideas; instead she copied the left ideas in the same order.
Lula	In her first and second versions of the GO the students demonstrated understanding of the main events sequenced in the text. She paraphrased ideas and used them to write her summary.	The student used the GO and whole class summary to write her shorter version of the summary in which she included the most relevant and important events.
Kiqui	In her first and second version of the GO the student used the most relevant events and included key	She used the same summary that we did with the whole class but she did not paraphrase ideas by

	concepts instead of writing long sentences. She enjoyed designing different shapes to demonstrate sequences of events. She included the main topic and each one of the events. She used the main format proposed to complete a sequence but she also included visual representations of what the reading represented for her: train, and some children, toys.	her own in instruction.

Appendix I

Researcher Reflective Journal Sample

1	**Date:** October 26th	**Topic:** Individual Sequence of events
	FACTS	**COMMENTS**
1 2 3 4 5 6 7 8 9	Today girls read a text about human rights. Since I had used a reading on children rights in the training lesson they were able to identify events in an easier way Sea identified events by following chronological order. She identified dates and words related to indicate an event. Cookie and Greta realized that the need to pay attention to events more than to details. Greta focused more on reading and was able to work the whole class on reading even though she asked support on unknown vocabulary. Wessie had underlined many events in her text. Patricia and Male wrote numbers	Cookie. Kiqui and Wessie seemed more confident about identifying events; however, I noticed to that they seemed puzzle on how to organize the sequence but now they are paying more attention on how the events developed progressively.

	to facilitate the GO construction Lula, Sea, Valesan and Cookie read the text while reading the text.	

Appendix J

Focus Group Information

Has the use of graphic organizers helped you to improve your reading comprehension level? To what extent? In which areas do you consider you have improved? What evidence can you give about it?	Sea: no because I think that the …. The resumen is better then the graphic organizer because with the graphic organizer we use time … perdimos el tiempo …. Cookie: Pues en realidad a si me ayudo a entender mejor el texto pues pude organizar mejor las ideas y pues tener mejor comprensión. Kethup: I agree with what Cookie said because ehhh of course the most important information ehh is the one that we have written in the graphic organizer and in the moment of writing the summary is just like joining all the important and relevant information for people to know what we are talking about. Kiqui: well, I agree with Ketcuph but … the problem I had… well Ketchup the problem I have got is that Iehhhh don't have enough vocabulary for joining the ideas, so I have the GO, I have the ideas wrotten in my words but I couldn't find the words to join them.

	Valesan: pues a mi me sirvió el graphic organizer porque ya tenía todas las ideas para poder ponerlas el resumen yyy solo usar los conectores para que me quede bien Wessie pues a mi realmente me sirvió mucho mas el Go eh que las anteriores veces vi por fin su valor .. yo pienso que los Go han sido la mejor ayuda que hemos tenido para hacer los resúmenes ehh porque con ellos podíamos obtener ideas que al leer no podíamos identificar porque a la segunda vez uno identifica las ideas que anteriormente no se lograba y al escribir el summary simplemente tocaba coger las ideas que uno tenía y transcribirla a sus propias pala bras más fácilmente. Male: I agree with Wessie because the Go helped to know which ideas were important and relevant for writing the summary however but first I do the go or the summary so I think one of them is not relevant Lula: pues yo creo que ambos sirven pero digamos que hay unos GO que no dejan como poner información importante entonces son se puede poner pero ayuda mucho a hacer el summary porque ahí están como las ideas importantes y yo solo las uní e hice el summary.

Did the semantic webbing facilitate the understanding of words, concepts, ideas that you were not familiar with? Why, Why not? If your answer is positive, explain how the use of this graphic organizer helps you to learn and understand them.	Cookie: pues yo pienso que si… pues que me ayudo en clicks and clunks porque pues en las digamos o sea pues o sea no entendía una palabra para mi yo no sé porque era fácil deducirlas por contexto y en las siguientes lecturas pues como que a veces aparecían esas palabras y ya no tenía que volver sino que ya las entendía pues era más fácil Sea: ehhh a mi me ayudo con el vocabulario porque nunca se me había ocurrido deducir una palabra partiendo por la mitad Ketchup: a mi me ayudó para nada el GO en el vocabulario honestamente jamás lo utilicé pues porque para mí era más fácil utilizar las técnicas que tu nos habías dicho en lcase como partir la palabra o relacionarla con una palabra que se le parezca o cosas asi pero asi como el GO me sirviera para el vocabulario no me sirvió para identificar las ideas más importantes yyy también para identificar ideas especificas. Kiqui: pues a mí tampoco es que me haya servido mucho lo de lo del del GO para el vocabulario porque pues tampoco lo use mucho porque y solamente era como leer las palabras y ya y pues si las

	lograba separar las separa y las lograba sacar por contexto las sacaba y si no las tachab y seguía pero pues digamos que el GOs como tal el de la lectura lo que me costaba trabajo era como lograr descifrar como cual era y … pues prueba de que los GOs me sirvieron fue que al final ya me quedaba como más fácil y me tomaba menos tiempo pues cuando los hacía hacerlas los lecturas y ya enfocarme más en las ideas principales y no desviarme tanto en a detalles y ya no me tomaba tanto tiempo y no me confundía tanto para separar las ideas pues ya era como más fluida. Male: pues para mí fue como al revés porque las estrategias pues para todo le vocabulario me ayudaron a escribir el GO porque así sabia que ideas eran relevantes y que ideas no y pues como me quedo en mi vida pues ya pierdo menos tiempo buscando en el diccionario las palabras que no se por ejemplo cuando me leo un libro o un articulo cualquier cosa Wessie: pues a mi realmente como que no me sirvió mucho el GO en el vocabulario porque como dijeron Ketchup y Male porque la verdad era porque como simplemente como por como las leía simplemente por Reading comprehension o también en cierto modo a veces partiendo la palabra porque en el vocabulario en vocabulario

	era como que ah bueno listo hagámoslo era como para mí como perder tiempo y yo simplemente sabia en cierto modo como que esta ideas y sabia que esta palabra era relevante y sino la tachaba como si no existiera lo que sirvió en si fue en cierto modo reading comprehension mas de lo que estaba me ayudo a identificar como más fácilmente las ideas y ponerlas en el summary porque anteriormente yo tenía los summary muy largos y pues como que ahora están más pequeños pues porque ahora me concentro mas en las ideas principales.
What kind of relationship could be established between the graphic organizer and the summary? Did the graphic organizer facilitate the writing of the summary this time? What did you think did/	Patricia: eh que ehh pues a mí me parece que uno no necesita hacer un resume porque en el GO uno ya tiene las ideas claras yy que pues uno ya tiene las ideas claras y pues yo no veo la necesidad de hacer un resumen y pues yo pienso que con el GO ya está todo claro pero pues el GO si lo ayuda a uno a hacer el resumen pues excepto para mí ya está en resumen pero si uno quiere hacer un resumen sin el GO pues si le ayuda. Lula: ah a mi si me ayudo pues porque para mi el GO era como tomar apuntes de cosas importante de la lectura y luego ponerlos en el summary y como escribirlo dos veces me ayuda como a

didn't work compared to the first cycle?	grabármelo. Sea: para mí el GO pues hacerlo era difícil pero te ayudaba en el summary pero cuando pues el GO si tú lo haces tú lo entiendes pero para otra persona de pronto no es tan claro y el summary lo puede ayudar a guiar. Jumbito: estoy de acuerdo con Patricia porque el GO para mi ya era aun resumen y pues como a mí no me ayudo en nada el resumen porque para mí por lo menos el GO ya era el resumen y se me hacía más fácil hacerlo y entenderlo. Ketchup: For me it was really useful the GO for writing the summary because it was just joining the ideas in the moment I'm writing the summary in comparison with the first project we have I didn't pay too much attention to the GO I didn´t put much effort to do them ehhh but then I put some effort to do the summary but now in the second part of this project I really improved in the Go doing and it helped me a lot to do the summary. Cookie: pues a mi si me ayudo el GO y pues como que el primer ciclo no veía su importancia y era como hay no hacer el resumen pero en este ciclo si me ayudo mucho pues porque entendía más las

	ideas principales y podía comprender cuales eran las ideas importantes y cuáles eran relevantes y ya. Kiqui: in this time I found always in the first part and the second ´part of this project I have always like expresarme with making the Go because I don't know why at the beginning of the first part I started doing them with drawings and I still doing them with drawings because it is in some way is to close the whole idea of the reading the title the main idea and in other way is not to just to see lots of letters in a white paper because for me is boring but if you have I don´t know drawings and colors may be you can make a picture of the GO so then you don't need in the reading or the GO to remember the information for making the summary for me it was very useful with those drawings Male: The GO has always been useful to me for me to do the summary because you have told us we have to make a summary of 200 words the GO has been much more useful so I know which what ideas are relevant and what ideas I'm writing that are not relevant. Wessie: pues para mi comparado con el primero yo quede clara y

	dijo no esto a mi me pareció es tonto pero en el segundo ciclo cuando las a mi me pareció que en este ciclo las readings fueron más intensos que los anteriores como globalization and human rights que solo con reading comprehension no podía no me cabía en la cabeza y entonces fue como que con el GO como que pude organizar las ideas y ahí si poder escribir el summary y creo que eso me cae del cielo en estas dos lecturas.
Did you find anything easy or difficult to do in this cycle? What was it?	Ketchup: Like knowing the type the Go knowing if it was cause and effect, fact and opinión like that.Kiqui y yo ambas utlizamos dibujitos pues pienso que es mas facil porque si es mucho más fácil porque lo constituye toda lectura lo constituye un mismo dibujo y además lo hace más divertido entonces pienso que eso es más fácil para mí y como poner la main ideas en donde iban pero pienso que tal vez tuve un poco de dificultad en identificar el tipo de GO. Sea: para mi yo hubiera podido hacer todo con el GO del spider porque para mí los otros no tenían sentido. Male: el GO mas fácil para mí fue el spider porque en el expresaba la idea principal y cada idea que me surgía dependiendo de lo que pasaba en la lectura

	Kiqui: pues yo estoy de acuerdo con kétchup porque hacer los dibujos era más fácil porque era como un momento no se de salir de letras y cuadrados y hacer lo que me gustaba hacer un dibujito un elefante una palmera lo que fuera Bollywood era ,mm pero digamos el mayor problema que yo encontré era como adivinar cuál era como el GO que debía usar pues o sea porque puede que yo pensara hacer como spider web pero como en la mitad de la lectura uno se daba cuenta que era compare and constrast y pues no sé como intentar descifrarlo y no equivocarse a la hora de hacer el GO haciéndolo de otra forma.
	Cookie: pues a mi si se me facilito mas pues encontrar cual era el GO no sé por qué y el que más se me facilito fue también el de spider porque podías poner todas las ideas ahí pero si era como facts and opinon me parece que era como los mismo y que no se podía incluir algunas ideas importantes que no se podían poner ahí Patricia: como lo dijo Male a mí se me facilito el spider web el spider map pues es que yo entiendo pues porque es que el primer ciclo tu nos decías como hacerlo pero pues yo la hacía como tu decías pero pues no pues como prefería para hacer el resumen

	escrito volver a hacer la lectura en vez de coger y hacer los GO en cambio en esta lectura en el segundo ciclo los hice todo con spider map y que pues si entendí y no tenía ni siquiera que ver al cuadro ni nada solo escribirlo.
Has your opinion of using graphic organizers for reading comprehension and writing the summary changed? Why, why not?	Sea: ehhh mmmm eh para mi for me the GO of the first cycle were very more easy because ehhhe we know what … mmmm como hacerlo porque ya nos lo decían y las lecturas eran más interesantes así que uno les ponía más atención en cambio en el second cycle el tema era horrible. Ketchup: for me well I disagree with Mar because for me in the second cycle was really much prettier easier to do the GO than in the first cycle because it was easier for to identify what GO I needed to use and it really improved my reading comprehension because all the the main ideas I just wrote in the GO and it was also easier to do the summary. Kiqui: el vocabulario era difícil Wessie: si el de globalization y human rights los dos temas Cookie: si ehh pues si en el con respecto al primer ciclo y al

	segundo ciclo me pareció que pues is obviamente en el primero era más fácil y también pienso que tiene que ver si te parece más fácil o no pienso que tiene que ver si te gusta el tema o no y por ejemplo a mi no me gusta nada la globalización entonces pues me pareció un poco más difícil. Kiqui: the better were the drawings because well…I have like the idea of the readings but it was like they were different kind of ideas and tried to join them all in just one drawing or just in one mmmm muñequita were difficult because the reading and the topics were more detailed and have more main ideas and it was more complex. Lula: pues si porque que digamos cuando era causa y efecto había algunas ideas que no eran causa y efecto pero que también era relevantes entonces pues yo no sabía dónde meterlas entonces terminaba el cuadrito y las ponía ahí Jumbito: estoy de acuerdo con lulita porque en muchos GO porque en muchos GO ehh pues digamos en el de causa y efecto unjo no sabía dónde meter las ideas que no eran eso y pues también un poquito el saber cuando era cada cosito porque … porque si Cookie: estoy de acuerdo con Lula y con Jumbito pues si porque en

	verdad me pareció más fácil esta vez este ciclo encontrar que tipo de Go que era pero pues si se eh habían unos detalles muy importantes y uno sabia donde ponerlos entonces si.
	Wessie: Sigue igual siempre ha sido igual para mi… Ketchup: for me it was pretty much easier the second cycle because in the first cycle sometimes I had to come back in the reading and see what it was missing in the GO for this was easier because the topics we were talking about some were interesting but it was much pretty much easier because I understood information really well so it was much easier. Wessie: pues para mi yo creo que comparado con el primer ciclo fue más difícil porque me toco dos temas que realmente no me caben en la cabeza entonces tuve que necesitar mucha ayuda de los GO entonces cuando tenía ya el GO ya podía hacer el summary y no tenía que volver a mitra la lectura porque tenía malos recuerdos dos de ellas siempre tenía malos recuerdos. Lula: yo estoy de acuerdo con lo que han dicho pues porque esta vez fue mucho más fácil no sé porque pero uno ehhe solo leía una vez y ya hacia como el GO y fue más fácil como agrupar los datos en el

	GO y luego en el resumen unirlos.
	Kiqui: Well for me it was making all the things more organized because I ahh … before it was my mind was all a mess because now I'm trying to organize everything ehh and so I realized that my mind works with colors so it was easier for me in that way because I discovered that . Ketchup: ehh ahh I appreciate ehhh the use of the GO because it is extremely easy for example using them in some subjects like history and biology ehhe ehhh it is really useful and it makes studying funny ….no no like funny ehhh interesting and easier Jumbito: ehh bueno pues para mi hacer GO me ayudo también en la comprensión de lectura fue un efecto bueno porque me ayudo a organizar mas ideas y pues me ayudo a entender más la lectura Lula: pues la verdad es que lo GO también ayudaron como a identificar qué tipo de texto se comprende mas y bueno como a identificar qué tipo de texto y que GO sirve para ese texto y en cual o sea como cual hacemos mejor que otros y cual se nos dificulta más.

	Sea: el GO a mi me ayudo a solo copiar la información relevante y resumirla ya en mis propias palabras para que así el resumen para fuera más fácil de hacer Patricia: ehhhh bueno a mi ayudo porque fue… conseguí mas vocabulario y pues es o sea y poder saber que todo lo que aprendí pues no lo voy a aplicar solo en ingles sino en otras materias y pues me voy ayudar mucho más. Valesan: ehhh a mí las GOs me ayudaron para estudiar para las otras materias para poder organizar digamos en historia mejor las ideas y poder entender mejor yyy Cookie: bueno eeh pues bueno si a mí también me ha ayudado mucho el Go en otras materias y pues como que me di cuenta de su gran uso este último periodo y pues eehh he intentado estudiar con ellos y ehh pues he notado un cambio en mis notas.
Do you consider the four reading strategies proposed for this cycle useful? Why, Why not?	Patricia: ehh pues yo no no se yo hacia el GO el segundo por hacerlo porque yo no lo utilizaba sino que utilizaba el primero porque como uno copiaba pues lo que ya estaba ahí y las ideas principales en lo que tu aprendías entonces yo para hacer el resume sólo miraba esa columnita y así hacia el resumen y hacia el GO pero no me servía o

	sea para hacer el resumen no Sea: ahhhh a mí el primer GO me pareció una bobada porque uno ya sabe lo que sabe sobre el tema lo que quiere saber eso es obvio y lo que aprendió lo pone en el summary Ketchup: para el mí el más útil fue el segundo porque era como la prueba de que si había entendido bien ehhh la lectura y lo que quería saber que lo pusimos en el primer GO ya lo tenía como sobre entendido ahora en el segundo GO. Lula: pues es que algunas preguntas que uno quería saber no las respondía el texto entonces era muy … Kiqui: Para mi pues fueron útiles los dos porque bueno en el que en pues en que lo sé uno pues bueno escribía más o menos la idea general y pues muy muy por encimita y en lo que quería saber uno escribía y en la lectura uno ya era como más puntual en las cosas que quería aunque hay veces en que no aparecía. Wessie: ehh pues a mí no a mi me sirvieron los dos entonces el primero era como que para saber lo que sabíamos después era como que digamos las preguntas que teníamos y el tercero era como lo que

	aprendíamos nuevo entonces como a los dos fue como que me ayudaron mutuamente para armar el summary y sobre todo con los dos temas no los tres no el de globalization y el de human rights. Jumbito: a mí me ayudaron sólo dos el de lo que se pues porque para recordar lo que ya sabias yyy el de de aprendí porque pues era como un mini mini resumen pero el de las preguntas pues como dijo lula tampoco me respondió Valesa: a mí me ayudaron los dos GOS eh primero porque para recordar lo que yo ya sabía para cómo hacer para preguntas de lo tema para aprender más y… pues ya