

**Improving Reading Comprehension in Young Learners Through Peer-Assessment of
Graphic Organizers**

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Declaration

I hereby declare that my research report entitled:

Improving Reading Comprehension in Young Learners through Peer-Assessment of Graphic Organizers

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
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Abstract

The purpose of this research project is to investigate the effects of peer-assessment of graphic organizers in improving reading comprehension in young learners. This research followed a mixed method action research where twenty private school students participated. Likes- dislikes questionnaire and a reading comprehension test were used to collect the data. For data analysis, tally sheets and statistics charts were used. The analysis revealed that students had difficulties in understanding the main idea and drawing conclusions. After data was collected, five instruments were implemented such as a survey, pre and post reading tests, field notes, a peer-assessment checklist and, graphic organizers. The results revealed that graphic organizers were beneficial to acquire learning by organizing ideas and by outlining the information needed in a short story. The second aspect found refers to students feeling engaged by assessing their peers on a task, more specifically by assessing a graphic organizer of story elements. After the implementation stage, it was possible to conclude that peer-assessment of graphic organizers are effective to improve reading comprehension in young learners. Further research is recommended to implement a variety of graphic organizers according to the text (fiction and non-fiction). Moreover, further studies should be done on the effectiveness of peer-assessment of graphic organizers using computer-based tools.

Key words: reading comprehension; peer-assessment; graphic organizers; young learners.

Resumen

El propósito de este proyecto es investigar los efectos de la coevaluación de organizadores gráficos para mejorar la comprensión lectora en los estudiantes jóvenes. Esta investigación se enmarca en investigación acción de método mixto donde participaron veinte estudiantes de escuelas privadas. Se utilizó un cuestionario de preferencias y prueba de comprensión de lectura para recopilar los datos. Para el análisis de datos se utilizaron hojas de cálculo y cuadros

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estadísticos. El análisis reveló que los estudiantes tenían dificultades para comprender la idea principal y sacar conclusiones. Después de que se recopilaron los datos, se implementaron cinco instrumentos, tales como una encuesta, una prueba previa y posterior a la lectura, notas de campo, una lista de verificación para la coevaluación y organizadores gráficos. Los resultados revelaron que los organizadores gráficos están siendo beneficiosos para adquirir aprendizaje mediante la organización de ideas y delineando la información necesaria en una historia corta. El segundo aspecto identificado se refiere a que los estudiantes se sientan comprometidos con su propio proceso al evaluar a sus compañeros en una tarea, más específicamente al evaluar un organizador gráfico de elementos de la historia. Después de la etapa de implementación, fue posible concluir que la evaluación por pares de los organizadores gráficos es efectiva para mejorar la comprensión lectora en los estudiantes jóvenes. Se recomienda realizar más investigaciones para implementar una variedad de organizadores gráficos de acuerdo con el texto (ficción y no ficción). Además, se deben realizar más estudios sobre la efectividad de la coevaluación de organizadores gráficos utilizando herramientas informáticas.

Palabras claves: Comprensión lectora; coevaluación; organizadores gráficos; estudiantes jóvenes.

Table of Contents

Abstract	4
Table of Contents	6
Table of Figures	8
Table of Tables	9
Chapter 1: Introduction	10
1.1 Rationale for the study	10
1.1.1 Rationale for the problem of the study	11
1.1.2 Rationale for the strategy selected to address the problem	13
1.2 Research question and objective	14
1.3 Conclusion	15
Chapter 2: Literature Review	16
2.1 Introduction	16
2.2 Theoretical framework	17
2.2.1 Reading comprehension	17
2.2.2 Young learners	19
2.2.3 Graphic Organizers	21
2.2.4 Peer assessment	22
2.3 State of the art	22
2.3.1 Previous research on reading comprehension	23
2.3.2 Previous research on young learners	24
2.3.3 Previous research on graphic organizers	26
2.3.4 Previous research on peer-assessment	27
2.4 Conclusion	27

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Chapter 3: Research design.....	30
3.1 Introduction.....	30
3.2 Context.....	30
3.2.1 Type of study.....	30
3.2.2 Participants.....	31
3.2.3 Researcher’s role.....	32
3.2.4 Ethical considerations	33
3.3 Data collection instruments.....	33
3.3.1 Descriptions and justifications	34
3.3.2 Validation and piloting.....	36
3.4 Conclusion	37
Chapter 4: Pedagogical Intervention and Implementation.....	39
4.1 Introduction.....	39
4.2 Visions of language, learning, and curriculum	39
4.2.1 Vision of language	39
4.2.2 Vision of learning.....	41
4.2.3 Vision of curriculum	42
4.3 Instructional design.....	43
4.3.1 Lesson planning	43
4.3.2 Implementation	44
4.4 Conclusion	53
Chapter 5: Discussion	54
5.1 Introduction.....	54

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

5.2	Data management procedures	54
5.2.1	Validation	55
5.2.2	Data analysis methodology	55
5.3	Categories	55
5.3.1	Overall category mapping	55
5.3.2	Discussion of categories.....	59
5.3.3	Core category	66
5.4	Conclusion	67
Chapter 6: Conclusions and Pedagogical Implications.....		69
6.1	Introduction.....	69
6.2	Comparison of results with previous studies' results	70
6.3	Significance of the results	72
6.4	Pedagogical challenges and recommendations	73
6.5	Research limitations on the present study.....	75
6.6	Further research	76
6.7	Conclusion	77
References.....		79

Table of Figures

Figure 1	Preliminary categories and subcategories.....	57
Figure 2	Final categories and subcategories after the axial coding.	58
Figure 3	Pre and post-test correct responses.	59
Figure 4	Post-test responses	60
Figure 5	Student's preference regarding peer-assessment and graphic organizers.....	62

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Figure 6 Core category.....	66
Figure 7. Questionnaire, question #1 Do you like to read English books?.....	113
Figure 8 Questionnaire, question #2 How often do you read?.....	113
Figure 9. Questionnaire, question #5 Which way do you prefer to read?.....	114
Figure 10. Questions 1,2, and 3 of instrument #2 applied.	114
Figure 11. Questions 4, 5 and 6 of instrument #2 applied.	114
Figure 12. Questions 7, 8 and 9 of instrument #3 applied.	115
Figure 13. Questions 10, 11 and 12 of instrument #3 applied.	115
Figure 14 Pre and post-test responses.....	130
Figure 15. Pre and post-test incorrect responses.....	130
Figure 16. Peer-assessment accuracy.....	131
Figure 17. Students' perception when finding information in a story.....	132

Table of Tables

Table 1.....	44
Table 2.....	102
Table 3.....	125

Chapter 1: Introduction

1.1 Rationale for the study

As a starting point, it is relevant to mention the increasing demand of second language teaching and proficiency in private and public schools in Colombia. The Colombian Ministry of National Education (MEN) (Educación Nacional, 2018) has incorporated a bilingual program to improve the second language teaching in Colombia in accordance with the Common European Framework of References (Little, 2006) which was adopted by the MEN and is related to the best-known levels of language in our country.

As part of the guidelines proposed for the acquisition of English as a second language, private schools have emphasized the development of critical thinking skills as the cornerstone around which the learning process revolves. The intentionality behind this approach is that not only would it prepare them better for examinations both domestic and international examinations, but it would also broaden their professional and labor opportunities, which provides us with a new research reference. The results of the National tests allow us to see the differences between the private and the public sector. The private sector schools have managed to surpass the public schools at a high level but they still do not achieve the expected results (Guerrero & Fajardo, 2018).

According to Guerrero and Fajardo (2018), the current learning styles, abilities and interests within the same group of students, is the first difficulty identified in contrast to the high standards and objectives that must be met within the curriculum. The second aspect to consider is the duration of the classes in which the four skills of the language are expected to be fostered, which is rather short. Lastly, the third and most crucial aspect is poor reading comprehension skills students evidenced through the low scores which tuned a red light to the need of implementing new strategies to improve reading from very young learners.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

These aspects impede the teaching process of English as a second language, particularly, reading comprehension which is the focus of this research. Reading comprehension has been overshadowed by the other skills; however, the intention of this research is to show how reading is no less important than the other language skills.

1.1.1 Rationale for the problem of the study

1.1.1.1 Needs analysis and problem statement

The present study was conducted with a population from a private school in Bogota, Colombia. This school is a bilingual school and follows the Cambridge curriculum where the first stage begins in transition grade, then, the second stage in first grade and so on. This year, integrated curriculum would be implemented gradually in first grade through a method called teaching for understanding in which the students and the subject matter should be the center of the teaching. The students have a variety of subjects in English such as Language, math, science, social studies, and arts.

The major academic load is taught in English from preschool on thus, the students who have been in the school from very early stages are already familiar with the second language when they get to first grade. It is also relevant to mention that the school has a population of 1200 students in total but, 20 young learners (YLS) first-graders between the ages of 7 and 8 were selected as the population for this study. 11 of those students were girls and the remaining 9 were boys whose first language is Spanish. At the moment the study was conducted, the students' English level was A1 in accordance with the CEFR (Cheng, Liying, 2006).

After being granted both the school's and parents' consent (see Appendix B:), three instruments were applied, a like-dislike questionnaire, and two reading comprehension tests

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

which provided an initial diagnosis of the students' reading comprehension level (see Appendix C: and Appendix D:).

The results of the needs analysis showed that participants were more likely to answer correctly when visual aids were provided within a reading task (see further, section 3.1). Therefore, the problem on which this study focused was young learners' difficulties with identifying the main idea of a text when there are no visual aids shown within the text itself.

1.1.1.2 Justification of problem's significance

The education in Colombia wants to achieve the goal of bilingualism in private and public schools, however, there are several challenges to be faced (Dalglish et al., 2007; McDougald, 2015). The ranking of the schools among National examinations is one of the greatest concerns and challenges within the private schools in Colombia since the ranking allows parents to identify the best schools positioned in every subject (de Mejía, 2006, 2011). The demand of providing strategies that improve students' scores year over year, have encouraged schools to target the difficulties in second language acquisition (Sánchez Solarte & Obando Guerrero, 2008). According to Prieto (2014), One of main aspects in which schools want to improve points to reading comprehension in a foreign language. Reading in a second language has become a need particularly in the academic and professional life of most people since this specific skill allows then to access different sources of information in all sort of areas.

Reading in English is one of the most important abilities that professionals and students need. Particularly students from young age need to acquire reading skills as Bruce (1984) mentions when he refers to the responsibility of teaching effective practices for supporting students meanwhile they build core competencies in reading. According to some researchers (Vojtková & Kredátusová, 2007), reading is the second best way to improve the knowledge of a

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

second language after living among its speakers. Sparks, Patton and Murdoc (2014) argue that students are more likely to become successful readers when they feel they are able to understand what the author is saying and when reading becomes a pleasure activity instead of being a mandatory requirement in the classroom. This study contributes to identify a pedagogical method to guide and support learners to improve their reading comprehension making easier for them to scan and look for relevant information in a text.

1.1.2 Rationale for the strategy selected to address the problem

The current study aims to address possible problems identifying the main idea by implementing a variety of graphic organizers combined with peer-assessment, to provide the learner with tools to better organize information while reading (see section 2.3). Teachers are responsible to provide the appropriate tools and strategies such as meaningful readings, which prepares students for the proper orientation to a text before reading these aids. Engaging students with the texts' author, and preparing students emotionally and psychologically to be sufficiently aware of themselves in relation to the text and to read and attain greater understanding (Grabe & Stoller, 2012). According to Manoli and Papadopoulou (2012), graphic organizers can have a very positive influence on the reading comprehension progress of learners, helping them to organize their ideas. This is a strategy that teachers and students can use with any type of text. As the participants in the present study had difficulties with organizing their ideas, as well as limitations with vocabulary that negatively affected their abilities to make sense of a text, the present study accordingly focused on examination of how graphic organizers influenced the participants' organization of the information they extracted from a reading so as to structure a general idea about the text. In addition to graphic organizers, Topping (2005) found that a combination of peer tutoring, cooperative learning, and peer assessment benefitted both the

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

learner who assesses and the learner who is assessed. In a study held in Colombia, Mora (2013, p. 59) stated that “it is advisable to implement self- and peer-assessment practices to provide learners with immediate feedback and assist them with the identification of strengths and weaknesses related to the structure of the organizers” (p.59), yet this was without the implementation of peer-assessment in the study. Likewise, other authors (Bostock, 2000; Boud, Cohen, & Sampson, 1999; Schünemann, Spörer, Völlinger, & Brunstein, 2017) have found peer tutoring to be a strategy that can foster awareness and strengthen second-language skills.

Altemeier, Jones, Abbott, and Berninger (2006) found that learners can have issues summarizing what they read. In their study, the majority of the students took notes after reading a short story, however, these consisted of random information that was sometimes irrelevant. This may have happened because they had not received appropriate suggestions on what strategy to implement (Amaya Perez, 2013; Echeverri & McNulty, 2010; Küçükoğlu, 2013). Thus, in the current study, the participants were provided with a combination of strategies, such as peer assessment of graphic organizers, through which students assessed the abilities of their peers to organize information which helped them locate the main idea of a story—and thus, to improve their own abilities, as well. Moreover, it was expected that if the participants could learn to make effective use of graphic organizers for the readings chosen in the present study, they would additionally be able to use them when dealing with any type of text (Cheon, Chung, Song, & Kim, 2015; Hall & Strangman, 2002; Thayne, 2018).

1.2 Research question and objective

The present study’s research objective was to analyze how peer assessment, combined with the use of graphic organizers, affected participants’ abilities to distinguish and discern the main idea of a text. The question that guided the research was: How useful can peer-assessment

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

of graphic organizers be to help structure and organize information and ideas, while enhancing the reading comprehension of first graders with A1 (CEFR) L2 English?

1.3 Conclusion

To sum up, students need to prepare themselves to face a world in which being competitive in English and having a second language skills would give them more academic and professional opportunities in their future. In this study, it has been stated that the project participants, first grade students from a private school in Bogotá, Colombia, do not have appropriate reading comprehension skills in their second language. Furthermore, this study aims to foster and encourage students to apply a strategy that would facilitate their reading comprehension among short stories. The use of graphic organizers combined with peer assessment allows students to think critically among others' performance, thus, it allows students to think critically on their own use of the tool to find relevant information through the reading. This strategy was selected despite other strategies since the strategy also met the requirements of not changing or modifying schools' program. Furthermore, this strategy allowed students to identify the story elements which was the main target in language first grade. The implementation of the strategy contributed to strengthen the reading skills in students, prior checkpoints.

Chapter 2: Literature Review

2.1 Introduction

Reading comprehension has been a common difficulty for second language young learners in the educational system in Colombia for a long time (McDougald, 2015; Sánchez Solarte & Obando Guerrero, 2008) . This chapter examines the theoretical foundation of *reading comprehension*, *young learners*, and *graphic organizers* and how they relate to each other in creating new strategies to improve comprehension skills when reading a text. *Reading comprehension* advances and promotes three fundamental sub-skills: understanding of the main topic, understanding of specific details, and making inferences, that according to Just and Carpenter (1980), likewise, Song (2008) are relevant for young learners' second language acquisition. *Young learners* are defined as children between 6 and 12 years of age (McKay, 2006). Amongst other characteristics, young learners are understood to have already acquired solid foundations in their L1; they tend to understand more than they can produce, and they use language to exchange information (Brown, 2006; Butler & Zeng, 2014; A. Hughes & Taylor, 2010; McKay, 2006; Nakamura, 2018; J Piaget, 1971; Jean Piaget, 1964). A useful tool to support young learners in the reading comprehension process is graphic organizers. The aim of this tool according to Manoli and Papadopoulou (2012), is to help the reader classify and communicate information through a variety of conventions. Mede (2010) has examined how the reading process of L2 learners is facilitated by the use of graphic organizers. Having a clear understanding of the characters, settings, plot and main events through graphic organizers allows students to better process information (Bernhardt, 2010). Finally, peer-assessment according to Topping (2009a) allows students to become aware of their own learning process but requires a guided stage to train

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

students in this process. peer-assessment has become lately a strategy that fosters students' autonomy and meta-analysis.

The four constructs mentioned above, *reading comprehension*, *young learners*, *graphic organizers*, and *peer-assessment* are the four pillars in which this study is settled. This chapter will guide you through the foundations of these pillars, their meaning for different authors and the meaning adopted in this study. This chapter will also mention how these aspects have been relevant to the learning of the second language in a variety of studies similar to this one.

2.2 Theoretical framework

In this section, the reader will find relevant definitions and concepts about the four constructs that support theoretically the grounds of this investigation, and most importantly, the definitions adopted by the researcher that would be pillars of this study. In the same line, this section would show why the problem of this study exist.

2.2.1 Reading comprehension

Reading is an umbrella term defined as a process of decoding involving interaction between the learner and the text (Chall, 1996; Littau, 2006; Michnick, Rosinski, & Golinkoh, 2012) in which the main approach is to establish vocabulary recognition (Harrison, 2004). However, on a more detailed level, different researchers have produced different findings of how reading should be devised and encompassed. For example, Hoover and Goswami (1990) define reading as a *process* that consists of two components: decoding and linguistic comprehension. Hughes (2007) defines reading as a *compound interaction* between the reader, the text, and the purpose of reading within this interaction is shaped by the reader's prior knowledge and experiences. Accordingly, the present study adopts a mixed analysis of reading as a process

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

involving decoding the interaction between the learner and the text (Harrison, 2004; Littau, 2006).

As a more general aspect, *reading comprehension* can be understood as a process through which a reader understands a text (Harrison, 1998; Kibby, Lee, & Dyer, 2014; Kirby, 2007). This process is active, not passive, and involves an interrelation between the reader, the text, and the author (Harrison, 1998). The reader develops awareness of both self and the relation to others. Likewise, Weir (1993) argues that reading comprehension is a selective process taking place between the reader, the text, and the reader's prior background knowledge, and the interactions between these contribute to text comprehension—which is essentially, the understanding adopted in the present study.

In the same vein, Kirby (2007) suggests that providing the reader with clear objectives that motivate and guide this process contribute to meaningful learning from a text. However, reading comprehension is not developed spontaneously but rather is supported by the development of strategic comprehension abilities, for example when reading is tailored to readers by the selection of specific texts and tasks (Pourhosein Gilakjani & Sabouri, 2016). In addition, as Chall (1996) observes, the process of reading comprehension can be divided into the readers' use of different sub-skills needed to interpret linguistic features such as syntax, phonology, orthography, and semantics (Chall, 1996; Lee, Yeatman, Luna, & Feldman, 2011; Lipka & Siegel, 2012).

Ziegler and Goswami (2005) argue that what makes reading possible to develop such sub-skills is *phonological awareness*, while Lipka and Siegel (2012) include word reading and word-reading fluency as additional and necessary sub-skills. Other reading comprehension sub-skills connected with linguistic memory speed, verbal memory, receptive and expressive

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

language skills have also been proposed (Lee et al., 2011). However, the conception of reading comprehension skills embraced in the present study is that of Just and Carpenter (1980), likewise Song (2008), who argues that understanding of the main topic, specific details, and making inferences are the three fundamental sub-skills. This viewpoint was adopted and aligned with the needs founded after applying the needs analysis instruments (see section 1.1.1) where students lowest scores demonstrated how the participants struggled to identify the main idea and to find specific details in a story.

2.2.2 Young learners

There is not one unique agreement in the research literature on how to determine who constitutes “young learners”. For example, Gu (2015) understands young learners as children between 11 and 15 years old, while Butler and Zeng (2014) ascribe 9 to 12-year old as young learners. The present study, however, follows McKay’s (2006) definition of young learners as children between 6 and 12 years of age, not the least because this study’s target population age range was from 7 to 8 years of age. Some authors (Brown, 2006; Butler & Zeng, 2014; A. Hughes & Taylor, 2010; McKay, 2006; Nakamura, 2018; J Piaget, 1971; Jean Piaget, 1964) mention important characteristics regarding young learners. For instance, McKay (2006) characterizes young learners as having already acquired a first language and the basic reading abilities needed to decode and understand a text L1.

Having solid foundations in their L1 is recognized as a key component in the acquisition of an L2 (Brown, 2006). However, with L2 learners at this age, teachers must not confuse linguistic performance with communicative competence; children tend to understand more than they can produce (Brown, 2006). Along these lines, Piaget (J Piaget, 1971; Jean Piaget, 1964) stated that the stage of concrete operations (age 7 to 11 years). At this stage, the child develops

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

the ability to solve concrete problems by applying logical thought. The concrete operation stage is characterized by hands-on concrete experiences in which the learner understands new concepts and ideas. Moreover, as children become more social and less egocentric, they increasingly use language to exchange information. This has significant ramifications for the pace at which content can be introduced and for the improved retention of that content.

The aim of the present study was to examine the effects of *guiding* the participants through the L2 reading comprehension process. Vygotsky's (1978b) theory of zone of proximal development which is known as the distance between the actual cognitive capacity of a child learner and their level of potential development, proposes that the learner should be better able to construct new knowledge with careful guidance. Moreover, this study aims to shed light on two "myths" mentioned by Brown (2006): the first of which is that small children only use language in a perfunctory manner and are unable to learn grammar; the second is that a child can listen and speak yet remains far from the ability to read or write .

Contrasting this second myth, Grabe and Stoller (2012) argue that learners should engage in reading from a very early stage. Young learners can be trained and led through the processes of reading and critical thinking so that they can continue to master these skills as they get older. Additionally, in accordance with Piaget's (1971) stages of development, as children go through a transition from a preoperational stage (in which they have a biased grasp of the world) to an operational stage (in which they are able to think logically and in a more abstract way), it can be inferred that a child is first in a critical stage and then moves to a more logical adult-like stage (Medina, 2000). It is in this period of transition that teachers must stimulate the potential of a young learner as much as possible; the specific strategies and implementations examined in the present study are explained in Chapter 3: Research design.

2.2.3 *Graphic Organizers*

Graphic organizers are one of the main topics of interest in young learners' reading comprehension (Dalglish et al., 2007; Muijselaar et al., 2017). According to Manoli and Papadopoulou (2012), graphic organizers (GOs) are designed to classify and communicate information through a variety of conventions. GOs have been adopted in different educational areas, including science and technology (Ayverdi, Nakiboğlu, & Aydin, 2014) and biology (Trowbridge & Wandersee, 2005), but GOs have been most commonly used to support reading comprehension (Jiang & Grabe, 2007; A. H. Kim, Vaughn, Wanzek, & Wei, 2004). According to Zaini, Mokhtar, and Nawawi, (2010), graphic organizers can support reading comprehension by providing the reader an organize structure to classify relevant information. In particular, recent work has examined the use of graphic organizers in supporting L2 reading comprehension (Mede, 2010) and how students feel more secure finding information from a reading using a graphic organizer than without it.

Graphic organizers can be of different types, including, according to A. H. Kim (2004), semantic organizers, framed outlines, cognitive maps (both with and without a mnemonic). In a study by Stull and Mayer (2007) applied to a number of students, the students had the opportunity to create their own graphic organizers and also use some pre-designed graphic organizers in which case The results showed that the participants learned with greater effectiveness by doing. However, it is relevant to note that teachers train learners first (Pardo, 2004) in identifying the elements of a story prior to exposing them to organizers.

Graphic organizers are friendly and accessible tools for students to organize information and identify the main idea from a story by having a clear understanding of the characters, settings, plot and main events (Bernhardt, 2010). Bearing in mind that one of the possible causes of the

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

problem identified in the needs analysis (see 1.1.1.1) may exist in lack of knowledge on how to organize information when reading, graphic organizers fit the needs of the current study to provide the learners with a pre-designed tool. This tool aimed to foster reading comprehension which is the field where this study is grounded, thus, the following sections explain in detailed the state of the art of reading comprehension and the constructs mentioned above.

2.2.4 Peer assessment

Peer-assessment is a concept adopted to foster self-awareness in learning and, according to Topping (2009a), peer assessment is a process in which learners reflect and agree on the level, value, or quality of a piece of writing, a test, an oral presentation or other *skilled* behavior of a peer. This process of assessment can be summative or formative (Bostock, 2000), depending on the purpose of the lesson and the process carried out. According to Bostock (Bostock, 2000), peer-assessment fosters higher-order thinking skills. An important aspect of peer-assessment concerns the criteria learners use to assess the work of their peers. On one hand, Jones and Alcock (2014) argue that students tend to be good judges of their peers and, thus, there is no need to assign any specific criteria for them to use when peer-assessing. On the other hand, Van Zundert, Sluijsmans, and Van Merriënboer (2010) argue that criteria are necessary, at least while students are getting used to performing the effective assessment and to support the development of thinking skills.

2.3 State of the art

This research study will refer to previews studies that are related to the field of reading comprehension, young learners, graphic organizers, and peer-assessment. Furthermore, the reader will also find some insights and findings of these studies that are relevant to this investigation and the instruments further implemented.

2.3.1 Previous research on reading comprehension

Reading comprehension has long been a subject of educational research, beginning with principles of instructional practice (Pearson & Gallagher, 1983) through procedures and components of instruction (Pressley & Hilden, 2005). Other work has considered experimental comprehension instructional approaches (Sweet & Snow, 2003), and more recent research has examined the creation of automatic reading comprehension systems that can, like human readers, interpret texts through a combined process of knowing words and using background knowledge (Long et al., 2017). Research has also focused on the role teacher guidance plays in supporting learner reading comprehension (González & Paola, 2011; Tang, 1992), which in turn requires the appropriate professional development and training that enables teachers to provide such support (RAND Reading Study Group, 2002). Other studies (Gottardo & Mueller, 2009; Y. S. Kim, 2012; Lervåg & Aukrust, 2010) have compared L1 and L2 reading comprehension. Gottardo and Muller (Gottardo & Mueller, 2009) investigated the impact of L1 Spanish versus L2 English on reading comprehension, suggesting that training in word reading was the strongest predictor for successful reading comprehension in young learners. Another study (Y. S. Kim, 2012) on L1-Spanish first-graders found that oral language skills were not related to word reading autonomy thus, unrelated to reading comprehension. More recent studies involving reading comprehension in Colombia have been applied to learners in private and public schools at different grade levels such as in lower, middle and high school (Garzón Alfonso, 2017; Miranda, 2013). These studies found that students need to improve reading comprehension skills not only for improving their scores in the national examinations but also to better perform other practices in second language. these studies aimed to improve reading comprehension in school-age learners as this research seeks to improve reading comprehension in first-grade learners.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Considering that one of the main areas of interest in the development of the current study is the one related to the influence of peer-assessing graphic organizers regarding reading comprehension, it is relevant to mention some significant studies carried out first in reading comprehension among young learners.

2.3.2 Previous research on young learners

There have been a variety of topics of investigation regarding young learners and reading comprehension such as vocabulary, L1 influence, strategies for L2 acquisition and gender. For instance, investigations into vocabulary acquisition in young learners prior reading experiences in order to better understand (Gottardo & Mueller, 2009; Jalongo & Sobolak, 2011; Lervåg & Aukrust, 2010; Qian, 1999), these studies have shown that it is critical for young learners to establish strong lexical foundations for better initial reading experiences leading to better understanding. It is important to highlight that the population of the current study has already acquired A1 English-level, therefore, learners have a strong lexical foundation. They are able to communicate ideas and sustain basic conversations according to Gottardo and Muller (2009).

Even when speaking and vocabulary used are separate constructs, oral skills can still be measured by vocabulary awareness. This being so, the current study does not aim to focus its attention on vocabulary acquisition. Other studies were aimed at identification on the influence of L1 over L2 in young learners' reading comprehension (Ali Derakhshan & Elham Karimi, 2015; Gabriele, Troseth, Martohardjono, & Otheguy, 2009; Gottardo & Mueller, 2009; Granena, Muñoz, & Tragant, 2015; Y. S. Kim, 2012) these studies have shown that L1 has an influence on L2 reading comprehension. However, in a very similar case of study than the current study (Gottardo & Mueller, 2009), in which the learners were first grade Spanish speakers educated in English oral language proficiency and word reading, they were the strongest predictors in

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

English reading comprehension. In the current study, students are engaged in a bilingual program and have been studying English for at least 2 years (see also 1.1.1.2).

Other studies suggest providing young learners with tools and strategies to improve reading comprehension (Anderson, McDougald, & Cuesta Medina, 2015; Bernhardt, 2010; Booker, 2012; Dooley & Matthews, 2009; Krashen, 2005; Mahdavi & Tensfeldt, 2013) such as meaning-making strategies with the potential to affect later reading comprehension, free voluntary readings, and L2 acquisition through content integrated learning. Some other studies regarding young learners and reading comprehension aimed at identification among differences in gender (Logan & Johnston, 2009; Naderi & Akrami, 2018). The results showed that there are no relevant differences among gender (Naderi & Akrami, 2018). Another study showed that even when there were slight differences, the reasons were not clear (Logan & Johnston, 2009). The focus of this study is not to determine whether boys or girls have better reading comprehension abilities. However, it is important to determine the differences among various stages of learning. There has also been research on reading comprehension in very young learners, young learners, and adolescents (Dooley & Matthews, 2009; Eastment, 2003; Lee et al., 2011) regarding reading comprehension which shows the importance of this topic through the learners' academic development. The aim of the current study is to contribute strategies to improve L2 reading comprehension from early stages of reading.

In very early stages of reading comprehension, very young children are in the stage of pre-reading, the period of getting engaged through meaningful experiences in order to stimulate the development of meaning-making that would positively affect the potential for improved reading comprehension according to a study done by Dooley and Matthews 2009). Nevertheless,

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

this study focuses on young learners who have already acquired L1 reading skills and thus they are in the process of reading short stories with more complex paragraphs in L1 and L2 also.

2.3.3 Previous research on graphic organizers

Graphic organizers (GOs) have been found (Bernhardt, 2010; Katayama & Robinson, 2000; Robinson & Skinner, 1996) to help improve organization and general recall of information, thus improving reading comprehension. Bernhardt (Bernhardt, 2010) specifically examined the role of GOs in helping learners identify details, make inferences, and compare and contrast. Some authors (Braselton & Decker, 1994; Horton, Lovitt, & Bergerud, 1990; Praveen Sam & Rajan, 2013; Sundeen, 2007) have examined how GOs can help learners better understand main ideas, supporting details, vocabulary, and to make inferences. Other authors, such as Echeverri and McNulty (2010) and Vaughn and Edmonds (2006), have looked at the role GOs can play in developing thinking skills in reading.

Graphic organizers have been found to be particularly effective with young learners which fits the needs of the current study. Jiang and Grabe (2007) found that graphic organizers can help young learners improve reading comprehension; likewise, Mahdavi and Tensfeldt (2013), though they argue that GOs should be combined with other strategies, such as peer learning or self-questioning. Mastropieri, Scruggs, and Graetz (2003) designed a software to create graphic organizers to help second-graders improve their understanding of science and found that these GOs helped students improve understanding withing that content area.

In Colombia, studies on graphic organizers and young learners have been explored by Mora (2013), who found that GOs can improve writing skills by helping learners organize information in second language environments. Likewise, Dalglish (2007) and Garzón (2017) found GOs effective at helping second graders organize ideas and thereby improve reading

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

comprehension. This is a key element of why the research is so important in conveying to the educational community the value and effectiveness of GOs, and in the subsequent content it will be shown that indeed the use of such devices are an integral part of a multifaceted classroom learning environment.

2.3.4 Previous research on peer-assessment

Many researchers have explored peer assessment as a strategy to improve the learning process. For example, Topping (2005) found that a combination of peer tutoring, cooperative learning, and peer assessment can benefit both the learner who assesses and the learner being assessed. In another similar study implemented by Kamps, Barbetta and Delquadri (1994), it was found that using peer-assessment and peer-tutoring with autistic students helped increase not only reading comprehension but fluency. A recent study in Colombia Mora (2013) found that graphic organizers helped improve reading comprehension through suggested combining these with other strategies, such as self and peer-assessment, though it did not attempt such techniques itself. Indeed, there has been little work in examining how graphic organizers in combination with peer assessment practices affect reading comprehension in young learners (in Colombia), although the amount of existing research on these topics demonstrate that these could be an effective collection of strategies. Therefore, the present study sought to implement graphic organizers combined with peer assessment to increase L2 reading comprehension in young learners.

2.4 Conclusion

This chapter presented theoretical frameworks for reading comprehension, young learners and graphic organizers. Reading comprehension is approached in the present study as a selective process taking place between the reader, the text, and the reader's background knowledge, and the interplay between and among these contribute to text comprehension (Harrison, 2004; Littau,

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

2006; Weir, 1993). The current investigation considers three sub-skills (understanding of the main topic, understanding of specific details, and making inferences), (Just & Carpenter, 1980; Song, 2008) that are aligned with the needs revealed after applying the needs analysis instruments (see section 1.1.1.1). The population selected for this study is a group of students 7 to 8 years of age, categorized as young learners according to McKay's (2006) definition. McKay (2006) describes young learners as children between 6 and 12 years of age. Grabe and Stoller (2012) argue that learners should engage in reading from very early stages and that is the primary aim of the current study, to provide students with tools to engage with reading.

Along these lines, Graphic Organizers have been adopted in different educational areas, including science, technology, and biology (Ayverdi et al., 2014; Trowbridge & Wandersee, 2005). This instrument has been specially designed according to Manoli and Papadopoulou (2012), to classify and communicate information through a variety of conventions and most recently in supporting L2 reading comprehension (Mede, 2010). Graphic organizers may fit the needs of the current study to provide learners with a pre-designed tool as it is reader-friendly for students in the process of organizing information and identifying the main idea from a story by classifying characters, settings, plot and main events (Bernhardt, 2010).

Thus far, there have been no previous studies that have applied this strategy among young learners with the purpose of improving reading comprehension without support from parents or friends (Gibbons, 2003; Merga, 2014). The population of previous studies was selected with the purpose of finding differences in relation to the influence of L1 over L2 reading comprehension (Ali Derakhshan & Elham Karimi, 2015; Gabriele et al., 2009; Gottardo & Mueller, 2009; Granena et al., 2015; Y. S. Kim, 2012). Few studies have considered specific aspects of reading comprehension, such as identification of the main idea or drawing conclusions

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

as a hallmark of a particular grade (Garzón Alfonso, 2017; Miranda, 2013) which the present study focuses its examination.

Chapter 3: Research design

3.1 Introduction

This chapter aims to describe the data collection instruments implemented in the study of the impact that peer-assessment on graphic organizers has at identifying the elements of a story. Regarding the importance of improving reading skills in the group of participants selected for the study, the tool used to improve reading comprehension is the graphic organizers combined with peer-assessment as the strategy. In order to analyze the impact of the tool proposed, some research instruments were designed for measuring the level of effectiveness of the tool. These instruments were student produced handwork (graphic organizers), peer-evaluation rubrics, researcher journal, field notes, and pre-and post-test materials. These instruments were designed to be applied before, during, and after the pedagogical implementation. The ethical decisions made by the researcher due to the participants' ages will be explained, as well as the participation of the researcher during the pedagogical implementation.

3.2 Context

3.2.1 Type of study

The present study took a mixed method approach (Creswell & W., 2011; Leal Filho & Kovaleva, 2015; Leavy, 2017; Palinkas et al., 2011; A. Tashakkori & Teddlie, 2010), incorporating both qualitative methods (Leal Filho & Kovaleva, 2015; Morton, 2018; Silverman, 2004) and quantitative methods (Sogunro, 2002; Wu & Little, 2011). According to Tashakkori and Creswell (2007), strong mixed method research should present distinctly identifiable quantitative and qualitative data, also both should be analyzed and the results displayed separately. Another important characteristic is that the results of the strands are clearly integrated into coherent

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

inferences or conclusions more meaningful than the qualitative or quantitative strands alone. During this study, the instruments implemented to gather quantitative information were the pre-test and a post-test on reading comprehension. The instruments implemented to gather qualitative information were the field notes, and surveys, putting the previously designed plan into practice. Finally, after collecting all the data it was analyzed, evaluated, and explained also.

The present study considered how the peer assessment of graphic organizer strategy impacted the participants' reading comprehension of basic story elements (Cresswell, 2006; Dalglish et al., 2007; Abbas Tashakkori & Creswell, 2007). The study itself was conducted in two different stages: first, the pre-implementation of strategies such as graphic organizers, rubrics, and tests to a group of students. During the second stage, the implementation of those instruments along with field notes were applied to the group of first grade students. These instruments and the strategy provided the current research with quantitative and qualitative data for a mixed method (Creswell & W., 2011; Lingard, Albert, & Levinson, 2008; Palinkas et al., 2011) through the collaboration of the population selected.

3.2.2 *Participants*

The study was conducted at a private bilingual school in Bogotá, Colombia. This school was a certified school adopting the Cambridge curriculum. Then, in the process of becoming an IB school; some of the pedagogical methods for teaching English to lower primary students were modified. For example, the school went through a transition from a communicative approach focusing on the five main language skills, to Content Language Integrated Learning (CLIL). Furthermore, at the time of the study, English, Math, Science, and Social Studies were taught as one single class through CLIL which allowed the researcher to spend more time with the target population and implement the instruments and strategies within the expected time frame. The

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

participants in this study were 20 first-grade students: 11 girls and 9 boys ages 7 to 8. Eighteen participants had been attending the school for three or more years, and only two had attended for only one or two years. Most of them were assessed as having a CEFR A1 (Heyworth, 2006) level of English according to the standards of the institution.

The participants have not been formally evaluated with the periodic checkpoints of Cambridge program but, they would be in third grade. During the pre-implementation and implementation stage of the present study, the participants were 20 students who were taught language as a content area. The group of participants are in the transition of a new integrated curriculum program in which language remains included in a variety of content areas such as mathematics, social studies, and science, however, this time only one teacher would teach all of the subjects and would integrate the concepts among them.

3.2.3 Researcher's role

In the present study, the researcher had a participant-as-observer role (Baker, 2006), which allows natural qualitative data collection as the researcher is an active member of the group being researched (Leavy, 2017; Phil, 2013; V. Wilson, 2014). In such situations, the researcher's main purpose is to address a problematic situation that is occurring in a specific context by observing learners' reading performance. Other authors explained the role of a teacher (Burns, 2009; Hammersley, 1993; Laurillard, 2008; O'Brien, 1998) as observer with the ability to criticize and reflect the teaching practices as an action researcher. In the present study, the participant-as-observer researcher reflected on the effects of implementing graphic organizers in combination with peer-assessment and systematically organized the information obtained from the young learners to make a wider contribution to the pedagogical knowledge.

3.2.4 *Ethical considerations*

When conducting a research study, the researcher must bear in mind ethical issues that may arise during its development. According to Smith (2003), the researcher has the obligation to inform the participants about the possible risks and benefits carried with the study and to emphasize their duration and procedures (Khanlou & Peter, 2005; Zeni, 2014). In the present study, the participants are minors; therefore, the researcher requested the informed consent of parents in both stages of implementation through written letters (Appendix B: B.2); parents were informed that the data collected from this study was confidential and would only be used for academic purposes. It is likewise the researcher's ethical responsibility to inform the participants through a consent letter (see 6.7B.2) about the type of study that is being conducted and to ask them for permission to collect data as a sign of respect for their rights, regardless of their age. In addition, since the study was conducted in a school, the researcher had to request informed consent from the school's board of directors (see Appendix B: B.1).

3.3 Data collection instruments

The present study included two stages of implementing the selected pedagogical strategies and collecting data. For data collection, in the first, preliminary stage, three instruments were applied: graphic organizers, rubrics, pre and post-tests. In the second stage, five data collection instruments were used; these included all three instruments used in the first stage and, additionally, the field notes and some instruments were modified between the first and second stages (see further in section 3.3.1).

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

3.3.1 Descriptions and justifications

In this section, the reader will find information about the instruments implemented in this study, some definitions, descriptions, and the justification of the why these instruments were the appropriate tools to carry out this investigation. The instruments implemented were a graphic organizer, a rubric, pre and post-test, field notes and a survey which allow collecting and triangulating the data.

3.3.1.1 Graphic organizer

In the present study, graphic organizers (see 6.7Appendix G:) were used to provide the participants with a tool to help them organize their ideas. All the information the participants were able to extract from the texts in order to construct a general depiction, as other studies have demonstrated that can be effective (Dalglish et al., 2007; Mede, 2010; Trowbridge & Wandersee, 2005). Zaini, Mokhtar, and Nawawi (2010) argue that graphic organizers support reading comprehension by helping students organize ideas by themselves. Moreover, working graphic organizers improve students' performance and motivation in learning (S. H. Zaini et al., 2010).

3.3.1.2 Rubric

Rubrics are defined as guides to scoring a task (Mertler, 2001) using pre-established criteria for assessing a student's performance. According to Mertler (2001), there are two types of rubrics: holistic and analytic. A holistic rubric is one with which a teacher assesses the overall process, while with an analytic rubric, all the component parts of the learner's performance are assessed separately. Educators around the world are working to design 21st-century models of learning that prepare learners for life (Andrade, 2005). The design of rubrics provides learners with tools to build 21st-century skills. Thus, for the purpose of this research project, *analytic rubrics* were

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

designed to help the students assess their peers' graphic organizers. These were presented to the students as checklist (see 6.7Appendix H:).

3.3.1.3 Tests

Tests are fundamental to measuring and to improving learning skills (McDaniel, Agarwal, Huelser, McDermott, & Roediger, 2011; McDaniel, Wildman, & Anderson, 2012; Narloch, Garbin, & Turnage, 2006; Rao & DiCarlo, 2000). In the current study, tests were applied in two stages. In the first, preliminary stage, reading comprehension tests were used to measure participants reading comprehension after they had read a short story and assessed a classmate's graphic organizer on the same story. These tests were intended to pre-evaluate the relative efficacy of the strategies that had been used with the participants prior to their involvement in the present study (see Pre-test) . In the second stage, tests were used at the at the end of the implementation to measure the relevant efficacy of the participants' peer-assessment of classmates' graphic organizers on their own reading comprehension (see Post-test).

3.3.1.4 Field notes

As a data collection instrument, the field notes can help the researcher explain situations, opinions, and feelings that occur in the classroom and to remember particular circumstances (Borg, 2001). Borg (2001) also suggests that an unstructured journal could provide more significant and richer reflections on practice, thereby providing strong additional support towards validation when triangulating and compiling data. In the present study, the researcher kept the field notes during every session of the pedagogical implementation, using a semi-unstructured style (Megowan-Romanowicz, 2010) with records of key factors and free descriptions. The field notes were chosen as an instrument to collect data in this research study as a tool to keep a record of different variables that may affect the implementation of the strategy (see 6.7Appendix J:). The field notes consist of

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

writing thoughts and observations that are related to the research topic after a lesson. The field notes are registered in a personal notebook in which the researcher can focus on the aspects consider relevant for the research study, including class observations, students' interventions, environmental aspects affecting the study, feelings, etc. (Johnson, 2012).

The research conducted by Crago and Crago (1983) reported the impact of reading picture books from an early age to their own daughter. The researchers also affirmed that keeping field notes in which details of the daily routines and advances in the reading skills developed by the child were written; the names of the books read, the book preferences of the child, the first reading utterances produced, comprehension of the stories' messages, among other elements were all included in the notes.

3.3.1.5 Survey

Survey is consider to be a research method, often it is used in combination with other techniques according to Williamson (2017). The flexibility of open-ended questions combined with the discipline of seeking certain types of structured data turns surveys to be an effective tool in collecting participants' testimonies (Mintzberg, 1970). The implementation of this instrument provided information to collect qualitative data which followed the mixed method of the current study (see 6.7Appendix K:). The survey was the last instrument implemented and it was provided in Spanish in other to avoid students feeling limitations to express their feelings and thoughts.

3.3.2 *Validation and piloting*

Validity is considered in qualitative and quantitative research as a way of controlling the quality of the implementation (Jick, 1979; Wiersma, 2013). According to Jick (1979), the consistency and meaningfulness of the research depends on the reliability and validity. Following this path, the method and the instruments implemented aimed to gather qualitative and quantitative

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

information that according to Dellinger and Leech (2007) the unified validation framework in mixed methods allows the study to link qualitative and quantitative data together to better triangulate information and to guarantee that the analysis of data is valid and reliable. The qualitative data collection instruments implemented in this study were previously piloted with two colleagues and subsequently with students from the same school with similar characteristics to the participants. These instruments were the same field notes, the structured observation notes, and a survey used during the implementation.

The piloting process allowed the researcher to anticipate some language problems or other difficulties that could interfere with the participants' performance and the validity of the data gathered. Besides, quantitative instruments like a test, a rubric and a Graphic Organizer were designed considering fair measurement scales such as the same number of questions, same criteria, same kind of items, same reading passages. Likewise, all the instruments were checked by the researcher counselor and the researcher several times to identify any unclear aspect, such as instructions, biased questions, language mistakes, typos, format issues, etc.

Regarding data analysis, after the results were collected and systematized, the mixed method approach was implemented to code data allowing the researcher to contrast and validate the information gathered and triangulate through different perspectives. According to Jick (1979), the best way to triangulate a study is by adopting a mix method that allows the researchers to find the strengths and weaknesses easier than single methods. Having a qualitative and quantitative approach combined, is viewed as complementary rather than demanding.

3.4 Conclusion

This action research study aims to provide the appropriate tool and strategy that fits the needs of first graders to facilitate reading comprehension and identification of story elements. The

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

tool used to promote reading comprehension is the graphic organizer and the strategy implemented is the peer-assessment of the graphic organizers. The instruments designed to collect data and the instruments implemented were piloted to triangulate and validate the information gathered. The mixed method approach adopted for this study, allowed a qualitative and quantitative analysis through a questionnaire, a survey, field notes, a test, and participants' artifacts. These instruments provide students perceptions, interests as well as all the information needed to collect data. The data collected, was coded, and analyzed to answer the research question and carry of the objective of the study.

In the upcoming chapter, the pedagogical intervention and implementation is detailed. During the intervention process, the strategy of peer assessment of graphic organizers was carried out following a lesson plan to collect data in other to find the significance of this study.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

Reading comprehension has quickly become a determining factor in second language learning as it is considered the basis of a variety of skills in scholarship, for instance, developing literacy skills (Dubé, Ouellet, & Bessette, 2016; Ouellette, 2006). The vision of the combination of learning, language and curriculum need to be considered. Therefore, this chapter describes the different perspectives about learning, the concept of language that provides the impetus for the research as well as the visions and goals of the curriculum. Furthermore, this chapter presents the implementation design which includes a detailed narrative of the sessions with their correspondent objectives, activities, and the data collection instruments that will help gather information along with the implementation. This chapter describes the visions of language, learning, along with curriculum that shaped the decisions made for the pedagogical implementation; moreover, it reports in detail, the stages, goals, and activities carried out during the implementation.

The application of the study was carried out in a total of 25 hours to determine to what degree peer assessment of graphic organizers improved the understanding of narrative elements of a short story in 20 first-grade learners with A1 English level (Council of Europe, 2001). The timeline, the lesson plan, and the data collection instruments (the pre- and post-test, the graphic organizer, the checklist, the survey, and the field notes) are also included.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

Effective reading is indispensable for achieving the acquisition of a second language. After all, reading is the foundation of education in all aspects of language learning (Mikulecky, 2008).

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Language is a system composed of many elements, more specifically, sub-elements. Moreover, it is a system that permits communication achievement, and indeed it is an inherent ability of humankind (Cook, 1985). Cook's vision of language intended to divide language into smaller parts in order to be understood, taught and learned. Tudor (2001) categorized language in five components which include: grammar, vocabulary, phonology, discourse, and style and appropriateness. According to Koda (2007), reading builds on oral language competence and in order to learn how to read uniformly, the demands of a process of linking the language and its writing system is required. As a communication system, furthermore, languages vary in their conventions of transmitting meaning and approaches of signaling those conventions. Writing systems also differ in what they convey and their results. It is thus crucial how reading sub-skills and their growth are influenced and transformed by the properties of a language and its system.

For this research study, language is understood as a system of lexical chunks that convey meaning through context. Language arises from meaning and it is found in the context of reading (Kintsch & Rawson, 2005). In the same vein, lexical dexterity depends on a grammatical set of rules that give coherence to the communicative process and that are also learned when reading (Mahdavi & Tensfeldt, 2013). Systematic variations do occur in reading and processing in (L1) and (L2). These variations have serious implications for the second language (L2) reading theories since it involves two languages contrasting the first language (L1) reading. This suggests continual interactions between (L1) and (L2), along with continuous adjustments of each language. Therefore, L2 reading is crosslinguistic and, hence, intrinsically more complex than L1 reading (Melby-Lervåg & Lervåg, 2011). L2 reading is constrained by language-specific demands in and across languages.

4.2.2 Vision of learning

The present research study was carried out under the umbrella of Piaget's constructivism and Vygotsky's zone of proximal development (ZPD) where the concept of constructivism refers to the learner building up new knowledge influenced by prior experiences, and the ZPD refers to potentialize the learners ability to solve problems by having adult guidance or peer-assistance (J Piaget, 1971; Vygotsky, 1978b). Therefore, this study contemplates learning as a process that takes place by the combination of intrinsic and extrinsic factors (Mori, 2002). The extrinsic factors correspond to social interaction and exposure to implicit and explicit input. Children learn best when surrounded by rich and meaningful environments that promote collaboration with others (S. M. Wilson & Peterson, 2006). Nevertheless, learning can also occur by accident, meaning that not only children learn from the intended input but also from other sources that surround them. Vygotsky (1978a) conceived learning as a guided process, from his perspective, the role of the teacher is to help the learners in what they are not yet able to do by themselves. Moreover, the learner does not only learn from the teacher but from an individual that has greater development of the skill or knowledge.

The inner factors respond to the specific characteristics of the learners which vary from individual to individual: Personality traits, cognitive abilities, age, memory, likes, religion, level of education, self-esteem, motivation, and life experiences influence the learning process (Brown, 2006). The brain plays a crucial role in the learning factor; the brain dominance theory explains that some skills are mastered according to the hemisphere that is better developed (Garcia & Cain, 2014).

4.2.3 Vision of curriculum

A curriculum is developed considering the goals of the center that aims to offer its educational service; it responds to a necessity within a targeted population and embodies a set of materials that are especially designed or selected for them (Seaman & Nunan, 2006). Additionally, a curriculum is rich in contents that promotes developing certain skills and understandings which are transversal to different areas of knowledge (Richards, 2013). This research fits in the curricular design for elementary learners and aimed to develop children's reading comprehension by offering meaningful scaffolded reading experiences and peer-assessment of graphic organizers.

For this study, the researcher followed the principles of meaningful learning and the social construction of knowledge (Ausubel, 1963; Daniels, 2008). It engages students in didactic activities that allow peer-work, hands-on work, reflection, motivation, and collaboration. Moreover, the materials selected for the mentioned strategy are fictional texts and graphic organizers which have the function of facilitating the organization of ideas (Sipe, 1998).

In addition, the researcher considered the school's pedagogical approach TFU (teaching for understanding), which consists of a well-structured path for delivering lessons that emphasize the role of the learner and their capacity to transform knowledge (Cowan, 2010; Furman Shaharabani & Faiger, 2017; Wiske & Spicer, 2010). TFU aims to develop skills and abilities that can be applied in unfamiliar contexts; according to the approach, this is only possible when learners are capable of going beyond mere "knowing" to the true and actual dynamic and deeper understanding.

4.3 Instructional design

4.3.1 Lesson planning

The implementation took place in a period of five academic days, with an intensity of five hours per day for a total of 25 hours distributed in eleven sessions. The sessions were distributed throughout the day as the learners had to follow their regular schedule and they had to attend different classes. The researcher designed and implemented a detailed lesson plan to carry on. The lesson plan included the implementation of a pre-test, the reading stage where vocabulary and story elements were presented, a training on the use of the graphic organizer and the checklist of the story elements to peer-assess graphic organizers, a post-test and a survey.

For the lesson plan, the researcher considered some important aspects such as learning styles, scaffolding and critical thinking (Gibbons, 2003; Rao & DiCarlo, 2000; Read, 2010). First, the learning styles were relevant as the population of the present study is young learners from 7 to 8 years. For instance, during the first session, the researcher used a video beam to project a song and introduce the topic as a warm-up activity aimed to motivate kinesthetic, visual and auditory learners (Dornyei, 2005; Honey & Mumford, 1992; Isemonger & Sheppard, 2003; Reid, 1987). Then, the students expressed their likes and dislikes among stories. They mentioned what they knew about fiction and non-fiction stories. They talked about differences and similarities among the stories they had read before and drew their favorite story (see session 1).

The second relevant aspect was the scaffolding process (Cuesta Medina & Alvarez Ayure, 2014; Gibbons, 2003) in which the learners were able to give one step at a time recalling the prior information. The activities planned allowed the students to learn first the story elements one by one recalling the prior element learned. The same process was done simultaneously with the graphic organizer and the checklist filling out the information assigned to each element. At

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

the end of the lessons, the learners were able to express easily the five story elements and their characteristics.

Lastly, critical thinking (Rao & DiCarlo, 2000; Siegel, 2010; Wright, 2002) was crucial during the lessons carried out. The guided questions among the elements of the story and their characteristics allowed active participation from students (see sessions 3 and 4). The pre, and post-reading strategies implemented were driven through questions mostly (see sessions 1 and 10). The implementation of the peer-assessment tool was a very important moment in which the students had to judge someone else's graphic organizer objectively pointing to the nature of critical thinking (see sessions 8 and 9). This nature is defined as "The reasonable and reflective thinking focused on deciding what to believe or do" (Ennis, 2011, p. n.d.). Therefore, the pace of the lessons was to foster critical thinking towards the understanding of the five elements of the story. Thus, the lesson planning contributed to the elements needed to implement the instruments and the strategy proposed.

4.3.2 Implementation

This section will explain in detail the implementation process of this research study. The implementation was a scaffolded process though eleven sessions planned that will be described below (see Table 1). Each session had a structure following the normal structured classes of the school where there is a warm-up activity, then the explanation, followed by practice and finally a wrap up or concluding activity.

Table 1

Implementation planning

Hours	Stage	Activities	Objectives	Materials	Data Collection
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PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

<p>3 Hours</p>	<p>Pre-test implementation</p>	<p>Session 1: (3 hours) Warm up: The Students will listen to a song, then the students will sit on the floor in a circle and will discuss what a story is, what stories they like the most and why. They will also discuss the differences between fiction and non-fiction story.</p> <p>After that students will be asked to draw a picture of their favorite story. Once students have discussed stories, they will receive instructions on reading silently the Goldilocks story and answer a pre-test individually. The classroom will be set in rows so that the students are able to concentrate on the reading and the pre-test.</p> <p>Finally, after the students answer the pre-test, they will discuss what they found interesting in the story, what they found difficult to understand.</p> <p>Closing: Free drawing of the story.</p>	<p>Check on students understanding of a short story by answering a test.</p>	<p>Computer, video-beam paper, color pencils, pencils,</p>	<p>Pre-test Field notes Structured observation notes.</p>
<p>2 Hours</p>	<p>Peer-assessment implementation</p>	<p>Session 2: (2 hours) Introduction: The students will listen to a song (follow instructions) and will dance and sing twice. The teacher will explain the overview of the different activities that they will have and the objectives of the lessons.</p> <p>Students will sit in a circle and discuss on a KWL chart, what they know about the graphic</p>	<p>Identify the elements of a story. Identify missing information. Peer-assess a graphic organizer.</p>	<p>Computer. Video Beam. Storybooks. Pencils, color pencils. Whiteboards Markers</p>	<p>Field notes Graphic Organizers Checklist.</p>

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

		<p>organizers or the elements of a story, then they will reflect on what they would like to know. The last column will be filled during the last session of the implementation.</p> <p>They will check on the graphic organizer and the checklist and comment what they know, and how can we use it in class to improve reading comprehension (prior Knowledge.</p> <p>Closing: Students will listen to the song again and will follow the instructions.</p>			
4 Hours	Story elements	<p>Session 3 and 4: (2 hours each)</p> <p>The teacher will teach them about the 5 different elements of the story. One at the time, asking questions to generate critical thinking among the reading and the elements in the story.</p> <p>Every time one element is thought, they will be asked to fill that information into a graphic organizer individually and the check list on the board as a training. They will peer-assess the graphic organizers individually once they have finishing filling out the information.</p> <p>The students will discuss the five elements of the story “mole and the baby bird”.</p> <p>Students will practice speed chatting. This activity consists of making two rows facing each other. Then, they will ask each</p>	<p>Objective:</p> <p>The students discuss the five elements of the story selected.</p>		<p>Field notes</p> <p>Graphic organizers</p> <p>Checklist</p>

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

		<p>other one question related to the five elements of the story. (the questions will be displayed on the board). E.g. What are the characters of the story? what is the setting of the story? etc.</p> <p>They will have only 60 seconds to do so. Once the 60 seconds are over, one of the rows rotates so that each student has a new partner. The process will be repeated several times.</p>			
3 Hours	Reading comprehension	<p>Session 5: (3 hours)</p> <p>Introduction:</p> <p>The students will watch a short video of what fiction and non-fiction stories are.</p> <p>The group of students will sit on the floor and will listen to the teacher explaining that they are going to answer some questions and then, they will listen to a story.</p> <p>The teacher will read the title of the story and will ask students to predict what they think the story is about. After brainstorming, the teacher will ask them about the characters, how they look like, if they talk or not, where they live, what they eat and what they like to do.</p> <p>After that, each of the students will have their own story and the teacher will ask the students to read the story silently. They can read and look at the pictures of the story.</p> <p>Each student will receive a whiteboard where they can write the words that they didn't understand from the story.</p>	The students read the story silently first and identify the words they don't understand.	<p>Storybooks.</p> <p>Pencils, color pencils.</p> <p>Whiteboards</p> <p>Markers</p>	<p>Field notes</p> <p>Graphic Organizers</p> <p>Checklist</p>

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

		<p>Then, the students will have some time to discuss in pairs what they liked from the story and the tricky words they found.</p> <p>Closing: Finally, all together will create a list of confusing words and will be written on the board. These words will be kept by the teacher so in the following session they will work on those words.</p>			
3 Hours	Vocabulary and reading	<p>Session 6: (3 hours)</p> <p>Introduction: Students will watch a short video of the story “Mole and the baby bird”.</p> <p>The students will be asked to recall the vocabulary they didn’t understand from the story and the teacher will teach the vocabulary, by providing synonyms of them and sample sentences with those words.</p> <p>The students will recall what they have learned filling out a graphic organizer on the board (group work), and the checklist with the information from the video.</p>	Objective: the students understand the vocabulary from the story.	Paper, pencils, computer, video-beam	Field notes Graphic organizer Checklist.
3 Hours	Peer-assessment	<p>Session 7: (3 hours)</p> <p>Warm Up: recall for elements of the story learned in the prior reading sessions. The students will receive input on how to fill out a graphic organizer. (they already filled it out without noticing) this time they will be aware of how to fill it out and why it is important to</p>	Objective: the students understand how to use a graphic organizer.	Video-beam The reading, Markers	Field notes Graphic organizers checklist

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

		<p>organize the information into a graphic.</p> <p>The teacher will project a graphic organizer on the board and will sit with them on the floor in front of the board. The teacher will read the story and they will be asked to be aware of the useful information to fill out the graphic organizer. For instance, every time they listen to the name of a character, they must raise their hands and tell the others where that information goes. That student will write it on the board. The exercise will continue until the story is over and all the information is complete in the graphic.</p>			
4 Hours	Peer-assessment	<p>Session 8 and 9: (2 hours each)</p> <p>Introduction: Students will recall the five-story elements, then they will summarize the story read (Mole and the baby bird). The teacher will ask the students how they will grade a graphic organizer displayed on the board. They will brainstorm on the criteria to assess the graphic organizer.</p> <p>After that, the teacher will show students the rubric and will read one by one the criteria of the rubric. The students will check and analyze if each of the sections in the graphic organizer meets the criteria. Then, the teacher will color the face that better describes the accomplishment.</p>	Students will peer-assess graphic organizers.	Computer Video-beam Pencils paper	Field notes Rubrics Graphic organizers Peer-Assessment of graphic organizers

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

		<p>Finally, each student will receive a graphic organizer of a classmate and a rubric. The students will peer-assess a graphic organizer.</p> <p>The graphic organizer will not have a name, it will be assigned a number so that when students peer-assess the graphic organizer, students will be able to assess it objectively.</p> <p>Closing: Students will describe their experience, and how they assess the graphic organizer. Students will discuss the information that was complete and the graphic organizers that were not complete. Also, they will discuss the story elements they identified.</p>			
2 hours	Post-test	<p>Session 10: (2 hours)</p> <p>The students will discuss the KWL chart they started filling out in session 2, they will reflect on the last column which is the L (what I learned). Then, they will receive instructions on reading silently the three little pigs' story and answer a post-test individually.</p> <p>The classroom will be set in rows the same as when they had the pre-test. Finally, after the students answer the post-test, they will discuss what they found interesting in the story, what they found difficult to understand.</p> <p>Closing: Free drawing of the story.</p>	Measuring the level of understanding of story elements.		Post-test Field notes

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

1 hour	Survey	Session 11: (1 Hour) The teacher will thank the students and will ask them to express their feelings through this experience by filling out a survey. After they have completed the survey the group will share a picnic and will discuss freely with their classmates among their interest and favorite readings.	Collect information about the student's perceptions.		Survey Field notes
25 total					

The implementation of the lesson plans started by providing a familiar context to students in which they sang songs and chants and then, they have a conversation among the genre of the stories, their differences, and similarities. Then students share their personal experiences when reading and they talked about their favorite stories (see session 1). Then, the students were asked to read a story individually and answer a pre-test. The pre-test consisted of five questions one per story element targeted: title, characters, setting, problem and solution of the story Goldilocks and the three bears (Pottle & Pottle, 2018). During the pre-test, the students were able to check on the story if they needed it (see session1). There was no time limit to answer the test, however, the students took around 15 to 20 minutes to answer the 5 questions.

Taking advantage of that conversation, there was the opportunity to make a transition and introduced the objectives of the implementation, the sequence of activities, expectations, and roles. The learners were told the expected time assigned for the implementation after introducing the objectives (see session 2).

During the following lessons, the students were introduced to a new story with very similar characteristics in terms of genre and lexis named “Mole and the Baby Bird” (Newman,

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

2002)(see sessions 3 and 4). The five story elements were progressively seen, and, in the meantime, they had a graphic organizer to fill out little by little according to the story element taught and the checklist to peer-assess the graphic organizer (see sessions 5 to 8). Every time one new story element was introduced, the prior elements were recalled strengthening and scaffold knowledge. Each student had their own graphic organizer, but the checklist was shown on a screen to work collaboratively. It is important to emphasize that the students did not write their names on the graphic organizer form, instead, a number was assigned to avoid subjectivity when the implementation of the peer-assessment strategy was done. Once the students had the graphic organizer complete, the next step was to distribute them again randomly making sure nobody had their own graphic organizer. After that, the students applied the checklist as they had practice on each session, but this time they did it independently (see session 9).

The last part of the implementation was to recall all the story elements, how a graphic organizer organizes the story elements and how a checklist provided awareness of the information in the story. As soon as they had remembered every important aspect of the process, they were assigned a new reading called “The three little pigs” (Epenscheid, 1942). The students followed the same directions as they did in the pre-test. They read the story, they were asked to look for the five story elements and finally, they took the post-test (see session 10).

During the eleventh session, the students were able to express their feelings regarding the use of the graphic organizers and the checklist, they also commented on how they felt assessing their peers and being assessed by others. In the end, they filled out an L1 survey, therefore, the learners’ thoughts and feelings were registered (see session 11).

4.4 Conclusion

This chapter described the visions of language, learning, classroom, and curriculum that the study followed to design a pedagogical implementation that met the learners' needs and fostered reading comprehension in young learners of English as a second language. In addition, the above-mentioned visions embodied the structure for the lesson plan of fiction readings, organization of ideas through graphic organizers and the peer-assessment of those.

The pedagogical implementation aimed to develop new reading skills of the participants and followed a scaffold sequence of the session. In each session, the goal ran from simple to more complex objectives. Furthermore, the participants were provided with opportunities to use and demonstrate their knowledge discussing, analyzing, and collaborating with peers and the teacher.

Chapter 5: Discussion

5.1 Introduction

After the intervention stage, data was collected and organized through a matrix created in excel. The data was analyzed following a codification method where a core category, categories and subcategories were identified. The data analysis answered the research question and determined the effect of the strategy implemented. The results demonstrated the positive effect of graphic organizers' peer-assessment to identify story elements in a short story. Furthermore, the results in the pre and post test revealed the positive effect from peer-assessment of graphic organizers into students reading comprehension.

5.2 Data management procedures

During the implementation phase of this research study information was collected by utilizing the instruments designed and described in chapter three. Pre and post-tests, graphic organizers, checklists, surveys, and field notes were implemented in order to obtain results from the pedagogical intervention. In the same vein, the researcher organized the information following the principles of the grounded theory method selective coding (Strauss & Corbin, 1990), assisted by a statistical package for social sciences software (SPSS); converting the participants and their answers into codes. Therefore, the target elements of the story were categorized into cryptographs and participants were given codes from S1 to S20. The information managed followed procedures suggested by other authors such as Crozier, Denzin and Lincoln (1994):

- Gathering information
- Reducing and analysing by categories
- Triangulating, comparing, and contrasting
- Writing narratives of findings.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

5.2.1 Validation

The participants of the research study were 20 first grade students. The instruments of data collection assured the triangulation of information, comparing the researchers, the learners, and other teachers' views. First, from the pre and post-test was obtained information regarding the identification of story elements before and after readings of fiction stories. Then, the graphic organizers provided information on students' knowledge of story elements as well as vocabulary to express their ideas. Next, the checklists provided the visions of the learners among peers' performance. Also, the field notes provided an objective panorama of each stage followed during the reading sessions, and evidence of learners' reading skills. Finally, the survey provided reflections and feelings from students regarding the peer-assessment process and the learning of 12 reading.

5.2.2 Data analysis methodology

The information gathered was analyzed following the principles of the grounded theory, selective coding, in which the researcher explains a phenomenon from the views of a group of participants and from the identifications of repetitive patterns (Creswell, 2009). In a starting point, the information gathered from the survey was converted into a written document as suggested by Friedman (2012). Then the information was reorganized into categories and then into codes. Finally, the codes were illustrated in graphs which supported the findings with narrative.

5.3 Categories

5.3.1 Overall category mapping

Three systematic steps were followed to identify and narrow the categories, subcategories and core categories. The first one was open coding, the second one, axial coding and the last stage

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

was selective coding (Corbin & Strauss, 2012). The main objective in the open coding stage was to identify, to label and to classify into categories the information from the instruments. According to Corbin and Strauss (2012), “It is designed to break open the data to consider all possible meanings”(p. 76). The survey implemented in this current study contributed the most to this stage of the open coding. The information gathered was grouped and organized using a color-coding technique (see6.7Appendix L:). The categories were consistently analyzed, grouped and validated throughout the instruments to reach the point of saturation mentioned by Corbin and Strauss “It means taking each category and spelling out in considerable detail its properties and dimensions, including variation” (2012, p. 134). The initial codes identified from the instruments after open coding procedure were as follows:

- Students like being assessed by peers.
- Students think that peer-assessment is fun.
- Students would like to continue practicing peer-assessment.
- When practicing peer-assessment, students feel like a teacher.
- The students perceive Peer-assessment as a way of learning.
- Peer-assessment Fosters Self-awareness of mistakes.
- Students thinking that using G.O. have many advantages such as organizing ideas, improving reading comprehension, identifying story elements, learn English
- Dislikes about using G.O.
- The students have a bad feeling about being assessed by peers.
- The students feel concerned about unfair assessment either because they could hurt others’ feelings or because they could feel bad about the results they get.
- The students feel challenged by assessing unknown peers.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

- Understanding others' handwriting is an issue when peer-assessing.

In the axial coding, the categories were grouped in a way their properties were related to each other. The connections among them allowed the classification of wider categories. As shown below (see Figure 1), the open coding turned into axial coding and preliminary categories were selected.

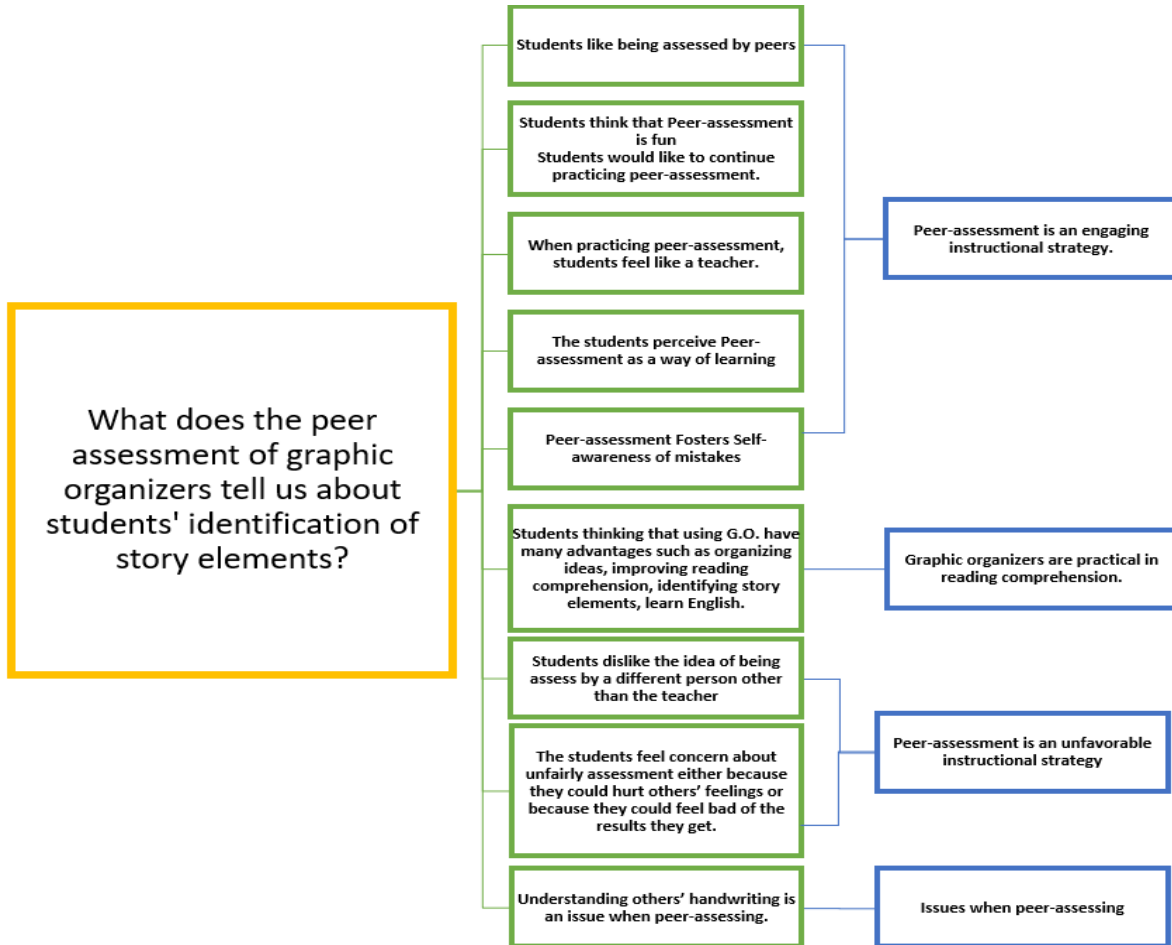


Figure 1 Preliminary categories and subcategories

During the selective coding process, the core categories were identified in order to answer the research question of the study. The categories and subcategories were consistently regrouped and validated to narrow them to a core category as mentioned by Corbin and Strauss "the category

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

that appears to have to greatest explanatory relevance and highest potential for linking all of the other categories together.” (2012, p. 124). The core categories defined to represent the main theme of this current study are shown below (see Figure 2).

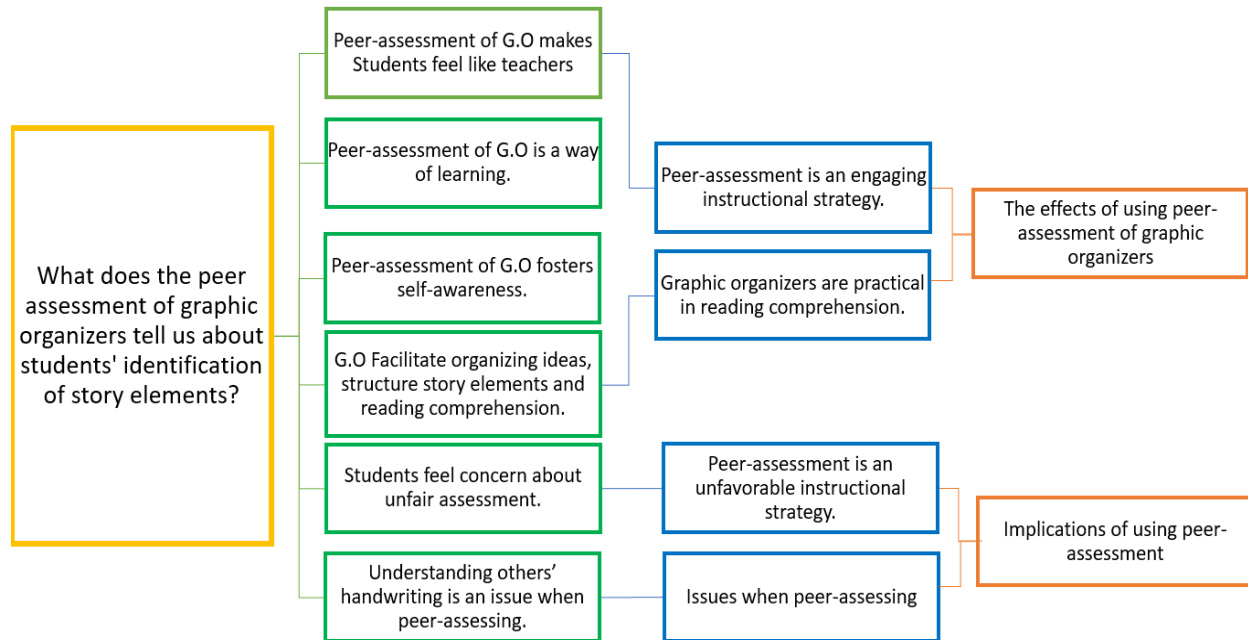


Figure 2 Final categories and subcategories after the axial coding.

Moreover, the pre and post-tests also revealed a positive effect on the peer assessment strategy by showing that when students took the pre-test, 12 to 16 students were able to find the story elements appropriately while after the implementation, and after they were guided and trained to peer-assess the graphic organizers, 17 to 19 students out of 20 were able to identify story elements when they took the post-test (see Figure 3).

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

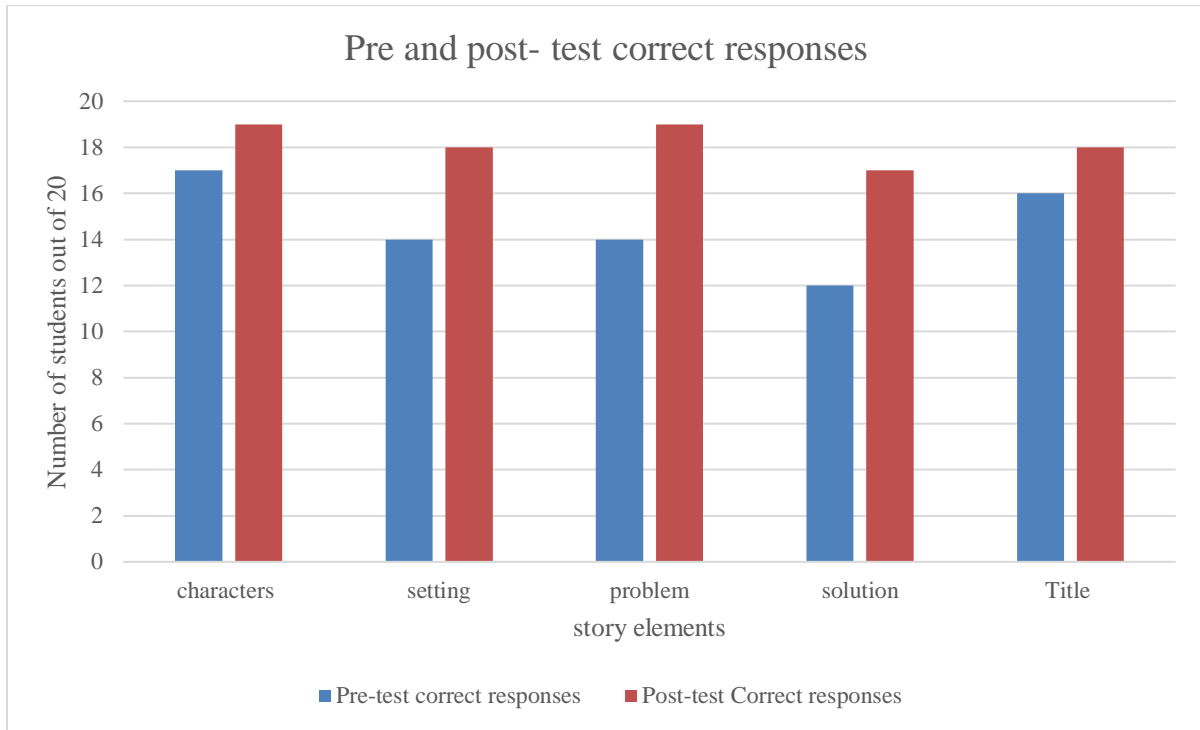


Figure 3 Pre and post-test correct responses.

5.3.2 Discussion of categories

After the axial coding stage, two main categories emerged. The first category title *the effects of using peer-assessment of graphic organizers* and the second one *implication of using peer-assessment*, emerged from four subcategories that are to be discussed widely. One of the most relevant aspects that support these categories is the students' perceptions (see Figure 5). During the implementation process, students were able to express their thoughts and feelings about peer-assessment of graphic organizers. Therefore, the supporting information will answer the research question of the current study.

5.3.2.1 The effects of using peer-assessment of graphic organizers enhanced reading comprehension on students.

Using peer-assessment of graphic organizers has a conclusive effect on the performance of the participants regarding reading comprehension. The mayor finding was a significant improvement in reading comprehension revealed from students' post test results after the implementation. furthermore, two more components support the effects after implementing the strategy. The first component is *the use of peer-assessment of graphic organizers as an engaging instructional activity*. Furthermore, the second component refers to *the use of graphic organizers as practical mechanism in reading comprehension*. These three findings are to be discussed below in detail.

5.3.2.1.1 Finding one: Peer-assessment of graphic organizers improve reading comprehension.

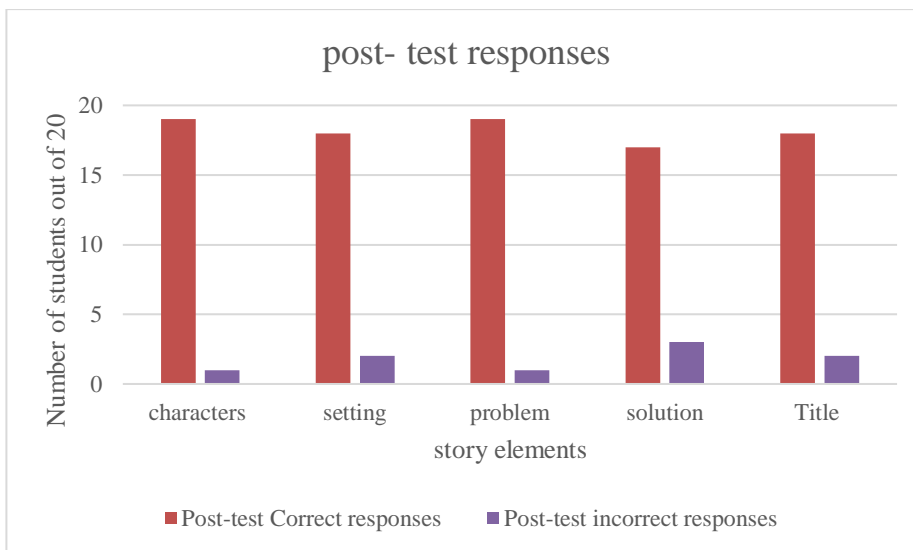


Figure 4 Post-test responses

The students showed improvement after going through the implementation where they learned how to check and assess their classmate's graphic organizers. The results showed how in

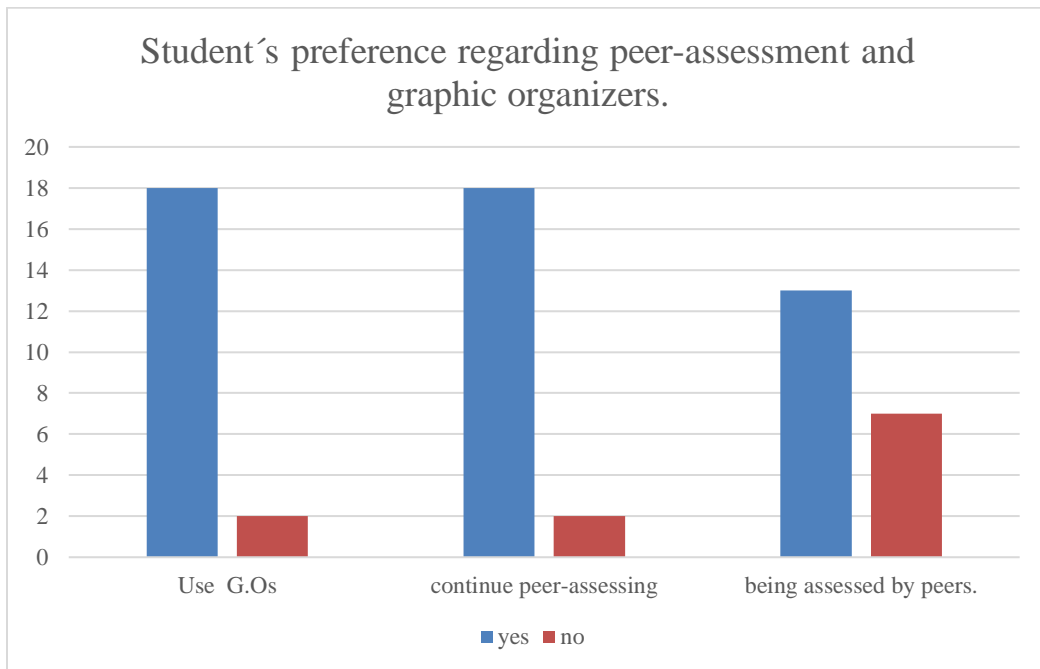
PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

the pretest, the story element that students struggled the most was finding the solution of the story where only 12 out of 20 students responded correct. In the contrary, in the pre-test 17 students were able to respond correct to that question (As shown on Figure 3).

The findings also show that the number of incorrect responses decrease considerably after the implementation where for instance only one student had incorrect response identifying the main character, two students did not identify properly the setting and three students could not identify the solution of the story (as shown on Figure 4).

The evidence show that students improved their understanding of a reading being aware of the elements of the story. After they received training on how to check others' GOs, they were comfortable and ready to peer-assess graphic organizers. In the end, they were able to read a story by themselves and find the elements by answering the post-test.

5.3.2.1.2 Finding two: Peer-assessment of graphic organizers is an engaging instructional activity.



PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Figure 5 Student's preference regarding peer-assessment and graphic organizers.

Findings revealed that 18 out of 20 students feel engaged by assessing their peers on a task, more specifically by assessing a graphic organizer of story elements. Lai and Hwang (2015) argued that students who are engaged in assessment criteria in an interactive manner improve the students' learning achievement and metacognitive awareness. Following this path, in a study conducted by Kearney and Perkins (2014), students found peer-assessment to be an engaging model. It is attractive to students to be involved in assessment when there are no grades associated with the task (Liu & Carless, 2006). One's natural motivation relies on the students' capacity to participate in their own learning and self-efficacy regarding academics and real-world tasks that do not represent a summative assessment (Moore & Teather, 2013). The majority of the students that participated in the current study considered peer-assessment an enjoyable and engaging process on the grounds that the exercise of checking on peers' graphic organizers was a friendly process. An example of this was mentioned by student 18 (S18) by saying "me sentí muy bien evaluando a otros compañeros" [I felt very good assessing other classmates]. This example indicates that peer-assessment of graphic organizers is perceived by students not as a mandatory and demanding task but, on the contrary, students find it an entertainable strategy.

One of the reasons students felt motivated and engaged when peer-assessing is the sense of being a teacher. As an example, student 8 describe the feeling by saying "a mi si me gusta porque uno puede jugar a ser el profesor" [I like it because I can play to be the teacher]. This is an example of how they perceive peer-assessment as a game and as a way of becoming a teacher. Similarly, S16 answered "me sentí como una profesora y porque sabré como volverme profesora" [I had the feeling of being a teacher and through this I will know how to become a teacher]. This practice is defined by Benè and Bergus as peer-teaching (2014). They suggest that this strategy

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

should be used in students from kinder to 12 grade and likewise in universities. Students feel more engaged with their own learning process that way. Furthermore, peer-teaching encourages students in assessment process scaffolding short and long term results (Ertmer et al., 2007; Thomas, Martin, & Pleasants, 2011). In a traditional classroom as mentioned by Liu and Charless (2006), the potential for enhanced student learning relies on the use of peer feedback. The accurate judgment of ones' and peers learning is consistent evidence of students' outcomes reliability.

5.3.2.1.3 Finding three: Graphic organizers are practical in reading comprehension.

A second characteristic for what the students find peer-assessment of graphic organizers an engaging activity is the believe of graphic organizers being beneficial to acquire learning by organizing their ideas and by outlining the information they need to find in a short story. Eighteen students out of 20 believe graphic organizers helped them to understand the reading better. For instance, to the question *why do you think graphic organizers are useful?* Student 7 mentioned “porque los organizadores graficos te alludan a saber el contenido de una historia, tiene un título, personajes, lugar, problema y solucion.” [because the graphic organizers help you to know the content of a story, it has a title, characters, a setting, a problem, and a solution]. In this case, the student is aware that the graphic organizer provides a tag to the elements he or she needs to find in the story. In the case of student 20, the participant finds graphic organizers suitable to organize ones' ideas by saying “porque me organiza mis ideas” [Because it helps me organize my ideas]. The evidence has shown how peer-assessing of graphic organizers make them aware of their own performance. First, the students' perceptions of the difficulty identifying story elements coherently with the results of Students' peer-assessment accuracy results (As shown on Figure 5) (see also Figure 17). The participants' perceptions regarding the difficulty identifying story elements showed that title, characters and setting are the easiest to be identified whereas the solution and

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

the problem of the story were the most difficult ones. Therefore, consistently with the perceptions mentioned above, the students' peer-assessment accuracy (see 6.7Appendix N:)Appendix N: evidenced that title, character and setting were highly accurate in comparison with the other two elements. The information collected from these instruments evidenced how between 12 to 16 students had correct responses in the pretest, but 17 to 19 students had correct responses after the implementation where the level of awareness of students identifying story elements improved. The way in which students provided feedback to peers fostered the self-consciousness of ones' performance. Similarly, Quinton and Smallbone (2010), claim that when a student provides peer-feedback, it is a mechanism for self-reflection.

Graphic organizers according to Jiang and Grabe (2007), represent the structure of a text. The G.Os contribute stronger support in comprehension instruction. Likewise, Praven Samand and Rajan (2013) characterized G.Os to facilitate the recognition of elements such as main idea, facts, opinions, supporting details, comparisons and discrepancies. Therefore, G.Os have shown to be effective to facilitate learners' reading comprehension skills (Puteri, Yusuf, & Dzulkafly, 2017). To illustrate, student 11 regarding the use of graphic organizers claimed, "me alluda a comprender la lectura" [it helps me to understand the reading] similarly, student 13 mentioned "porque uno puede organizar la mente" [because through GOs oneself can organized the mind]. These samples show the significance of G.Os in learners. Furthermore, 90% of the students (see Figure 5);**Error! No se encuentra el origen de la referencia.** believe that graphic organizers help them better understand reading.

in the same path, the responses of students pre-test (see Figure 14) in comparison to the responses of the post-test (see Figure 4) confirm students' improvement in reading comprehension

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

and identification of story elements by using graphic organizers peer-assessment (see also Figure 3).

5.3.2.2 Implications of using peer-assessment of graphic organizers.

The implementation of peer-assessment of graphic organizers have in spite of all the benefits mentioned above, some implications such as the perception of students of peer-assessment being an unfavorable instructional strategy and the difficulty of understanding others' handwriting when peer-assessing. Although the larger cluster (90%) expressed positive perception regarding the use of peer-assessment, the minority (10%), expressed having a negative perception. For instance, after student 14 argue that he/she was not willing to continue peer- assessing in the future, the student specified "porque tengo miedo de que me digan que estoy mal" [because I am afraid to be told that I am wrong]. In the case of student 20, the student's answer to the same question was "porque me pueden calificar todo mal" [because I could be assessed all wrong]. These two examples show how one can be anxious because of being judge arbitrarily. Kaufman and Schunn (2011), argue that students tend to believe that their peers are inexperienced hence unable to assess their work. In the same vein, Brindley and Scoffield (1998), claim that personal bias is part of the effects of criticizing a peer furthermore the meaning of criteria. Some students perceive peer-assessment as an unjust scheme that lacks neutrality. Carvalho (2013) suggests that students' perception of unfairness is related to incidents of friendship-marking. However, in the current study, to avoid bias when peer-assessing, the graphic organizers were anonymous and randomly distributed in a way none of the participants would identify whose paper they were assessing.

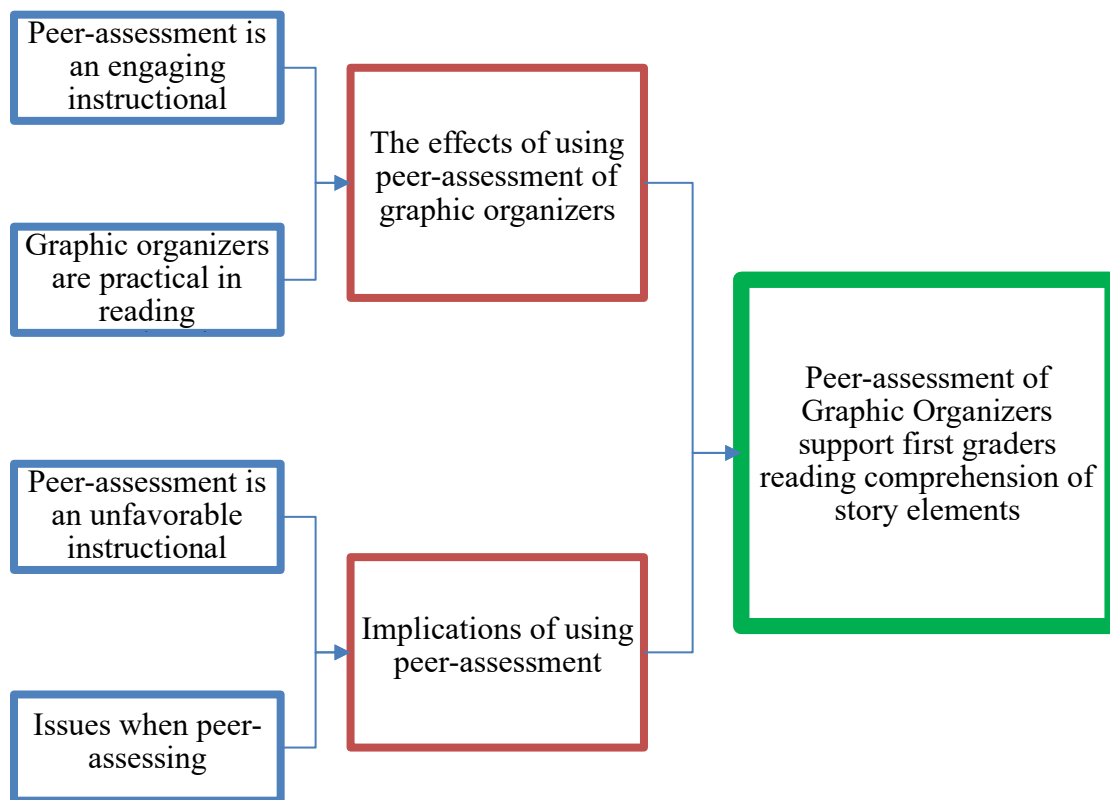
In a study (VanSchenk Hof, Houseworth, McCord, & Lannin, 2018), constructs were designed to measure participants' perceptions regarding objectivity, fairness, and constructive feedback, among others. The constructs were based on students' anxiety related to the

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

perception of unfair peer-assessment. The students mentioned that peers based their assessment on emotions hence it lacks objectivity. They reject the idea of receiving a failing mark that would hurt their feelings.

5.3.3 Core category

Figure 6 Core category



As a result of the data analysis, the categories were selected, and a core category emerged to become the answer to the research question established. The core category that best fits this study relies on the fact that *peer-assessment of graphic organizers supports first graders' reading comprehension of story elements*. Graphic organizers (Mastropieri et al., 2003; Pang, 2013; Shanahan, 2005) provide organizational strategies to students and visual aid support to organize ideas and relevant information from a text. Therefore, the combination of peer-assessment (A.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Hughes & Taylor, 2010; Schünemann et al., 2017; Topping, 2009a) of those graphic organizers shown to be engaging to students. The students improve awareness (Mahdavi & Tensfeldt, 2013) of story elements by identifying accurately the story elements in the final test. The results from the pre-test were lower than the post-test demonstrating the effectiveness of the strategy implemented. After students were trained on peer assessing through a checklist, they were more attentive to the story elements during the final test. The perceptions of students combined with the results from their performance filling out the graphic organizers and the peer-assessment checklist are aligned. The students mentioned that the most difficult elements to find in the story were the problem and the solution. Likewise, the results from the data collection showed how the two elements with a lower score of accuracy were problem and solution of the story in both, the graphic organizer, and the peer-assessment. However, going back to the final test, the majority of the students were able to identify the five elements without trouble. The participants expressed they were engaged and motivated as if they were the teachers assessing peers. It was also relevant to have learners go through the five story elements and the checklist thus, everyone could understand what and how to check in a graphic organizer. Peer-assessment of graphic organizers

5.4 Conclusion

The results of this study have shown three aspects. First, the strategy of peer-assessing graphic organizers is effective improving students' awareness of story elements in short readings. Second, graphic organizers are being beneficial to acquire learning by organizing ideas and by outlining the information needed in a short story. The third aspect founded refers to students feeling engaged by assessing their peers on a task, more specifically by assessing a graphic organizer of story elements. It was seen that students' peer-assessment of graphic organizers enhanced reading comprehension and classification of the title, characters, setting, problem and solution of a fiction

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

story. The evidence has shown how peer-assessing graphic organizers make learners aware of their own performance, therefore, when the student reads a story is conscious of the information that needs to be classified. Hypothesizing, the effects on participants' L2 Reading comprehension skills by using and peer-assessing graphic organizers could also benefit other subjects beyond language arts. Therefore, these results brought a wider understanding of how young learners can develop reading skills through the learning of a second language.

Chapter 6: Conclusions and Pedagogical Implications

The present chapter provides information regarding the conclusions and the pedagogical implications for peer-assessment of graphic organizers and how the implementation of this strategy helps students to improve reading comprehension of short stories (Stull & Mayer, 2007; van Zundert et al., 2010; Vaughn & Edmonds, 2006). Other benefits derived from the use of graphic organizers such as narrowing information, making connections along the text and organizing ideas in a clear and structured way are also discussed (Mahdavi & Tensfeldt, 2013; Puteri et al., 2017). Additionally, the engagement students gained in reading turn out to be an unanticipated side effect of the use of graphic organizers combined with peer-assessment. Furthermore, through the implementation of the strategy, the unexpected bilateral benefit of gaining self-awareness emerged (A. Hughes & Taylor, 2010; van Zundert et al., 2010). Finally, this chapter also discuss some recommendations for further studies such as the use of a variety of graphic organizers or the use of digital tools to avoid students misunderstanding of peers' handwriting.

6.1 Introduction

The present study analyzes the effects of peer-assessment of graphic organizers on reading comprehension of short stories. The researcher implemented a combination of strategies for first-grade students to improve their reading comprehension skills. The students had the opportunity to work with a graphic organizer after reading a short fiction story. Then, randomly, and anonymously the pupils assessed the work of their peers by using a checklist. The participants could understand the purpose of the graphic organizer and how to use it to find information on a text. Although there were some limitations in terms of vocabulary and grammar, the learners were able to organize story elements in the graphic. They affirm that having a visual structure facilitates their performance.

6.2 Comparison of results with previous studies' results

According to the results of this study, the implementation of peer-assessment of graphic organizers was a beneficial strategy that resulted in the improvement of reading comprehension (Bernhardt, 2010; Boud et al., 1999; Kamps et al., 1994; Simmons, Griffin, & Kameenui, 1988; Topping, 2009a). The outcomes of using peer-assessment as a strategy to gain awareness and to engage students support what Topping's (2005) findings remarked. He found that through the process of peer-assessment both the learner who assesses and the one who is assessed can benefit in the acquisition of self-awareness when looking for information in a reading. Furthermore, in a similar study (Kamps et al., 1994), findings revealed that peer-assessment helped increase students' reading comprehension and additionally fluency. In a more recent study implemented by Liu and Carless (2006), the findings indicate that peer-assessment in young learners potentially enhanced students learning. They also evidenced resistance of students when awarding marks were involved in peer-assessment. These findings are aligned with the comments of students in this study when they mentioned to feel a sort of relief by peer-assessing without grading and without knowing the person they were assessing.

The results of this investigation also evidenced how peer-assessment of graphic organizers provide support in three different aspects. The first aspect relies on how G.Os are a visual aid to organize ideas and to narrow information. The second aspect is how G.Os support reading comprehension making deeper connections among the text and the story elements. The last aspect is the way in which G.Os support the learning of English as a second language. Regarding the first aspect, the participants described graphic organizers as effective visual tools that guided them to organize their ideas. These findings support previous studies where graphic organizers evidenced to be effective visual representations of the main information of a text (Manoli & Papadopoulou,

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

2012; Vaughn & Edmonds, 2006). Likewise, Baxendell (2003) discussed the way in which G.O. visually convey meaning from reading and improve understanding. According to another study (S. Zaini, Mokhtar, & Nawawi, 2010), G.Os are tools aimed to represent, model and illustrate the information in an organized way to achieve lifelong learning. In another similar study (Praveen Sam & Rajan, 2013), the use of graphic organizers evidenced to be effective tools to comprehend the main idea, the supportive details, facts and opinion among others. The variety of uses of a G.O depends on the purpose of the reading therefore in all cases seems to be adequate as visual support.

The second aspect mentioned by participants and shown through the data analysis, is the way in which graphic organizers besides being visual support, improve reading comprehension. This idea supports other studies (Jiang & Grabe, 2007; A. H. Kim et al., 2004) where G.Os were associated with improved reading comprehension. Praveen, Sam and Rajan (2013), in a similar study described how the different forms of graphic organizers were examined and demonstrate the efficacy of this instrument to achieve better comprehension of a text as the students had a visual aid with a clear structure of the information they aimed to find.

Finally, the third supportive aspect of graphic organizers relies on the learning of a second language. In this study, students mentioned how they felt more confident and motivated in L2 learning. This idea supports what Lopez and Campoverde (2018) pointed out after the implementation of their study, that during the learning process and by using graphic organizers there was an evident increase in students' perceptive ability in the foreign language.

Some studies regarding peer-assessment (Bostock, 2000; Kearney & Perkins, 2014; Liu & Carless, 2006; Topping, 2009b; van Zundert et al., 2010; VanSchenk Hof et al., 2018) revealed how learners acquire self- awareness of oneself' performance by considering the quality of other's product. This study remarks on the use of an instrument (graphic organizers), combined with a

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

strategy (peer-assessment) and the results revealed how by merging them the students increased awareness of story elements. In the meantime, participants gained reading skills, organization, awareness and all the aspects mentioned in chapter five. Indeed, there has been little work in examining how graphic organizers in combination with peer assessment practices affect reading comprehension in young learners. However, Mora (2013) handle a study related to the use of graphic organizers in reading comprehension and after findings were revealed, he advises combined graphic organizers with self-assessment and peer-assessment.

6.3 Significance of the results

The significance of the study implemented at the school established that the peer-assessment of graphic organizers should be taught and carried out in all subjects and levels to foster reading comprehension and awareness. Peer-assessment developed cooperative learning when participants had to review each other's work and identify accuracy in their responses. In the meantime, the use of graphic organizers involves their own process of autonomous learning. By having participants trained in using graphic organizers and a checklist to assess peers' work, learners had the ability to further identify narrative elements with greater accuracy. This combination of strategies helped learners attain a higher level of independence through the use of organizers, higher accuracy in assessing peers and increased speed in locating specific information from a text. Moreover, these strategies should be included in a school's syllabi taking into account student needs and the skills learners require regarding reading comprehension in all subjects (Küçüköğlü, 2013; Lopez & Campoverde, 2018; Schünemann et al., 2017). The present study reveals how the combination of these strategies can be implemented effectively to improve reading comprehension. The relevance of the findings contributed to the school and consequently had the potential to fill a gap within the wider community. In Colombia for instance, the national language

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

teaching policies established by the MEN (2017), emphasize the needs of reading comprehension skills and the language capacities required to take and pass the standardized tests every student must undergo in third, fifth, ninth and eleventh grade. This is a mandatory task for all private and public national schools. Furthermore, these strategies would benefit the struggled learning students, the advanced and the average learners as suggested by Tomlinson (B. Tomlinson, 2008; C. A. Tomlinson, 2001), meaning that the strategy implemented is beneficial for all levels and needs of the students among a group. These strategies contribute to a new trend in education known as differentiated learning in mixed-ability classrooms. The combination of these strategies favors a variety of learners and fosters lifelong skills in interpersonal and academic contexts. More broadly, the present study contributes to the ELT community by providing a scaffolded strategy that consists of the modeling, training, and implementation of graphic organizers' peer-assessment to support the performance of learners' L2 reading comprehension. The ELT community should contemplate implementing this strategy that is both versatile and effective for a variety of L2 subjects.

6.4 Pedagogical challenges and recommendations

The implementation of graphic organizers' peer-assessment strategy has had a positive impact on learners' reading comprehension. However, there are four challenges and recommendations to achieve the results expected. In the first place, the implementation of the strategy should be a guided process. The instructor or teacher should take into consideration that this is a rigorous process of scaffolded steps that guide and train the participant in a variety of aspects. Therefore, it is recommended that in every step along the way, modeling should be a core component. By modeling and guiding students one step at a time, there may be a decrease in stress and frustration in learners. Considering that students are learning a second language, the

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

instruction may be concrete, clear, and concise. It is relevant to mention that considering the age of the students, there should be given no more than one instruction at a time when developing the implementation to avoid confusions.

The second challenge is to guide students through a scaffolded process of the strategy, learners need to learn first how to work with the graphic organizer. In the case of this study, there was one specific graphic organizer that suited the purpose of identifying elements of a story. This graphic organizer had five narrative elements (title, characters, setting, conflict, and resolution). It is recommended that the use of the graphic organizer should be gradually taught in a way in which the students differentiate each one of the elements. It is important that all the students understand the meaning of each of the elements and their characteristics by working individually and in groups to promote critical thinking. It is necessary to teach students to check the text for appropriate spelling when filling in the graphic organizers. At this age, L2 learners seem to struggle in grammar and writing, nevertheless, providing strategies such as reviewing and checking their work will help students in greater writing accuracy.

After the participants have clear meanings of the narrative elements, and after they have practiced gradually filling out the graphic organizer, a similar process may be applied to train students in the process of peer-assessment. The third challenge is to model the peer-assessment instructional implementation and teach it progressively. The students need to learn how to fill in the checklist by having a guided stage to go through each of the criteria or aspects in the checklist, compare with their peer's product and identify if there is some piece of information missing or not. At this point, students may have two papers, the graphic organizer of a peer and the checklist. Having two different papers may confuse some participants for what modeling is key during this stage.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Finally, and no less important, another significant challenge regarding the peer-assessment process is to maintain anonymity among participants. Thus, it is recommended to assign a code discretely to each of the graphic organizers instead of writing the names of the learners, and the code would identify them. Then, each student would receive a graphic organizer to assess with no knowledge of the original writer. This is done mainly to avoid biased perceptions during assessment.

6.5 Research limitations on the present study

During the implementation of graphic organizers' peer-assessment to increase reading comprehension, teachers may face some limitations. The modeling and training on how to use graphic organizers and how to use the checklist to assess peers in the present study, requires development over a period of time. The participants need time to digest information and practice, thus, it takes several days in which students need to be consistent. Sometimes the students may skip one of the sessions in which case, that student may lose relevant information in the scaffolded process.

The second limitation that this study faced during the implementation was the lack of vocabulary. Students had to differentiate between a character in the story, or an object mentioned. Despite the understanding that participants had over the meaning of story elements, some students confused characters of the story with objects or vice versa. The learners may have overgeneralized the rule that outlines names having initial uppercase, therefore, pupils related all the upper-case words with names (characters).

Furthermore, the third limitation was in a few cases where the students had difficulty understanding their peers' handwriting. There were two students who mentioned having issues understanding what the graphic organizer said. The legibility of the information provided by

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

students may also affect the results of the implementation. L2 writing accuracy is an ongoing process that students from first grade are just beginning.

Additionally, the present study demonstrated the vocabulary demands of participants when they had to write the information on the graphic organizers. In fact, the pieces of writing showed a lack of vocabulary, spelling and grammar. The participants wanted to write complete ideas nonetheless, although they were not able to articulate grammatically correct structures. The intention of participants to express their ideas was noticeable but the vocabulary they used was insufficient. Thus, students should be equipped with the vocabulary needed through a word wall or by receiving training on how to use a dictionary for instance. Furthermore, the participants need input of simple grammar structures so that they can write and develop clear ideas.

6.6 Further research

Researchers have identified that peer-assessment is a favorable instructional strategy to foster students' awareness of the story' elements in reading comprehension. Following this path, the current study narrowed the implementation to practice reading comprehension of fiction stories. However, for further research it is recommended to implement a variety of graphic organizers according to the text (including fiction and non-fiction) for the purpose of the reading. The graphic organizer used in the current study, limited the reader to find punctual information and by having diversity of organizers, the participants may have a wider understanding of more complex story elements.

Furthermore, bearing in mind that one of the issues mentioned by students was the difficulty of understanding the handwriting of their peers, it is advisable to further research the effectiveness of peer-assessment of graphic organizers using computer-based tools. This may reduce confusion and misunderstandings among students. Further studies using digital strategies

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

could also target new trends in 21st-century digital skills that students use with increased facility and integration within the classroom.

Similarly, after participants were trained in assessing peers using a checklist, the perception of students evidenced that they felt engaged and motivated with this strategy. In a few cases, the learners expressed concern about being assessed. For this reason, it is suggested to further research self-assessment and peer-assessment along with graphic organizers.

6.7 Conclusion

The implementation of graphic organizers' peer-assessment in first-grade students showed itself to be a successful method in reading comprehension of fiction stories. The results of this study support many other studies in both, including the effectiveness of peer-assessment and the practicality of graphic organizers. However, there were few findings concerning the combination of both. Moreover, the significance of this study point to three directions. First, the findings contributed to the school where the study was implemented. Second, the contribution to a national scale as the National ministry of education in Colombia emphasizes the needs of reading comprehension skills and the language competences required to present and approve the standardized test every student must present in third, fifth, ninth and eleventh grade. Finally, the third strand in which this study may contribute, is the ELT community by providing a scaffolded strategy that consists of the modeling, training and implementation of Graphic organizers' peer-assessment to support the performance of learners' L2 reading comprehension.

In addition to the significance of this study, there are some limitations and challenges that are to be considered for further study. Firstly, the implementation of the strategy requires several days, and some participants may not be present during the whole implementation. Secondly, the use of graphic organizers required guided and scaffolded training. In the same way, peer-

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

assessment is a strategy that demands a similar training process. Likewise, it is advisable to avoid biased perceptions of learners by maintaining anonymity of the graphic organizers' writer. Some other challenges presented relies on writing aspects such as spelling, grammar, lack of vocabulary as well as the difficulty to understand peers' handwriting. Bearing in mind the challenges and limitations of the study, further research is recommended to implement a variety of graphic organizers according to the text (fiction and non-fiction). Moreover, further studies should be done on the effectiveness of peer-assessment of graphic organizers using computer-based tools.

In conclusion, this study emphasizes the relevance of training learners in the use of graphic organizers along with peer-assessment strategies to become aware of fictional narrative elements. Additionally, the study shows the positive perception of learners involved in the learning process by assessing their peers. They expressed being motivated and engaged with the strategy and expressed positive feelings that came along with the greater autonomy and control.

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PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix A: CEFR Levels for English Expected in the Colombian Educational System

Table 2

CEFR levels for English expected in the Colombian educational system (Yarima CAstaño, 2013).

CEFR Levels	Equivalent level in Colombia	Grades to develop each language level	Educational goals
A1	Beginner	1 st -3 rd grades	
A2	Basic	4 th -7 th grades	
B1	Pre-intermediate	8 th -11 th grades	Minimum level for the 100% of High School graduates.
B2	Intermediate	University education	Minimum level for English teachers. Minimum level for professionals of other careers.
C1	Pre- advanced		Minimum level for new English bachelor graduates.
C2	Advanced		

Appendix B: Consent letters

B.1 Consent letter for school

Bogotá, D. C. Abril 10 de 2018

CIE Coordinator

XXXXXXXXX XXXXXXXXXXXX

COLEGIO XXXXXXXX

Cordial Saludo:

Como es de su conocimiento, actualmente me encuentro cursando la Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo de la Universidad de La Sabana y como parte de los requerimientos exigidos por la universidad debo realizar una investigación tendiente a mejorar mi practica pedagógica.

Actualmente estoy realizando una investigación titulada “*Incrementando el nivel de comprensión de lectura a través de la implementación de estrategias que mejoren la entonación, pronunciación y fluidez.*”, dirigida a estudiantes de primer grado, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la segunda lengua.

El objetivo de este estudio es examinar la forma como los estudiantes mejoran el proceso de comprensión lectora de textos cortos a través de actividades que incrementen fluidez, pronunciación y entonación. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante el presente año 2018 y 2019. Esto implica recolectar datos y analizar los resultados, por lo cual debo tener acceso a los proyectos

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

escritos de los alumnos y filmar algunas clases con el fin de conocer y analizar el proceso de escritura académica.

Igualmente, a los participantes se les garantizará el uso de nombres ficticios para mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Gehovel Torres Rubio

Docente de Language, primaria inicial.

B.2 Consent letter for Parents

COLEGIO XXXXXXXXX

Formato de Autorización –Padres de Familia

Bogotá D.C. Abril de 2018

Señores Padres de Familia –Estudiantes grado primero.

Respetados padres de Familia: Actualmente me encuentro cursando la Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo de la Universidad de La Sabana y como parte de los requerimientos exigidos por la universidad, debo realizar una investigación tendiente a mejorar mi práctica pedagógica.

Teniendo en cuenta la necesidad de proporcionar a nuestros estudiantes herramientas útiles para la comprensión lectora en cualquier área, se pretende llevar a cabo un proyecto educativo llamado “*Incrementando el nivel de comprensión de lectura a través de la implementación de estrategias que mejoren la entonación, pronunciación y fluidez*”. Dirigido a

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

estudiantes de grado primero con el propósito de implementar actividades para incrementar el nivel de fluidez y al mismo tiempo mejorar la pronunciación y entonación al leer textos cortos para generar mayor comprensión.

Durante la implementación de este proyecto, los estudiantes desarrollarán algunas actividades y talleres guiados por el profesor. Igualmente, se grabarán en audio y entrevistarán a los niños durante las clases. Cabe mencionar que la ejecución de este proyecto no entorpecerá ni atrasará la planeación de clases o actividades inherentes al currículo del área y tampoco tendrá incidencia alguna en las notas correspondientes al curso. A los participantes se les garantiza estricta confidencialidad de la información que se obtenga y completa anonimidad. Para que quede constancia que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento.

Nombre Estudiante

Firma padre:

Firma madre:

SI _____

NO _____

Cordialmente

Gehovel Torres Rubio

Docente -Investigador

Estudiante Maestría en didáctica del inglés con énfasis en ambientes de aprendizaje autónomo

Universidad de La Sabana

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix C: Questionnaire on reading likes and dislikes

INSTRUMENT #1 READING LIKES AND DISLIKES

Name:	Grade:
Age:	Date:

Answer the questions bellow.

1. Do you like to read English books?

Yes.

No.

2. How often do you read?

Never.

Once a week.

Twice a week.

Three times a week.

Every day.

3. When you read in English, how long do you read?

Ten minutes.

Half an hour.

More than half an hour.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

4. What kind of books do you prefer to read?

Non-real stories like “Mole and the Baby Bear”.

Real stories like “Simple Machines”.

5. Which way do you prefer reading?

Aloud.

Silently.

6. Who do you like to read with?

Alone.

With parents.

With my teacher.

With my friends.

7. What do I check when I read?

Only the title

The title and the characters.

The title, characters and the beginning, middle, and end of the story.

The title, the author, the characters, and the beginning, middle, and end of the story.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

8. Do your parents read in English with you?

Yes.

No.

Appendix D: Reading comprehension tests

D.1 Test number 1

Instrument #2

Bear Family Fun

“let’s get ready for a picnic,” said Mother Bear.

Father Bear can get a Big Basket.

Sister Bear can put bread and honey in the basket.

Brother Bear can find a blanket.

Baby Bear can bring a ball.

After the picnic we can run and play.



PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Fill in the square next to the word that completes each sentence.

1. This story tells about bears getting ready for a _____.

Birthday

Picnic

Trip

2. Father Bear can get a big _____.

Basket

Car

Box

3. After picnic, the bears will _____.

Sing and dance

Sit and sleep

Run and play

4. What food can Sister Bear bring? Draw a circle around the picture.



5. What can Brother Bear find? Draw a line under the picture.



6. What will Baby bear Bring? Draw an X on the picture.



D.2 Test number 2

Instrument #3

Read the story and answer the questions bellow.

THE KING TROY



Troy was king in a distant land. He did not wish to	12
be king. So he tried being a sailor.	20
Troy was a good sailor. But he did not get joy at sea.	33
So he tried being a farmer.	39
He was a good farmer. But he did not like handling	50
soil. So he tried being a painter.	57
Troy was a good painter. But he got oil paint all	68
over himself. So he tried being a banker.	76
He was a good banker. But he did not like counting	87
coins each day. He did not know what to do.	97
People begged Troy, "come back to the royal palace.	106
We need to ask a King."	111
So Troy went home, and he became a fine king.	121

1. The story is about:

- A sailor who wants to be a king.
- A king who doesn't want to be a king

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

- A banker who doesn't want to be a sailor
2. The main character of the story is:
- A queen
- A king
- A sailor
3. What did the king try to do?
- The king wanted to travel around the world.
- The king tried to be a better king.
- The king tried to be a farmer, sailor, painter, and a banker.
4. Where does a sailor work?
- At a farm
- At sea
- At a kingdom
5. Where does a farmer work?
- At sea
- At school
- At a farm
6. Where does a banker work?
- At a school
- At sea
- At a bank office

Appendix E: Results of needs analysis

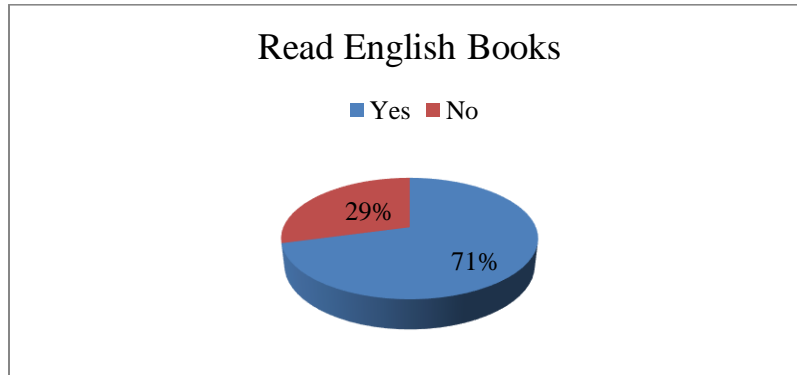


Figure 7. Questionnaire, question #1 Do you like to read English books?

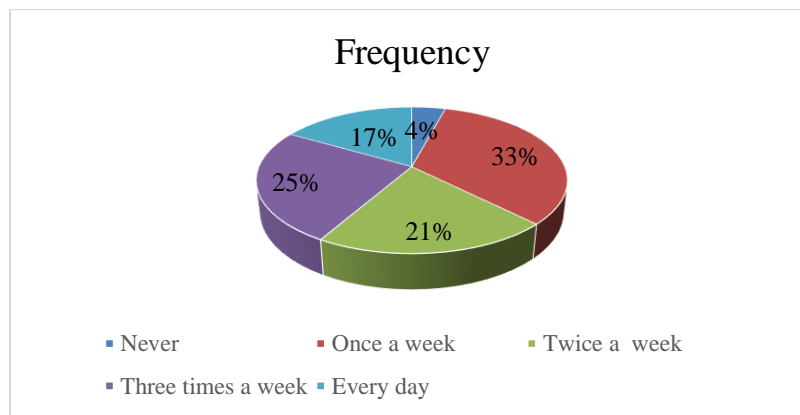


Figure 8 Questionnaire, question #2 How often do you read?

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

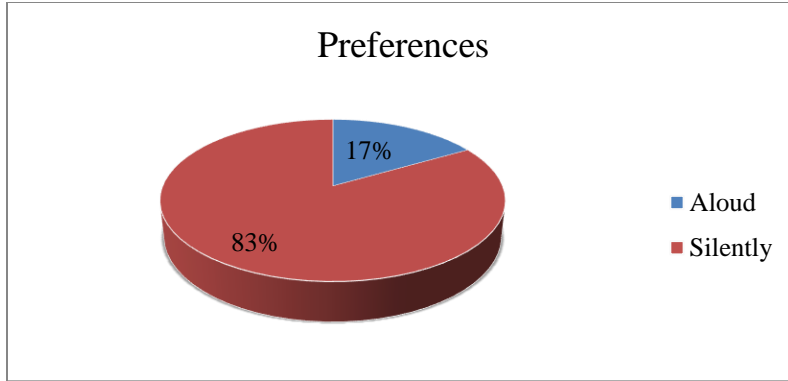


Figure 9. Questionnaire, question #5 Which way do you prefer to read?

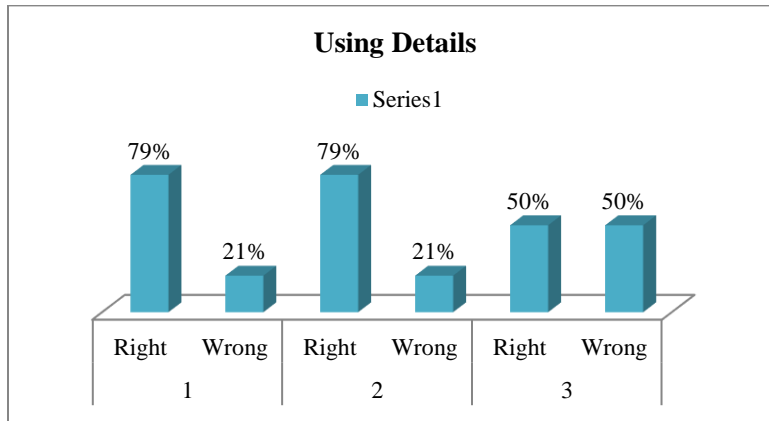


Figure 10. Questions 1,2, and 3 of instrument #2 applied.

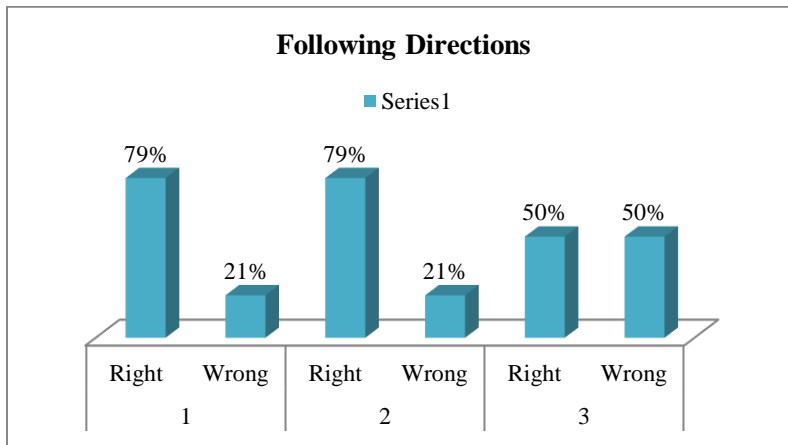


Figure 11. Questions 4, 5 and 6 of instrument #2 applied.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

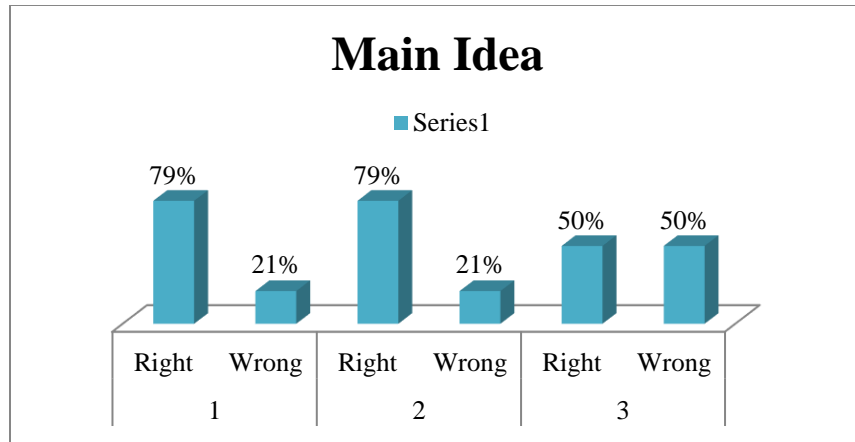


Figure 12. Questions 7, 8 and 9 of instrument #3 applied.

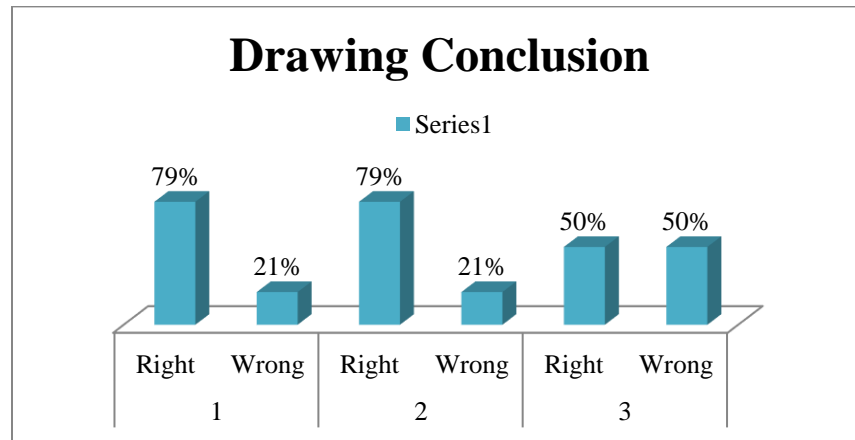


Figure 13. Questions 10, 11 and 12 of instrument #3 applied.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix F: Questionnaire on reading likes and dislikes

F.1 Tally sheet for reading likes and dislikes questionnaire

TALLY SHEET INSTRUMENT #1

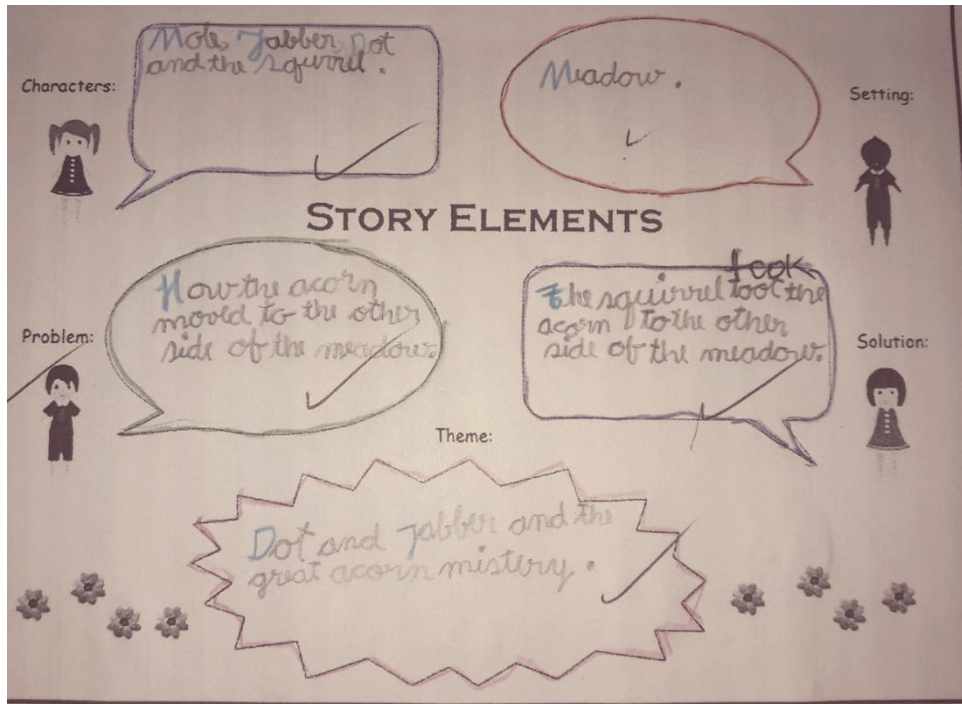
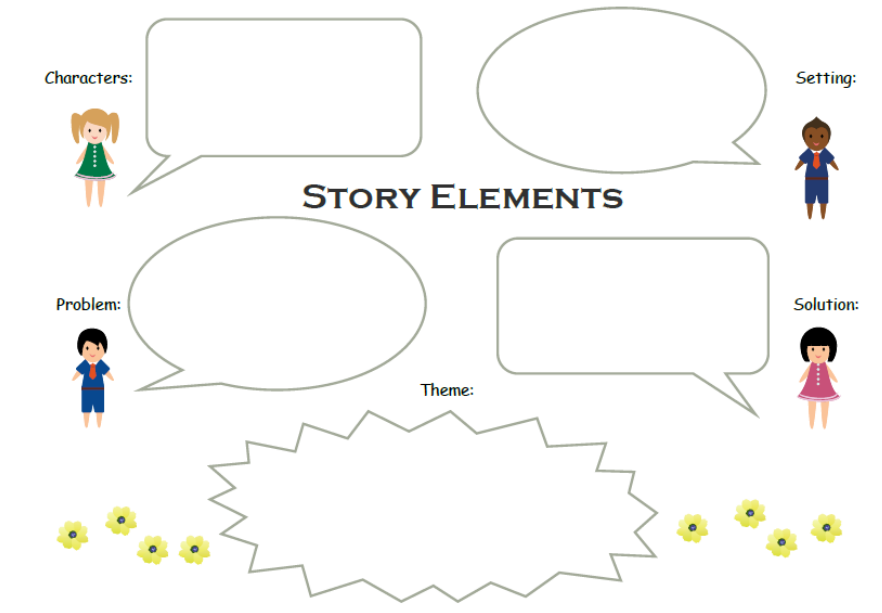
		Students																								
Q.	Answers	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Total
1	Yes		X			X	X	X	X		X	X	X	x		X	X		X	x	X	X		x	X	17
	No	X		X	X					X					X			X					X			7
2	Never																					X			1	
	Once a week	X	X	X		X			X	X					X					X					8	
	Twice a week						X			X			X					X	X						5	
	Three times a week				X			X				X					X						X		X	6
	Every day													X				X				X		X		4
3	Ten minutes	X	X			X	X		X	X	X	X		X		X	X		X	X	X	X	X	X	17	
	Half hour			X	X		X							X		X			X						6	
	More than half hour								X																1	
4	Non-real			X		X	X			X	X	X	X		X					X			X		10	
	Real	X	X		X			X	X					X		X	X	X	X		X	X		X	X	14
5	Aloud								X	X								X							X	4
	Silently	X	X	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X	X	X	20
6	Alone						X																X		X	3
	With parents	X			X	X			X	X	X	X				X	X			X	X	X		X		13
	With my teacher		X					X			X			X					X							5
	With my friends			X												X										2
7	Only the title																									0
	The title and the characters			X	X								X				X				X					5
	The title, characters and the beginning, middle and end of the story.	X	X			X	X	X		X	X				X			X	X			X				11
	The title, the author, the characters, and the beginning, middle and end of the story.								X	X			X				X					X	X	X	X	8
8	Yes	x		X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	18
	No		X				X	X					X										X	X		6

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix G: Graphic organizers

Retrieved from ("Graphic Organizer," n.d.)

<https://www.edrawsoft.com/templates/pdf/story-elements-graphic-organizer.pdf>





















Appendix H: Checklist

Peer-assessment of Graphic Organizers

Checklist

Name: _____ Date: _____

Instruction: As you read your classmate’s graphic organizer, mark the elements your classmate did by coloring  if it is perfect, coloring  if you think there was some information part of the information, but it is not complete, and coloring the  if you think the information was not clear at all.

	No information	Incomplete	Complete
The characters in the story are complete.			
The setting or settings in the story are complete.			
The problem is clear.			
The solution is clear.			
The title is clear.			

Appendix I: Tests

I.1 Pre-test

Name: _____ Date: _____

1. What are the characters of the story?
 - a. The house, the girl and, two bears
 - b. The three bears and Goldilocks
 - c. The three bowls, the three beds and goldilocks.
 - d. The bear and the three girls.

2. What is the setting of the story?
 - a. The house of the three bears and the woods
 - b. The beds
 - c. The woods
 - d. Goldilocks' house.

3. What is the problem of the story?
 - a. Goldilocks walked in the bears' house without permission.
 - b. The three bears were hungry.
 - c. Goldilocks wanted to clean the house.
 - d. The three bears walked in Goldilocks' house without permission.

4. What is the solution of the story?
 - a. The three bears run away.
 - b. The three bears and Goldilocks became good friends.
 - c. Goldilocks run away.
 - d. Goldilocks cleaned the house.

5. What is the title of the story?
 - a. The three bears and the little girl.
 - b. The three little bears
 - c. Goldilocks and the house of the three bears.
 - d. Goldilocks and the three bears.

I.2 Post-test

Post- Test:

Name: _____ Date: _____

Dear students, read the story and answer the questions bellow. Circle the correct answer

1. What are the characters of the story?
 - a. The woods, the pigs and the House
 - b. The three little pigs and the wolf
 - c. The wolf and grandma
 - d. The wolf and two little pigs
2. What is the setting of the story?
 - a. The three houses
 - b. The road
 - c. The lake
 - d. The wolf
3. What is the problem of the story?
 - a. The wolf wanted to eat the three little pigs.
 - b. The wolf wanted to be friend of the three pigs.
 - c. The three pigs wanted to play with the wolf.
 - d. The pigs and the wolf wanted to have a house.
4. What is the solution of the story?
 - a. The wolf destroyed the three houses.
 - b. The three pigs went to live with grandma.
 - c. The third little pig built a brick house.
 - d. The wolf built a house.
5. What is the title of the story?
 - a. The hungry wolf.
 - b. The three little brothers
 - c. The wolf and the three little pigs
 - d. The three little pigs.

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix J: Field notes

Field notes

Date _____

Number of students _____

Name of the storybook: _____

<i>Description</i>	

Appendix K: Survey

SURVEY

Nombre: _____ Fecha: _____

Lee los enunciados y cuéntanos sobre tu experiencia al leer las historias, llenar los organizadores gráficos y evaluar a tus compañeros.

Los elementos de la historia vistos en clase son: (personajes, lugar, problema, solución y el título.) Marca con una **X** según haya sido para ti fácil o no encontrarlos al leer las historias.

	Muy fácil	Fácil	difícil	Muy difícil
Personajes				
Lugar				
Problema				
Solución				
Título				

A. Como me sentí evaluando a otros compañeros:

_____.

B. Como me sentí siendo evaluado por mis compañeros:

_____.

C. Te gustaría seguir evaluando a otros compañeros: Si ___ No ___.

Explica porqué:

_____.

D. Te gustaría que te siguieran evaluando tus compañeros: Si ___ No ___

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Explica porqué:

E. Crees que los organizadores gráficos te ayudan a comprender mejor la lectura: Si___

No___

Explica porqué:

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

Appendix L: Coding

Table 3

Coding process

CODES	Categories
Student likes G.O to read.	Students thinking that using G.O. have many advantages such as organizing ideas, improving reading comprehension, identifying story elements, learn English
The student learns using G.O	
Students awareness of story elements by using G.O	
G.O help to improve learning.	
G.O. make easier to understand a story.	
Student likes G.O to read.	
G.O helps to identify story elements.	
G.O are good to improve English reading.	
G.O are good to understand English reading.	
G.O helps to learn more English.	
G.O helps to organize your mind	
G.O help to organize.	
G.O tell the most important info about a story.	
G.O helps you write a book.	

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

G.O. helps you to understand	
G.O. helps to read	
G.O. help you lean new words.	
G.O is a way of organizing ideas.	
Not good feeling about using G.O	Dislikes about using G.O
Student likes to assess peers.	Students feel that being assessed by peers is useful
Student feels good when peer-assessing.	
good feeling about assessing others	
good feeling about being assessed	
good feeling about being assessed by others.	
Good feeling about being assessed. Honesty developing the exercise	
good feeling about being graded by peers.	
The student likes a lot to be assessed by a peer.	
being assessed by a peer is an interesting experience	
The student likes to be assessed by an unknown person.	
liking for being assessed	
it is nice to be assessed by a peer.	
peer's capacity to assess correctly	

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

being assessed is good to receive feedback.	
Peer assessing is fun and excited.	
good feeling about assessing others. It is fun.	
The student thinks peer-assess is exciting.	
bad feeling about peer-assessing.	Students dislike the idea of being assess by a different person other than the teacher
Student does not like much to be assessed by peers.	
not so good feeling	
it is not fun to peer-assess	
Student does not like others to check on his/her production.	
Dislike to be assessed by a peer.	
The student wants to see his/her peer improvement	The students perceive Peer-assessment as a way of learning
assessing others is a way of learning	
being assessed is a way of learning.	
it is a way to learn from one another	
it is good to assess others to practice honesty.	
Peer-assess helps others to self-reflect on Mistakes	Peer-assessment fosters Self-awareness of mistakes
it is a way to learn from my mistakes	
Self-reflection of Mistakes	

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

it is good to receive feedback	
being assessed is good because of feedback.	
Peer assess is like being a teacher	When practicing peer-assessment, students feel like a teacher.
assessing is like playing to be a teacher.	
Peer-assessing trains you to become a teacher.	
Peer assess is like being a teacher	
practice to become an expert.	
concern about being unfairly assessed	
Feeling of Worriedness about being assessed	
concern about uncertain results.	
concern about others' feelings when being assessed.	
assessing is good when peers do things right.	
concern about others' feelings when being assessed.	
concern about being unfairly assessed	
concern about time.	
concern about time.	
concern about others' feelings at being assessed.	
fear of being mocked.	

PEER-ASSESSMENT OF GRAPHIC ORGANIZERS

concern about being unfairly assessed	
willingness to continue peer-assessing	Students would like to continue practicing peer-assessment.
liking for assessing peers	
It is nice to assess a peer.	
Good feeling about assessing others	
Student likes to check others' performance.	
The student likes a lot to assess a peer.	
liked by the random selection of G.O	The students feel challenged by assessing unknown peers.
pleased by the unexpected	
pleased by the unexpected	
pleased by the unexpected	
The Student likes challenges	
feeling about assessing others. Difficulty understanding peer's handwriting	Understanding others' handwriting is an issue when peer-assessing.
Difficulty understanding peer's handwriting	
The student likes to share responsibility when assessing	Share responsibility
pleased to alleviate teacher's effort.	

Appendix M: Pre and post -test responses

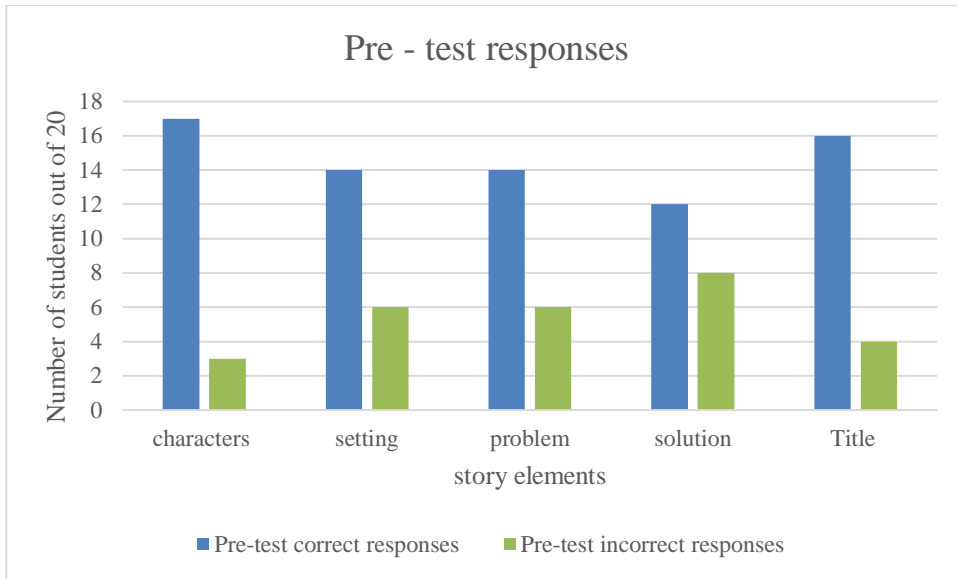


Figure 14 Pre-test responses

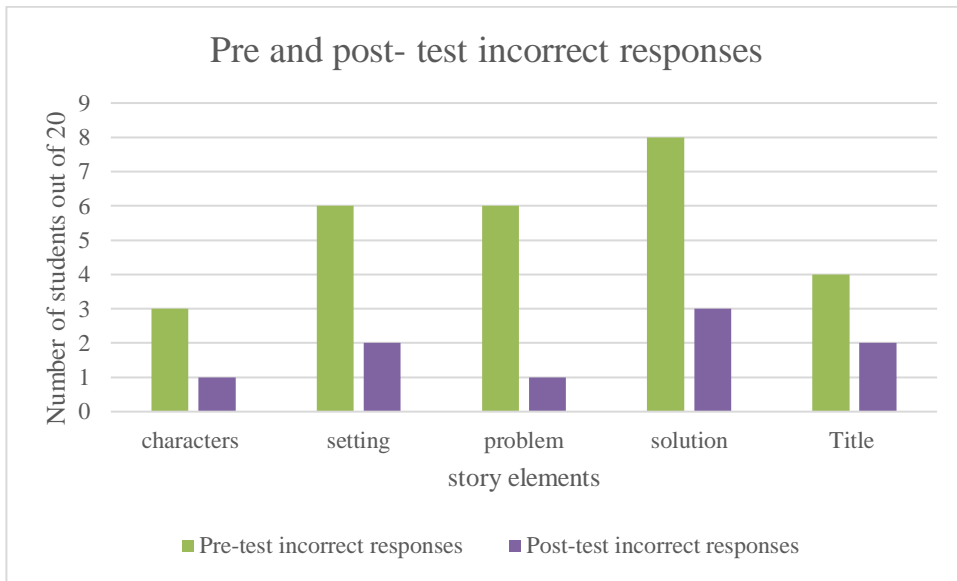


Figure 15. Pre and post-test incorrect responses.

Appendix N: Peer-assessment accuracy.

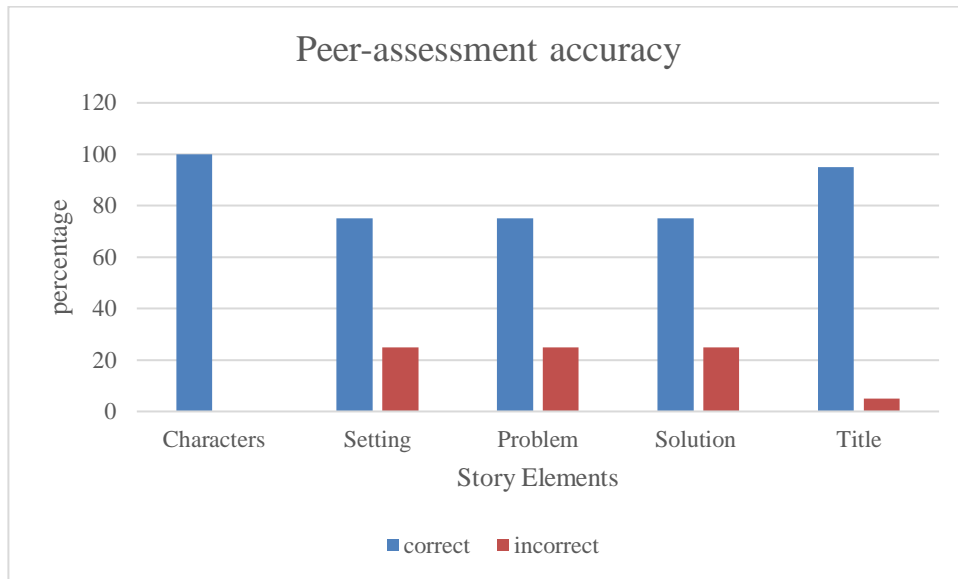


Figure 16. Peer-assessment accuracy.

Appendix O: Students perception when finding information in a story

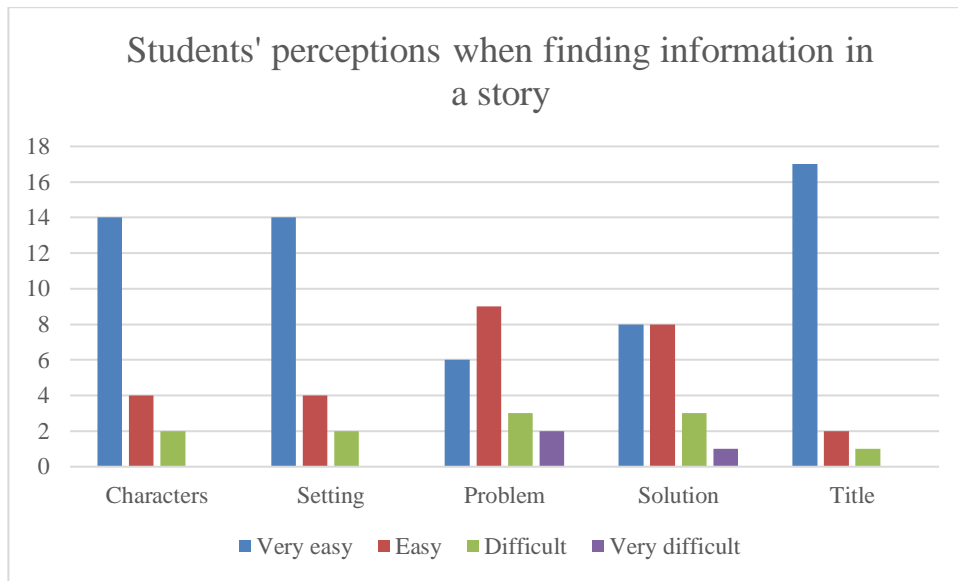


Figure 17. Students' perception when finding information in a story.