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DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO  
LENGUA EXTRANJERA

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**Tema:**        **TEXT MAPPING TECHNIQUE IN THE READING OF  
NARRATIVE TEXTS**

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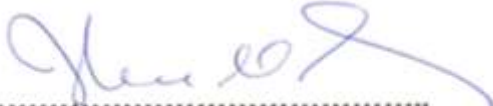
Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en  
la Enseñanza del Idioma Inglés como Lengua Extranjera.

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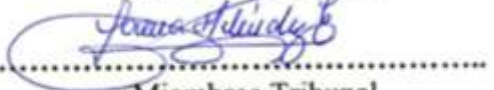
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## **DEDICATORIA**

Con inmenso amor y gratitud infinita dedico este tiempo de formación a Dios fuente de toda existencia, a mis padres, hermana y sobrino por ser el pilar y fuerza fundamental en mi vida, y a mi amado esposo quien con su paciencia y amor me ha apoyado incondicionalmente cada día para poder alcanzar mis metas.

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**LENGUA EXTRANJERA**

**THEME:**

**“TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE  
TEXTS”**

**AUTHOR: MSc. María José Sandoval Pérez**

**DIRECTED BY: MSc. Enith Jessenia Mejia Sánchez**

**EXECUTIVE SUMMARY**

This research aims to establish the impact of using the technique the impact of using Text Mapping Technique to develop reading skills in narrative text on Third level students in the Language Center of the *Universidad Técnica de Babahoyo* Knowing that reading is considered one of the four fundamental language skills that students of English as a foreign language must master, a pre-test was applied in order to know students' reading skills. The results demonstrated that it is not an easy skill since most of learners have many reading issues. Text Mapping Technique was applied to enhance reading skills for learners. Thorough these visual technique students understood how information was organized in content area text. This technique was useful because it helped students to understand better the text, using the text itself as a means marking different features and retain the content. After this process, students took a post-test to see if the Text Mapping Technique made any difference regarding the reading skills performance. The findings indicated that the students got a higher average in the reading post-test in comparison with the average obtained in the pre-test. Based on this analysis, teachers were suggested to apply Text Mapping Technique in their reading lesson to enhance the reading skills. On the other hand, to obtain depth information about students' opinion after to use Text Mapping Technique, a survey was applied which helped to sustain the present research, as well as the theories and models that adjust to the development of the proposal to improve the education in this institution.

Key words: Text Mapping Technique, Reading Skills, Reading Techniques, Teaching Reading, Learning process, Narrative text, Foreign Language, Learners, Genre, Motivation.

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**LENGUA EXTRANJERA**

**TEMA:**

**“TECNICA DE MAPEADO DE TEXTO EN LA LECTURA DE TEXTOS NARRATIVOS”**

**AUTORA: MSc. María José Sandoval Pérez**

**DIRECTORA: MSc. Enith Jessenia Mejía Sánchez**

**RESUMEN EJECUTIVO**

Esta investigación tiene como objetivo establecer el impacto de usar la técnica de mapeo de texto para desarrollar habilidades de lectura utilizando texto narrativo en estudiantes de tercer nivel en el Centro de Idiomas de la Universidad Técnica de Babahoyo. Sabiendo que la lectura se considera una de las cuatro habilidades fundamentales del idioma que los estudiantes de inglés como lengua extranjera deben dominar, se aplicó una prueba previa para conocer las habilidades de lectura que los estudiantes poseen. Los resultados demostraron que la mayoría de los estudiantes presentan muchos problemas al realizar ejercicios de lectura, demostrando que no es una habilidad fácil de desarrollar para ellos. La técnica de mapeo de texto se aplicó para mejorar las habilidades de lectura de los alumnos. A través de esta técnica visual, se ayudó a los estudiantes a comprender cómo se organiza la información en el texto y así mejorar las destrezas de lectura. Esta técnica implica marcar diferentes características del texto como un medio para comprender mejor y retener el contenido del texto. Después de este proceso, los estudiantes rindieron un examen posterior para ver si la técnica de mapeo de texto hizo alguna diferencia con respecto al mejoramiento de las habilidades de lectura. Los resultados indicaron que los estudiantes obtuvieron un promedio más alto en la lectura posterior a la prueba en comparación con el promedio obtenido en la prueba previa. En base a estos resultados, se sugirió que los profesores usaran la técnica de mapeo de texto en el desarrollo de sus clases para mejorar las habilidades de lectura de los estudiantes. Por otro lado, para obtener información más profunda sobre cómo se sintieron los estudiantes después de utilizar la Técnica “Text Mapping”, se aplicó una encuesta, la cual ayudó a sustentar la investigación actual, así como las teorías y modelos que se ajustan al desarrollo de la propuesta para mejorar la educación en la institución.

Descriptores: Técnica Mapeo de Texto, habilidades de lectura, técnicas de lectura, enseñanza de la lectura, proceso de aprendizaje, texto narrativo, lengua extranjera, estudiantes, género, motivación.



## INTRODUCTION

Teaching Reading in a foreign language in Ecuador is a challenging job because it includes not only the knowledge of the subject, also the ability to manage groups of students with various ages, level of knowledge, discipline problems, demotivation and the lack of reading habits. These facts encourage teachers to be prepared with the necessary teaching tools to enhance this ability. Therefore, this inquiry focuses on text-mapping technique to develop reading skills in narrative text.

In the first chapter, the problem of this study is fully described. The contextualization analyses the problem globally but also in the Language Center where this inquiry was performed. General and Specific objectives are established as well as the valid reasons to justify this work. The prognosis alerts what will happen in the future if the problem is not tackled on time.

In the second chapter, the research background illustrates authors who already investigated both variables. The philosophical foundations explain the educational convictions this investigation relies on. The legal basis shows the law that supports this research. A theoretical framework is presented, it contains the most important literature of the dependent and independent variables. Then the hypothesis is clearly set and also the variables signaling.

In the third chapter, the basic method and level of research show the design this research follows. The sample states the number of people involved and the operationalization of variables displays the development of the instruments for this work. Method of data collection is where these instruments are carefully described one by one. Data collection and analysis exposes how the data is organized and what are the tools to analyze it.

In the fourth chapter, the analysis of results is presented with the findings displayed in figures and charts. The hypothesis verification is also established.

In the fifth chapter, conclusions and recommendations are given after the results found.

In the sixth chapter, the proposal contains a booklet based on Text Mapping Technique to development reading skills on narrative text. This booklet presents a brief introduction and contents about the Text Mapping Technique. In addition, it provides lesson planning guides completely described.

# **CHAPTER I**

## **PROBLEM STATEMENT**

### **1.1 Theme of the problem**

Text Mapping Technique in the Reading of Narrative Texts

### **1.2 Problem statement**

Reading is one of the learning skills for students to enrich their abilities and knowledge. Through this activity, the reader can acquire information, knowledge and get pleasure from the reading materials. According to Patel and Jain (2008) reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension of information, which involves higher levels of concentration. (p. 113). However, there are problems related to the develop of students' reading skills and they are caused for different factors that did not come only from the students also they come from other components of the teaching learning process that involve the environment, the students and the teacher's technique applied to teach reading. All of those factors are related to each other.

### **1.3 Contextualization of the problem**

In any society, it is not easy to find a skill that does not require the reading ability. People read every day in different situations to get messages that is why reading is an important skill around the world. Terry Thomas (1967) claims that reading is the interpretation of printed or written symbols into speech. It is the ability to interpret printed materials from page.

Reading is the cornerstone of the human development, it leads to better health, broadens employment opportunities, and creates safer and more stable societies. According to UNESCO Institute for Statistics (2017), effective reading skills is a problem around the world. In its last study children and adolescents are not achieving minimum proficiency levels (MPLs) in reading. They are not expected to read by the end of primary school and this problem continues affecting their higher education. Students who do not develop reading skills during their academic education are on a lifetime trajectory of limited educational progress and, therefore, limited employment opportunities. Reading competency is critical for continued retention and success in future studies. The educational achievement of a country's population is directly correlated with its economic growth rate. UNESCO also reports that an increase in the average educational attainment of a country's population in a year increases annual economic growth.

Reading comprehension, reading habit, and reading interest have a positive correlation (Supriyoko, 2004). The low of reading comprehension is a consequence of the low reading habit, which is due to reading interest. The duty of the students is not only to read the text but also to recognize the main idea of the text, its characters, perform a critical analysis, among other reading activities. Nevertheless, these could be boring activities for students according to the technique used by teachers who are no aware about active techniques that reduce boredom and encourage students to do reading activities successfully.

Reading texts becomes a hard activity to do for Ecuadorian students, not only in English even in Spanish because they have difficulties in getting information from texts. Taking this into account, Ecuadorian government has been implementing some educational reforms in the system because reading is an important skill that has to be developed from the lowest level to the highest level of education. Therefore, reading

is a skill that should receive a great attention from teachers and be practiced frequently by students.

The EFL Ecuadorian curriculum embraces the development of reading in term of students improve their critical thinking, learn how to communicate more effectively, develop coding and decoding skills and use reading texts as sources of information. Moreover, the higher education system request students be able to identify, collect, select, organize and analyze information, while building autonomy and the ability to critical evaluate the sources consulted through reading. These characteristics are difficult to achieve for Ecuadorian students who do not have a successful reading culture being the causes of this situation the bad reading habits, neediness of analysis and interpretation of information, the lack of practice as well as demotivation.

On the other hands, Educational institutions have the responsibility to form fast and efficient readers because this skill is considered one of the most important in the students' exit profile. Good reading skill is a request in the postgrad studies because most of the activities are based on reading different materials. Nevertheless, it is the principal problem faced by students when they begin to study a specialization, either in the country or abroad, where they have to read large amounts of scientific content. Based on these points, students need to achieve greater feats of comprehension that include understanding complex texts and processing more information in shorter amounts of time.

In our country, the teaching and learning process of reading comprehension are conventional. Ecuadorian English teachers teach English reading activities using outmoded techniques. They give narrative texts and ask students to read it, ask them to find new or difficult words to comprehend it. Students have to answer different questions related to the text, fill in blanks or answer true or false to obvious questions. Through this activities students feel bored, frustrated, do not enjoy the

lesson and they complete assignments carelessly. As a result, Ecuadorian students have a low performance in reading skills which affect others aspects in the learning process like writing skills, speaking skills, difficulties in the learning process, poor vocabulary, etc. because the way how students read texts is monotonous and students' reading comprehension is far from the expectation of the curriculum. This assertion can be demonstrated with the large number of students who fail standardized tests applied by the government or private institutions.

At the Language Center in *Universidad Técnica de Babahoyo*, English learners face some problems related to reading activities. Students feel unmotivated to do reading activities in class or outside the class. They find difficult to identify the main idea in a context or support information about what they have read. In addition, it is difficult for them to connect their own knowledge to the new information received from the reading text. Consequently, students have low grades in their reading activities. On the other hand, teachers are no aware of the importance to improve reading skills on students, so they practice it mechanical and automatically without interesting materials or activities. Based on the current situation in this institution it has been considered to carry out the implementation of the present research in order to analyze the impact of text mapping technique to improve students' reading skills, changing the traditionalist education scheme in this institution and to achieve goals focused on academic excellence.

### 1.3.1 Critical analysis

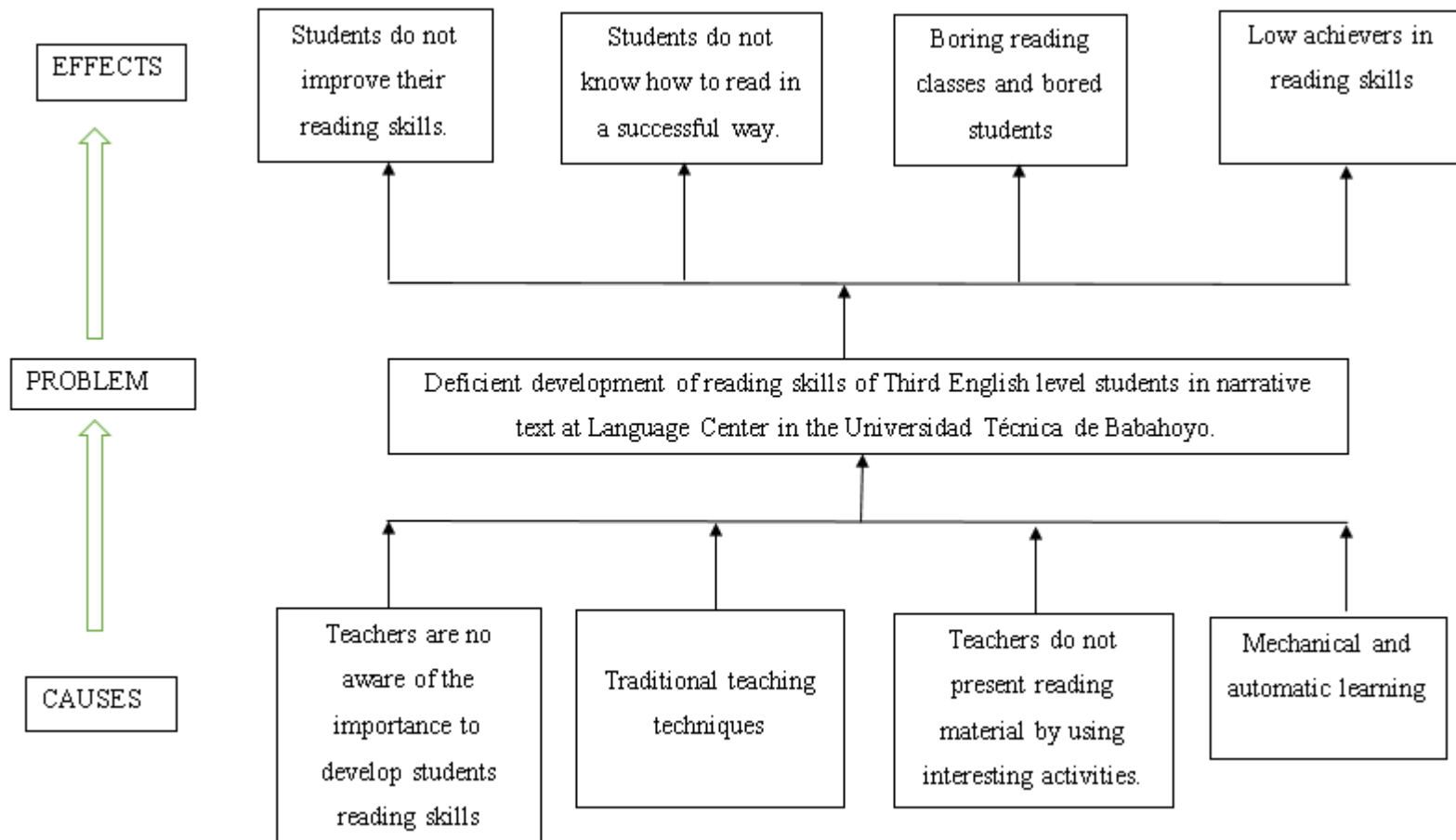


Figure N°1 Problem tree  
 Source: Direct Research  
 Elaborated

by:

Sandoval,

MJ

(2018)

The central problem of this research is the deficient development of reading skills of Third English level students in narrative text at Language Center in the *Universidad Técnica de Babahoyo*. The fact that English teachers are not aware of the importance of developing students' reading skills have influenced students' reading habits and their skills. This occurs because most of the teachers have emphasized their academic activities in the improvement of grammar, vocabulary, writing, listening comprehension and oral skills without considering how important is the development of reading skills to achieve students' academic goals.

Promoting reading in students in any language is one of the most difficult activities to perform by teachers who use traditional techniques because they do not know which are the best techniques they should apply to enhance reading skills or they do not know how to apply them. This oversight makes students do not know how to read effectively causing great problems in their academic performance. Flores (2013) claims that academic benefits of reading are crucial in higher education, especially for the professional development of students. If they are not trained in an effective way, they will find themselves at serious disadvantages in their academic and professional performance.

On the other hand, teachers do not present reading material by using interesting activities. These activities do not promote students' learning and influence the student ability to read. In most of the teaching time, teachers only focused on delivering the materials and paid less attention to the student's motivations. Consequently, the classes are boring and the students do not feel motivated to practice reading activities into or outside to the classroom. Moreover, it generates monotonous, boring and unproductive teaching – learning process.

Likewise, with the use of traditional techniques in reading activities everything related to the reading is misunderstood. The learning process becomes



mechanical and automatic where students are involved in activities in which they are focus on completing the task without generating new knowledge or improving their critical thinking. Students only memorize and avoid the ability to analyze. These are some reasons why teachers find tedious, difficult and unmotivated to practice reading activity with the students in our country or they do it in a traditional way limiting the development of students' creativity and imagination. Faced with these situations is vital to promote student-reading skills through techniques that encourage student learning

### **1.3.2 Prognosis**

If there is no solution to the deficient development of reading skills of Third English level students in narrative text at Language Center in *Universidad Técnica de Babahoyo*, negative effects will have great impact on the academic students' performance. Learners will have limit reading comprehension, lack of reflection and analysis in the reading process. Additionally, they will continue practicing reading activities with a prolonged demotivation and obtaining low proficiency in language acquisition. On the other hand, if teachers persist in teaching reading activities based on traditional procedures, students will maintain the deficient in their reading skills.

If the deficient development of reading skills of Third English level students in narrative text at Language Center in *Universidad Técnica de Babahoyo* is solved through the implementation of text mapping technique students and teachers will obtain many benefits. Teacher will be successful in the development of their reading lessons, reaching the curriculum goals. They will learn how to teach reading activities by motivating students to obtain meaningful learning. It has been detected that teaching techniques are the main tools in the teaching learning process, so this research will provide teachers information about a useful technique as a tool to teach

students to read in an effective way. Moreover, students will improve their level of comprehension, analysis and vocabulary. All of these will enhance their academic performance in different aspects in the learning process.

### **1.3.3 Setting of the problem**

What is the impact of the text-mapping technique on the reading skills development on Third level students in narrative text in the Language Center in *Universidad Técnica de Babahoyo*?

### **1.3.4 Research questions**

1. What theoretical foundation support the use of text-mapping technique as a tool to improve reading skill in narrative text?
2. In what ways does text-mapping technique improve reading skills in narrative text on Third level students in the Language Center in *Universidad Técnica de Babahoyo*?
3. How to socialize text-mapping techniques to improve reading skills in narrative texts in English Language Learners?

### **1.3.5 Research delimitation**

#### **Delimitation.**

**Field:** Education

**Area:** Reading Technique

**Aspect:** Learning – Teaching

### **Spatial delimitation**

**Institution:** Universidad Técnica de Babahoyo.

**Specific place of research:** CENID –language Center in Universidad Técnica de Babahoyo.

**Province:** Los Rios

**City:** Babahoyo

### **Temporary delimitation**

This problem was carry out during the academic period February - April 2018

## **1.4 Justification**

This research is **important** for education system in Ecuador because through the implementation of this technique, the teaching-learning process will be improved, leaving monotonous reading classes in the past. Furthermore, through this technique other skills such as writing, speaking and listening can be improved at the same time that students are motivated to work individually or as a group. This study is also **significant** for teacher and curriculum designers to created lessons in which learners are involved actively in the learning process by encouraging language acquisition in an interactive and collaborative environment.

It is **useful** because it proposes an alternative tool for teachers to develop students reading skills. This technique can be adopted to be used with different classes' size, variety of texts, different strategies for speed-reading, classrooms with or without technology and some reading materials. Wilson (2002) defined techniques as specific method of approaching a problem or a task, modes of operation to accomplish a particular end, or planned designs to organize and operate certain information. Through this research it can be shown that the techniques help readers understand, connect and determine the importance of what they are reading.

The necessity to improve students reading skills makes it **imperative** that the institution applies appropriate techniques to achieve reading skills. Despite the efforts made by teachers, the achievements in reading have remained below the expected level. Consequently, this research has a pedagogical **impact** because of the innovation of its use in our educational environment since it has not been used in the educative institution object of this research. Then when its effectiveness has been proven, will have no hesitation about being used as a tool to help the development reading skills because students practice vocabulary, pronunciation, comprehension and grammar structures improving their academic performance.

The **beneficiaries** of the research will be students of Third English level at Language Center of the *Universidad Técnica de Babahoyo*. Teacher and Authorities who will see academic progress reflected in their students and the society in general because good reading skills generate professionals trained in different aspects. Finally, this research is **feasible** because there is collaboration of the authorities of the institution where the research will be carried out. Teachers and students collaborate with their time and predisposition for do surveys, pre-test and post-test to obtain real information about students' reading skills.

## **1.5 Objectives**

### **1.5.1 General Objective.**

To analyze the impact of text-mapping technique to develop reading skills in narrative text.

### **1.5.2 Specific Objectives.**

- To analyze how reading activities are taught to students.
- To evaluate the level of reading skills of narrative texts in English Language Learners, through structured-based tests.
- To examine students' attitude and perception towards the use of text-mapping technique by applying surveys.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Research background.**

There are some previous studies about the use of Text-mapping technique to develop reading skills on students. In fact, the research called “The effect of using Text Mapping strategy towards students’ reading comprehension on narrative text of the second years’ students at Ma Darul Ulum Tandun Rokan Hulu” by Nur Afni (2014) had as a main objective to find out students’ reading comprehension in narrative text before being taught by using text mapping strategy. This study describes some problems on students specially in reading comprehension of narrative text. After the data analyzed, the result of the study helped the writer to discover that there was a significant effect of using Text-Mapping strategy toward reading comprehension on narrative text of the second year at MA Darul Ulum Tandun. The author concludes that using Text Mapping strategy influences and improves students’ reading comprehension. Promote the interest in the teaching process and help students to be self-confident.

Another study was held by Indrayani (2014) related to The Effectiveness of Using Text Mapping in Improving Students’ Reading Comprehension of Narrative Text at the second grade of SMA Manthla’ul Huda Parung Panjang-Bogor. This research was conducted to find out whether mind mapping is effective and improve students’ reading comprehension achievement. Based on this statistical calculation the author found that there is a significant difference between teaching reading comprehension of narrative text by using mind-mapping technique and without using mind-mapping technique. This is an indicator that this technique positively influences

student performance and makes a positive contribution to improving the teaching and learning process in SMA Manthla'ul Huda Parung.

According to Ramadhan, & Salam (2015), "Teaching Reading Through Text Mapping Strategy in Narrative Text for Reading Comprehension." This research aimed the effectiveness of mind mapping strategy in improving students' skill in narrative text. After having the entire processes of the research, the authors conclude that through the use of mind mapping strategy students' achievement on reading comprehension of narrative text is higher, learners have good enthusiasm and enhance their comprehension applying this technique. Furthermore, this technique can lead the students to think more and guide them in reading comprehension text. Under the concept of mind mapping strategy, the writer found that students get significant changes to students' mastery of reading comprehension in narrative text.

Likewise, Suryani (2015) in the study "Improving Students' Reading Skills by Using the Text Mapping Technique" states that when students used the mind map technique, they could read and comprehend the texts easily. The data in this research were collected through observations, interviews, and documentations which showed that this technique also improved the students' creativity and vocabulary. The interesting ways of making mind map make the students read texts effectively and efficiently because they also became good in paraphrasing a sentence which represented their understanding of information within the sentence. Based on the results of the study, it was found that this technique is highly effective to improve reading skills.

In the *Universidad Técnica de Ambato*, a research on the topic: *Estrategias metodológicas y su incidencia en la comprensión lectora en los estudiantes de la Escuela de Educación Básica Vicente Flor* authors concluded that the problem is the inadequate use of methodological techniques for reading comprehension by teachers,

who have not received training and updating activities to socialize teaching strategies and techniques for teaching reading. Currently, teachers do not promote understanding when students read, rather it becomes mandatory the rote learning, there is inadequate planning of the teaching - learning process. On the other hand, teachers prefer only the use of books without complementing learning with other meaningful tools, teamwork is rarely encouraged.

In this research survey and questionnaire were used as tools to gather information with the following results, teachers do not apply constantly teaching-learning techniques to encourage reading, students respond that only sometimes they did motivational activities and striking for the acquisition of knowledge and the interpretation of readings. Students claimed that only sometimes they manage to understand the main ideas of the texts that they read in classes. As a conclusion, there are deficiencies in the implementation of methodological techniques and students have reading problems (Moyano & Núñez, 2014). At this point, it is important to mention that at Language Center in *Universidad Tecnica de Babahoyo* presents the same problems. In this institution, research related to the text mapping technique has not been applied and teachers do not use this technique according to the students' survey.

Based on the studies obtained, it was confirmed the need to recognize the weaknesses of the teaching-learning process in reading skills in our educational system and the needs of both teacher and students to train themselves to improve it. The aforementioned studies contribute to this research because they show that Text Mapping Techniques helps students be motivated in the learning process. They develop reading comprehension as well other reading skills at the same time. Moreover, learners acquire knowledge in a meaningful way to be the main protagonist in the teaching learning process.



## **2.2 Philosophical foundation**

This research belongs to the educational field. The learning theory that supports this research is the constructivism. Along the time many learning theories have emerged because the education system is in permanent evolution. The traditional view that assumes students as a passive being with nothing to contribute to the learning situation is no valid. Recognizing the knowledge and previous characteristics with which the student comes in the classroom must be used for the construction of new knowledge. Nowadays, students are active members in the classroom, they are the main character in the teaching –learning process, teachers have the role of facilitator.

This assertion is in direct connection with Jonassen and Land (2012) stated that learning is not a process of knowledge transmission, it is a process of meaning making. Students interact with other students and consciously and constantly make sense of the interactions they participate in. The role of the student is constructing their own knowledge and having interaction with their classmates. It is important to mention the founders of this theory: Piaget, Vygotsky, Dewey and Bruner. Who claimed that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new experiences. This approach sees learning as essentially active process. A person, who learns something new, incorporates it into their previous experiences and their own mental structures.

. The pedagogical constructivism shows us the way to educational change, transforming it into an active process where students develop and build their own knowledge from their previous experience and interactions establishes with the

teacher and the environment. The influence of constructivism in education today can be seen in a variety of changes in the curricula as well as institutional practices. Through the Constructivist approach, teachers can design instruction that goes beyond learning to likely to lead to deeper, longer lasting understandings. In a constructivist classroom, students are encouraged to use prior experiences to help them form and reform interpretations (Gray, 1997). Moreover, constructivism recognizes that students have different levels of understanding and thus it presents a variety of ideas. This situation allows students to share and compare their understanding with their peers encouraging cooperative work (Sanaa, 2006). Learning as a result of an active process encourages students to take their prior knowledge into consideration and eliciting cognitive conflict.

Dave Middlebrook invented the Text Mapping technique and pioneered the use of scrolls and Text Mapping for classroom instruction. He was working in classrooms and conducting workshops for teachers since 1994. Text mapping is a visual technique to help students understand how information is organized, marking different characteristics of the text to better understand the contents, retain and construct new knowledge from the textbook. Reading textbooks are a part of the constructivist classroom (Schulte, 1996). Books are tools where students start from, construct their own learning. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information.

Afni (2014) developed this technique and claims that it influenced students reading comprehension in a positive way and enhance students interest in the teaching learning process. In addition to the previous ideas, Suryani (2015) mentions that through Text Mapping Technique students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning and this condition stimulated the students to work based on their own actual

capability. Students got more experiences and improved their reading achievement. Nowadays, Dave's work is used around the world, in classrooms at all levels from preschool to university, and adult education.

### **2.3 Legal basis**

The learning of the English language is important for the development of Ecuador in the XXI century, therefore, the Ministry of Education has established as a state policy to motivate learning this language, placing special hierarchy in the new education curriculum primary, secondary and higher education. MEC, (2001). This curriculum has proposed skills with performance criteria that starts the learning process in a foreign language - English.

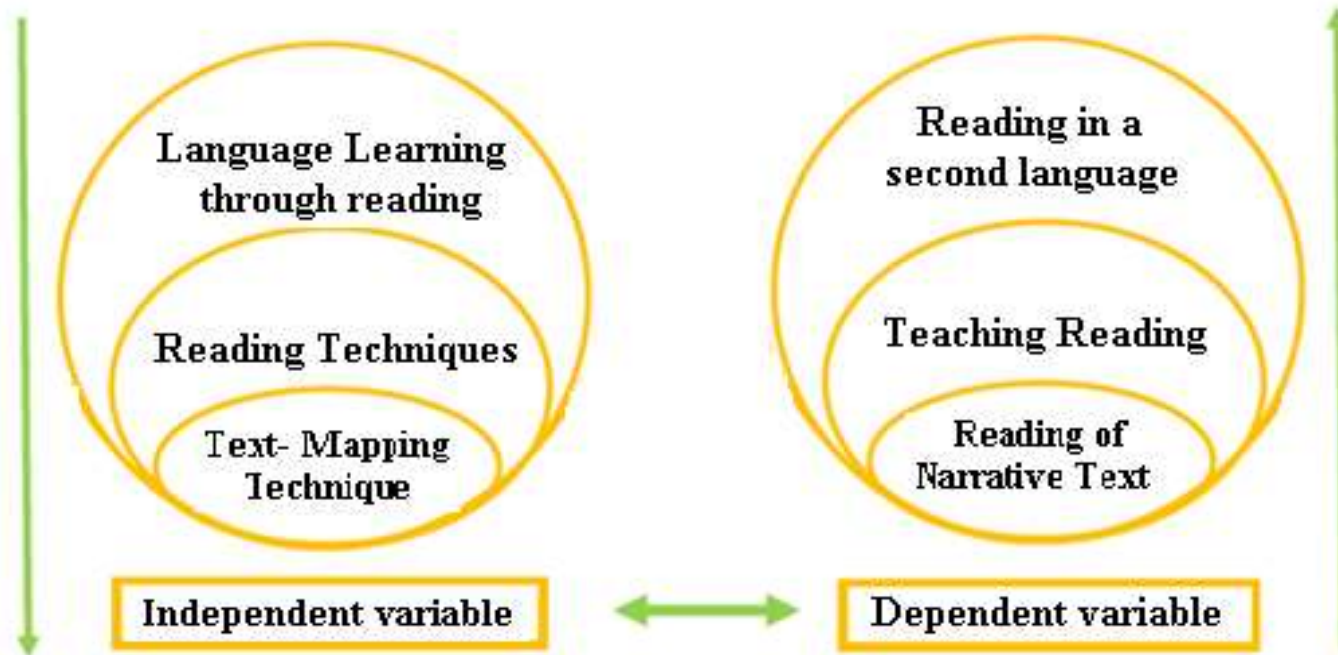
The Constitution of Ecuador determines that all human beings have the right to receive good education at all level in order to improve the quality of life. In chapter II, Section V the Constitution states that Education is an important right. This assertion is in direct connection with the article 27, it emphasizes that education will focus on the human being, will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth. Education must be indispensable, viable and enterprising for the development of the intellectual and social abilities of the human being. This article points up in the importance and features of the education.

Moreover, article 343 states that education will be focused on the student, mainly their teaching learning, thus achieving the development of all their skills and the possibility of continuously training to ensure access to better job opportunities and a better quality of life. The purpose of the national education system is to enable learning and generate knowledge, techniques, skills, arts and

culture. To promote competent education in all citizens, this article guarantees programs of initial, basic and higher education in the curricula.

Another policy that will support this research is taken from “*Reglamento de Régimen Académico*”, the article 30 emphasizes in the importance of learning a foreign language. It indicates that higher education institutions will ensure the language proficiency level as a graduation requirement of the higher technical level, higher technological level and its equivalent. Learning a foreign language is a requirement that all students need to have in order to graduate in the major they are study at the university. On the other hand, “*Ley Orgánica de Educación Intercultural (LOEI)*” published in 2011, article 7 states that students have the right to educational support and academic tutoring according to their needs. On the other hand, teachers have the right to free access to professional development processes, updating, continuous training, educational and academic improvement at all levels and modalities, according to the needs required by the National Education System. Additionally, Article 11 states that teachers must give support and pedagogical follow-up to students to overcome difficulties in learning and develop their abilities and skills.

## 2.4 Key categories



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## **2.4.1 Independent variable: Text mapping Technique**

### **2.4.1.1 Language Learning through reading**

Learning is not about collecting or getting much information in our brain. It is about learning by doing. It is about looking at issues in various ways and developing capacities to solve them. That is why teachers goal must be to teach students to learn how to learn rather than instead of just transmit information to them (Tsui, 2006, p.1). Fleming (2001) states that due to globalization, language learning is considered fundamental in our society, it is considered as a tool to obtain better personal and professional opportunities. Learning through the use of language has been seen as an instrument of great help to know different ways of perception, cultures and lifestyles.

When students learn another language, they acquire experience and knowledge of different societies, in this way there are certain strategies and techniques used by teachers in order to help them to learn a new language in a successful way. Reading in a foreign language helps students become more comfortable with the words and grammatical rules. Seeing the text of new words and concepts visually helps them to reinforce their memory. Through reading, students have the ability to stop, think and produce or look up words in a dictionary allows them for more individualized pace of mental absorption. By reading interesting content in the language that students want to learn they pick up all the vocabulary and grammar that they need to know, their brain naturally absorbs word meanings and grammar rules (Sailema & Jairo, 2018, p.17).

Reading at even a slow pace exposes to more sentences per minute than the average movie or TV show. This is exactly the reason why heavy readers of just English tend to speak more articulately than average English speakers, despite theoretically having had the same number of years of exposure to the language.

Being exposed to a larger “brain feed” of vocabulary and grammar simply trains you to use your language better in your own speech. According to Rini (2013) reading in foreign language plays an important role in vocabulary growth provided that post reading activities is done, if not, that new vocabulary will stay in learners as a passive vocabulary.

The main difference between reading in a foreign language and reading in a native language is, naturally, that people began reading their native language once they were already speaking it fluently. In other words, native speakers learn to read before they read to learn. Renandya (2007) explains the difference between extensive and intensive reading. “In intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills such as identifying main ideas and recognizing text connectors and to enhance vocabulary and grammar knowledge” (p.135). About extensive reading, Carrel and Carson state that extensive reading generally involves rapid reading and of large quantities of material and longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language” (as cited in Renandya, 2007, p.134).

Moreover, the author pointed out characteristics that a successful intensive and extensive reading program must to have. Students flood themselves with reading materials until they are hooked on reading. Teachers provide students varied readings in terms of topic and genre and the students must choose the readings by themselves. Students practice post-reading activities like designing a book mark, designing a poster, reading aloud the interesting parts, copying interesting words and useful expressions. additionally, teachers also have to read to motivate the students and make a track record of student progress (p. 144-145). The challenge is therefore finding foreign-language reading materials and techniques that are commensurate with the level of vocabulary and grammar. If the reading is too difficult, and it is not

teaching correctly it can create an excessive cognitive load, inhibit any real learning, and discourage you from reading further.

#### **2.4.1.2 Reading Techniques**

In academic fields, the “how” of teaching is important as knowing “what” and “why”. To teach effectively, teachers must plan. It means to decide what method, strategy, and technique will be the best for a particular situation. Active teachers must know how to make the learning process as a positive experience for all students; plan different techniques tend to achieve more success in teaching. Dhand (1990) reports that techniques are the activities which the teachers design for a particular lesson for example: group discussion, projects, expositions, etc. teachers have to be familiar with a variety of techniques. In order to enhance the learning experience, the technique should be flexible, it should relate to the objectives of the lesson, and it make the best use of the students’ time.

According to Brown (as cited in Suryani, 2015) defines technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing exercises or tasks to realize lesson objectives. Techniques can help teacher and students in many subjects in the classroom. In the English subject, the teacher is able to use different techniques in teaching and learning process to improve four skills; listening, writing, speaking, and reading.

In reading activities, students have to get new knowledge through codified symbols in a passage by using their eyes, brain, and emotion. This activity sometimes becomes a huge problem for the students because of some reasons. Some of them are laziness, lack of interesting technique, background knowledge, lack of reading habit, and so on. It is the responsibility of teachers to find tools to help them to overcome



those students' limitations and improve their reading skills of reading written text in any types.

Nevertheless, designing active reading lessons is not an easy task for some teachers who do not reading techniques. At this point, it is important to mention expert named Brown (2000) states that there are important features to be in account when teachers design or select a technique to develop reading activities. Those features are the following (p. 313-316).

- a. In an interactive curriculum, the teacher has to give priority to the importance of specific instruction in reading skills
- b. The teacher has to use techniques which are intrinsically motivating
- c. Authenticity and readability in choosing texts should be balanced.
- d. The teacher should encourage the development of reading strategies
- e. Both bottom-up and top-down techniques are include in the activity.
- f. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.
- g. In the last, the teacher should build in some evaluative aspect to the techniques.
  - 1) Doing: the students respond physically to a command
  - 2) Choosing: the students select from alternative pose orally or in writing
  - 3) Transferring: the students summarize orally what is read
  - 4) Answering: the students answer questions about passage
  - 5) Condensing: the students outline or take notes on a passage
  - 6) Extending: the students provide an ending to a story
  - 7) Duplicating: the students the message into a native language or copy it
  - 8) Modelling: the students put together a toy, for example, after reading direction for assembly
  - 9) Conversing: the students engage in a conversation that indicates appropriate processing of information

In fact, Afni (2014) confirmed the assertions of Brown (2000) that teachers have to consider some principles for designing interactive reading techniques in teaching process.

- Interactive curriculum
- Techniques should be intrinsically motivating.
- The technique should utilize authentic language and contexts.
- Encourage the development of reading techniques.
- Include both bottom-up and top-down techniques.
- Consider subdividing techniques into pre-reading, during reading, and after reading phases.
- Build in some evaluative aspect to your technique.

Consequently, learners have to be active during the teaching process because it will determine the success of teaching. The important point in teaching reading is related the goal. It means that teaching reading includes identify the meaning of the text, build vocabulary and understand about the text.

The correct selection and designing of a reading technique may have a positive impact on students' motivation and performance. Moreover, teachers should be familiar with other aspects like the students' interest, achievement level, aptitudes, abilities, strengths, weakness, learning / working styles, previous students' knowledge, cultural and community background. Teachers will have into consideration the size of the classroom, lighting, physical arrangements of furniture and materials. On other hands, teachers should be familiar with the curriculum content prior to planning in order to understand its emphasis, adaptability, flexibility, objectives, format and comprehensive. Finally, teachers' competences, experience and knowledge are significant factors contributing to the success or failure of a reading technique.

#### **2.4.1.2.1 Reading Skills.**

Through the use of reading techniques teachers seek to improve students reading skills. According to Perfetti (2001), reading skill is an individual's position in front of some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. Every reader has their own way of reading; the roll of the teacher should be teaching some techniques to help students to improve their skills. Using their skills, the students may increase the pleasure and effectiveness of reading activity and they comprehend text easily.

Reading skills are used by readers to organize and summarize information, select key data, anticipate text, monitor comprehension, report information, improve vocabulary, repair comprehension breakdowns, and match comprehension output to the reader goals. In the academic field, reading aims at learning some things new. The learning process will be successful when there is a change in the students' mind by knowing something from unknown. Therefore, it is a meaningful learning when students apply the knowledge that they have acquired in a real life. To obtain this successful process, the students should have skills to bring them into a good comprehension in reading a text.

Although reading is a receptive skill, effective readers are different from inexperienced readers because they vary their approach appropriately to the material they are reading and to their purpose. In other words, experienced readers, use different types of reading skills depending on whether they are reading a poem, a set of instructions, an article, or a list. At least on a subconscious level, they make decisions about what kind of reading they will do and how they will read. Reading at

a beginner level uses certain fundamental skills. These fundamental skills will be used at the same time as ones on a more advanced level as the reader gains ability.

This assertion is in direct connection with Brown (2004) stated that there are micro-skills and macro-skills of reading. The readers must have micro-skills when they with graphemes and orthographic patterns and linguistic signals. (p. 187- 188). This is the reading micro-skill list according to D.H. Brown.

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance
5. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

On the other hand, readers need macro-skills to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. As presented by Brown (2004) these are the macro-skills of reading (p, 187-188).

1. Recognize the rhetorical forms of written discourse and their significance for interpretation

2. Recognize the communicative functions of written texts, according to form and purpose
3. Infer context that is not explicit by using background knowledge
4. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
5. Distinguish between literal and implied meanings
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
7. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Likewise, Mikulecky (as cited by Suryani, 2015) also mentions reading skills with specific proposes.

- a. Automatic decoding. - Students are able to recognize a word at a glance.
- b. Previewing and predicting. - Students are able to guess what the text is about by looking at the text a quick once over.
- c. Identifying purposes. - Students are able to predict what the form and context of the text will be.
- d. Specifying Purposes. - Students are able to know why the text is being read.
- e. Scanning. - Students are able to find out the specific information in a text by looking at the text very rapidly.
- f. Recognizing topics. - Students are able to find out what the text tells about after reading and comprehending the text.
- g. Locating the topic sentences. - Students are able to find out a topic sentence in a text.
- h. 8. Making inference by use evidence . - Students are able to infer main ideas of the text and can show the evidence that supports their inference.

- i. Guessing the meaning of unknown words from the context. - Students are able to guess the meaning of unknown word from the context.
- j. Skimming. - Students are able to process a text rapidly at many levels in order to get an overall picture of it.
- k. Paraphrasing. - Students are able to paraphrase the text to help them understand the text by using their own words.
- l. Summarizing. - Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
- m. Drawing conclusion. - Students are able to put together the information from several parts of the text and induce new or additional ideas.
- n. Reading critically. - Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
- o. Reading faster. - Students are able to read fast enough to allow the brain to process the input.

Certainly, there are many advantages associated with reading skills like learning vocabulary in a context, seeing correct structure in English, encounter new word and things. It can help readers to increase their vocabulary skill and apply it when they are communicating to others. Reading and listening are inputs whereas speaking and writing are outputs. In other words, if students want to improve their speaking and writing skills they should first master the skills of reading and listening.

#### **2.4.1.3 Text – Mapping Technique.**

Text Mapping is a technique invented by Dave Middlebrook, pioneered the use of scrolls for classroom instruction. He has been collaborating in classrooms and conducting workshops for teachers since 1994, and is the founder of The Text mapping Project. Dave's work is informed by his own experiences which have taught him to approach reading, writing, and thinking from new and innovative directions.

Dave's work is used all over the world, in classrooms at all levels from preschool to college/university, and adult education; scrolls and text mapping are cited in books and standards documents and are widely written-about and discussed on the web.

Teachers use many graphic organizers to help students make connections while reading and increase their skills. Many of them include the word map. Text mapping is different, because rather than creating a secondary material such as a diagram, the text is the graphic organizer. The mapping is developed within the text itself and emphasizes the importance of viewing a text holistically. It is explicit and concrete and versatile. Sutanto (2013) explained that Text – mapping s is a great way to address the weaknesses in reading comprehension, and to teach active or metacognitive reading skills, it allows learns to explore the full potential of their brain for thinking and learning. This assertion is in direct connection with Edward (2009) claims that Text –mapping technique works based on the natural working of our brain, it is the most effective and efficient way to enter, store, and remove the data from / to the brain.

Cahyani (2015) arguments that text - mapping is a nonlinear visual outline that reflects natural work of the brain. Text - mapping uses concise words, pictures, color, associations and other visual aids to convey the essence of an idea or information. It will help students to better understand and retain information longer in their brains. Text - mapping focuses on describing text features, they focus on details: keywords, phrases, and characters. Text - Mapping is descriptive; it focuses on context - the visual patterns of chunks and sub-chunks of information that are formed by details and the context that surrounds them. Afni (2014) claims that text mapping is a technique that can be used to enhance reading and writing skills. It focuses more attention on the text itself forcing readers to engage deeply in a careful in-context comprehension of both the big picture and the details. It can be used for different types of reading genres like narrative, fiction, biography, mystery, so on.

Based on the definitions above, it can be concluded that text mapping is a technique to optimize learning capacities. This technique is a creative way to represent an idea or information, it is a graphic organizer technique that use scrolls, color makers and mapping techniques to understand how the elements of a complex structure are connected. Through text - mapping technique students are able to visualize their imagination and organize their ideas, they develop their memory retention and productivity. Cahyani (2015) maintains that by constant use of text mapping, learners learn to ‘fill in the gaps’ and increase their cognitive skills. Text – mapping thus is a complementary tool that helps their thinking, comprehending and recalling skills.

As a teaching technique, students use the text -mapping to develop and analyze a text provided by the teacher. As a learning technique, students can develop their own text maps to develop their reading skills. The text mapping is a graphic organizer technique focus on pre reading and text organization. Students can see the heading structure, illustrations, key words, etc. This technique can be enhanced through colors, pictures, codes, connectors, dimension to add interest, beauty, and individuality.

According to Bean (1986) concept of mapping can build comprehension in many ways, depending upon how it is used.

- a. Linguistic Knowledge (Primary outcome): It is developed by performing word meanings and relationship among words.
- b. Background Knowledge (Possible outcome): It is activated when learners make associations and predictions about the text and confirm their map during reading.
- c. Making Inferences (Primary outcome): Students learn to infer information through text structure when it is not explicit.



d. Self-Regulated Comprehending (Primary outcome): Mapping requires students to make predictions, self-question, and clarify understanding before, during, and after reading. The map can help them to generate mental imagery.

#### **2.4.1.3.1 Benefits of using Text mapping.**

There are several benefits to use Text mapping technique to improve reading skills (Webster, 2017)

- It is easy to learn and easy to implement in the classroom.
- Implementation costs are very low.
- It has been used with mainstream, ESL, and special needs classes at all levels, from elementary through college.
- It encourages active reading.
- It allows for visual tracking.
- It requires physical interaction with the text.
- It links comprehension concretely to the text, the text itself becomes the map.
- It focuses students on pre-reading strategies.
- It is helpful in reaching students who have Visual, Spatial, Tactile, Kinesthetic learning styles.

#### **2.4.1.3.2 The Purposes of Text – Mapping Technique**

Text-mapping technique as a tool helps the students to enhance their reading skills, it has the purpose of associate between ideas, topics, characters or things. Likewise, Buzan (as cited in Indrayani, 2014) emphasized that there are several specific purposes to teach text- mapping technique:

- a) Text- mapping activates human brain.
- b) Text mapping fixes mental confusion

- c) Text- mapping lets the students determine the main idea.
- d) Text- mapping helps students to identify the relationship between the separated information sections.
- e) Text- mapping covers whole context in a specific and clear way.
- f) Text- mapping lets the students to group information and classify it according to the relevance
- g) Text – mapping technique improves the collaborative work of students because through this technique the students learn to be tolerant and accept other opinions to produce something based on the same context.
- h) Text -mapping gives easy way for the students to plan, communicate, be creative, arrange, and explain their ideas quickly and efficiently.

#### **2.4.1.3.3 Text mapping for collaborative and individual learning.**

Nowadays is important to teach students to work in a collaborative way. Broadly speaking, collaborative learning is an active learning method that is based on the principle that two or more students coming together to work towards a common goal. Dillenbourg (1999) explained that collaborative learning is a situation in which two or more people learn or attempt to learn something together. Each element of this definition can be interpreted in different ways:

- "two or more" can be interpreted as a pair, small group, class size, community, society, and levels.
- "learn something" may be interpreted as "follow a course", "perform learning activities such as problem solving", "study course material", "learn from lifelong work practice", among others.
- "together" refers about different forms of interaction: face-to-face or computer mediated, frequent in time, in joint effort or divided activities in a systematic way.

Collaborative learning helps students to develop their reading skills while working in cooperative groups. Collaborative interactions mean that they are negotiable. Hence, students will not impose their view about what they understood from the text on the sole basis of their authority. Through the collaborative dialogue is expected that students will be able to argue for their standpoint, justify, negotiate and attempt to convince. Learners have their own modality to learn something. They can be visual, audio, and kinesthetic. For learner who belongs to visual type, they prefer to read and pay attention to an illustration on the board. Therefore, the use of the mind map is appropriate for them. This technique is also appropriate for the adolescent learners because they will not be bored when they are reading a passage. Through the cooperative work, students can share their ideas, help and learn about each other.

DePotter and Hernacki (as cited in Suryani, 2015) categorize the learning process into two ways. The first is how to grasp information. The second is how to manage and process the information grasped. Text – mapping technique summarizes reading resources and then visualize the problems in the form of map to make it easier to comprehend. By using this technique for individual learning, the readers can quickly identify the information from the text that they read and grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted on a map that consists of symbols or pictures that connected each other to give a complete information.

Text mapping for collaborative and individual learning makes students able to join the teaching and learning process in a simple way. It guides them to learn reading skills easily so that they can comprehend any text individual or in small groups. This technique directs readers to think detail information within the text and they can enhance their memory too because it develops the ability to links ideas from the text

the readers read and they can relate it with some other idea (Suryani, 2015). Students comprehend the text and they use the information they already possess to filter, interpret, organize, and reflect upon the incoming information from the page. Additionally, learners train their creativity because they deal with draws, color, pictures, and symbols to create something.

#### **2.4.1.3.4 Text Mapping builds others skills with Ease.**

Baumann & Bergeron (1993) claim that mapping a story involves creating a graphic representation that shows the characters and main events as well as the chronological order of them. As students create their own illustrations as a part of the map, they are able to visualize the relationships of a story or text. Students who create their text mapping through graphics, lines, connections, etc. expand and enhance their understanding of what they read, remember the salient features of texts, and are more confident in their retellings.

Text mapping technique enriches students who are learning English as a second language because it offers them the cues they need to understand, remember, and share what they are learning. Text mapping develop students' comprehension in the different formats of the texts' and how can it be predicted. By using these formats students can better understand and retell the information being read improving their oral language, listening and comprehension skills. In addition, to support students' comprehension they can draw pictures, write short summaries, short phrases, or sentences as ways to comprehend the information and the format of the text enhancing their writing skills (Lapp, Fisher, & Johnson, 2010)

Nowadays, educational system requires active readers who are constantly thinking about what they are reading and ask themselves questions such as what

connections do it have to the text?, Is this new information relevant?, what are the main points the author is making?, Is there any part of the text that is confusing?. Applying post reading activities through this technique the teachers can identify if the student has learned something from the text, if they can remember the details well enough to retell them or if the learner has not comprehended anything from the text.

## **2.4.2 Dependent variable: Reading of Narrative Text.**

### **2.4.2.1 Reading in a second language**

The ability to read in a second language is one of the most important skills required of people in multilingual and international settings. It is also a skill that is one of the most difficult to develop to a high level of proficiency. People read for a variety of purposes, and many of these purposes require distinct combinations of skills in order to achieve the reader's purpose. Because of this variation, it is not easy to define second language reading as a single notion or a unitary ability. It is true that differing purposes draw on many of the same cognitive processes, but they do so to differing extents and sometimes in different ways (Grabe, 2012).

Likewise, Walter (2003) indicated that reading in a second language involves fast, automatic word decoding and access to the mental lexicon; this means working on building speed and fluency and on learning to recognize at least 10,000 words in the new language. Learners can build speed and fluency by learning vocabulary systematically. Background knowledge about the second-language culture will make comprehension easier as well. Learners will also read better in their second language if they learn about text characteristics, and if they know how to handle a variety of strategies for getting meaning from texts

To understand how students handle L2 reading, the cognitive level must be considered to process the text. Reading depends on parallel 'top-down' and 'bottom-up' processing. In currently accepted evidence-based models of reading, bottom-up processes and top-down processes proceed in parallel (Stanovich 1980). Both sorts of processes are vital to reading. Top-down models assume that the reader interrogates the text rather than processing it completely, getting meaning by comparing expectations to a sample of information from the text. We draw on our own intelligence and experience. The predictions we can make, based on the schemata we have acquired to understand the text. It is used when learners interpret assumptions and draw inferences. When they try to see the overall purpose of the text. Bottom-up models indicate that the reader builds up a meaning recognizing letters and words, working out sentence structure. Learners can make conscious use of it when an initial reading leaves us confused (Sahl & Martens, 2015).

The capacities that may come into play in this interactive process may well differ, according to the purpose for reading. Looking quickly over a text, either to decide whether to read it or for gist (skimming) or looking for specific information in a text (scanning), will not require the same mix as reading for general understanding or pleasure. Intensive reading for critical reading or reading to learn will require a different balance between the two processes (Urquhart & Weir 1998, p. 46). For this focuses on aspects of the text and on the conscious use of strategies of reading.

However, for all types of reading, the reader needs automaticity both of word recognition and of lexical access. When a word is recognized, it enters the phonological loop of working memory, becoming available for consultation and integration into a mental representation of the text (Gathercole & Baddeley 2014). The faster a reader's speed of retrieval from the mental lexicon, which is linked to their level of vocabulary knowledge, the more proficient their reading comprehension will be.

Kern (1994) stated that when reading difficult texts, skilled L2 readers used mental translation into L1 to help maintain concentration and to keep information active while addressing a textual problem. Additionally, the different text types influence L1 readers, often unconsciously, about the information that they expect in each type of text. The organization of a text type can be very different from one language to another, L2 readers have been taught through techniques to facilitate L2 comprehension the development of reading skills for all readers (Carrell, 1992).

#### **2.4.2.1.1 Different purposes for Reading**

People have a purpose when they decide to read. It means that they read because they want to get something from the writing; get the message that the writer has expressed. Generally, people are exposed a variety of text styles that may include newspapers, letters, leaflets, advertisements, magazines, books, emails, messages, and all kind of text from the internet. There are many experts define about the purpose of reading. William (1984) classifies reading purposes into (1) getting general information from a text, (2) getting specific information from a text, and (3) for enjoyment or for interest (as cited in McDonough & Shaw, 2013, p. 63).

This claim can be easily connected with Indrayani (2014) listed the reason for reading:

1. To get information for some purpose or because curious about some topic,
2. To get instructions on how to perform some task for work or daily life
3. To keep in touch with friends by correspondence or to understand business letters,
4. To know when or where something will take place or what is available,
5. To know what is happening or has happened.
6. To get pleasure or excitement. (p.12)

At this point, it is important to mention Grabe & Stoller (2001) on their book conclude the purpose of reading into some point:

1. Reading to search for simple information and reading to skim quickly.
2. Reading to learn from texts.
3. Reading to integrate information, write, and analyze texts.
4. Reading for general comprehension.

In spite of the lists above, San Risqiya (2013) tends to agree that the purpose of reading is categorized into two, intensive and extensive reading. Intensive reading requires readers to understand both linguistic and semantic aspect as well as paying attention to the text. While in extensive reading, speed and skill in getting the general picture, play important role in reading process. The purpose of extensive reading is to get the general idea of the text, usually for pleasure, whether it is to enjoy a story, to get the main idea, to know the author's intent, or to react personally to the text. (p. 34)

Many of these purposes draw on the same cognitive processes but require distinct combinations of skills in order to achieve the reader's purpose because they do it in different extents and sometimes in different ways. Grabe (2009) mention purposes for reading can include the following:

- To find information (scanning, skimming). Reading to find information is a crucial skill constitutes skimming and scanning a text to get information or to get the gist.

- To learn (analyze and evaluate). Reading to learn requires awareness of many of the details of the text and the ability to organize and connect information from various parts of the text. Reading to analyze and evaluate require reflection and evaluation of the text's information, reader's attitudes, emotions, motivations for reading, and level background knowledge.



- To understanding (other purposes). It is the primary goal of most L2 readers. This purpose satisfies to understanding main ideas and a subset of supporting ideas and information. Reading for general understanding requires variety vocabulary, automaticity of word recognition in the text, reading speed for text-information integration, and the ability to build text comprehension.

Reading process will vary according to the purpose. Students can adapt reading style according to a range of purposes and apply different reading techniques. These processes require distinct combinations of skills in order to achieve the reader's purpose. At this point, teachers must establish goals for the reading classroom and determine how readers interact with texts. Successful readers can build a knowledge of the language such as vocabulary, schematic knowledge, interpretation of texts meaningfully, identify the text structure and be able to take a critical stance to the content of texts.

#### **2.4.2.2 Teaching Reading**

Teaching is an activity to guide and facilitate learning; teachers set the condition for learning and give students the opportunity to learn (Brown, 2000). In teacher education programs, a lot of time is devoted to the ‘what’ of teaching, what areas teachers should cover, what resources do teachers need, what students need to learn, and so on. The ‘how’ of teaching also gets a great importance. How to structure a lesson, how to manage the class, how to assess students' learning, and so on. In the process of teaching, teachers have the role to provide the material, techniques, and media to make the students learn something new in the classroom and enjoy the process at the same time.

On the other hand, reading is the most important language skill, particularly when students have to read English material for a specialized subject but they may never have to speak the language (McDonough & Shaw, 2012). In addition, for a language acquisition point of view, reading can be an important source of comprehensive input especially in countries where English is rarely used outside the classroom. Nowadays, English has become the main driving language of the internet, assuming in a resource-rich environment the ability to read as the main mode of communication.

Nuttal (1996) stated that through teaching reading students enhance the ability to read in an appropriate speed with adequate understanding. Teaching reading especially reading a foreign language is to make learners be able to understand the text when they deal with the foreign language. There are principles of the teaching reading which Anderson in Nunan (2003) states.

- Exploit the readers' background knowledge. It can be readers' experiences which they bring at the time that. From this background knowledge, the reader is able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.
- Build a strong base of vocabulary. The vocabulary is important to make reading activity successful. The teacher must know the vocabulary that learners must learn. In addition, learners can use context to guess the meanings of new words. It means that it can be taught explicitly.
- Teach for comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the text and develop ideas from it.

- Work on increasing reading habits. Part of the joy of reading is being able to pick up a book and comprehend it. Teaching reading is producing readers with fluent, not quick readers. They should be able to analyze and synthesize the content of the text that is read.
- Teach reading techniques. They are tools for active, self-directed involvement that is necessary for developing activities. It is necessary for the students to learn how to use a range of reading techniques that match their purposes for reading.
- Encourage readers to transform techniques into skills. Using techniques is to achieve desired goals, while a skill is a technique that has become automatic.
- Build assessment in their reading. Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in the classroom. The quantitative assessment results from the reading comprehension test, while qualitative assessment can include reading summaries, interest surveys, among others.
- Teachers have to strive for continuous improvement. The quality-reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators. Teachers should understand the nature of the reading process and provide techniques to enhance reading skills on the students.

#### **2.4.2.2.1 Reading Process**

Goodman (1982) has defined the reading process as a "psycholinguistic guessing game" (p. 28). This theory applies not only to the English language but also in all languages. Teaching of reading became a central theme of the curriculum in all level of education because this process involved thought and language in continuous interactions, it happens when the reader tries to get sense from reading the printed text. According to Goodman (2001), reading has been seen as a cyclical process because the main objective of the reader is getting meaning from the text. Letters, words or grammar, receives the readers' attention when they have difficulty to obtain the meaning.

To understand the reading process, we must understand how the reader, writer and text contribute in the process; we must understand the characteristics of the texts which readers are interacting. The reading process employs a series of techniques to help readers to obtain, evaluate and get information from the text. Reading is an activity which people can interact with the environment in such a way that they can learn from their experiences, anticipate and understand them. (Sailema, 2018). Reading involves the processing of information from symbols that constitute expressions in the common exchange that takes place through language. The text provides a structured series of clues based on symbols whose processing induces in the reader an interpretation of its content according to prior knowledge.

Fluent reading needs adequate cognitive processing. Two basic types of processing are essential: lower level processing, and higher level processing. Within lower level processing, readers must be fast and automatic word recognizers; they must be able to pull out and use basic and specific information. (Perfetti, Landi and Oakhill, 2005). Within higher level processing, readers must be able to collect information into a text model of their understanding and reinforce principal ideas. Readers also need to build an interpretation of the text that corresponds to their goals, attitudes, and background knowledge.

Higher-level comprehension processes identify the main ideas of the text through the interaction between textual information and background knowledge. This latter interaction is also needed to determine whether immediate goals are being met, whether the information is being understood and whether techniques for reading are being used effectively to achieve the reading purpose (Grabe, 2012). Throughout the reading of a text, and even later, the reader is continually reevaluating the meaning and reconstructing it to the extent that it obtains new knowledge.

#### **2.4.2.3 Reading of Narrative Text - Reading Genres.**

Reading comprehension, reading habit, and reading interest have a direct correlation, with the intention of rising the students' reading skills teachers have to enhance the students' reading interest in the beginning. One amongst the ways to develop the students' reading interest is by providing them the materials which will be pleasurable and challenging to read (San Risqiya, 2013).

People read different types of texts: textbooks, reference works, scholarly, popular articles and essays, conference papers, official reports, theses, etc. The texts belong to different genres. Being aware of the genres helps their understanding and interpretation of a text. Bruce (2008) states: "different genres are different ways of using language to achieve different culturally established tasks, and texts of different genres are texts which are achieving different purposes in the culture" (p.84). Toledo (2005) argues that teachers cannot be certain whether or not readers have grasped the message unless they are aware of their knowledge and their constrain contextual dimensions at different levels. In order to obtain successfully reading skills, teacher and students should have knowledge about the different reading genres and their particular characteristics.

Munand (2014) claims that genres are types of books that are described by style, form and content. Narrative Text is one of 13 genre of English text born from the Narration as well as Recount Text, Anecdote Text, Spoof Text. Then, the definition of narrative text is an imaginative story to entertain people. This assertion is in direct connection with Indrayani (2014) maintains that narration is any written English text in which the writers want to entertain the reader with a story. The narrative genre is considered appropriate to increase the interest of the students and develop their curiosity.

Kane (as cited in Rosnija, 2016) states that “a narrative is a meaningful sequence of events told in words” (p. 3). Sequence always involves time arrangement, narrative text is a text amuse, entertain which deals with problematic events which in turn find a resolution. Narrative can be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation. In addition, narrative is international, trans historical, trans cultural. It is present in every age, place, society and all classes. (Rosnija, 2016)

Narrative uses conflicts among the participants, either natural conflict, social conflict or psychological conflict. Usually, the narrative text contains good stories of fiction, non-fiction stories, animal stories (fable), folktales, fairy tales, myths, legends etc. In a simple word everything about the story is included in narrative text. Thus, commonly narrative text is found in storybook. Alderson & Anderson (2003) report some steps for constructing a narrative text:

- Orientation. Refers to where and when the story happened, who are the participants of the story, and what is involved in the story.
- Complication. Sequences of the events that influences what will happen in the story.
- Sequence of events. It is about the characters react to the complication.
- Resolution. The situation is resolved, either in a happy or in a sad ending.
- Coda. It is an optional step. Consists of a comment, advice or moral lesson based on what has been learned from the story

Sejnost & These (2015) state that students need to understand how narrative texts work and how they have to read them, because stories are used for many relevant purposes. Learning the purposes and methods of narration is important in order to know the narrative framework and to eliminate frustration when students read. Knowing these narrative elements students can more easily follow the story line and make successful predictions about what is to occur. In addition, understanding these elements develops higher-level thinking skills. For example, the complications in a plot are related to cause and impact, and mindfulness of the character's thought processes can lead to examination.

#### **2.4.2.3.1 Elements of Narrative Text.**

Barwick (as cited in Rosnija, 2016) states that a narrative story should have the following elements: a setting, characters, atmosphere, a plot, conflict and a theme. Besides the elements, he mentions that there are three stages in a narrative text; they are orientation, complication, and resolution

Moats (1999) argues that the elements of narrative text are:

- Vocabulary. - This element of narrative text is basic to comprehension, it can become a huge hurdle for English language learners when they face with complex pieces of literature with unfamiliar English words, idioms, dialect, archaic expressions and figures of speech.
- Character - Students need to learn how to use specific text from the story to identify descriptions of each character and inferences that can be made about their personality. Using a character text mapping, students can understand how to use what is written and background knowledge to construct a "picture" of each character. Creating character maps with the information provided in the textbook may help students make informed predictions, which in turn, engages them in the story as they read to confirm or refute their predictions.
- Plot - Most stories can usually be explained using the follow story structure:
  - The Beginning. - Students usually find out: 1) who the story is about, 2) where the story takes place, and 3) what the problem is.
  - The middle. - They usually find three attempts at solving the problem.
  - The end. - learns can find the solution to the problem.
- Setting - This important component is usually found in the beginning of the story and provides clues regarding some of the background information the reader needs to understand the story. If the setting is sufficiently foreign to the student, the teacher will need to build background information to enhance comprehension.
- Theme - Specific types of themes can be found in different genres. Students must be able to summarize and generalize to recognize the theme of a story. For example, fairy tales usually have the theme that everything works out fine "happily ever after."

Sudarwati and Audia (as cited in Afni, 2014) mention the following linguistic features as important elements of the narrative text.



- 1) The use of nouns phrases, for example: a beautiful princess, a huge temple.
- 2) The use of connectives, for example: first, before, that, then, finally.
- 3) The use of adverbial phrases of time and place, for example: in the garden, two days ago
- 4) The use of simple past tense, for example: he walked away from village.
- 5) The use of action verbs, for example: walk, sleep, wake up
- 6) It contains dialogues and uses a number of “saying verbs” (verbal processes), such as: said, asked, and replied.
  
- 7) The use of thinking verbs, feeling verbs, verbs of sense. For example: she felt hungry, she thought she was clever, she smelt something burning.

#### **2.4.2.3.2 The purpose and types of the narrative text**

Sejnost & Thiese (2015) states that the purpose of the narrative text is to entertain, capture and maintain the interest of the reader. Speakers, advertisers, and politicians use stories to influence us to accept or reject an idea. Nevertheless, Memory writers and novels often relate complex stories that examine universal ideas, events, and problems. This claims can be easily connected with Munand (2014) reports that narrative always deal with some complication or problematic events and it tries to find the resolutions to solve the problems. Its purpose is to amuse or to entertain the reader with a story, actual or imaginary experiences in difference ways.

Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. The narrative form is unique, because authors relate ideas they want to express about how

people behave and what they believe. These ideas, or themes, generally relate to universal truths and make connections to the reader's experiences (Sejnost & Thiese, 2015)

Afni (2014) claims that there are two types of narrative text: Fiction and Nonfiction.

1) Fiction: Fiction books have been elaborated, fabricated and used to beautify a new story. These types of books can be divided into different sub-types, called "genres." Here are some of the more popular genres.

- Fantasy. Includes traditional tales like fairy tales, tall tales, legends, and myth and contemporary creations series.
- Science fiction. Is usually an adventure that includes travel and danger, pursuing new frontiers.
- Realistic fiction. Events reflect in the real life.
- Historical fiction. Topics include loyalty, friendship, courage, and conflict.

2) Nonfiction. Includes news, magazine articles, essays, biographies, "how to" books and travel books.

#### **2.4.2.3.3 Factors that influence in students' reading skills in Narrative Text.**

Being successful in reading a text can be caused by type of the reader and text. Reading skills will enhance depending on the certain activity of the reader's himself. To comprehend a text, reader must use information they already possess to filter, interpret, organize, and reflect upon the incoming information from the page. According to Afni (2014) factors that affect readers' skills are:

## Reader.

- Background knowledge. - Students activate their knowledge to link what they know to what they're reading.
- Vocabulary. - Students recognize the meaning of familiar words, make association and apply word learning techniques to understand what they are reading.
- Fluency. - Students have adequate cognitive resources available to understand what they're reading when they read fluently
- Comprehension strategies. - Students actively direct their reading and monitor their understanding.
- Comprehension skill. - Students note details to support the main idea, sequence ideas, and use other skills to get the message.
- Motivation. - Motivated students are more engaged with the reading, they are more confident, and likely to comprehend better the text.

## Text

- Genre. - Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension.
- Text structure. - Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.
- Text features. - Students apply their knowledge about their literary resources used in texts to deepen their understanding.

To solve these problems Rosnija (2016) claims that in order to increase students' performance on narrative text, Text mapping is a technique to help students to comprehend a text by mapping the story into an organizer. By using this technique in

their reading, students are able to recognize the element of a story. When students comprehend the elements of a story, such as characters, setting, plot, problems, events, and solution, they become more involved in a story and take greater interest and detail. By knowing the element of a story, the students will have good comprehension of a story (p. 5).

## **2.5 Hypothesis**

HO: Text Mapping Technique does not have impact on the development of reading skills in Third level students in narrative text in the Language Center in *Universidad Técnica de Babahoyo*.

HI: Text Mapping Technique has impact on the development of reading skills in Third level students in narrative text in the Language Center in *Universidad Técnica de Babahoyo*.

## **2.6 Signaling hypothesis variables**

**Independent variable:** Text- Mapping Technique.

**Dependent variable:** Reading of narrative Text

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Research Approach**

The present research is focused on the constructivist paradigm where learners construct their own understanding and knowledge through experiencing things and reflecting on those experiences (Bereiter, 1994). The constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques to create more knowledge and then to reflect about what they are doing and how their understanding is changing.

This paradigm is directly associated with the qualitative and quantitative approaches which the researcher utilized to collect the data. Wallace (2006) defines that quantitative method is broadly used to describe what can be counted or

measured. The quantitative approach helps to collect, convert and analyze data into numerical form using descriptive statistics by comparing the mean scores of the pre-test and the post-test to know the difference before and after the use of text-mapping technique. Moreover, qualitative approach helps to describe data that are not amenable to being counted or measured in an objective way, and are therefore 'subjective'. To collect qualitative data, the researcher used observation, survey and photograph taking.

This information was analyzed deeply and was the base to do statistical calculations, which results helped the researcher to determine how the variables were related, confirmed the hypothesis and drew conclusions and recommendation about the research problem.

### **3. 2 Basic method of research**

#### **3.2.1. Action Research Method**

This research used action research method because it is an interactive method of collecting information that is used to explore topics of teaching, curriculum development and student behavior in the classroom. According to Carr and Kemmis (2003, p. 179) action research is a form of self-reflective inquiry undertaken by participators in a social situation in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices and the situation in which practices are carried out.

The goal of action research is to improve processes in areas of teaching practice that need to be explored or which continued improvement is the focus. Teachers investigate teaching and learning to improve their own and their students' learning. Mills (2006) states that action research is any systematic inquiry conducted

by teacher researchers, principals, school counselors, or other stakeholders in teaching- learning environment to gather information about the ways how their particular schools operate, how they teach, and how well their students learn.

### **3.2.2. Observational**

The present research was observational because involved the direct observation of phenomena in the natural surroundings. It gives the researcher the opportunity to generate new ideas to study the total situation and suggests possible solutions to the research problem.

### **3.2.3. Analytical**

Through the analytical research, the researcher used facts or information already available, and analyze these to make a critical evaluation of the research problem.

### **3.2.4. Bibliographical**

The research will be based on scientific information and previous studies about the two variables. The theoretical framework of the problem was elaborated as a support based on concepts, theories, opinions and approaches from several authors who have studied the variables of the present research.

### **3.2.5. Quasi-experimental.**

This research is going to be quasi-experimental, due to the fact that through the implementation of surveys, a pre-test and a post-test, the current research will try to prove that with the implementation of Text Mapping Technique on narrative text, consequently, learners will develop and improve their reading skills.

### **3.3 Level or type of research**

#### **3.3.1 Descriptive**

This research will be descriptive because includes surveys and fact-finding enquiries of different kinds. The main characteristic of the descriptive research is that the researcher has no control over the variables only makes reports about what has happened or what is happening (Kothari, 2004 p.3).

#### **3.3.2 Correlational**

This research will be correlational due to the fact that it will determinate the relationship between the independent variable Text Mapping Technique and the dependent variable Reading of Narrative Text.

### **3.4 Population and sample**

The population to be researched was made up of 63 students of the Third English level at Language Center in *Universidad Técnica de Babahoyo*. Students are male and female, their ages varying between 18 and 24 and they came from varying educational backgrounds and living experiences.



### 3.5 Operation of variables

#### 3.5.1 Independent variable: Text-mapping Technique

Table 1. Operationalization of the independent variable

| CONCEPTUALIZATION   | DIMENSIONS  | INDICATORS   | ITEMS   | TECHNIQUES AND INSTRUMENTS   |
|---|---|--|---|--|
| <p>Text-mapping is a reading technique based on scrolls where the main features of the text are identified use methodological strategies through the application of visual frameworks such as figures, diagrams or charts according to the learning models and approach. Also, it is used to present structural knowledge trough tasks and activities with the intention of empowering comprehension and learning according to the students' needs and interests.</p> | <p>Methodological Strategies</p> <p>Learning models</p> <p>Approach</p> <p>Tasks and activities</p> <p>Learners needs and interests</p> | <p>Ways to learn</p> <p>Assessment</p> <p>Teaching techniques</p> <p>Method</p> <p>Practical, problem solving, participatory.</p> <p>Goals, learning styles, intelligences</p> | <p>Did you feel motivated to do reading activities using text-mapping technique?</p> <p>Did you understand the texts better using text-mapping technique?</p> <p>Does your English teacher perform techniques like the text mapping during the classes?</p> <p>Do you think the text mapping is an interesting technique?</p> <p>Would you like to practice reading using text mapping techniques?</p> <p>Do you consider that improve your reading skills is important to your academic development?</p> | <p>Techniques:</p> <p>Survey directed to the students.</p> <p>Pre-test directed to the students.</p> <p>Post-test directed to the students.</p> <p>Instruments:</p> <p>Questionnaire</p> |

Created by: Sandoval, M. 2018

### 3.5.2 Dependent variable: Reading of Narrative Text

Table 2. Operationalization of the dependent variable

| CONCEPTUALIZATION   | DIMENSIONS   | INDICATORS  | ÍTEMS  | TECHNIQUES AND INSTRUMENTS  |
|---|--|---|--|---|
| Reading is a fundamental skill to learning the English language for which it is necessary to know the types of reading techniques and the positive actions that they generate in students to optimize the acquisition of knowledge. | Types of reading techniques<br><br>Positive actions of reading | Skimming and Scanning reading<br><br>Identification of main ideas<br><br>Identification of general ideas<br><br>Understanding<br><br>Reflective<br><br>Autonomy | 1. Who is the main character in the story?<br>Where did the girl meet Dr. Carlton Armstrong?<br>What did Dr. Carlton Armstrong do firstly after heard Sally's story?<br>What is the moral of the story?<br>Why did Dr. Carlton want to know Sally's house?<br>How old is Sally?<br>What did Sally want to buy for helping her brother?<br>How much money did Sally has?<br>What did the pharmacist do while Sally made noise?<br>15. How many times did Sally do to count her money? | Techniques:<br><br>Pre-test directed to the students.<br><br>Post-test directed to the students.<br><br>Instruments:<br><br>Questionnaire |

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### **3.6 Method of data collection**

This action research was carried out at the Language Center in *Universidad Técnica de Babahoyo*. This institution develops three academic periods of four months each one during the year. The people who participated in this study were learners of Third English level, 36 students from Class A who attended classes at 7:30am and 27 students from Class B who attended classes at 9:30 am. The classes were developed three days a week (Monday, Wednesday and Friday) during the academic period from January to April 2018. The overall data collection procedure consisted of the following (1) administration of a survey directed to English Teachers, (2) administration of a pre- test for individual and group evaluation, (3) teach and apply text-mapping technique on narrative text with students, (4) administration of post- test for individual and group evaluation, (5) students' survey.

A survey was administrated to 30 English Teachers at the Language Center to obtain information about how they practice reading activities with their students, if they use techniques to develop reading activities and the predisposition that teachers have to learn new ways to develop reading activities in their classes (see Annex 5). The pre- test and post- test that had been chosen to assess students reading skills individually and as a group (see Annexes 3 and 4) were adopted from the materials bank provided for MM Publications. It is the editorial of the books "Blue Skies 3" that is the edition that students use in the Third English level at the Language Center in *Universidad Técnica de Babahoyo*. These tests were analyzed according to the requirements of the Common European Framework of Reference for this level. The reading tests had narrative content and ten questions with multiple choice answers related with the text. Furthermore, for the group evaluation the book called "Excalibur" was chosen. This is a classic story carefully adapted by MM Publications with a large number of illustrations that facilitated students understanding to suit the needs of learners of English at Pre-Intermediate Level (Level 3).

Pre-test for individual evaluation was delivered at the beginning of the module to know the level of students' reading skills and their attitude when they have to do reading activities. The students had 45 minutes to read the text, analyze it and answer the questions.

The teacher supervised the students' work. After that, teacher collected the pre-test and checked it to get students grades. On the other hand, for the group evaluation, students had one month to read a book called "Excalibur". The students worked in groups of three and took a pre-test. They shared their knowledge about the story that they had read and answered 10 questions as a group. This were the traditional ways that most of the teachers practice reading activities at the Language Center of the *Universidad Técnica de Babahoyo*.

The researcher taught reading activities using text – mapping technique once a week throughout the development of the academic period. During this period, the teacher-researcher taught students how to apply the text mapping technique in reading through individual and groups activities, with different types of narrative text and practicing innovative reading exercises. Moreover, students learned how to make a text – mapping using different resources. Learners practiced different activities using text –mapping technique and they learned how to apply this technique in a collaborative way. As soon as the training period with the text mapping technique finished the post –text for individual and groups assessment was administered. It was used to see whether or not text mapping technique was effective in improving students reading skills achievement.

Finally, when the researcher had the results of the post-test, students completed a survey with its corresponding structured questionnaire to obtain in-depth information about their perception of text mapping technique. There were 6 questions asking various aspects such as the satisfaction of using text mapping techniques in reading activities, the motivation for group work activities, the importance of text mapping technique in practicing reading activities, the text mapping teaching process and the students' opinion about the importance of development their reading skills. Additionally, the researcher collected and analyzed information that was obtained from the comments section at the end of the students' survey (see Annex 6) from which it was possible to obtain own students' opinions about the use of text-mapping technique, the teacher's action, and everything happened in the process of teaching and learning reading. All this information was verified and analyzed effectively. Therefore, the researcher took pictures during teaching and learning process, these pictures show the real situation during the process (see Annex 7).

Once the information was collected, the researcher proceeded to tabulate the data and elaborate statistical tables and graphics to illustrate it. The researcher analyzed and interpreted the results, which were used to verify the hypothesis by using a statistical test called SPSS Statistics Base. This test offers advanced statistical analysis comparing the pre and post text to identify the difference scores that students could have. Finally, based on the analysis and interpretation of the gathered information conclusions and recommendations were made.

| <b>INFORMATION COLLECTION PLAN</b> |   |
|------------------------------------|---|
| <b>BASIC QUESTIONS</b>             | <b>EXPLANATION</b>  |
| Why?                               | To analyze the impact of text-mapping technique to develop reading skills in narrative text on Third level students in the Languages Center in <i>Universidad Técnica de Babahoyo</i> . |
| People                             | Students of the Third English level in the Languages Center in <i>Universidad Técnica de Babahoyo</i> .   |
| What aspects?                      | Reading skills development  |
| Who?                               | The researcher MSc. María José Sandoval Pérez   |
| When?                              | January to April 2018   |
| Where?                             | Languages Center at <i>Universidad Técnica de Babahoyo</i> .  |
| What technique?                    | Survey / action research  |
| With what?                         | Structured questionnaire and Pre and Post test.   |

Source: Direct research

Elaborated by: Sandoval, Ma. Jose (2018)

### **3.7 Data collection and analysis**

The pre- test and post- test were applied to find out the students' individual and group scores and identify the progress in their reading skills after learning how to apply the text-mapping technique in reading activities on narrative text. This data determined significant differences between the mean scores on the pre- and post- test. The researcher analyzed the data by using statistical method. The data from survey was analyzed by categorizing and using frequencies and percentages.

The information collected during the research was tabulated and the results were presented with statistical tables and graphs to facilitate the understanding and analysis of the results. Finally, the results obtained were very useful to demonstrate the objectives and to state the conclusions, check the hypothesis allowing reject or verify it.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of results and data Interpretation

This chapter analyzes in detail the results obtained in the individual and group assessment through a pre-test and post-test directed to the students of Third English level at Language Center in *Universidad Técnica de Babahoyo*. For the analysis of the collected data, six aspects regarding reading skills were taking into account: scanning, skimming, making inferences, recognizing topic, summarizing and guess meaning.

There is the analysis of the results obtained in the survey directed to English Teachers to collect information about how reading activities are taught to students. In addition, there is the analysis of students' survey to get deep information about their experience using Text-mapping technique for reading activities. Through several questions contained in the survey students reflected their thoughts in relation to the usefulness and effectiveness of using the text-mapping technique in the development of reading skills. Finally, this information allowed knowing their point of view and their suggestions about the use of the text-mapping technique in the development of reading skills.

For a better understanding of the information processing, graphs of each answer with percentage values of each question and their interpretation were made for an easier and quick understanding.

The results gotten in the English Teachers survey are presented in the charts below.

| <b>QUESTIONS</b> | <b>Yes</b> | <b>%</b> | <b>No</b> | <b>%</b> |
|------------------|------------|----------|-----------|----------|
| 1                | 20         | 66.67    | 10        | 33.33    |
| 2                | 30         | 100      | 0         | 0        |
| 3                | 4          | 13.33    | 26        | 86.67    |
| 4                | 30         | 100      | 0         | 0        |



These results permitted to state that most of the teachers at Language Center in *Universidad Técnica de Babahoyo* apply traditional techniques to develop reading activities because they do not know techniques to teach especially reading. Teachers in this institutions have never applied the text mapping technique to develop reading activities. On the other hand, 100% of the Teachers are aware that students' reading skills can be improved using techniques for reading activities and they would like to learn new techniques to improve their English classes and help their students to enhance their reading skills on narrative text

#### **4.1.1 Pre-test and post – test results**

Two classes were involved in the research. The first class (Class A) starts at 7:30 with 36 students and the second class (Class B) starts at 9:30 with 27 students. These two groups were taking the third level of English in the Regular Modality three days a week Monday, Wednesday and Friday in the Language center at *Universidad Técnica de Babahoyo* during the academic period from January to April 2018. Both classes were given the same English pre-test and post-test to evaluate their reading skills individually and another English pre-test and post-test test were given to evaluate their reading skills in groups

A comparative analysis was done with the results gotten in the pre-test and post-test from both classes. Moreover, multiple-choice questions were used to measure students reading skills. The criteria to assess the text-mapping technique were based on some reading skills mention by Mikulecky (as cited by Suryani, 2015) scanning, recognizing topics, making inference, summarizing, guessing the meaning and skimming. In addition, with the students' Text-mapping about the text, other skills were implicitly evaluated such as previewing and predicting, identifying purposes, locating the topic sentences, paraphrasing, drawing conclusion, reading critically.

The scores of the pre-test and post-test for the both classes are presented in the following chart:

Table N° 1. Class A. Pre-test result. Individual evaluation.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 1               | 2               | 0                          | 0                                 | 0                            | 0                  | 3     |
| 2        | 1               | 2               | 0                          | 1                                 | 0                            | 0                  | 4     |
| 3        | 1               | 1               | 2                          | 0                                 | 0                            | 0                  | 4     |
| 4        | 2               | 1               | 0                          | 1                                 | 1                            | 1                  | 6     |
| 5        | 1               | 1               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 6        | 1               | 2               | 0                          | 0                                 | 0                            | 0                  | 3     |
| 7        | 3               | 2               | 0                          | 1                                 | 0                            | 1                  | 7     |
| 8        | 1               | 2               | 0                          | 1                                 | 0                            | 1                  | 5     |
| 9        | 0               | 2               | 1                          | 1                                 | 0                            | 1                  | 5     |
| 10       | 3               | 1               | 0                          | 1                                 | 1                            | 1                  | 7     |
| 11       | 1               | 2               | 0                          | 1                                 | 0                            | 1                  | 5     |
| 12       | 1               | 1               | 1                          | 0                                 | 0                            | 0                  | 3     |
| 13       | 1               | 1               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 14       | 1               | 2               | 0                          | 1                                 | 0                            | 1                  | 5     |
| 15       | 1               | 1               | 1                          | 0                                 | 1                            | 1                  | 5     |
| 16       | 1               | 0               | 0                          | 1                                 | 0                            | 1                  | 3     |
| 17       | 2               | 1               | 1                          | 0                                 | 0                            | 2                  | 6     |
| 18       | 1               | 2               | 0                          | 1                                 | 0                            | 1                  | 5     |
| 19       | 1               | 1               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 20       | 0               | 2               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 21       | 1               | 2               | 1                          | 0                                 | 0                            | 0                  | 4     |
| 22       | 1               | 2               | 0                          | 0                                 | 1                            | 1                  | 5     |
| 23       | 0               | 0               | 0                          | 0                                 | 0                            | 1                  | 1     |
| 24       | 0               | 1               | 0                          | 1                                 | 0                            | 1                  | 3     |
| 25       | 2               | 2               | 1                          | 0                                 | 1                            | 1                  | 7     |
| 26       | 2               | 2               | 0                          | 1                                 | 0                            | 1                  | 6     |
| 27       | 2               | 1               | 1                          | 0                                 | 0                            | 0                  | 4     |
| 28       | 0               | 2               | 0                          | 1                                 | 1                            | 2                  | 6     |
| 29       | 1               | 2               | 1                          | 0                                 | 0                            | 1                  | 5     |
| 30       | 0               | 2               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 31       | 2               | 1               | 0                          | 0                                 | 0                            | 1                  | 4     |
| 32       | 1               | 2               | 0                          | 0                                 | 0                            | 2                  | 5     |
| 33       | 2               | 1               | 0                          | 1                                 | 1                            | 1                  | 6     |
| 34       | 0               | 2               | 1                          | 0                                 | 0                            | 0                  | 3     |
| 35       | 3               | 2               | 0                          | 1                                 | 0                            | 1                  | 7     |
| 36       | 1               | 2               | 0                          | 0                                 | 0                            | 1                  | 4     |
| X        | 1,2             | 1,5             | 0,3                        | 0,4                               | 0,2                          | 0,9                | 4,5   |

Created by: Sandoval, M. (2018)

Table N° 2. Class A. Post-test result. Individual evaluation.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 2               | 2               | 1                          | 0                                 | 0                            | 1                  | 6     |
| 2        | 3               | 2               | 1                          | 1                                 | 0                            | 1                  | 8     |
| 3        | 2               | 2               | 1                          | 1                                 | 1                            | 1                  | 8     |
| 4        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 5        | 2               | 2               | 0                          | 0                                 | 1                            | 2                  | 7     |
| 6        | 3               | 2               | 1                          | 0                                 | 0                            | 2                  | 8     |
| 7        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 8        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 9        | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 10       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 11       | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 12       | 3               | 1               | 1                          | 0                                 | 1                            | 2                  | 8     |
| 13       | 3               | 1               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 14       | 3               | 2               | 1                          | 1                                 | 1                            | 1                  | 9     |
| 15       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 16       | 3               | 1               | 0                          | 1                                 | 1                            | 0                  | 6     |
| 17       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 18       | 3               | 1               | 1                          | 1                                 | 0                            | 1                  | 7     |
| 19       | 3               | 2               | 1                          | 0                                 | 1                            | 1                  | 8     |
| 20       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 21       | 3               | 1               | 1                          | 0                                 | 1                            | 2                  | 8     |
| 22       | 3               | 2               | 1                          | 0                                 | 1                            | 2                  | 9     |
| 23       | 3               | 1               | 1                          | 1                                 | 0                            | 1                  | 7     |
| 24       | 2               | 1               | 1                          | 1                                 | 1                            | 1                  | 7     |
| 25       | 3               | 2               | 0                          | 1                                 | 1                            | 2                  | 9     |
| 26       | 3               | 1               | 1                          | 1                                 | 1                            | 1                  | 8     |
| 27       | 3               | 1               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 28       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 29       | 3               | 2               | 0                          | 1                                 | 1                            | 1                  | 8     |
| 30       | 2               | 2               | 0                          | 1                                 | 1                            | 1                  | 7     |
| 31       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 32       | 3               | 2               | 0                          | 1                                 | 1                            | 2                  | 9     |
| 33       | 2               | 2               | 1                          | 1                                 | 1                            | 1                  | 8     |
| 34       | 3               | 2               | 0                          | 0                                 | 1                            | 1                  | 7     |
| 35       | 3               | 2               | 0                          | 1                                 | 1                            | 2                  | 9     |
| 36       | 2               | 2               | 1                          | 1                                 | 0                            | 2                  | 8     |
| X        | 2,8             | 1,8             | 0,8                        | 0,8                               | 0,8                          | 1,6                | 8,5   |

Created by: Sandoval, M. (2018)

Table N° 3. Class B. Pre-test result. Individual evaluation.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 1               | 1               | 0                          | 0                                 | 0                            | 0                  | 2     |
| 2        | 1               | 1               | 0                          | 1                                 | 0                            | 1                  | 4     |
| 3        | 0               | 2               | 0                          | 1                                 | 0                            | 0                  | 3     |
| 4        | 0               | 1               | 0                          | 0                                 | 0                            | 1                  | 2     |
| 5        | 2               | 1               | 0                          | 0                                 | 1                            | 1                  | 5     |
| 6        | 0               | 2               | 1                          | 0                                 | 0                            | 0                  | 3     |
| 7        | 1               | 1               | 1                          | 0                                 | 0                            | 1                  | 4     |
| 8        | 0               | 0               | 1                          | 1                                 | 0                            | 0                  | 2     |
| 9        | 1               | 1               | 1                          | 1                                 | 1                            | 1                  | 6     |
| 10       | 1               | 2               | 0                          | 1                                 | 1                            | 0                  | 5     |
| 11       | 3               | 1               | 1                          | 1                                 | 0                            | 1                  | 7     |
| 12       | 0               | 2               | 0                          | 0                                 | 1                            | 1                  | 4     |
| 13       | 2               | 1               | 1                          | 1                                 | 0                            | 0                  | 5     |
| 14       | 0               | 1               | 1                          | 0                                 | 0                            | 1                  | 3     |
| 15       | 0               | 1               | 0                          | 0                                 | 0                            | 1                  | 2     |
| 16       | 2               | 1               | 0                          | 1                                 | 1                            | 1                  | 6     |
| 17       | 1               | 1               | 1                          | 0                                 | 0                            | 1                  | 4     |
| 18       | 0               | 1               | 1                          | 0                                 | 0                            | 0                  | 2     |
| 19       | 0               | 0               | 1                          | 1                                 | 1                            | 0                  | 3     |
| 20       | 2               | 1               | 0                          | 0                                 | 0                            | 1                  | 4     |
| 21       | 1               | 1               | 0                          | 0                                 | 0                            | 0                  | 2     |
| 22       | 1               | 1               | 1                          | 1                                 | 1                            | 0                  | 5     |
| 23       | 1               | 0               | 0                          | 1                                 | 1                            | 1                  | 4     |
| 24       | 2               | 1               | 0                          | 0                                 | 0                            | 0                  | 3     |
| 25       | 1               | 1               | 0                          | 1                                 | 0                            | 0                  | 3     |
| 26       | 1               | 1               | 0                          | 1                                 | 0                            | 1                  | 4     |
| 27       | 1               | 0               | 1                          | 0                                 | 0                            | 0                  | 2     |
| X        | 0,7             | 0,8             | 0,3                        | 0,4                               | 0,2                          | 0,4                | 2,8   |

Created by: Sandoval, M. (2018)

Table N° 4. Class B. Post-test result. Individual evaluation.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 3               | 1               | 0                          | 1                                 | 1                            | 2                  | 8     |
| 2        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 3        | 3               | 2               | 1                          | 1                                 | 1                            | 1                  | 9     |
| 4        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 5        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 6        | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 7        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 8        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 9        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 10       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 11       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 12       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 13       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 14       | 3               | 1               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 15       | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 16       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 17       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 18       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 19       | 2               | 2               | 0                          | 1                                 | 1                            | 2                  | 8     |
| 20       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 21       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 22       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 23       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 24       | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 25       | 3               | 2               | 1                          | 0                                 | 1                            | 1                  | 8     |
| 26       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 27       | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| X        | 2,1             | 1,4             | 0,7                        | 0,7                               | 0,8                          | 1,4                | 7,2   |

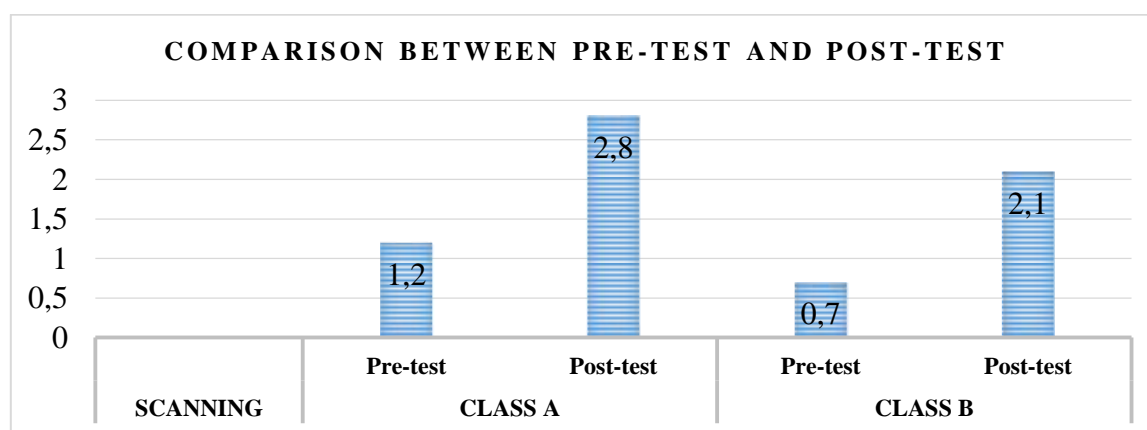
Created by: Sandoval, M. (2018)

Table N° 5. Comparison between pre-test and post-test in the scanning criterion. Individual evaluation.

| SCANNING |           |     |
|----------|-----------|-----|
| CLASS A  | Pre-test  | 1,2 |
|          | Post-test | 2,8 |
| CLASS B  | Pre-test  | 0,7 |
|          | Post-test | 2,1 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.

**Created by:** Sandoval, M. (2018)



**Figure N° 1.** Comparison between pre-test and post-test in the scanning criterion.

**Created by:** Sandoval, M. (2018)

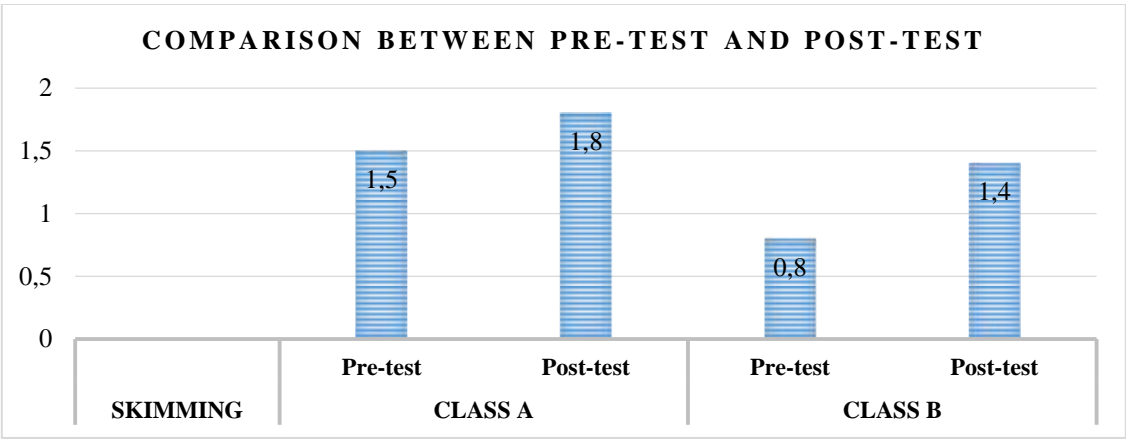
### Analysis and interpretation:

In the criterion about scanning reading skill in the pre-test students from Class A obtained 1,2 and students from Class B obtained 0.7 out of 3. This result indicates that it is difficult for the students to have a question in mind and read a passage only to find the answer. On the other hand, in the post- test students from Class A obtained 2,8 and students from Class B obtained 2.1 out of 3. It can be said that the contributions of the text-mapping technique in the development of students' scanning skill was relevant and coherent because students learn how to read and find specific information quickly, ignoring unrelated information.

Table N° 6. Comparison between pre-test and post-test in the skimming criterion. Individual evaluation.

| SKIMMING |           |     |
|----------|-----------|-----|
| CLASS A  | Pre-test  | 1,5 |
|          | Post-test | 1,8 |
| CLASS B  | Pre-test  | 0,8 |
|          | Post-test | 1,4 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.  
**Created by:** Sandoval, M. (2018)



**Figure N° 2.** Comparison between pre-test and post-test in the skimming criterion  
**Created by:** Sandoval, M. (2018)

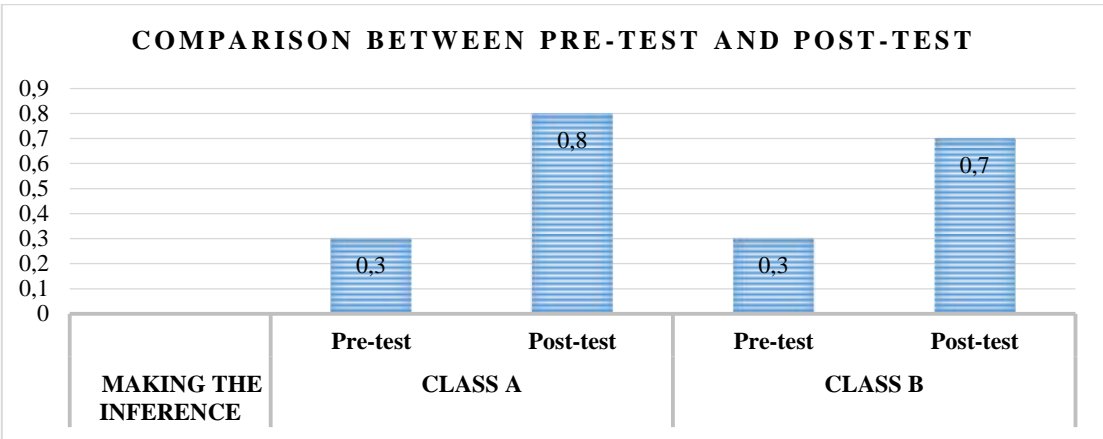
**Analysis and interpretation:**

The figure indicates that students in Class A obtained 1.5 and Students in Class B 0.8 out of 2 in the criterion of skimming in the pre-test. However, the result in the post-test was better students in Class A obtained 1.8 and students in Class B obtained 1.4. It is evident that students improved in the process of reading only main ideas within a passage to get an overall impression of the content of a reading. The results establish the fact that using text-mapping technique students activate their skimming skill in a meaningful way to process information.

Table N°7. Comparison between pre-test and post-test in the making inference criterion. Individual evaluation.

| MAKING THE INFERENCE |           |     |
|----------------------|-----------|-----|
| CLASS A              | Pre-test  | 0,3 |
|                      | Post-test | 0,8 |
| CLASS B              | Pre-test  | 0,3 |
|                      | Post-test | 0,7 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.  
**Created by:** Sandoval, M. (2018)



**Figure N° 3.** Comparison between pre-test and post-test in the making inference criterion.  
**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

Students from Class A and B obtained 0.3 out of 1 in the pre-test in the making inference criterion. It can be said that students present problems to make inferences about things happening in the text. On the other hand, students presented different results in the post-test. Students from Class A obtained 0.8 and students from Class B obtained 0.7 out 1, which means that the text-mapping technique helped students to improve their inference skill. Students learned how to read between lines and show the evidence that supports their inference.

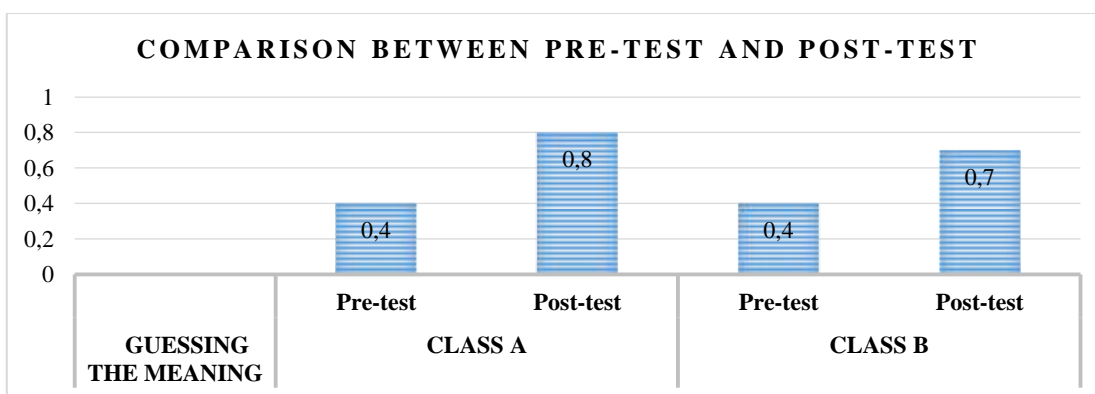


Table N° 8. Comparison between pre-test and post-test in the criterion guessing the meaning. Individual evaluation.

| GUESSING THE MEANING |           |     |
|----------------------|-----------|-----|
| CLASS A              | Pre-test  | 0,4 |
|                      | Post-test | 0,8 |
| CLASS B              | Pre-test  | 0,4 |
|                      | Post-test | 0,7 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.

**Created by:** Sandoval, M. (2018)



**Figure N° 4.** Comparison between pre-test and post-test in the criterion guessing the meaning

**Created by:** Sandoval, M. (2018)

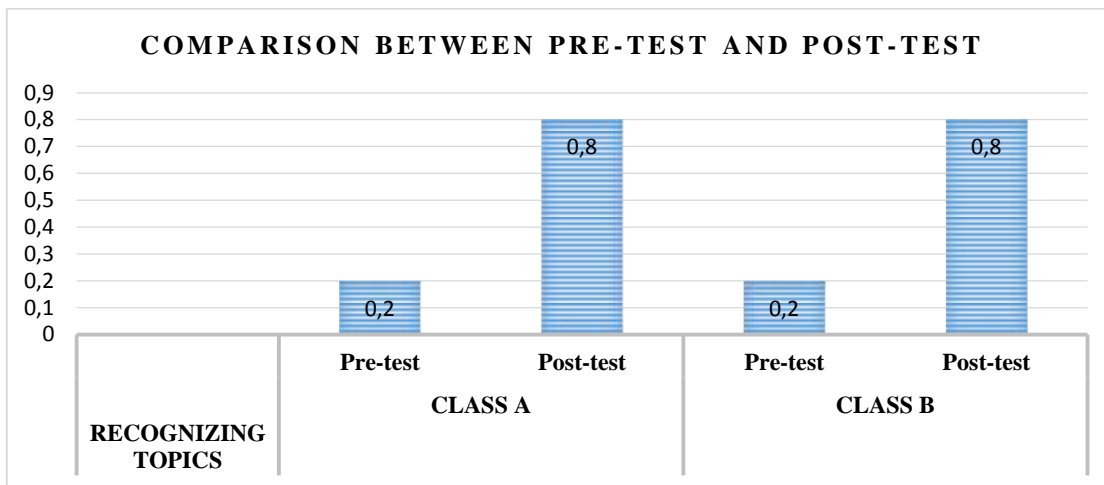
#### **Analysis and interpretation:**

As reflected in the figure, the grade obtained in the pre-test by students in Class A and B was 0.4 out of 1. It can be said that the vocabulary used by the students was limited, which had a negative impact when the students tried to guess the meaning of the new words according to the context limiting their reading ability. On the other hand, students presented a significant progress in the post-test after the use of text-mapping technique Class A obtained 0.8 and Class B 0.7, which means that this technique helped learners to improve their skills about guessing the meaning of unknown word according to the context.

Table N° 9. Comparison between pre-test and post-test in the recognizing topics criterion. Individual evaluation.

| RECOGNIZING TOPICS |           |     |
|--------------------|-----------|-----|
| CLASS A            | Pre-test  | 0,2 |
|                    | Post-test | 0,8 |
| CLASS B            | Pre-test  | 0,2 |
|                    | Post-test | 0,8 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.  
**Created by:** Sandoval, M. (2018)



**Figure N° 5.** Comparison between pre-test and post-test in the recognizing topics criterion  
**Created by:** Sandoval, M. (2018)

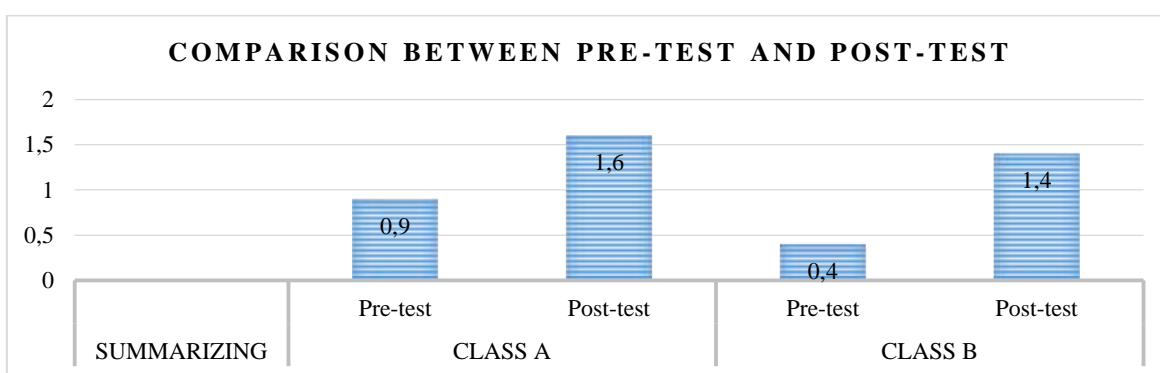
### Analysis and interpretation:

Analyzing the results obtained in the recognizing topics criterion in the pre-test students in Class A and B got 0.2 out of 1. These results permitted to state that students had problems to identify a reading topic according to the text. However, after the application of Text-mapping technique, students in both courses improved in the post-test, they got 0.8 out of 1. It is relevant to point out that the Text-mapping technique helped students learn how to recognize reading topics in an easy way by teaching them to identify key ideas.

Table N° 10. Comparison between pre-test and post-test in the summarizing criterion. Individual evaluation.

| SUMMARIZING |           |     |
|-------------|-----------|-----|
| CLASS A     | Pre-test  | 0,9 |
|             | Post-test | 1,6 |
| CLASS B     | Pre-test  | 0,4 |
|             | Post-test | 1,4 |

**Note.** From pre-test and post-test using MM publications reading exam. Individual evaluation.  
**Created by:** Sandoval, M. (2018)



**Figure N° 6.** Comparison between pre-test and post-test in the summarizing criterion  
**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

The comparison figure shows that the students' average in the pre-test in students from Class A was 0.9 and students from Class B was 0.4 out of 2 in the criterion of summarizing. This showed that was difficult for the students to choose the best summary about the text. On the other hand, after applying the text mapping as a technique to improve summarizing skills students learned how to identify aim ideas and they are able to make a summary easily. As a result, their graded increased meaningfully in the post-test, students in Class A got 1,6 and students in Class B got 1.4 out of 2.

Table N° 11. Class A. Pre-test result. Group assessment

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 3               | 1               | 1                          | 0                                 | 0                            | 0                  | 5     |
| 2        | 2               | 1               | 0                          | 0                                 | 0                            | 1                  | 4     |
| 3        | 0               | 2               | 0                          | 1                                 | 0                            | 1                  | 4     |
| 4        | 1               | 2               | 1                          | 1                                 | 0                            | 0                  | 5     |
| 5        | 1               | 1               | 0                          | 1                                 | 1                            | 1                  | 5     |
| 6        | 0               | 1               | 1                          | 1                                 | 0                            | 1                  | 4     |
| 7        | 1               | 1               | 0                          | 0                                 | 0                            | 1                  | 3     |
| 8        | 1               | 1               | 1                          | 0                                 | 1                            | 0                  | 4     |
| 9        | 1               | 1               | 0                          | 1                                 | 0                            | 1                  | 4     |
| 10       | 2               | 1               | 1                          | 0                                 | 0                            | 1                  | 5     |
| 11       | 1               | 1               | 0                          | 0                                 | 1                            | 0                  | 3     |
| 12       | 2               | 0               | 1                          | 1                                 | 1                            | 0                  | 5     |
| X        | 1,3             | 1,1             | 0,5                        | 0,5                               | 0,3                          | 0,6                | 4,3   |

Created by: Sandoval, M. (2018)

Table N° 12. Class A. Post-test result. Group assessment.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|----------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 2        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 3        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 4        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 5        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 6        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 7        | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| 8        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 9        | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 10       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 11       | 3               | 2               | 1                          | 1                                 | 1                            | 2                  | 10    |
| 12       | 2               | 2               | 1                          | 1                                 | 1                            | 2                  | 9     |
| X        | 2,8             | 2,0             | 1,0                        | 1,0                               | 1,0                          | 2,0                | 9,8   |

Created by: Sandoval, M. (2018)

Table N° 13. Class B. Pre-test result. Group assessment.

| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>THE<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|-----------------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 1               | 1               | 0                                 | 1                                 | 0                            | 1                  | 4     |
| 2        | 2               | 1               | 0                                 | 1                                 | 0                            | 1                  | 5     |
| 3        | 1               | 1               | 1                                 | 0                                 | 0                            | 1                  | 4     |
| 4        | 2               | 1               | 0                                 | 1                                 | 1                            | 1                  | 6     |
| 5        | 2               | 0               | 1                                 | 0                                 | 0                            | 0                  | 3     |
| 6        | 1               | 1               | 0                                 | 0                                 | 1                            | 1                  | 4     |
| 7        | 1               | 2               | 0                                 | 1                                 | 0                            | 1                  | 5     |
| 8        | 2               | 1               | 0                                 | 1                                 | 0                            | 2                  | 6     |
| 9        | 2               | 0               | 1                                 | 1                                 | 0                            | 0                  | 4     |
| X        | 1,6             | 0,9             | 0,3                               | 0,7                               | 0,2                          | 0,9                | 4,6   |

Created by: Sandoval, M. (2018)

Table N° 14. Class B. Post-test result. Group assessment.

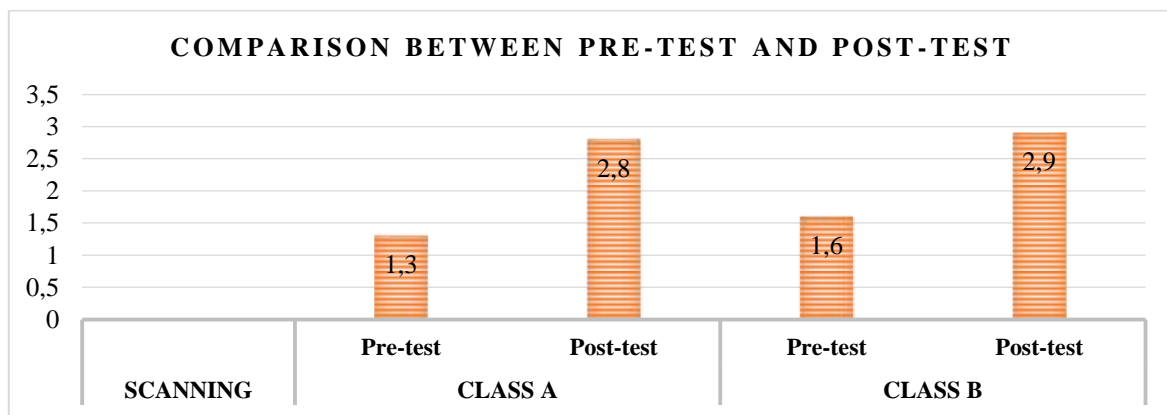
| CRITERIA | SCANNING<br>(3) | SKIMMING<br>(2) | MAKING<br>THE<br>INFERENCE<br>(1) | GUESSING<br>THE<br>MEANING<br>(1) | RECOGNIZING<br>TOPICS<br>(1) | SUMMARIZING<br>(2) | TOTAL |
|----------|-----------------|-----------------|-----------------------------------|-----------------------------------|------------------------------|--------------------|-------|
| 1        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 2        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 3        | 2               | 2               | 1                                 | 1                                 | 1                            | 2                  | 9     |
| 4        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 5        | 3               | 2               | 1                                 | 1                                 | 1                            | 1                  | 9     |
| 6        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 7        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 8        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| 9        | 3               | 2               | 1                                 | 1                                 | 1                            | 2                  | 10    |
| X        | 2,9             | 2,0             | 1,0                               | 1,0                               | 1,0                          | 1,9                | 9,8   |

Created by: Sandoval, M. (2018)

Table N° 15. Comparison between pre-test and post-test in the scanning criterion. Group assessment.

| SCANNING |           |     |
|----------|-----------|-----|
| CLASS A  | Pre-test  | 1,3 |
|          | Post-test | 2,8 |
| CLASS B  | Pre-test  | 1,6 |
|          | Post-test | 2,9 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 7.** Comparison between pre-test and post-test in the scanning criterion  
**Created by:** Sandoval, M. (2018)

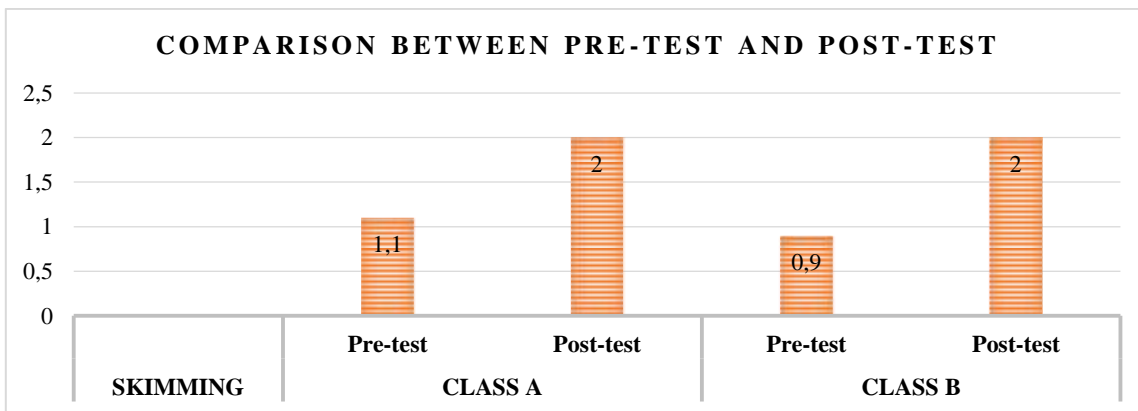
**Analysis and interpretation:**

The average in the pre-test in students from Class A was 1.3 and students from Class B was 1.6 out of 3 in the criterion scanning for group assessment. Based on these results, it can be said that is difficult for the students to find specific information quickly as group. However, the results in the post-test was better after students’ learned the Text-mapping technique because they practiced how to read rapidly, share ideas and get relevant information from the text in a collaborative way. The students in Class A got 2.8 and students in Class B 2.9 out 3. It is evident that Text-mapping technique had relevant and meaningful contributions in the students’ scanning skill as a group.

Table N° 16. Comparison between pre-test and post-test in the skimming criterion. Group assessment.

| SKIMMING |           |     |
|----------|-----------|-----|
| CLASS A  | Pre-test  | 1,1 |
|          | Post-test | 2,0 |
| CLASS B  | Pre-test  | 0,9 |
|          | Post-test | 2,0 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 8.** Group assessment. Comparison between pre-test and post-test in the skimming criterion.

**Created by:** Sandoval, M. (2018)

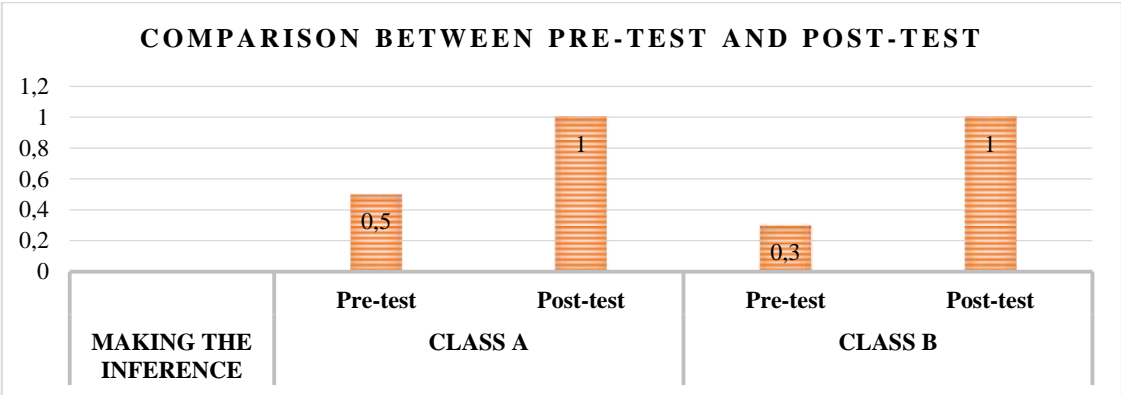
**Analysis and interpretation:**

In the criterion about skimming in the pre-test, students in Class A obtained 1.1 and in Class B 0.9 out of 2 in the group assessment. These results indicate that students found difficult to get general overview of the reading material. However, after students learned text-mapping technique their skimming skill takes place while reading and allows them to look for details in addition to the main ideas. As a result, learners presented a significant progress in the post-test. Students both Classes A and B obtained 2 out of 2 in the group assessment. It can be seen that text- mapping technique helped learners improve their skill to look through the text quickly to get the gist.

Table N° 17. Comparison between pre-test and post-test in making inference criterion. Group assessment.

| MAKING THE INFERENCE |           |     |
|----------------------|-----------|-----|
| CLASS A              | Pre-test  | 0,5 |
|                      | Post-test | 1,0 |
| CLASS B              | Pre-test  | 0,3 |
|                      | Post-test | 1,0 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 9.** Group assessment. Comparison between pre-test and post-test in making inference criterion.  
**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

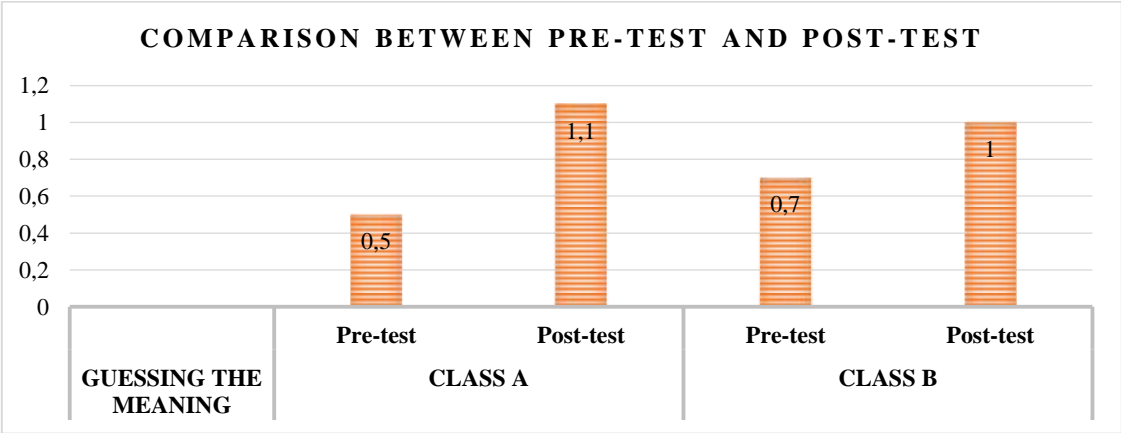
Making inferences was an issue in the pre-test, as it can be observed in the figure students in Class A obtained 0.5 and in Class B 0.3 out of 1 in the group assessment. This result suggest that students had problems to make inferences as a group about things happening in a story. On the other hand, students presented different results in the post-test. Both Classes A and B with the implementation of text-mapping technique got 1 out 1 in making inferences criterion because they learned how to read through the context and get idea or conclusion that is drawn from evidence and reasoning. In addition, as a group they improve their ability to listen each other and reach a consensus to choose an answer.



Table N° 18. Comparison between pre-test and post-test in the guessing the meaning criterion. Group assessment.

| GUESSING THE MEANING |           |     |
|----------------------|-----------|-----|
| CLASS A              | Pre-test  | 0,5 |
|                      | Post-test | 1,0 |
| CLASS B              | Pre-test  | 0,7 |
|                      | Post-test | 1,0 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 10.** Group assessment. Comparison between pre-test and post-test in the guessing the meaning criterion.  
**Created by:** Sandoval, M. (2018)

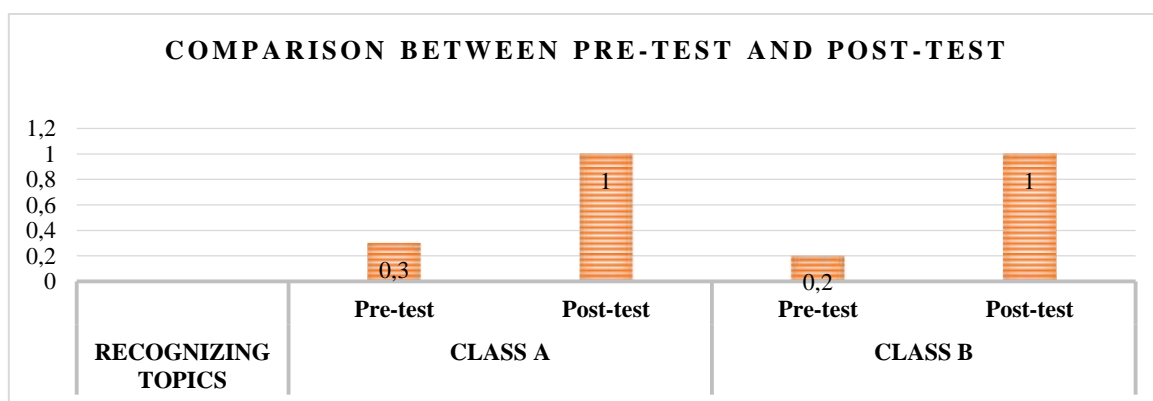
**Analysis and interpretation:**

As reflected in the figure, in guessing the meaning criterion students in Class A obtained 0.5 and in Class B obtained 0.7 out of 1 in the pre-test for group assessment. It can be said that students present problems to guess meaning of an unknown word by looking at the vocabulary around it. However, there is an obvious progress in the students as we can see in the post-test results both Classes A and B obtained 1 out of 1. The result suggests that using text-mapping technique students improved their ability to infer meaning from the context because students learned how to read in context and sharing their opinions to get the better interpretation for unknown words.

Table N° 19. Comparison between pre-test and post-test in the recognizing topics criterion.  
Group assessment.

| RECOGNIZING TOPICS |           |     |
|--------------------|-----------|-----|
| CLASS A            | Pre-test  | 0,3 |
|                    | Post-test | 1,0 |
| CLASS B            | Pre-test  | 0,2 |
|                    | Post-test | 1,0 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 11.** Group assessment. Comparison between pre-test and post-test in the recognizing topics criterion.  
**Created by:** Sandoval, M. (2018)

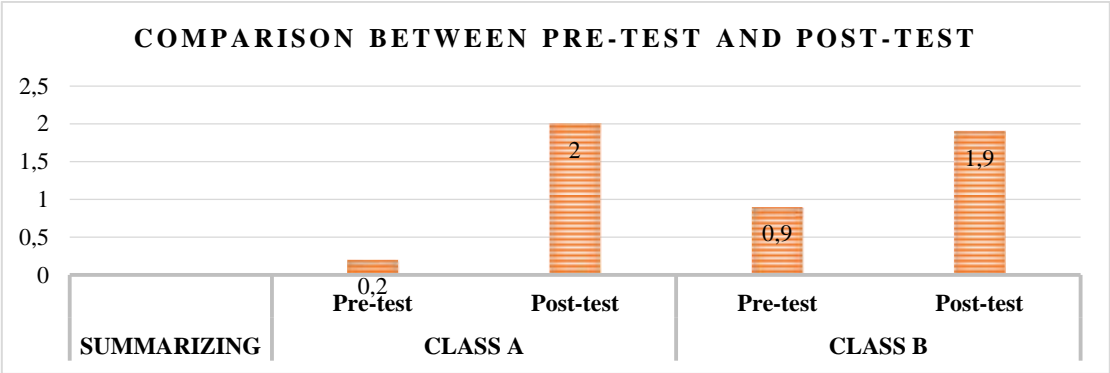
**Analysis and interpretation:**

The figure indicates that students in the Class A obtained 0.3 and students in Class B obtained 0.2 out of 1 in the pre-test for group assessment. This result showed that was difficult for students recognize the reading topic. On the other hand, after learned text-mapping technique students improved in the post-test both Classes A and B obtained 1 out of 1 in this criterion. It suggests that text-mapping technique helped students to enhance their skills to recognizing topics from the text because through this technique their learned how to get aim information and recognize relevant points from a reading. Its contribution was relevant and coherent in a collaborative environment.

Table N° 20. Comparison between pre-test and post-test in the summarizing criterion. Group assessment.

| SUMMARIZING |           |     |
|-------------|-----------|-----|
| CLASS A     | Pre-test  | 0,2 |
|             | Post-test | 2,0 |
| CLASS B     | Pre-test  | 0,9 |
|             | Post-test | 1,9 |

**Note.** From pre-test and post-test using MM publications reading exam. Group assessment.  
**Created by:** Sandoval, M. (2018)



**Figure N° 12.** Group assessment. Comparison between pre-test and post-test in the summarizing criterion.  
**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

The illustrative figure above shows that students in Class A obtained 0.2 and students in Class B obtained 0.9 out of 2 in the summarizing criterion in the pre-test for group assessment. This result stated that students presented difficulties to summarize a text. However, in the post-test there was a remarkable difference because students in Class A obtained 2 and students in Class B obtained 1.9 out of 2. As observe, there was indeed an improvement in the learners summarizing skill. It can be stated that when students created their text-mapping improved their ability to make summarize. This technique helped them to give a brief statement of the main points of text.

**Survey directed to the students of Third English level at the Language Center in the Technical University of Babahoyo.**

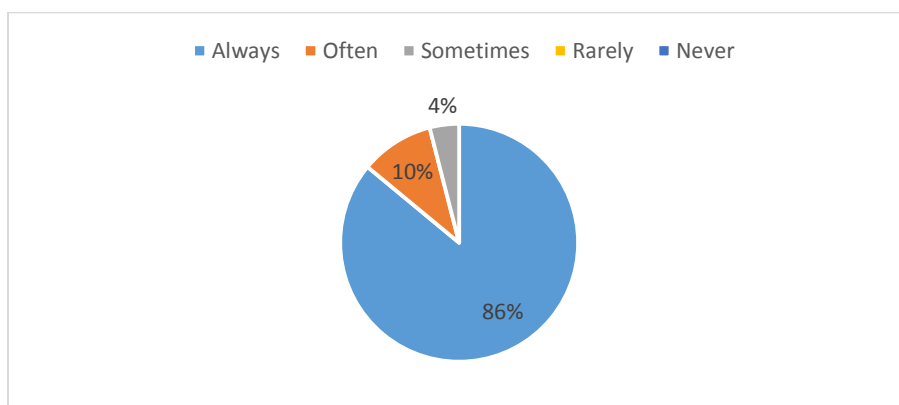
Question N° 1. Did you feel motivated to do reading activities using text-mapping technique?

Table N°21.

| Alternative | Frequency | Percentage |
|-------------|-----------|------------|
| Always      | 54        | 86%        |
| Often       | 6         | 10%        |
| Sometimes   | 3         | 4%         |
| Rarely      |           |            |
| Never       |           |            |
| Total       | 63        | 100%       |

**Created by:** Sandoval, M. (2018)

**Figure N° 13.** Question N° 1. Did you feel motivated to do reading activities using text-mapping technique?



**Source:** Students survey

**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

Out of a total of 63 learners, 86% said that they were motivated to do reading activities using text-mapping technique, 10% said that they often felt motivated and 4% said that they were sometimes motivated with this technique. The results showed that most

of the students felt motivation to develop reading activities both individually and in groups using text-mapping technique.

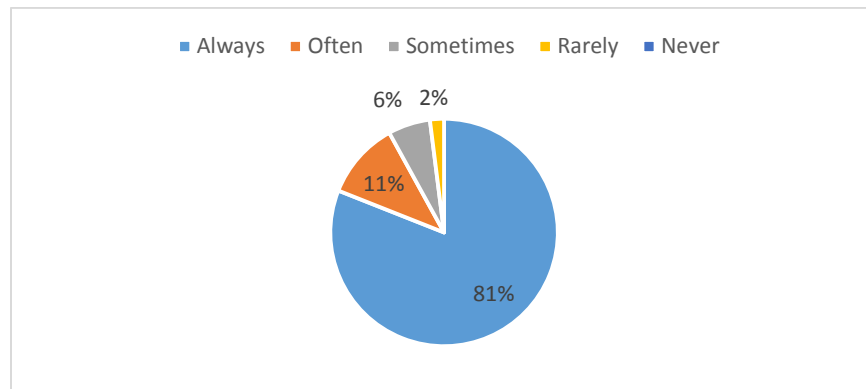
Question N° 2. Did you understand the texts better using text-mapping technique?

Table N°22

| <b>Alternative</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| Always             | 51               | 81%               |
| Often              | 7                | 11%               |
| Sometimes          | 4                | 6%                |
| Rarely             | 1                | 2%                |
| Never              |                  |                   |
| Total              | 63               | 100%              |

Created by: Sandoval, M. (2018)

**Figure N° 14.** Question N° 2 Did you understand the texts better using text-mapping technique?



**Source:** Students survey

**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

Out of a total of 63 learners, 81% expressed that they understood the texts better using text-mapping technique, 11% expressed that they often understood the texts better using text-mapping technique, 6% expressed that they sometimes understood the texts better using text-mapping technique, 2% expressed that they rarely understood the texts

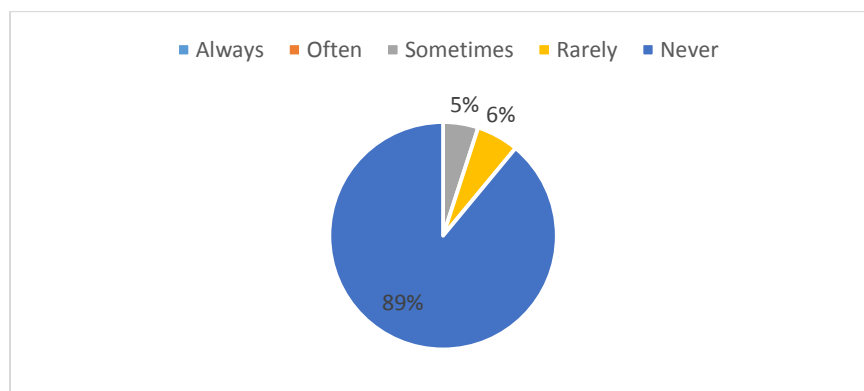
better using text-mapping technique. This is a clear evidence that this technique helps students to understand the texts better, in an easy way, enhancing their comprehension skill. Question N° 3. Does your English teacher perform techniques like the text mapping during the classes?

Table N°23

| Alternative | Frequency | Percentage |
|-------------|-----------|------------|
| Always      |           |            |
| Often       |           |            |
| Sometimes   | 3         | 5%         |
| Rarely      | 4         | 6%         |
| Never       | 56        | 89%        |
| Total       | 63        | 100%       |

Created by: Sandoval, M. (2018)

Figure N° 15. Question N° 3. Does your English teacher perform techniques like the text mapping during the classes?



Source: Students survey

Created by: Sandoval, M. (2018)

### Analysis and interpretation:

Out of a total of 63 learners, 5% said that their English teacher sometimes performs techniques like the text mapping during the classes, 6% said that their English teacher rarely performs techniques like the text mapping and 89% said that their English teacher never performs techniques like the text mapping during the classes. These results

demonstrate that the major of the English teachers in this institution do not use techniques like text-mapping to teach their reading classes.

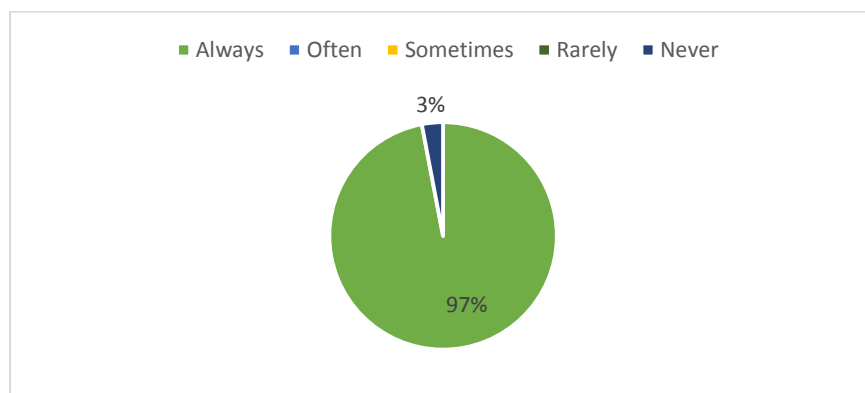
Question N° 4. Do you think the text mapping is an interesting technique?

Table N° 24

| Alternative | Frequency | Percentage |
|-------------|-----------|------------|
| Always      | 61        | 97%        |
| Often       |           |            |
| Sometimes   |           |            |
| Rarely      |           |            |
| Never       | 2         | 3%         |
| Total       | 63        | 100%       |

Created by: Sandoval, M. (2018)

Figure N° 16. Question N° 4. Do you think the text mapping is an interesting technique?



Source: Students survey

Created by: Sandoval, M. (2018)

### Analysis and interpretation:

Out of a total of 63 learners, 97% think that the text mapping is always an interesting technique to develop in class. However, 3% do not think that the text mapping is a stimulating technique. The results show that many learners find that the text mapping is a fascinating, enchanting and motivating technique to develop for both individual and group reading activities.

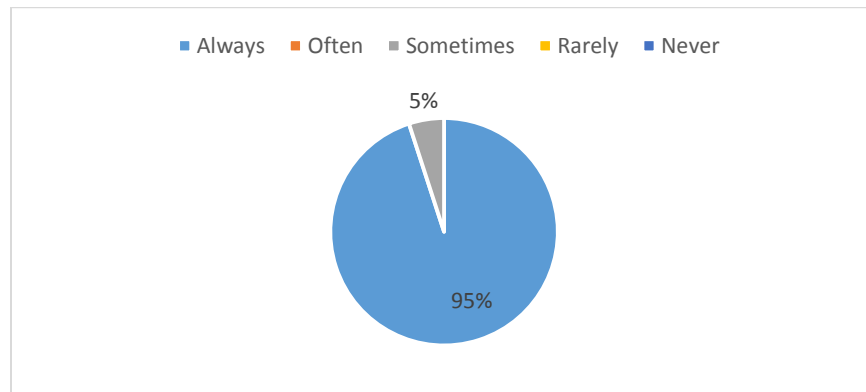
Question N° 5. Would you like to practice reading using text mapping techniques?

Table N° 25

| <b>Alternative</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| Always             | 60               | 95%               |
| Often              |                  |                   |
| Sometimes          | 3                | 5%                |
| Rarely             |                  |                   |
| Never              |                  |                   |
| Total              | 63               | 100%              |

Created by: Sandoval, M. (2018)

Figure N° 17. Question N° 5. Would you like to practice reading using text mapping techniques?



Source: Students survey

Created by: Sandoval, M. (2018)

### Analysis and interpretation:

Out of a total of 63 learners, 95% expressed that they would always like to practice reading using text mapping techniques, 5% expressed that sometimes they would like to practice reading using text mapping techniques. The results demonstrate that students really showed interest to use text- mapping technique in their future individual or group reading activities. In other words, most of the students were interested in practiced reading activities when text-mapping technique come to be part of the class.

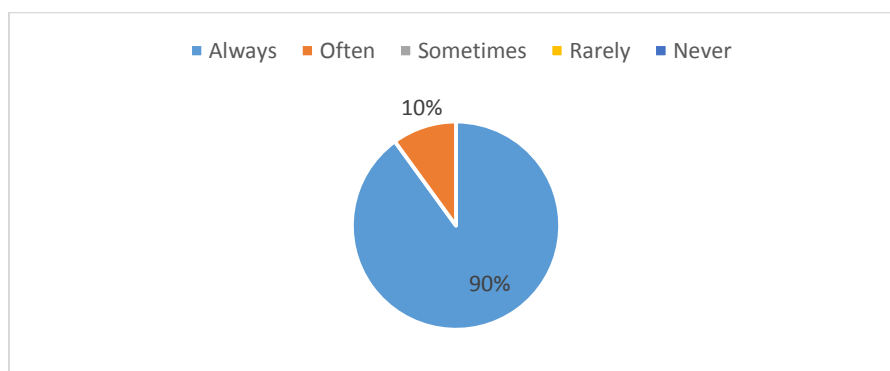


Question N° 6. Do you think that is important to develop your reading skills to improve your academic performance?

Table N° 26

| Alternative | Frequency | Percentage |
|-------------|-----------|------------|
| Always      | 57        | 90%        |
| Often       | 6         | 10%        |
| Sometimes   |           |            |
| Rarely      |           |            |
| Never       |           |            |
| Total       | 63        | 100%       |

**Figure N° 18.** Question N° 6. Do you think that is important to develop your reading skills to improve your academic performance?



**Source:** Students survey  
**Created by:** Sandoval, M. (2018)

**Analysis and interpretation:**

Out of a total of 63 learners, 90% think that always is important to develop their reading skills and 10% think that often is important to develop their reading skills to improve their academic performance. The results demonstrated that a lot of students were aware that they need to enhance their reading skills to improve their academic performance and achieve their educational goals. In other words, learners are aware of the importance to have good reading skills to get better results in their academic activities.

## **4.2 Hypothesis verification.**

To determine whether or not Text-mapping technique impact on the development of reading skills in the students of the Third English level students in narrative text at Language Center in the Universidad Técnica de Babahoyo. The pre-test and post-test were applied individually and in groups to assess students' reading skill. The statistical objective is to perform a comparative study between the pre-test and post-test in both courses.

Reading skills development was the measurement variables, which used a numerical scale, so that the paired sample Student T-Test in SPSS was used to verify the hypothesis. It is a paired T-Test used to compare two population means where they have two samples in which observations in one sample can be paired with observations in the other sample. It starts from the identification of the null hypothesis and the alternative hypothesis, as indicated below:

### **4.2.1 Hypothesis Approach**

HO: Text Mapping Technique does not have an impact on the development of the reading skills of Third level students in narrative text in the Language Center in Universidad Técnica de Babahoyo.

HI: Text Mapping Technique has an impact on the development of the reading skills of Third level students in narrative text in the Language Center in Universidad Técnica de Babahoyo.

### **4.2.2 Variables**

**Independent variable:** Text- Mapping Technique.

**Dependent variable:** Reading of Narrative Text

### 4.2.3 Description of the population

To carry out this research project, the research worked with two classes of Third level at the Language Center in the Universidad Técnica de Babahoyo in different schedules. The first class (Class A) starts at 7:30 am and the second class (Class B) starts at 9:30. Both classes were evaluated individually and as a group. The pre and post-test for individual and group assessment were provided from MM Publications, which is the editorial that distribute the students and teachers' book "Blue Skies" at the Language Center in the Universidad Técnica de Babahoyo.

### 4.2.4 Mathematical model

Statistical test observed:

**Where:**

$$H_0 = Y_1 - X_1 = \mu^1 \quad \mathbf{H_0} = \mu^1 = \mu^2$$

$$H_1 = Y_1 - X_1 = \mu^2 \quad \mathbf{H_1} = \mu^1 \neq \mu^2$$

$\mu^1$  = media experimental group in the pre-test

$\mu^2$  = media experimental group in the post-test

### 4.2.5 Specification of the region of acceptance and rejection

The distribution under the null hypothesis of the variable t is a student's t-test in SPSS with  $(n_1 + n_2 - 2)$  degrees of freedom.

### 4.2.6 Decision making

If the 'p' value or level of bilateral significance is smaller than or equal to a (0.05), the null hypothesis ( $H_0$ ) will be rejected and the alternative hypothesis ( $H_1$ ) will be

accepted. It is the same as if the student t value is on the null hypothesis rejected area in the student t-test in SPSS distribution the alternative hypothesis ( $H_1$ ) will be accepted.

#### 4.2.7 Selection of the level of significance

To verify the hypothesis, the following level of significance was used:  $\alpha = 0.05$

#### 4.2.8 Degrees of freedom

The formula to determine the degrees of freedom is the following:

$$v = n - 1$$

Where:

Class A

n = average of first and second measurement (36 data)

v = degrees of freedom.

$$v = 36 - 1 = 35$$

Class B

n = average of first and second measurement (26 data)

v = degrees of freedom.

$$v = 27 - 1 = 26$$

#### 4.2.9 Data collection and calculation of statistics.

**Table N°27. Class A. Pre-test and post-test results for individual evaluation.**

| STUDENTS | PRE-TEST SCORE | POST - TEST SCORE | DIFFERENCE |
|----------|----------------|-------------------|------------|
| 1        | 3              | 6                 | 3          |
| 2        | 4              | 8                 | 4          |
| 3        | 4              | 8                 | 4          |
| 4        | 6              | 10                | 4          |
| 5        | 3              | 7                 | 4          |
| 6        | 3              | 8                 | 5          |
| 7        | 7              | 10                | 3          |
| 8        | 5              | 10                | 5          |
| 9        | 5              | 9                 | 4          |
| 10       | 7              | 10                | 3          |
| 11       | 5              | 9                 | 4          |
| 12       | 3              | 8                 | 5          |
| 13       | 3              | 9                 | 6          |
| 14       | 5              | 9                 | 4          |
| 15       | 5              | 10                | 5          |
| 16       | 3              | 6                 | 3          |
| 17       | 6              | 10                | 4          |
| 18       | 5              | 7                 | 2          |
| 19       | 3              | 8                 | 5          |
| 20       | 3              | 10                | 7          |
| 21       | 4              | 8                 | 4          |
| 22       | 5              | 9                 | 4          |
| 23       | 1              | 7                 | 6          |
| 24       | 3              | 7                 | 4          |
| 25       | 7              | 9                 | 2          |
| 26       | 6              | 8                 | 2          |
| 27       | 4              | 9                 | 5          |
| 28       | 6              | 10                | 4          |
| 29       | 5              | 8                 | 3          |
| 30       | 3              | 7                 | 4          |
| 31       | 4              | 10                | 6          |
| 32       | 5              | 9                 | 4          |
| 33       | 6              | 8                 | 2          |
| 34       | 3              | 7                 | 4          |
| 35       | 7              | 9                 | 2          |
| 36       | 4              | 8                 | 4          |
| Mean     | 4,5            | 8,5               | 4          |

**Source:** mmpublication exam applied Class A-Third level students at Languages.

**Create by:** Sandoval, M. (2018)

**Table N°28. Class B. Pre-test and post-test results for individual evaluation.**

| STUDENTS | PRE-TEST SCORE | POST - TEST SCORE | DIFFERENCE |
|----------|----------------|-------------------|------------|
| 1        | 2              | 8                 | 6          |
| 2        | 4              | 10                | 6          |
| 3        | 3              | 9                 | 6          |
| 4        | 2              | 10                | 8          |
| 5        | 5              | 10                | 5          |
| 6        | 3              | 9                 | 6          |
| 7        | 4              | 10                | 6          |
| 8        | 2              | 10                | 8          |
| 9        | 6              | 10                | 4          |
| 10       | 5              | 10                | 5          |
| 11       | 7              | 10                | 3          |
| 12       | 4              | 10                | 6          |
| 13       | 5              | 10                | 5          |
| 14       | 3              | 9                 | 6          |
| 15       | 2              | 9                 | 7          |
| 16       | 6              | 10                | 4          |
| 17       | 4              | 10                | 6          |
| 18       | 2              | 10                | 8          |
| 19       | 3              | 8                 | 5          |
| 20       | 4              | 10                | 6          |
| 21       | 2              | 10                | 8          |
| 22       | 5              | 10                | 5          |
| 23       | 4              | 10                | 6          |
| 24       | 3              | 9                 | 6          |
| 25       | 3              | 8                 | 5          |
| 26       | 4              | 10                | 6          |
| 27       | 2              | 9                 | 7          |
| Mean     | 2,8            | 7,2               | 4,4        |

**Source:** mmpublication exam applied Class A-Third level students at Languages.

**Create by:** Sandoval, M. (2018)

**Table N°29. Class A. Pre-test and post-test results for group assessment.**

| <b>GROUP</b> | <b>PRETEST</b> | <b>POSTEST</b> | <b>DIFFERENCE</b> |
|--------------|----------------|----------------|-------------------|
| 1            | 5              | 10             | 5                 |
| 2            | 4              | 10             | 6                 |
| 3            | 4              | 10             | 6                 |
| 4            | 5              | 10             | 5                 |
| 5            | 5              | 10             | 5                 |
| 6            | 4              | 10             | 6                 |
| 7            | 3              | 9              | 6                 |
| 8            | 4              | 10             | 6                 |
| 9            | 4              | 10             | 6                 |
| 10           | 5              | 10             | 5                 |
| 11           | 3              | 10             | 7                 |
| 12           | 5              | 9              | 4                 |
| Mean         | 4,3            | 9,8            | 5,6               |

**Source:** mmpublication exam applied Class A-Third level students at Languages.

**Create by:** Sandoval, M. (2018)

**Table N°30. Class B. Pre-test and post-test results for group assessment.**

| <b>GROUP</b> | <b>PRETEST</b> | <b>POSTEST</b> | <b>DIFFERENCE</b> |
|--------------|----------------|----------------|-------------------|
| 1            | 4              | 10             | 6                 |
| 2            | 5              | 10             | 5                 |
| 3            | 4              | 9              | 5                 |
| 4            | 6              | 10             | 4                 |
| 5            | 3              | 9              | 6                 |
| 6            | 4              | 10             | 6                 |
| 7            | 5              | 10             | 5                 |
| 8            | 6              | 10             | 4                 |
| 9            | 4              | 10             | 6                 |
| Mean         | 4,6            | 9,8            | 5,2               |

**Source:** mmpublication exam applied Class A-Third level students at Languages.

**Create by:** Sandoval, M. (2018)

#### 4.2.10 Students T- Test in SPSS results.

The following results were obtained through the use of statistical software:

##### 4.2.10.1 Class A

- Analyze for individual evaluation. (See annex #)

T-TEST

Testval=0

Missing=Analysis

Variables= Pre-test: X / Post-test: Y

Criteria= CI(.95).

#### One-Sample Statistics

|   | N  | Mean   | Std. Deviation | Std. Error Mean |
|---|----|--------|----------------|-----------------|
| X | 36 | 44.722 | 148.297        | .24716          |
| Y | 36 | 84.722 | 120.679        | .20113          |

#### Paired Samples Correlations

| Pair 1 | X & Y | N  | Correlation | Sig. |
|--------|-------|----|-------------|------|
| Pair 1 | X & Y | 36 | .606        | .000 |

#### Paired Samples Test

|              | Paired Differences |                |                 |  |
|--------------|--------------------|----------------|-----------------|--|
|              | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference<br>Lower |
| Pair 1 X - Y | -4.00000           | 1.21890        | .20315          | .41242   |

#### Paired Samples Test

|              | Paired Differences                        |       | t       | df | p Sig. (2-tailed) |
|--------------|---|-------|---------|----|-------------------|
|              | 95% Confidence Interval of the Difference |       |         |    |                   |
|              | Upper                                     | Lower |         |    |                   |
| Pair 1 X - Y | -3.58758                                  |       | -19.690 | 35 | .000              |

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**Create by:** Sandoval, M. (2018)

- Analyze for group evaluation. (See annex #)

T-TEST

Testval=0

Missing=Analysis

Variables= Pre-test: X / Post-test: Y

Criteria= CI(.95).

**One-Sample Statistics**

|   | N  | Mean   | Std. Deviation | Std. Error Mean |
|---|----|--------|----------------|-----------------|
| X | 12 | 4,2500 | ,75378         | ,21760          |
| Y | 12 | 9,8333 | ,38925         | ,11237          |

**Paired Samples Correlations**

| Pair 1 | X & Y | N  | Correlation | Sig. |
|--------|-------|----|-------------|------|
| Pair 1 | X & Y | 12 | ,155        | ,631 |

**Paired Samples Test**

|        |       | Paired Differences |                |                 | 95% Confidence Interval of the Difference |
|--------|-------|--------------------|----------------|-----------------|---|
|        |       | Mean               | Std. Deviation | Std. Error Mean | Lower                                     |
| Pair 1 | X - Y | -5,58333           | ,79296         | ,22891          | -6,08716                                  |

**Paired Samples Test**

|        |       | Paired Differences                        | t       | df | p Sig. (2-tailed) |
|--------|-------|---|---------|----|-------------------|
|        |       | 95% Confidence Interval of the Difference |         |    |                   |
|        |       | Upper                                     |         |    |                   |
| Pair 1 | X - Y | -5,07951                                  | -24,391 | 11 | .000              |

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**4.2.10.2 Class B.**

- Analyze for individual evaluation. (See annex #)

T-TEST

Testval=0

Missing=Analysis

Variables= Pre-test: X / Post-test: Y

Criteria= CI(.95).

**One-Sample Statistics**

|   | N  | Mean   | Std. Deviation | Std. Error Mean |
|---|----|--------|----------------|-----------------|
| X | 27 | 3.6667 | 1.41421        | .27217          |
| Y | 27 | 9.5556 | .69798         | .13433          |

**Paired Samples Correlations**

| Pair   |       | N  | Correlation | Sig. |
|--------|-------|----|-------------|------|
| Pair 1 | X & Y | 27 | .468        | .014 |

**Paired Samples Test**

|        |       | Paired Differences |                |                 | 95% Confidence Interval of the Difference |
|--------|-------|--------------------|----------------|-----------------|---|
|        |       | Mean               | Std. Deviation | Std. Error Mean | Lower                                     |
| Pair 1 | X - Y | 5,88889            | 1.25064        | .24069          | -6.38363                                  |

**Paired Samples Test**

|        |       | Paired Differences                        | t       | df | p Sig. (2-tailed) |
|--------|-------|---|---------|----|-------------------|
|        |       | 95% Confidence Interval of the Difference |         |    |                   |
|        |       | Upper                                     |         |    |                   |
| Pair 1 | X - Y | -5.39415                                  | -24.467 | 26 | .000              |

**Source:** mm publication on exam applied Class B Third level students at

Languages.

**Create by:** Sandoval, M.

- Analyze for group evaluation. (See annex #)

T-TEST

Testval=0

Missing=Analysis

Variables= Pre-test: X / Post-test: Y

Criteria= CI(.95).

### One-Sample Statistics

|   | N | Mean   | Std. Deviation | Std. Error Mean |
|---|---|--------|----------------|-----------------|
| X | 9 | 4,5556 | 1,01379        | ,33793          |
| Y | 9 | 9,7778 | ,44096         | ,14699          |

### Paired Samples Correlations

| Pair 1 | N | Correlation | Sig. |
|--------|---|-------------|------|
| X & Y  | 9 | ,590        | ,094 |

### Paired Samples Test

|        |       | Paired Differences |                |                 | 95% Confidence Interval of the Difference |
|--------|-------|--------------------|----------------|-----------------|---|
|        |       | Mean               | Std. Deviation | Std. Error Mean | Lower                                     |
| Pair 1 | X - Y | -5,22222           | ,83333         | ,27778          | -5,86278                                  |

### Paired Samples Test

|        |       | Paired Differences                        | t       | df | p Sig. (2-tailed) |
|--------|-------|---|---------|----|-------------------|
|        |       | 95% Confidence Interval of the Difference |         |    |                   |
|        |       | Upper                                     |         |    |                   |
| Pair 1 | X - Y | -4,58167                                  | -18,800 | 8  | ,000              |

**Source:** mmpublication exam applied Class B Third level students at Languages.

**Create by:** Sandoval, M.

#### **4.2.11 Final decision**

Degrees of freedom for Class A was 35 and Class B 26 both with 0.05 level of significance,  $p = .000$ , and according to the values the second one is greater than the first one. It is the rejection region. On the other hand, for group evaluations degrees of freedom for Class A was 11 and Class B 8 both with 0.05 of significance,  $p = .000$ , where  $t$  from pretest is lower than  $t$  from post-test. In other words, the null hypothesis is rejected and the alternative one is accepted, which means that: **“Text Mapping Technique has an impact on the development of the reading skills of Third level students in narrative text in the Language Center in Universidad Técnica de Babahoyo.”**

## CHAPTER V

### CONCLUSIONS AND RECOMENDATIONS

#### 5.1 Conclusions

Based on the data analysis and research finding about the impact of using Text-mapping technique to develop reading skills in narrative text on Third level students in the Language Center of the Universidad Técnica de Babahoyo comes to the conclusion as follow:

- Through the application of survey directed to English teachers at Language Center at *Universidad Técnica de Babahoyo* It has been demonstrated that teachers do not know reading techniques to improve reading skills in their students. Reading class are taught in traditional ways where teacher ask students to read and complete the exercises on their book. Students do not get adequate guideline to the teacher how to read a text effectively. The techniques that teachers use are obsolete so it makes the students feel bored, do not enjoy reading activities and have low motivation to read.
- The low performs in students reading skills have been shown in the results of their pre-test were their grades were low. On the other hand, the improvement of the students' reading skills is demonstrated based on the statistical calculation of pre-test and post-tests in the individual assessment and group assessment. Through apply Text-mapping technique, students were mindful to the importance to improve their reading skills for their academic development. In addition, they realized all of their reading problems such as unknown vocabulary, problems with the identification of the main point in the reading, paraphrasing and in the group activities some students did not know how to work in a collaborative way because some of them are individualistic. Text-mapping technique has a positive impact on the development of the reading skills of Third level students in narrative text at Language Center at *Universidad Técnica de Babahoyo*.

- The result of the students' survey and their comments showed that learners felt motivated to practice reading activities and they understood the texts better using the text-mapping technique. Students presented evident motivation and meaningful learning. Text- mapping, helped them to have higher motivation and be interested in taking part in the lesson. Students were very enthusiastic in following the teaching and learning process. Confirming the need to design a manual that serves as a tool for teachers to learn how to apply this technique with their students, creating an interactive environment with a learners' active role in the classroom.

## 5.2 Recommendations

Based on the research findings, the researcher would like to propose some suggestions for teachers, students, and other researchers.

- Students and teachers should be open minded to develop reading lessons differently. Students have to be aware of their necessity to improve their reading skills because they are important tools to develop their academic performance. Learners should motivate themselves to be better, practice reading in a meaningful way and study hard to reach their achievements. Students also should not be afraid of making mistakes, when they find difficulties, they should share with their classmates or teachers freely. Students must keep their attitude up during the teaching and learning process.
- Teachers should learn Text mapping technique as a tool to help their students to improve their reading learning process in the classroom. Text mapping technique is one of the ways to enhance students' reading skills. Implementing this technique, teachers can help students to enhance some reading skills such as scanning, skimming, guessing meaning of unknown words, making inference, paraphrasing, etc. in order to make teaching and learning process become more interesting, enjoyable, and effective for students.
- Teachers should guide students on how to construct a Text mapping. If it is necessary, teachers should pre-teach vocabulary about the reading. On the other hand, poor readers usually have poor writing ability. Teachers should verify grammatical structures when students make sentences or paraphrase a text. Students should be encouraged to participate actively during the learning process. Working in groups is another area that needs to be considered. To solve this problem, teachers should assign a specific role for each of them while performing group activities. Teacher and students need to apply this technique continuously with some changes according to the level, methodology, size classroom, content among others aspects. Finally, educators should plan their lessons based on students' needs and interest.

- It may also be beneficial for other researchers to conduct this study in others Universities settings as many students in Ecuador seemingly having the similar problem. This is due to the fact that reading is not a habit for Ecuadorian students in both mother tongue or in a foreign language. Text-mapping technique can be used to teach different genres of the text, promoting students' love of reading.



## CHAPTER VI

### THE PROPORSAL

#### 6.1 Topic

Booklet of Text Mapping technique to improve reading skills.

#### 6.2 Justification

Considering education as the pillar in the wisdom of the human being; the present proposal aims to improve the learning of the English language using Text mapping technique to develop reading skills in narrative text on English students at Language Center in *Universidad Técnica de Babahoyo*.

According to the survey carried out to the students at the Language Center in *Universidad Técnica de Babahoyo*, it has been determined that the English teachers in this institution do not use techniques to enhance students' reading skills and motivate their learning. Moreover, Teachers and students are demotivated to practice reading activities inside and outside the classroom, because they do not know techniques aimed to develop reading skills in the students. For all these reasons, there is an urgent need to train teachers to improve their teaching processes. As well as raising awareness among students about the importance of developing their reading skills and motivating them towards meaningful learning.

Nowadays, the educational system seeks that the students' role became interactive and cooperative with their environment. It requires that teachers have a greater knowledge about the learning preferences of the students and the way to reach them. On the other hand, teachers need to enhance students cooperative work with a dynamic and participatory style by activating the groups' academic development.

## **6.3 Objectives**

### **6.3.1. General Objective**

Design a Text Mapping technique booklet to improve reading skills.

### **6.3.2. Specific Objectives**

- To Identify the ways that text mapping can help to increase reading skills.
- To contribute in the development of teaching - learning process of reading activities in the English language.
- To Provide teachers with a tool for consultation / training on the text mapping technique to develop students' reading skills.

## **6.4 Feasibility analysis**

This proposal is feasible because it has the cooperation in the Language Center in *Universidad Técnica de Babahoyo*, the support of the authorities and the feasibility for the use of human and material resources, which facilitated teamwork between the researcher and students. The financial resources used in the investigation ran on by the researcher.

## **6.5 Description**



UNIVERSIDAD  
TÉCNICA DE AMBATO



# **TEXT MAPPING TECHNIQUE TO IMPROVE READING SKILLS**

**By: MSc. Maria Jose Sandoval Perez**

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## PREFACE

Dear teachers this booklet was created to guide you through the way to apply the Text Mapping Technique in your classes. Text-mapping technique is an innovative way to teach reading activities meaningfully. This technique helps to improve students' reading skills in different aspects. This booklet has been designed for teachers by a teacher to explain what text mapping technique is and how to apply it in your classes.

Text mapping technique is an active, meaningful and motivating way to practice reading activities in higher education obtaining meaningful learning, thus improving the quality of education in our country. Additionally, this teaching technique can be used to improve reading skills in any language. Since one of its main characteristics of the Text-mapping technique is to awaken students' motivation towards discovering and creating their own knowledge, becoming as critical and reflective students which are the main objectives of the teaching-learning process at present times.

The person responsible for the planning, designing and elaboration of this booklet is MSc. Maria José Sandoval Pérez who has worked as an English teacher in different education level.

## INTRODUCTION

The mechanical, repetitive and behavioral way in which the readings activities have been developed in the English classes have caused the lack of motivation in the students for the subject and specifically for reading activities, hindering their intellectual development. Nowadays, the learning process is conceived as the construction of knowledge by the student. Allowing them to develop cognitive and social skills. This reality encourages teachers to look for active and effective techniques to improve the teaching-learning process in the development of reading activities.

The application of the text mapping technique for teaching reading activities helps to increase, stimulate and diversify meaningfully the activities in the teaching-learning process. The objective of this booklet is to get students to develop "skills, competencies and abilities", this means to encourage students to be active in the society, be able to process information, organize their knowledge and thoughts, enhance interpersonal relationships and build autonomous learning. Here there are the steps for the application of the text mapping technique using different activities and resources. The Text Mapping technique presented is flexible; teachers can adapt it according to the students' needs, the context in which the classes are developed and the content that will be studied.

It is important to mention that each group has its own rhythm of learning influenced by different aspects. In order to obtain successful

results, the application of the text mapping technique must be linked to the different

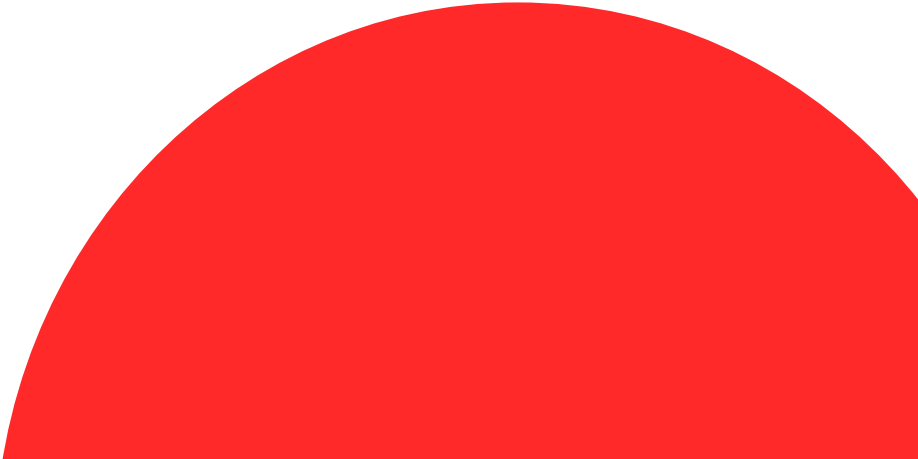
learning circumstances. Therefore, teachers must be aware of how to develop the activities with different types of learning and planning the duration of each activity in the classroom to ensure optimal administration. This material is a useful tool for teachers and learners to enrich their teaching-learning process and achieve the educational goals set.

## **PRE-READING ACTIVITIES USING TEXT MAPPING TECHNIQUE**

It is advisable to get the students interested in the story and arouse their curiosity about characters, places and themes involved before they start reading it. For this purpose, teachers can perform Text Mapping Technique with pre-reading activities. It would be more effective to have students to do these activities in pairs or small groups. Encourage them to work in a collaborative way. It is important to remember that at this stage teacher should not confirm or reject any of the students' hypotheses nor reveal what actually happens in the story.

## **POST-READING ACTIVITIES USING TEXT MAPPING TECHNIQUE**

After dealing with all the chapters, it is a good idea to spend at least one lesson doing some post-reading activities in class. These are meant to help students revise the plot, characters and key events of the story, as well as elicit their personal response to the story. Text mapping technique offer the students an opportunity for revision, scrutiny and increased understanding of the story in an enjoyable way.





## TEXT MAPPING TECHNIQUE



Middlebrook, (1994).

Text mapping is a reading technique where the main features of the text are identified. It is based on ancient use of scrolls, which is an alternative tool to books.

Scroll offer some clear advantages over books, they reward global, visual, spatial, active learners. They are more accessible than books to enhance a greater range of senses and learning abilities such as visual, spatial, tactile, and kinaesthetic learning abilities.

# TEXT MAPPING TECHNIQUE

It can be used to teach how to read effectively  
It can be used to improve writing, speaking, listening, study skills and course content.

It is a technique based on graphic organizers.  
It is focus on the text organization.



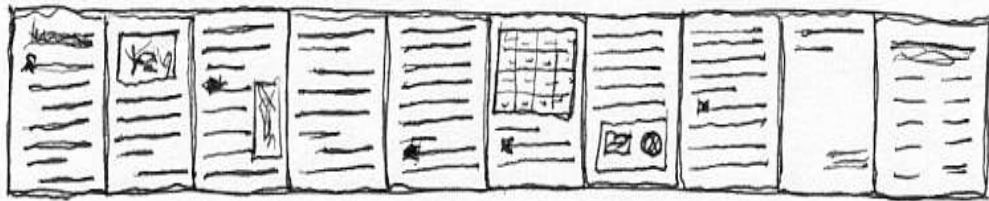
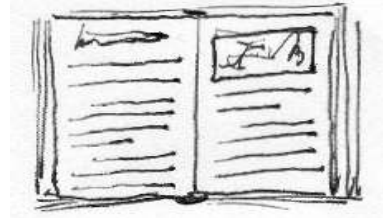
© 2004 Kimberly Burke reprinted by permission

It is easy to learn, easy to teach.  
It requires no special equipment

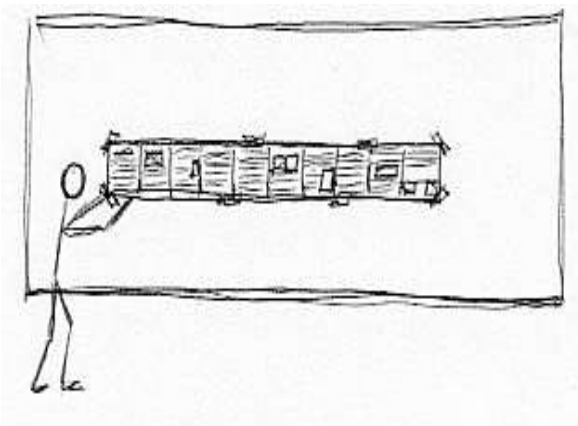
It spends more time with the text itself, forcing readers to engage with the context, picture and the details.

## SCROLLS VS BOOKS

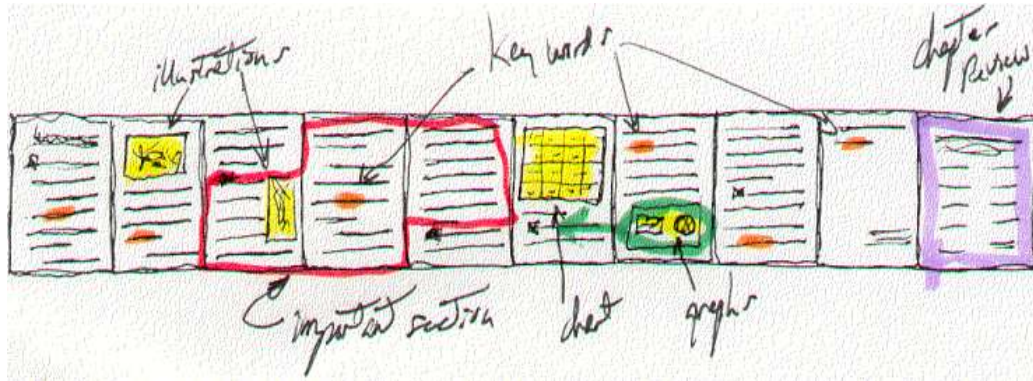
When students open a book, they can only see two facing pages at a time; when they roll out a scroll, they can see the entire text the entire length of the scroll all at once.



With the use of book, the readers must assemble in their memory the whole parts of the reading. With a scroll, the text is displayed as a whole, there is no need to assemble the reading parts in memory.

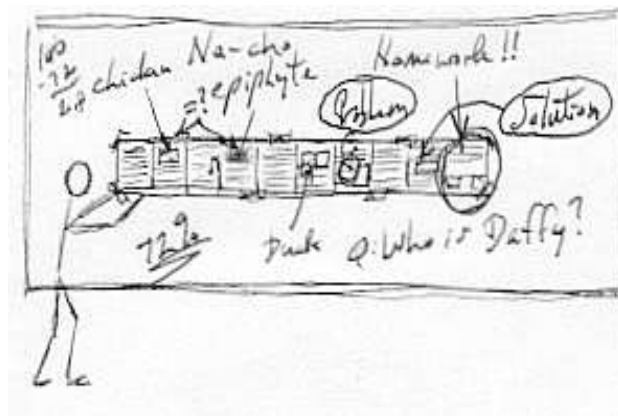


People read books while they are sitting down, making reading activities quiet and sedentary that requires memory intensive process. On the other hand, Scrolls are read while standing and moving.



When students mark relevant information in a book it is only visible when the book is open to that page. On a scroll, highlighting, marking and mapping can take place across the entire text because the whole text is visible all the time.

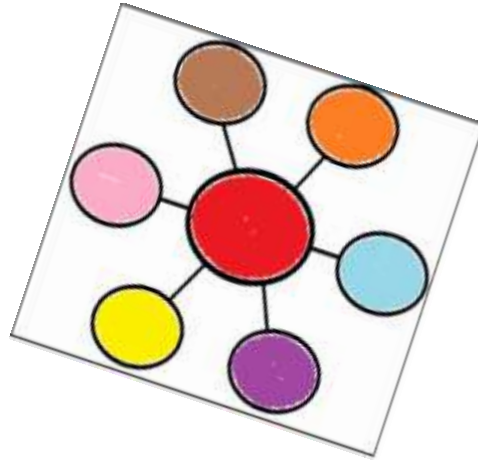
Teacher markings on the board form a cumulative record of the lesson scribbles, diagrams, pictures, circles, arrows, and other notations makes the lesson message concrete and explicit.



## TEXT MAPPING VS GRAPHIC ORGANIZERS



Middlebrook, (1994).



- Text mapping adapts a wider range of learning styles like visual, spatial, tactile, kinaesthetic, and global learners
- Unlike other graphic organizers, Textmapping is practiced directly on the text
- Textmapping can be a pre reading technique. It is not necessary to read a text in order to begin mapping it.
- All other graphic organizers are actually diagramming techniques.
- Textmapping produces a traceable record of a reader's thought process
- Textmapping encourages active reading through movement.
- Text mapping complements other graphic organizers by closing the gap between an unread text and its corresponding abstracted diagram

## STUDENTS ACTIVATE TO WORK

### Implementation

- ✚ Scrolls are the foundation
- ✚ Scrolls enable students to see and comprehend the whole text at once
- ✚ The text organization is explicit
- ✚ Students can see the heading structure, key words and illustrations.

### Making the Scroll

- ✚ Copy the text
- ✚ Magazine article
- ✚ Textbook passage
- ✚ Textbook chapter
- ✚ Story
- ✚ Poem



### Materials

- ✚ The textbook.
- ✚ A photocopy of the unit or chapter that your students will be reading.
- ✚ glue stick or clear cellophane tape
- ✚ colored highlighters, markers, or crayons
- ✚ a flat working surface, such as:
  - board
  - walls in your classroom
  - rows of tables or desks.



- the floor of the classroom
  - any combination of the above
- ✚ markers
- ✚ masking tape

## Get Started

A) Teachers make a copy of the text that they plan use with the class. It could be a textbook chapter, newspaper or magazine. Tape the pages together to make a horizontal scroll. Tape students scroll to the blackboard, wall or lay it out on the floor or long table.

B) Put teacher's scroll on the front board. This will be a "guided practice". Have students spread out their scrolls on the floor. Be sure students have every page in the right order.

C) Guide students through marking (mapping) the first page. Be sure they highlight/underline each information required.

D) Provide the tools they will need, such as markers, colors, etc. Students can use different color highlighters.

E) If the students work in groups, be sure that they are clear about the rules for working in groups.



Middlebrook, (1994).

- F) Give students a set amount of time and clear understanding of what you want mapped.
- G) Ask students questions about the reading. Challenge their answers. Ask them to cite the text and show where is the answer and explain how they know.
- H) Students have to be able to use the map that they created to remember the location of important information. One activity to assess this would be to have a quiz the next day using their maps or play "scavenger hunt".



## LESSON PLANNING GUIDES

### Lesson #1 Unit structure and types of information

- Objectives

Students will demonstrate, by a combination of marking the scroll and providing oral answers to teachers' questions, that they know how to:

- Actively and systematically identify unit-level structure
- Use text structure to inform their comprehension of main ideas and theme.

- Process

- Choose the unit to present to your class.
- Photocopy the pages of the unit.
- Use glue stick or clear cellophane tape to attach the photocopied pages together in a left-to-right scroll.

- Hang the scroll on your classroom board, wall or unroll it on a long row of tables, or on the floor.
- Conduct either a discovery based or guided walkthrough of the unit.
- Use colored markers, highlighters, or crayons to map the scroll.

- Questions for Discovery-Based Learning

- Can you identify the characters in this text?
- Draw a box around the Introduction.
- Who is the main character?
- What is the end of the story?



## Lesson #2 Text mapping a Textbook Chapter

- Instructions.

- Make a scroll from the photocopies provided.
- Map it.

- Materials

- Photocopied pages from a textbook chapter.
- Masking tape, glue stick
- colored markers.

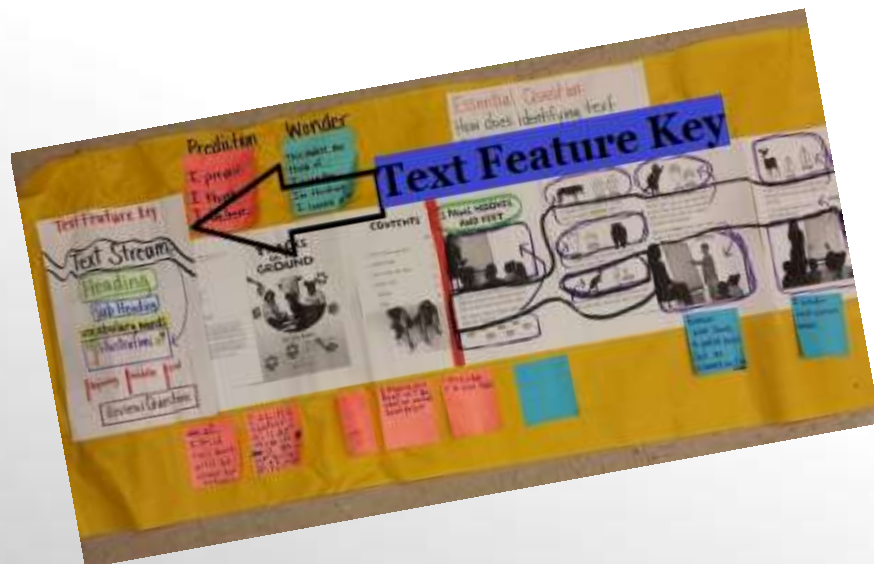
- Instructions

Make the scroll:

- Organize the pages of the textbook in its correct sequence.
- Use glue stick to assemble pages into a scroll.
- Hanging the scroll on the wall using the masking tape.

Map it:

- Divide the text into three sections: introduction, main body, and review (Red or Orange marker).
- Box the illustrations (Brown or Grey marker).
- Box the text stream in the main body of the text (Black marker).
- Circle each heading and box its corresponding section (Green marker).
- Circle each sub-heading and box its corresponding sub-section (Blue marker).
- Box all questions in the main body of the text (Purple or Pink marker).
- Highlight the vocabulary words in the main body of the text (Yellow marker).



## Lesson # 3 Text Mapping a Magazine Article

- Instructions

- Divide the class into groups to work collaborate and cooperate. Then discuss the process and students experience of it.
- Provide students photocopies of the text and ask them to make a scroll.
- Map the scroll.


- Materials

- Photocopy set of an article from the magazine.
- Masking tape.
- Glue stick.
- Colored markers.

- Instructions

Make the scroll:

- Arrange the pages in their proper sequence.

- 
- To assemble pages into a scroll using glue stick.
  - Hanging the scroll on the wall or lay it out on a long table or the floor.

Map the scroll:

- Draw a box around each illustration (Brown or Grey marker).
- Draw a line around the text, separate it from the illustrations (Black marker).
- Delimit the beginning, middle, and end. Does this article have an introduction, a main body, and a conclusion or summary? (Red or Orange marker).
- Draw a box around each of those sections (Green marker).
- Define sub-sections within each section (Blue marker).
- Highlight unfamiliar words and important terms in the main body of the text (Yellow marker).

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## **ANNEXES**

### **Annex 1. Research authorization document**



UNIVERSIDAD TÉCNICA DE BABAHOYO  
Fundada en el año 1971



VICERRECTORADO ACADÉMICO

MEMO # 294-UTB-VA-2018  
Babahoyo, abril 16 del 2018

Para: Licenciada  
María José Sandoval Pérez  
Docentes  
CENID  
Universidad Técnica de Babahoyo

Copia: Economista  
Silvia Morales Morejón  
Coordinadora del CANU

Asunto: Respuesta a su solicitud

---

En respuesta a su solicitud, este Vicerrectorado Académico **autoriza** lo solicitado por usted **Licenciada María José Sandoval Pérez**, para la realización de un trabajo investigativo titulado **"TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"**, por tratarse de un **tema de gran importancia** definido como estudio para la obtención del título de Magister en la enseñanza del Idioma Inglés.

Cordialmente,

Arq. Pedro Rodríguez Vargas, MBA  
Vicerrector Académico



C/c Archivo

|               |                               |          |                                  |
|---------------|-------------------------------|----------|----------------------------------|
| ELABORADO POR | LIC. JENNY MAZACÓN GÓMEZ, MAE | REVISADO | ARQ. PEDRO RODRÍGUEZ VARGAS, MBA |
|---------------|-------------------------------|----------|----------------------------------|

Av. Universitaria, Km. 2<sup>o</sup> Vía Montalvo  
[vicerrectoradoacademico@utb.edu.ec](mailto:vicerrectoradoacademico@utb.edu.ec)

**Annex 2. Research instrument validation**



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS**  
**COMO LENGUA EXTRANJERA**



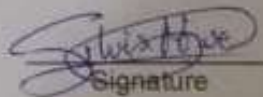
**EXPERT VALIDATION INSTRUMENT**

Survey directed to the Third Level English Teachers at the Language Center in the Technical University of Babahoyo.

**TOPIC:** "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"

**INSTRUCTIONS:** Read each of the items carefully and choose the correct alternative

| Questions | Consistency |    | Clarity |    | Tendency |    | Observation |
|-----------|-------------|----|---------|----|----------|----|-------------|
|           | SI          | NO | SI      | NO | SI       | NO |             |
| 1         | /           |    | /       |    | /        |    |             |
| 2         | /           |    | /       |    | /        |    |             |
| 3         | /           |    | /       |    | /        |    |             |
| 4         | /           |    | /       |    | /        |    |             |
| Total     |             |    |         |    |          |    |             |
| %         |             |    |         |    |          |    |             |

|                     |   |  |
|---------------------|---|--|
| Evaluated by:       | Surnames and names: <u>Montes</u>   | <br>Signature |
|                     | Mayor Silvia Elizabeth<br>Identity card: <u>1205571928</u><br>Date:<br>Profession: <u>English Teacher</u><br>Position: <u>Directora LEAD</u><br>Address and telephone: <u>calle Valle Verde</u> |  |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive  |  |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative   |  |
|                     | c) Variation of opinion - Divergence = Less than 100% Review  |  |

**UNIVERSIDAD TÉCNICA DE AMBATO  
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS  
COMO LENGUA EXTRANJERA**




**EXPERT VALIDATION INSTRUMENT**

Survey directed to the Third Level English Teachers at the Language Center in the Technical University of Babahoyo.

**TOPIC:** "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"

**INSTRUCTIONS:** Read each of the items carefully and choose the correct alternative

| Questions    | Consistency |    | Clarity |    | Tendency |    | Observation |
|--------------|-------------|----|---------|----|----------|----|-------------|
|              | SI          | NO | SI      | NO | SI       | NO |             |
| 1            | ✓           |    | ✓       |    | ✓        |    |             |
| 2            | ✓           |    | ✓       |    | ✓        |    |             |
| 3            | ✓           |    | ✓       |    | ✓        |    |             |
| 4            | ✓           |    | ✓       |    | ✓        |    |             |
| <b>Total</b> |             |    |         |    |          |    |             |
| <b>%</b>     |             |    |         |    |          |    |             |

|                     |  |  |
|---------------------|--|--|
| Evaluated by:       | Surnames and names: _____<br><i>Juan Pablo Espinoza</i>  | <br>Signature |
|                     | Identity card: <i>09.256.3137</i><br>Date: _____<br>Profession: <i>English Teacher</i><br>Position: <i>English Teacher</i><br>Address and telephone: <i>Cuaya, 61103</i> |  |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive   |  |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative  |  |
|                     | c) Variation of opinion - Divergence = Less than 100% Review   |  |

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS**  
**COMO LENGUA EXTRANJERA**




**EXPERT VALIDATION INSTRUMENT**

SURVEY DIRECTED TO THE THIRD LEVEL ENGLISH STUDENTS AT THE LANGUAGE CENTER IN THE TECHNICAL UNIVERSITY OF BABAHOYO.

TOPIC: "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"

**INSTRUCTIONS:** READ EACH OF THE ITEMS CAREFULLY AND CHOOSE THE CORRECT ALTERNATIVE

| Questions | Consistency |    | Clarity |    | Tendency |    | Observation |
|-----------|-------------|----|---------|----|----------|----|-------------|
|           | SI          | NO | SI      | NO | SI       | NO |             |
| 1         | /           |    | /       |    | /        |    |             |
| 2         | /           |    | /       |    | /        |    |             |
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| Total     |             |    |         |    |          |    |             |
| %         |             |    |         |    |          |    |             |

|                     |  |  |
|---------------------|--|--|
| Evaluated by:       | Surnames and names: <u>Morales</u><br><u>Marejón Silvia Elizabeth</u>  | <br>Signature |
|                     | Identity card: <u>1105371923</u><br>Date:<br>Profession: <u>ENGLISH TEACHER</u><br>Position: <u>CENTO-DIRECTOR</u><br>Address and telephone: <u>0936124380</u> |  |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive   |  |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative  |  |
|                     | c) Variation of opinion - Divergence = Less than 100% Review   |  |

**UNIVERSIDAD TÉCNICA DE AMBATO  
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS  
COMO LENGUA EXTRANJERA**



**EXPERT VALIDATION INSTRUMENT**

SURVEY DIRECTED TO THE THIRD LEVEL ENGLISH STUDENTS AT THE LANGUAGE CENTER IN THE TECHNICAL UNIVERSITY OF BABAHYOYO.

TOPIC: "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"

**INSTRUCTIONS:** READ EACH OF THE ITEMS CAREFULLY AND CHOOSE THE CORRECT ALTERNATIVE

| Questions    | Consistency |    | Clarity |    | Tendency |    | Observation |
|--------------|-------------|----|---------|----|----------|----|-------------|
|              | SI          | NO | SI      | NO | SI       | NO |             |
| 1            | /           |    | /       |    | /        |    |             |
| 2            | /           |    | /       |    | /        |    |             |
| 3            | /           |    | /       |    | /        |    |             |
| 4            | /           |    | /       |    | /        |    |             |
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| 6            | /           |    | /       |    | /        |    |             |
| <b>Total</b> |             |    |         |    |          |    |             |
| <b>%</b>     |             |    |         |    |          |    |             |

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| Evaluated by:       | Surnames and names:<br><u>Juan Pablo Espinoza</u>  | <br>Signature |
|                     | Identity card: <u>0725831327</u><br>Date:<br>Profession: <u>English Teacher</u><br>Position: <u>English Teacher</u><br>Address and telephone: <u>Guayacanes H2A/14</u> |               |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive   |               |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative  |               |
|                     | c) Variation of opinion - Divergence = Less than 100% Review   |               |

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS**  
**COMO LENGUA EXTRANJERA**



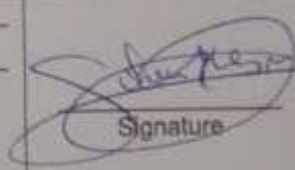
**EXPERT VALIDATION INSTRUMENT**

Pre – Post Test directed to the Third level English students at the Language Center "CENID" in the Technical University of Babahoyo.

**TOPIC:** "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"

**INSTRUCTIONS:** Read each of the items carefully and choose the correct alternative

| Questions    | Consistency |    | Clarity |    | Tendency |    | Observation |
|--------------|-------------|----|---------|----|----------|----|-------------|
|              | SI          | NO | SI      | NO | SI       | NO |             |
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| 12           | /           |    | /       |    | /        |    |             |
| 13           | /           |    | /       |    | /        |    |             |
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| <b>Total</b> |             |    |         |    |          |    |             |
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|                     |  |   |
|---------------------|--|---|
| Evaluated by:       | Surnames and names: <u>Morales</u><br><u>Margh Solera Elizabeth</u>  | <br>Signature |
|                     | Identity card: <u>120557192-8</u><br>Date:<br>Profession: <u>English Teacher</u><br>Position: <u>Director CENID</u><br>Address and telephone: <u>Calle Valle Verde</u> |   |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive   |   |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative  |   |
|                     | c) Variation of opinion - Divergence = Less than 100% Review   |   |



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS**  
**COMO LENGUA EXTRANJERA**



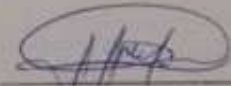
**EXPERT VALIDATION INSTRUMENT**

Pre - Post Test directed to the Third level English students at the Language Center "CENID" in the Technical University of Babahoyo.

**TOPIC: "TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS"**

**INSTRUCTIONS:** Read each of the items carefully and choose the correct alternative

| Questions    | Consistency |    | Clarity |    | Tendency |    | Observation |
|--------------|-------------|----|---------|----|----------|----|-------------|
|              | SI          | NO | SI      | NO | SI       | NO |             |
| 1            | /           |    | /       |    | /        |    |             |
| 2            | /           |    | /       |    | /        |    |             |
| 3            | /           |    | /       |    | /        |    |             |
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| 10           | /           |    | /       |    | /        |    |             |
| 11           | /           |    | /       |    | /        |    |             |
| 12           | /           |    | /       |    | /        |    |             |
| 13           | /           |    | /       |    | /        |    |             |
| 14           | /           |    | /       |    | /        |    |             |
| 15           | /           |    | /       |    | /        |    |             |
| <b>Total</b> |             |    |         |    |          |    |             |
| <b>%</b>     |             |    |         |    |          |    |             |

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|---------------------|---|--|
| Evaluated by:       | Surnames and names:<br><u>Juan Pablo Espinoza</u>   | <br>Signature |
|                     | Identity card: <u>0925631327</u><br>Date:<br>Profession: <u>English Teacher</u><br>Position: <u>English Teacher</u><br>Address and telephone: <u>Congreso H2143/4</u> |  |
| Evaluation criteria | a) Congruence - Clarity - Non-Tendency = 100% Positive  |  |
|                     | b) Non-congruence - No Clarity - Tendency = 100% Negative   |  |
|                     | c) Variation of opinion - Divergence = Less than 100% Review  |  |

### Annex 3. Pre – Post Individual test

#### READ THE TEXT. CHOOSE THE CORRECT ANSWER. A MIRACLE

Sally was only eight years old when she heard Mommy and Daddy talking about her little brother, George. He was very sick and they had done everything they could afford to save his life. Only a very expensive surgery could help him now . . . and that was out of the financial question. She heard Daddy say it with a whispered desperation, "Only a miracle can save him now."

Sally went to her bedroom and pulled her piggy bank from its hiding place in the closet. She shook all the change out on the floor and counted it carefully. Three times. The total had to be exactly perfect. No chance here for mistakes. Tying the coins up in a cold weather kerchief, she slipped out of the apartment and made her way to the corner drug store.

She waited patiently for the pharmacist to give her attention. .But he was too busy talking to another man to be bothered by an eight-year-old. Sally twisted her feet to make a scuffing noise. She cleared her throat. No good. Finally, she took a quarter from its hiding place and banged it on the glass counter. That did it! "And what do you want?" the pharmacist asked in an annoyed tone of voice. "I'm talking to my brother."

"Well, I want to talk to you about my brother," Sally answered back in the same annoyed tone. "He's sick . . . and I want to buy a miracle."

"I beg your pardon," said the pharmacist.

"My Daddy says only a miracle can save him now . . . so how much does a miracle cost?"

"We don't sell miracles here, little girl. I can't help you."

"Listen, I have the money to pay for it. Just tell me how much it costs."

The well-dressed man stooped down and asked, "What kind of a miracle does your brother need?"

"I don't know," Sally answered. A tear started down her cheek. "I just know he's really sick and Mommy says he needs an operation. But my folks can't pay for it . . . so I have my money."

"How much do you have?" asked the well-dressed man.

"A dollar and eleven cents," Sally answered proudly. "And it's all the money I have in the world."

"Well, what a coincidence," smiled the well-dressed man. "A dollar and eleven cents . . . the exact price of a miracle to save a little brother." He took her money in one hand and with the other hand he grasped her mitten and said "Take me to where you live. I want to see your brother and meet your parents."

That well-dressed man was Dr. Carlton Armstrong, renowned surgeon specializing in solving George's malady. The operation was completed without charge and it was not long until George was home again and doing well.

Mommy and Daddy were happily talking about the chain of events that had led them to this place. "That surgery," Mommy whispered. "It's like a miracle. I wonder how much it would have cost?"

Sally smiled to herself. She knew exactly how much a miracle cost... one dollar and eleven cents... plus the faith of a little child.

*Adopted from [www.beliefnet.com](http://www.beliefnet.com)*

**1. WHO IS THE MAIN CHARACTER IN THE STORY?**

- a. Mom
- b. George
- c. Dr. Carlton Armstrong.
- d. Sally
- e. Dad

**2. WHAT DID SALLY DO TO HELP GEORGE?**

- a. She bought a miracle.
- b. She pulled her piggy bank.
- c. She did surgery.
- d. She talked to everyone.
- e. She made a scuffling noise.

**3. WHO IS DR. CARLTON AMSTRONG?**

- a. A doctor.
- b. A surgery specializing.
- c. A pharmacist.
- d. Sally's dad.
- e. A pharmacist's brother.

**4. WHERE DID THE GIRL MEET DR. CARLTON AMSTRONG?**

- a. Sally's house.
- b. Hospital.
- c. Pharmacy.
- d. Street.
- e. Dr. Carlton's house.

**5. "THAT SURGERY," MOMMY WHISPERED. "IT'S LIKE A MIRACLE. I WONDER HOW MUCH IT WOULD HAVE COST."**

The underlined word refers to...

- a. Surgery.
- b. Cost.
- c. Mommy.
- d. Miracle.
- e. Money.

**6. WHAT DID DR. CARLTON AMSTRONG DO FIRSTLY AFTER HEARD SALLY'S STORY?**

- a. He asked for money.
- b. He introduced himself.
- c. He asked about how much money Sally has.
- d. He surgeried George without paid.
- e. He asked about Sally's house.

**7. WHAT DOES THE STORY ABOUT?**

- a. A miracle has price.
- b. Sally's miracle to help her brother.
- c. A miracle is exist.
- d. Sally's effort to help her brother.
- e. A miracle is priceless.

**8. HOW DID THE STORY END?**

- a. Sally bought a miracle.
- b. George was recovered.
- c. Dr. Carlton helped George.
- d. Mom and dad bought a miracle.
- e. Sally was happy because of George's recovery.

**9. WHAT IS THE MORAL OF THE STORY?**

- a. A miracle defeats someone's effort.
- b. Someone's effort needs a miracle.
- c. A miracle needs faith to fulfill a hope.
- d. Someone's faith needs an effort.
- e. An effort without faith and miracle is nothing.

**10. WHY DID DR. CARLTON WANT TO KNOW SALLY'S HOUSE?**

- a. He wanted to meet Sally's brother.
- b. He wanted to know Sally.
- c. He wanted to buy Sally's house.
- d. He wanted to know Sally's parents.
- e. He wanted to meet Sally's brother and parents.

**11. HOW OLD IS SALLY?**

- a. Eleven.
- b. Eight.
- c. Seven.
- d. Ten.
- e. Nine.

**12. WHAT DID SALLY WANT TO BUY FOR HELPING HER BROTHER?**

- a. Medicine.
- b. Money.
- c. Potion.
- d. Miracle.
- e. Health.

**13. HOW MUCH MONEY DID SALLY HAS?**

- a. One dollar.
- b. One cent.
- c. One million dollar.
- d. One dollar and one cent.
- e. One dollar and eleven cents.

**14. WHAT DID THE PHARMACIST DO WHILE SALLY MADE NOISE?**

- a. Made medicine.
- b. Served customers.
- c. Talked to his brother.
- d. Scolded Sally.
- e. Asked for help.

**15. HOW MANY TIMES DID SALLY DO TO COUNT HER MONEY?**

- a. One.
- b. Two.
- c. Three.
- d. Four.
- e.

Five.



## **THE ANSWER KEYS**

1. D
2. B
3. B
4. C
5. D
6. C
7. D
8. E
9. E
10. E
11. B
12. D
13. E
14. B
15. C

Annex 4. Pre – Post Group test

**UNIVERSIDAD TECNICA DE BABAHOYO  
CENID**



NAMES: \_\_\_\_\_

DATE: \_\_\_\_\_

**1. COMPLETE THES SUMMARY OF CHAPTER 3 WITH THE SENTENCES A-G**

- a. He knew there would be trouble in the future
- b. Lord Leodegrance did as he was told
- c. They wanted to fight him and make him accept Arthur as king
- d. He said the last time he had done that he had caused a lot of pain
- e. Lord Leodegrance said he couldn't do that because Arthur was not a knight
- f. Some of Lord Leodegrance's men tried to escape
- g. They all went inside the castle to celebrate

Arthur and his knights set off to find Lor Leodegrance. (1) \_\_\_\_\_. When they reached his castle they cut the ropes that held the drawbridge and entered. (2) \_\_\_\_\_ Arthur told Leodegrance to accept him as a king or he would kill him. (3) \_\_\_\_\_ Arthur gave Lord Leogrance Excalibur and asked him to make him one. (4) \_\_\_\_\_ And that was the end of the battle. (5) \_\_\_\_\_ - There was a lot of food, drink and music. Guinevere came to look at Arthur's wound. The moment Arthur saw her, he fell in love with her and asked Merlin to help him. He wanted Guinevere to be his wife. Merlin refused to use his magic powers. (6) \_\_\_\_\_ However, he did look into the future. He saw Arthur and Guinevere married. Arthur was so happy he didn't listen to everything Merlin told him. Merlin shook his head. (7) \_\_\_\_\_.

**2. CHAPTER 5. PUT THE FOLLOWING EVENTS IN CHRONOLOGICAL ORDER. WRITE THE NUMBERS 1-8 IN THE BOXES.**

|   |     |  |
|---|-----|--|
| Lancelot left Camelot and travelled around England          | ( ) | <b>3.<br/>CHA<br/>PTE<br/>R 4.<br/>ART<br/>HUR<br/>AND<br/>LAN</b> |
| Lancelot told Guinevere that he would always love her       | ( ) |  |
| Arthur welcome Lancelot again                               | ( ) |  |
| Merlin met Arthur's half -sister at the wedding celebration | ( ) |  |
| Lancelot brought Guinevere to Camelot on her wedding day    | ( ) |  |
| Lancelot met Percival and they traveled together to Camelot | ( ) |  |
| Arthur and Guinevere got married                            | ( ) |  |

**CELOT ARE TALKING. COMPLETE THEIR CONVERSATION WITH WORDS AND SHORT PHRASES.**

Hey you, over there. Move! We want to (1) \_\_\_\_\_

Do you know who I am? I'm (2) \_\_\_\_\_ and I order you to move and let us pass

Then fight me!

You are a good (6) \_\_\_\_\_, Lancelot, and you use your sword with (7) \_\_\_\_\_. Oh no..... my sword!

(9) \_\_\_\_\_, help me!.... Oh, no, stop! What was I thinking? I feel (10) \_\_\_\_\_. I don't want this sword anymore



I will not move!

I (3) \_\_\_\_\_ Lancelot. I want (4) \_\_\_\_\_ a knight or a king. But I must fight them first to see if they are (5) \_\_\_\_\_

Alright. I will fight you.

And now you will (8) \_\_\_\_\_, Arthur!

You let me (11) \_\_\_\_\_ Thank you. You are a good man and I will be your (12) \_\_\_\_\_



**4. CHAPTER 6. READ THE FOLLOWING SENTENCES AND DECIDE IF THEY ARE TRUE OR FALSE. WRITE T OR F IN THE BOXES.**

|  |                          |
|--|--------------------------|
| 1. Arthur didn't know Lancelot left Camelot.               | <input type="checkbox"/> |
| 2. Sir Gawain explained what Merlin meant by what he said. | <input type="checkbox"/> |
| 3. Guinevere managed to hide her feelings.                 | <input type="checkbox"/> |
| 4. Nobody wanted to fight in Lancelot's place.             | <input type="checkbox"/> |
| 5. Percival finally got his chance to do something brave.  | <input type="checkbox"/> |
| 6. Sir Gawain wounded Lancelot in the fight.               | <input type="checkbox"/> |
| 7. When Lancelot's wounds healed, he left Camelot.         | <input type="checkbox"/> |
| 8. Arthur noticed his wife and best friend were missing.   | <input type="checkbox"/> |
| 9. Arthur woke Lancelot and Guinevere up.                  | <input type="checkbox"/> |

**5. FIND WORDS IN CHAPTER 6 WHICH MEAN THE SAME AS THE DEFINITIONS BELOW. THEN WRITE THE WORDS IN THE SPACES PROVIDED TO FIND OUT HOW ARTHUR FELT.**

- |  |  |
|--|--|
| 1. perhaps   | 6. you feel like this if you have done something wrong |
| 2. you sit on it   | 7. a feeling you have when you are frightened          |
| 3. the opposite of a lie                                     | 8. land  |
| 4. become better after an illness                            |  |
| 5. the organ in your chest that sends blood around your body |  |

|   |       |       |       |       |  |       |       |       |
|---|-------|-------|-------|-------|--|-------|-------|-------|
| 1 | _____ | _____ | _____ | _____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ | _____ | _____ |       |
|   |       |       | 2     | _____ |  | _____ | _____ |       |
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|   |       | 5     | _____ | _____ |  | _____ | _____ |       |
| 6 | _____ | _____ | _____ | _____ |  | _____ | _____ |       |
|   |       |       |       | 7     |  | _____ | _____ | _____ |
| 8 | _____ | _____ | _____ | _____ |  | _____ | _____ |       |

6. CHAPTER 8. COMPLETE THE SENTENCES WITH THE CORRECT NAME



Arthur



Percival



Mordred



Morgan

1. \_\_\_\_\_ met \_\_\_\_\_ in the forest.
2. \_\_\_\_\_ did not get old as the years went by.
3. \_\_\_\_\_ killed Arthur's knights.
4. \_\_\_\_\_ did not want \_\_\_\_\_ to get away.
5. \_\_\_\_\_ had a dream that he found the Holy Grail and could take it to \_\_\_\_\_
6. \_\_\_\_\_ spoke kindly to \_\_\_\_\_.
7. \_\_\_\_\_ was surprised by Arthur's welcome.
8. \_\_\_\_\_ wanted to take Camelot.

7. COMPLETE THE SUMMARY OF CHAPTER 9 WITH WORDS OR SHORT PHRASES.

Percival brought the Holy Grail to Arthur after years of looking for it. Arthur filled the holy cup (1)\_\_\_\_\_ and drank from it. As soon as he left (2)\_\_\_\_\_, he set off (3)\_\_\_\_\_ with Kay and his knights. On the way, he stopped at a (4)\_\_\_\_\_. Guinevere came to greet him. She was still a (5)\_\_\_\_\_. Arthur asked her to (6)\_\_\_\_\_ for keeping her locked up. He told her that she was (7)\_\_\_\_\_ to go. Guinevere also apologized to Arthur for (8)\_\_\_\_\_ him. Then she reached under (9)\_\_\_\_\_, took (10)\_\_\_\_\_ and gave it to Arthur. Arthur was so happy because he thought he had lost it. Now he could win his (11)\_\_\_\_\_ and bring (12)\_\_\_\_\_ to England.

8. WHAT DO THE UNDERLINED WORDS REFER TO?

1. He believed that Lancelot was a traitor and his betrayal had caused all the troubles.

\_\_\_\_\_

2. But a Lancelot looked at Arthur, an enemy knight hurt him with a sword.

\_\_\_\_\_

3. Guinevere will be there.

\_\_\_\_\_

4. What have you done?

\_\_\_\_\_

5. She would give it to the next king.

---

6. **They** took him to the magic island of Avalon

**9. CHOOSE A, B OR C TO SELECT THE MAIN IDEA OF EACH CHAPTER.**

Chapter 1

- a. Uther falls in love with Lord Cornwall's wife.
- b. The Lady of the lake gives Uther Excalibur.
- c. Lord Cornwall dies in battle.

Chapter 2

- a. Arthur's father is killed by enemy knights.
- b. The truth about Arthur comes out
- c. Arthur helps Kay get ready for the competition.

Chapter 3

- a. Arthur becomes a knight.
- b. Arthur meets his future wife
- c. Arthur threatens to kill Lord Leodegrance.

Chapter 4

- a. Arthur asks Guinevere to be his wife
- b. Arthur rides around his kingdom and helps people.
- c. Arthur and Lancelot meet and become friends.

Chapter 5

- a. Lancelot falls in love with Guinevere
- b. Merlin teaches Morgan new tricks
- c. Percival goes to Camelot with Lancelot

Chapter 6

- a. Arthur finds out that Lancelot and Guinevere are in love.
- b. Sir Gawain wounds Lancelot in a fight
- c. Percival gets his chance to do something brave.

Chapter 7

- a. Guinevere is locked in castle
- b. Arthur and Merlin are not aware that they are in danger till the end.
- c. Arthur becomes very ill.

Chapter 8

- a. Mordred threatens to take Camelot
- b. Percival meets Morgan and her son while searching for the Holy Grail



**ANSWER KEY**

12  — — — —  
13 — — — — — — — —



|  |   |  |
|--|---|--|
| <p><b>Question 1</b></p> <ol style="list-style-type: none"> <li>c</li> <li>f</li> <li>e</li> <li>b</li> <li>g</li> <li>d</li> <li>a</li> </ol> <p><b>Question 2</b></p> <ol style="list-style-type: none"> <li>Crown</li> <li>Jealous</li> <li>Handsome</li> <li>Miserable</li> <li>Evil</li> <li>Lonely</li> <li>Decorate</li> </ol> <p><b>Question 3</b></p> <ol style="list-style-type: none"> <li>Cross the bridge</li> <li>The king</li> <li>Am</li> <li>To follow</li> <li>Brave</li> <li>Fighter</li> <li>Skill</li> <li>Die</li> <li>Excalibur</li> <li>Terrible</li> <li>Live</li> </ol> <p>Friend, knight and servant</p> <p><b>Question 4</b></p> <ol style="list-style-type: none"> <li>T</li> <li>T</li> <li>F</li> <li>F</li> <li>T</li> <li>T</li> <li>T</li> <li>T</li> <li>F</li> </ol> | <p><b>Question 5</b></p> <ol style="list-style-type: none"> <li>Maybe</li> <li>Seat</li> <li>Truth</li> <li>Recover</li> <li>Heart</li> <li>Guilty</li> <li>Fear</li> <li>Ground</li> </ol> <p><b>Question 6</b></p> <ol style="list-style-type: none"> <li>Percival, Mordred</li> <li>Morgan</li> <li>Morgan</li> <li>Mordred, Percival</li> <li>Percival, Arthur</li> <li>Arthur, Mordred</li> <li>Mordred</li> <li>Mordred</li> </ol> <p><b>Question 7</b></p> <ol style="list-style-type: none"> <li>whit water</li> <li>better</li> <li>to ride around England</li> <li>castle on a hill</li> <li>beautiful woman</li> <li>forgive him</li> <li>free</li> <li>betraying</li> <li>the bed</li> <li>Excalibur out</li> <li>battles, peace</li> </ol> | <p><b>Question 8</b></p> <ol style="list-style-type: none"> <li>Lancelot's</li> <li>Lancelot</li> <li>At Camelot</li> <li>Mordred</li> <li>Excalibur</li> <li>The Lady of the Lake and some other ladies</li> </ol> <p><b>Question 9</b></p> <ol style="list-style-type: none"> <li>a</li> <li>b</li> <li>b</li> <li>c</li> <li>a</li> <li>a</li> <li>b</li> <li>b</li> <li>a</li> <li>c</li> </ol> <p><b>Question 10</b></p> <ol style="list-style-type: none"> <li>Wizard</li> <li>Leader</li> <li>Lance</li> <li>Courage</li> <li>Competition</li> <li>Wound</li> <li>Servant</li> <li>Bright</li> <li>Traitor</li> <li>Cheerful</li> <li>Congratulate</li> <li>Trust</li> <li>Chase</li> </ol> |
|--|---|--|

**Annex 5. Survey**

# UNIVERSIDAD TÉCNICA DE AMBATO



## Survey directed to the Third Level English Teachers at the Language Center in the Technical University of Babahoyo.

Dear Teacher I would appreciate it if you could answer the following questions for the research work “TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS” in order to collect information about the techniques used in reading activities. Previous to obtaining the Master's Degree in Teaching English Language. It is not necessary to write your name. This test is anonymous.

INSTRUCTIONS: Please choose one option and make a tick.

| # | QUESTIONS   | Yes | No |
|---|---|-----|----|
| 1 | Do you apply traditional reading techniques to develop reading activities?                          |     |    |
| 2 | Do you think that students' reading skills can be improved using techniques for reading activities? |     |    |
| 3 | Do you know text- mapping technique for teaching reading activities?                                |     |    |
| 4 | Would you like to learn a new technique to teach reading on narrative text?                         |     |    |

### Annex 6. Survey

# UNIVERSIDAD TÉCNICA DE AMBATO



## Survey directed to the Third level English students at the Language Center in the Technical University of Babahoyo.

Dear Student I would appreciate it if you could answer the following questions for the research work “TEXT MAPPING TECHNIQUE IN THE READING OF NARRATIVE TEXTS” in order to collect information about the techniques used in reading activities in your English classes. Previous to obtaining the Master's Degree in Teaching English Language. It is not necessary to write your name. This test is anonymous.

INSTRUCTIONS: Please choose one option and make a tick.

| # | QUESTIONS   | Yes | No |
|---|---|-----|----|
| 1 | Did you feel motivated to do reading activities using text-mapping technique?               |     |    |
| 2 | Did you understand the texts better using text-mapping technique?                           |     |    |
| 3 | Does your English teacher perform techniques like the text mapping during the classes?      |     |    |
| 4 | Do you think the text mapping is an interesting technique?                                  |     |    |
| 5 | Would you like to practice reading using text mapping techniques?                           |     |    |
| 6 | Do you consider that improve your reading skills is important to your academic development? |     |    |

**Annex 7. Pictures**



