UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
COHORTE 2021

_____

Tema: THE EFFECTS OF GRAPHIC ORGANIZERS ON THE READING SKILL PROCESS.
_____

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera

Modalidad del trabajo de Titulación: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

Autora: Licenciada Priscila Aracely Díaz Masabanda
Directora: Licenciada Miryan Consuelo Salazar Tobar Magíster

Ambato – Ecuador

2023

A la Unidad Académica de Titulación del Centro de Posgrado

El Tribunal receptor del Trabajo de Titulación, presidido por el Ingeniero Héctor Fernando Gómez Alvarado PhD, e integrado por las señoras: Licenciada Sara Nidhya Camacho Estrada PhD. y Licenciada Ximena Alexandra Calero Sánchez Magíster designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptar el Trabajo de Titulación con el tema: *THE EFFECTS OF GRAPHIC ORGANIZERS ON THE READING SKILL PROCESS* elaborado y presentado por la Licenciada Priscila Aracely Díaz Masabanda para optar por el Título de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Ing. Héctor Fernando Gómez Alvarado PhD.
Presidente y Miembro del Tribunal

Lcda. Sara Nidhya Camacho Estrada PhD.
Miembro del Tribunal

Lcda. Ximena Alexandra Calero Sánchez Mg.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: *The Effects of Graphic Organizers on the Reading Skill Process*, le corresponde exclusivamente a la: Licenciada Priscila Aracely Díaz Masabanda, Autora bajo la Dirección de la Licenciada Miryan Consuelo Salazar Tobar Magíster, Directora del Trabajo de Titulación; y el patrimonio intelectual a la Universidad Técnica de Ambato.

Licenciada Priscila Aracely Díaz Masabanda
c.c.: 1722763016
AUTORA

Licenciada Miryan Consuelo Salazar Tobar Magíster
c.c.: 1802840833
DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Licenciada Priscila Aracely Díaz Masabanda
c.c.: 1722763016

ÍNDICE GENERAL DE CONTENIDOS

ÍNDICE DE TABLAS

ÍNDICE DE FIGURAS

AGRADECIMIENTO

To God and to my father who from heaven is that light that guides each of my steps daily.

To my mother, for being an important promoter in each of my achievements.

To my brothers and sister for all their love.

To my husband and daughter, for being my primary support who showed their patience and gave me all the motivation to continue improving.

To the Mg. Miryan Consuelo Salazar Tobar, for her support in my research work.

To the Universidad Técnica de Ambato for being part of my academic training.

Priscila Aracely Diaz Masabanda

DEDICATORIA

I dedicate my work to all my family who with their eternal patience, love and effort allowed me to achieve one of my goals, thank you for teaching me the example of perseverance and courage, of not being afraid of difficulties because I know that God is always with me.

Priscila Aracely Diaz Masabanda

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA
COHORTE 2021

TEMA:

THE EFFECTS OF GRAPHIC ORGANIZERS ON THE READING SKILL PROCESS

MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componente de Investigación Aplicada y de Desarrollo.*
AUTORA: *Licenciada Priscila Aracely Díaz Masabanda.*
DIRECTORA: *Licenciada Miryan Consuelo Salazar Tobar Magíster.*
FECHA: *Treinta de enero de dos mil veinte y tres.*

RESUMEN EJECUTIVO

The present work has been carried out with the objective of analyzing and determining the appropriate graphic organizers for the improvement of the reading comprehension in the English language of the students of the third year BTE in the specialty of accounting of the Unidad Educativa Taisha. The theoretical foundation was carried out through diverse criteria of scientific character by several authors of scientific articles, related to the subject of study. For the investigative effect a methodology with quantitative approach was applied, because the data collected were specifically numerical, which were collected through the corresponding methodological techniques, such as; the pretest and posttest, also a survey to achieve the direct intervention with the participation of the selected population, for this case were the accounting students, their answers facilitated to know the factors that limit the learning of the English language, especially is the development of reading skills, it was also descriptive, because it allowed characterizing the problem of the students. Based on the results of the pretest and posttest, the statistical test t-student was applied for the rejection of the null hypothesis and the acceptance of the alternative hypothesis that says "The use of graphic organizers improves the reading competence of the students of accounting of the Unidad Educativa Taisha", also the results of the survey, allowed to know the perception of the students in relation to the graphic organizers, who stated that it helps significantly to the development of reading in group and to be able to interpret the texts that they read in English. In conclusion, after the research carried

out, it can be determined that the graphic organizers do influence the improvement of the processes of reading ability in the English language in the accounting students of the Unidad Educativa Taisha in the province of Morona Santiago.

KEYWORDS: *READING COMPREHENSION, GRAPHIC ORGANIZERS, READING SKILLS, LEARNING, TEACHING*

CHAPTER I
THE RESEARCH PROBLEM

1.1 Introduction

Nowadays, English is the most commonly spoken language in the world. English is a crucial language to be competitive learners in the job market, access college education overseas, and enhance their ability to access information and build friendships online. Besides, around the world, tourists and travelers use English as a common language.

In this way, in Ecuador, English is gaining a lot of territory throughout society, emphasizing education. Within the educational field, English as a foreign language takes part in the syllabus as a subject for 3 hours a week as cited (Brown, 2022). From this perspective, the level of knowledge that is acquired by the students in the different sublevels and particularly in the Bachillerato is not the one expected by the Ministry of Education in which mentioned that they could acquire the A2 level. In the Unidad Educativa "Taisha", the students of the third-year B.T.E do not acquire an appropriate English level significantly in understanding readings. Thereby, this research will propose a strategy to improve reading comprehension such as the application of different graphic organizers, a tool that is useful in order to acquire an adequate process when having readings in the English class.

This strategy helps both teachers and students "Teachers use graphic organizers to scaffold information to students. Students use graphic organizers to understand concepts in manageable chunks" (Rahat, 2020). It permits students to organize text with an appropriate vocabulary becoming familiar with the concepts. Based on it, they should "preview the text and discuss key vocabulary, or chunk the text and read and discuss as you go" as pronounced (Barashid, 2020). In addition, Kampen (2020) argued that the use of "Mind maps, graphic organizers and anchor charts are classroom staples, but they can also help students draw relationships between abstract concepts. Guide students through how to read them for maximum effectiveness".

The purpose of this strategy is to produce ideas in graphic organizers and interact tables, recognize trends and patterns, notice outliers, get principal and secondary ideas and see cause-effect relationships. Allowing them to improve their comprehension in the reading skill process. Before and after the implementation of this strategy pre-test and post-test were managed in order to provide the researcher with valuable information. With this in mind, the current research is organized into six chapters outlined below.

Chapter I: The problem is introduced; the justification is described and the reasons why the graphic organizers' strategy improves the level of reading comprehension in students. The general and specific objectives are established precisely.

Chapter II: This research was supported by previous studies and theories. The graphic organizers are cited and defined. Scientific documentation available in the virtual library of the Technical University of Ambato and Google scholar was reviewed, nominated, and involved.

Chapter III: The place and its features where the research process was carried out were described. As well as the different parts such as Tools and Techniques; Research Approach, hypothesis; population and sample; data collection; Data processing and statistical analysis; and Response variables or results achieved are explained.

Chapter IV: The outcomes obtained through the pre-test and post-test to the students are discussed and analyzed in order to know if the graphic organizer's strategy applied in this study truly works.

Chapter V: The conclusions and recommendations are marked out. It helps to enhance the process of teaching and learning the English Language.

Chapter VI: The proposal is the creation of a handbook which facilitates in the use of graphic organizers and improve the comprehension of the reading skill process.

1.2 Justification

At the present moment, teachers have a difficult task when developing reading competence in students. Teachers should find the best strategy to gain proficiency in the students reading skills. It is really beneficial to carry out this research in Unidad Educativa "Taisha", for this way, improve the difficulties that learners have in comprehending the reading.

This study focused on helping both teachers and students to explore the best strategies to guide decisions and actions to achieve the objective which is to support the development the reading comprehension in the English Language as well as the benefits of their suitable use of this strategy. Furthermore, this research was important because the graphics organizers have the most feasible and appropriate ways in which students understand better the readings and increase their motivation to learn English to improve their reading comprehension.

For this study, some questions will be answered. These will allow us to carry out autonomous work and plan relevant strategies in the necessary time with the only projected objective to help students of third-year BTE strengthen their interest in learning the use of graphics organizers and let them increase reading comprehension, based on a deep investigation and information on articles, it revealed that if teachers provide students with adequate graphic organizers, it can bring excellent results in the reading skill process. To sum up, graphic organizers play a vital role in English. The graphic organizer "is a visual communication tool that uses visual symbols to express ideas and concepts and to convey meaning" as quoted (Kurniaman & Astuti, 2018). It means that teachers can apply this strategy in the classroom using the correct materials to achieve the aims of my study where a pre-test and a post-test will select.

1.3 Objectives

1.3.1 General

- To analyze the impact of graphic organizers' strategy on the development of reading comprehension.

1.3.2 Specific

- To identify the appropriate graphic organizers to enhance reading comprehension in the English language.
- To recognize the benefits of applying graphic organizers strategy for developing reading comprehension in the English language.
- To create a handbook of the appropriate graphic organizer for improving the reading comprehension in the English learning.

CHAPTER II
RESEARCH BACKGROUND

2.1 Theoretical background

This section allows to expose other researches that focus on the topic of study. To a certain extent, these researches enrich the reader so that he/she can have a better understanding of the proposed topic and at the same time will be able to know different positions suggested by the authors in the different studies. In order to support the importance of the present investigation, the databases of research works, technical articles, among others, have been reviewed; where information related to the research topic was obtained, exposing the following works.

In the research presented on "The Effects of Graphic Organizers on Reading Comprehension Achievement of EFL Learners", presented by Ozturk (2012), it mentions the importance of graphic organizers (GOs) in text comprehension through the use of visual elements. For this purpose, an experimental study was applied with a specific group of fifty intermediate EFL students of the School of Foreign Languages of Dokuz Eylül University, where a reading comprehension test was conducted before the application of the activities for the literary review and benefits of graphic organizers. After twelve weeks of work where GOs introduction activities were carried out, the same reading comprehension test was applied as the basis of the experimental analysis where satisfactory results were obtained, highlighting the results that have revealed that the teaching of GCs in EFL reading courses helps students in the comprehension of English reading materials.

Rahat (2020) is his research dealing with the "Impact of Graphic Organizers on the Reading Comprehension of English Language Learners at the Intermediate Level". The study focuses on the specific teaching of theater in English through the use of graphic organizers. The study explores the participants' perceptions on the use of this tool, which in turn is part of a quasi-experimental study because it proposes a pre-test and a post-test of two groups of students where the first group receives treatment of GOs and the other receives a traditional teaching. The data collected were analyzed using a t-test, where a significant difference was observed in the mean score of both

groups and the results revealed that the use of GOs had a positive impact on students' comprehension. Thus, highlighting that GOs could help increase reading comprehension as well as understanding of text structure with a positive perception of their use.

In another research, exposed by Basri (2017) where whose objective was to analyze whether graphic organizers have a significant effect on the success of students in the areas of language teaching and learning compared to traditional techniques. Where to carry out such study the meta-analysis method of 70 quasi/experimental studies in this area was used, same that were conducted during the years of 2000-2016. As a result, the data obtained are interpreted within a random effects model, where it was detected, that graphic organizers have a large effect size on academic success compared to traditional teaching methods.

In turn, Barashid (2020) presents in his research the analysis of the effect of an instructional program based on graphic organizers on the critical reading skills of Saudi EFL students. The methodology employed deals with a quasi-experimental design starting from a study sample of 43 Saudi male first-year students attending Al-Jouf College of Technology. From the study sample, the study sample is divided into two groups, the experimental group was treated with an instructional program based on graphic organizers (Venn diagram, KWL chart, fishbone, concept maps and circle maps) during the time of eight weeks, while the control group was taught with the more conventional method (books). The results showed that graphic organizer strategies contributed significantly to the development of students' critical reading skills and highlights as a recommendation that EFL teachers take graphic organizers into account when teaching reading skills.

At the national level, the study in the city of Ambato on graphic organizers for strengthening reading comprehension in English as a foreign language Hernández, Hidalgo and Carrera (2020). The research focused on measuring to what extent these learning tools influence the development of reading comprehension in students of the Joaquín Lalama Educational Unit. The methodology applied was experimental where the sample consisted of 40 students in the control group and 35 students in the experimental group, where the analysis was based on a pre-test and a post-test focused

on reading comprehension. The results obtained helped to show that the use of graphic organizers for the development of reading comprehension in the observed subjects was effective.

In turn, Tayo (2019) in his research on "The Use of Graphic Organizers to Improve the Ability of Reading Comprehension in English" started with the objective of improving reading skills in learning English as a foreign language in students of the Elementary Level (A2) of the Language Center of the Technical University of Ambato.

The methodology used in the research was the Quasi-Experimental Method where it was based on the application of a Pre-test and a Post-test in a control group of 30 students and 30 students of the A2 level of English in the experimental group. The results were analyzed at a descriptive level in which the Student's T was used to obtain statistical results that led to establish that the use of graphic organizers has a significant impact on the development of reading skills in English language learning.

In summary, the information gathered from many recognized authors around the world and in our country Ecuador shows clear evidence that the influence of graphic organizers has a significant impact on learning and is of potential help in the process of students' reading comprehension in the English language in and out of the classroom.

In accordance with the aforementioned investigations, related to the present work. It is possible to identify that the students feel more motivated and self-confident when using graphic organizers during some readings in classes as they reinforce their English language skills while learning new vocabulary, phrases, or expressions. At the same time, this research identifies that the teachers involved in these studies use these dynamic and interactive resources to promote the learning of English in the learners, in order to improve reading comprehension and build a bridge of connection between the learners.
.

2.2 Theoretical foundation

2.2.1 Independent variable framework

2.2.1.1 Cooperative Learning Strategies

Cooperative learning is the learning process in which individuals learn in a small group with the help of each other. Cooperative learning gives importance to cooperation as against our present educational system, which is based on competition. Cooperation rather than competition is the predominant characteristics of human beings. People are bonded together by love and cooperation and it is this quality on which the survival of human kind is based. The present paper discusses the concept and salient features of cooperative learning (Singh & Agrawal, 2011).|

Bick (2013) defines cooperative learning as a student-centered, instructor-facilitated teaching strategy in which a small group of students is responsible for their own learning and for the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject in order to solve a problem, complete a task, or achieve a goal. Cooperative learning is not just a new idea in education. Research over the past twenty years has identified cooperative learning methods that can be used effectively at all levels to teach all types of content (Tayo, 2019).

2.2.1.2 Learning Strategies

Learning strategies are steps learners take to improve their learning. Where the active use of language learning strategies helps learners to control their own learning by developing language skills, increasing confidence and motivation in the learning process. In turn, strategy instructions enhance learners' independent and autonomous learning and help learners take responsibility for their own learning (Shi, 2017).

Paudel (2019) states that learning strategies are the key tools for determining the approach to achieve the learning objective. Where different phases of the teaching-learning process are included. In turn it is linked to the needs and interests of learners to enhance their learning effectiveness.

2.2.1.3 Meaningful Learning Strategies

Deep meaningful learning is higher order thinking and development through multiple active intellectual engagement aimed at constructing meaning through pattern recognition and concept association. It includes inquiry, critical thinking, creative thinking, problem solving, and metacognitive skill (Mystakidis, 2021).

Sharan (2015) explains that meaningful learning is based on something more than what teachers transmit; where the construction of knowledge is promoted from the experience of students, their feelings and exchanges with other students. This educational vision is based on the constructivist approach to learning and the cooperative learning approach. Researchers and practitioners from various countries and settings are looking for ways to incorporate these approaches to create meaningful learning in the multicultural classroom and in the cooperative learning classroom.

2.2.1.4 Graphic organizer

Graphic organizers are an important pedagogical tool that help increase reading comprehension in teaching English as a second foreign language. Graphic organizers are designed to enhance students' learning outcomes, e.g., they can visualize and construct ideas; organize the sequence of information; brainstorm ideas; organize problems and solutions; compare and contrast ideas; and show cause and effect. In addition, this pedagogical tool facilitates student learning.

A graphic organizer is a visual and graphic display that depicts the relationships betweenfacts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advanceorganizers, or concept diagrams (Association, 2016). In addition, Kosimov (2022) argues "EFL teachers should enhance students' critical reading skills by teaching concept mapping and graphic organizers and using interesting materials in the classroom". Moreover, graphic organizers focus on the interconnections between the texts. Additionally, graphic organizers provide teachers withtools to assist students in attaining better levels of reading comprehension performance.

The use of the graphic organizer motivates students' creativity in understanding new topics and helps facilitate the learning of new words they encounter in a text (Sam & Premalatha, 2013). Thus, it is important to note that learners can use graphic organizers to visually show connections and correlations between facts and concepts. These tools can also be used to stimulate students' thinking skills and to guide the structure of their responses to learning tasks, such as research projects or assessments (Hanley, 2018).

GOs can support the development of younger learners' argumentative writing and cognitive skills in L2 contexts (Carl y otros). According to Vargas and Zuñiga (2018) graphic organizers as effective for the purpose intended, but theyrequired additional practice. Besides that, students would be able to work with graphic organizers better once they have learned to identify the main ideas and supporting details. However, Campoverde (2020) argued that the graphic organizers helped pick the mainideas by comprehending the gist of a text.

The students can be focused on the meaning ofkeywords rather than on the form of the graphic that they used. It means that whatever thegraphic that is used by the students, they understand the keywords' meaning which they put on the graphic. To conclude, the use of graphic organizers expands student performance in remembering information better and learning both visually and verbally for all aspect mentioned before.

2.2.1.5 Benefits of graphic organizer

The benefits of graphic organizers detailed by different authors are exposed:

- Graphic organizers allow to achieve a better understanding of text organization understanding of text organization because they reveal the text structure and possible forms of organization in a visual easy to understand possible forms of organization in a visual and easy to understand way.
- Provides readers with a preview of how the arguments are structured; through the illustration of text organization.
- They help to distinguish between main ideas and supporting details.

- They allow for more selective reading and prioritization of the text.
- Helps to simplify the reading process and serve as a support, especially for students with less proficiency in the language.
- It helps to understand how the text moves from one argument to another (Vargas & Zuñiga, 2018).

It allows the integration of creativity and teamwork, improves thinking and language skills practiced by students. Ensures and fulfills an effective result for teaching English, as it integrates various methods combining their best aspects for students (Kalmamatova y otros, 2020). Graphic organizers allow teachers to show and explain relationships between content and sub-content and how they in turn relate to other content areas. Thus, highlighted in the following tables are benefits with respect to the student and the teacher.

Table 1.

Benefits of graphic organizers

Benefits to students	Benefits to teachers
Understand the concept of part to whole	Show and explain relationships between and among content
Record relationships	Make your lessons interactive
Clarify and organize ideas	Help visual learners to acquire information more easily
Improve memory	Motivate students
Comprehend texts	Assist students in prewriting techniques
Recognize and assimilate different points of view	Assess what students know

Note: This table shows the benefits of graphic organizers.

2.2.1.6 Types of graphic organizers

There are several types of graphic organizers. They are used to promote the learning of different types of texts. Therefore, it is essential to select and use the graphic organizer according to the circumstances of the learners. The following are details of different graphic organizers such as:

1. Spider Map Graphic Organizer

This type of graphic organizer is used to investigate and list various aspects of the same topic or theme, helping the learner to organize his or her thoughts. It is somewhat similar to a spider web, hence its name. The process of creating a spider diagram helps the learner focus on the topic, in turn, forces them to review what they already know in order to organize that knowledge and helps them monitor their growing understanding of the topic. It also helps to pinpoint areas where the learner needs to do more research (where the web is difficult to fill in) (Rashidah, 2014).

Figure 1.

Spider Map
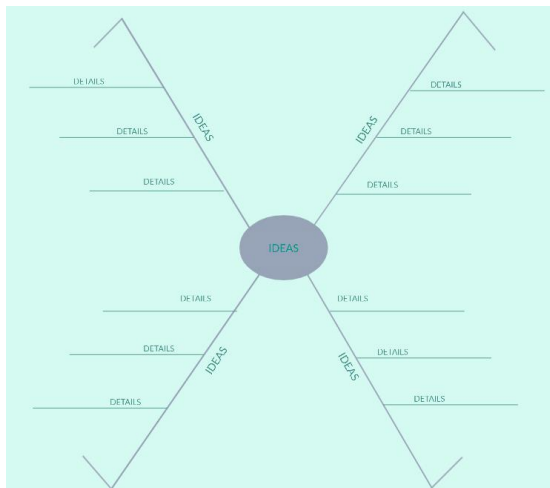
Note: The figure represents the mental map that is related to the graphic organizers, which is distributed by ideas with their respective details. Taken from *Using Spider Maps* (p. 25), by Rashidah (2014).

2. Venn diagram

A Venn diagram is a graphic organizer that compares and contrasts two or more ideas. Overlapping circles represent how ideas are similar (the inner circle) and different (the outer circles). It is used after reading a text(s) where two (or more) ideas are being compared and contrasted. This strategy helps students identify similarities and differences between ideas (Instruction, 2018).

Figure 2.

Venn diagram
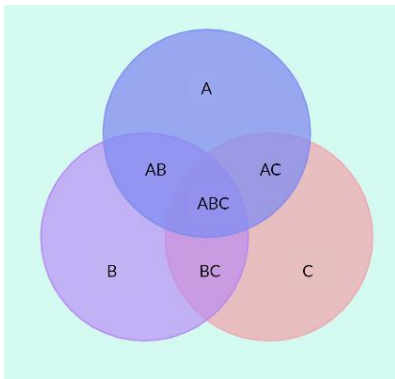
Note: The figure represents the Venn diagram that is related to the graphic organizers, allows students to identify the similarity and difference between two or more ideas. Taken from *Using Venn diagram* (p. 2), by Instruction (2018).

3. Conceptual Map

A concept map is a diagram of nodes, each containing concept labels, which are linked together with directional lines, also labeled. The concept nodes are arranged in hierarchical levels that move from general to specific concepts (Zeilik, 2010).

Figure 3.

Conceptual Map
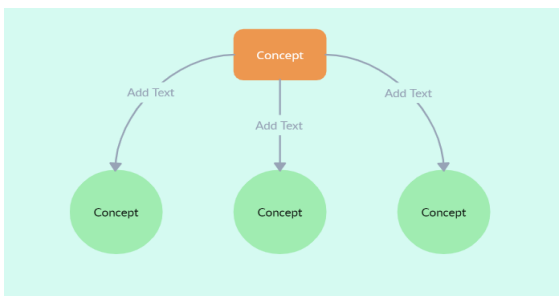
Note: The figure represents the Conceptual Map that is related to the graphic organizers, allows the concepts of two or more work variables to be conicerized. Taken from *Using Conceptual Map* (p. 17), by Zeilik (2010)

4. Timeline

A timeline graphic organizer visually shows a series of events that occur or are expected to occur. This linear graphical organizer timeline has many uses in project management, teaching, scheduling, and reviewing. Timelines are also handy for studying or reviewing history where the significant events are shown on the timeline visually. Here we will discuss different types of timelines and how to make them efficiently and accurately (eBook, 2022).

Figure 4.

Timeline
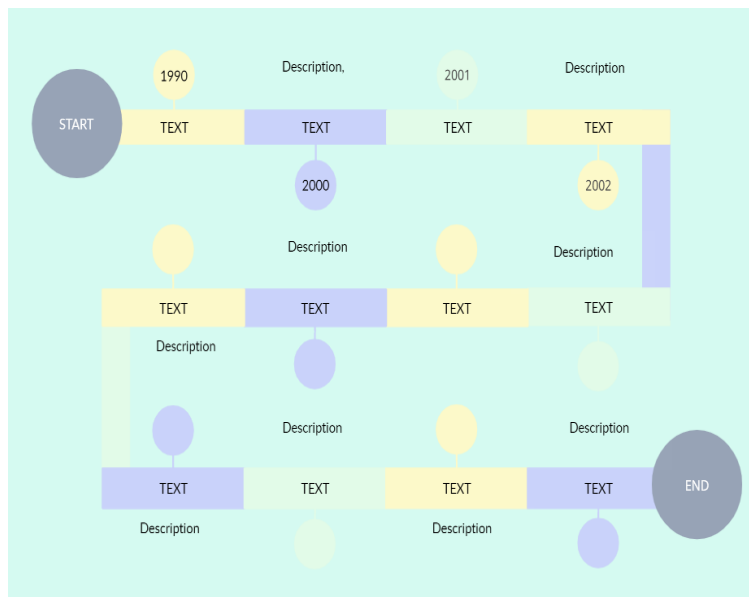
Note: The figure represents the Timeline that is a graphical representation of milestones, events or characters sequenced in chronological order and arranged along a straight line. Taken from *Timeline Graphic Organizer Thinkport* (p. 27), by eBook (2022)

5. Cause-effect diagram

A Cause-and-Effect Diagram is a tool that helps identify, sort, and display possible causes of a specific problem or quality characteristic. It graphically illustrates the relationship between a given outcome and all the factors that influence the outcome. This type of diagram is sometimes called an "Ishikawa diagram" because it was invented by Kaoru Ishikawa, or a "fishbone diagram" because of the way it looks (C&EDIAG, 2015).

Figure 5.

Cause/effect
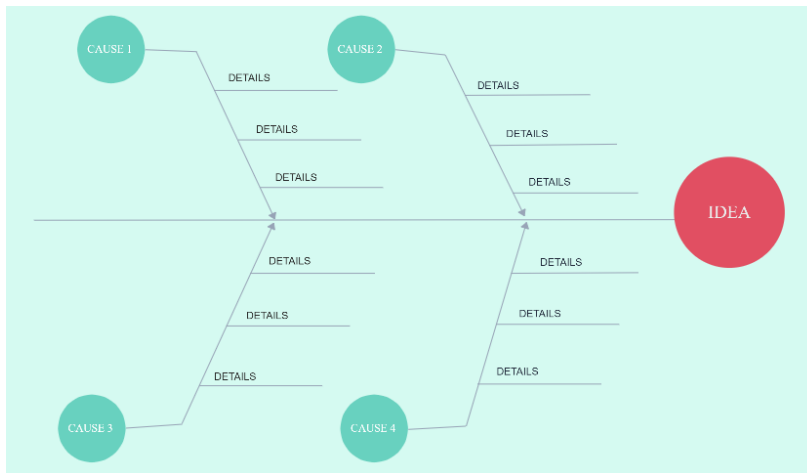
Note: The figure represents the Cause/effect that is a graphical representation used to identify the possible causes of a specific problem. Taken from *Cause-And-Effect* (p. 18), by C&EDIAG (2015)

6. Sequence of Events Chain Graphic Organizer

Sequence chart or sequence graphic organizer is a tool that helps graphically represent the order of steps in a process, a timeline of events, etc. It can also be used to plan lessons or to take down notes during a lesson (eBook, 2022).

Figure 6.

Sequence events chain
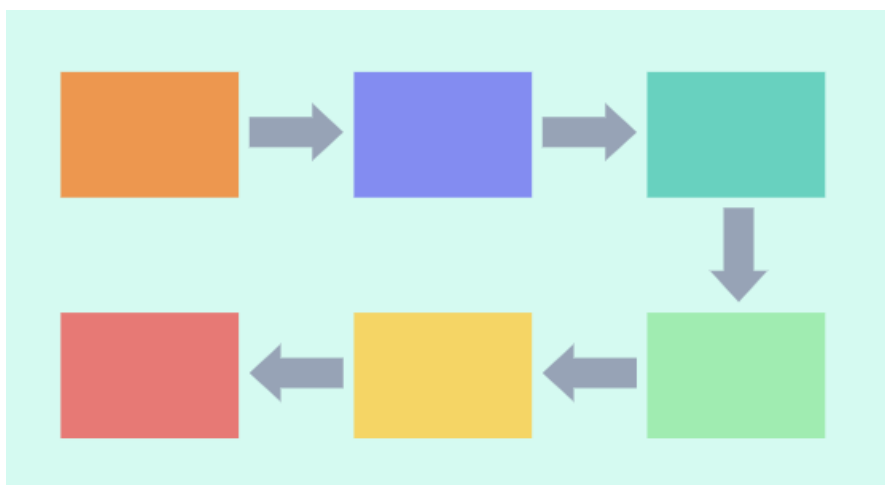
Note: The figure represents the Sequence events chain that allows the projection of a series of events in chronological order or to show the stages of a process. Taken from Use *Sequence events chain* (p. 45), by eBook (2022)

7. Tree Chart Graphic Organizer

Tree chart is a type of graphic organizer that shows how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, outcomes, etc. The tree chart prompts the student to state a decision that needs to be made by listing the possible options, and the pros and cons of each option. Tree charts combine the probabilities, decisions, costs and payouts of a decision and provide a strategic answer (SEAL, 2021).

Figure 7.

Tree Chart
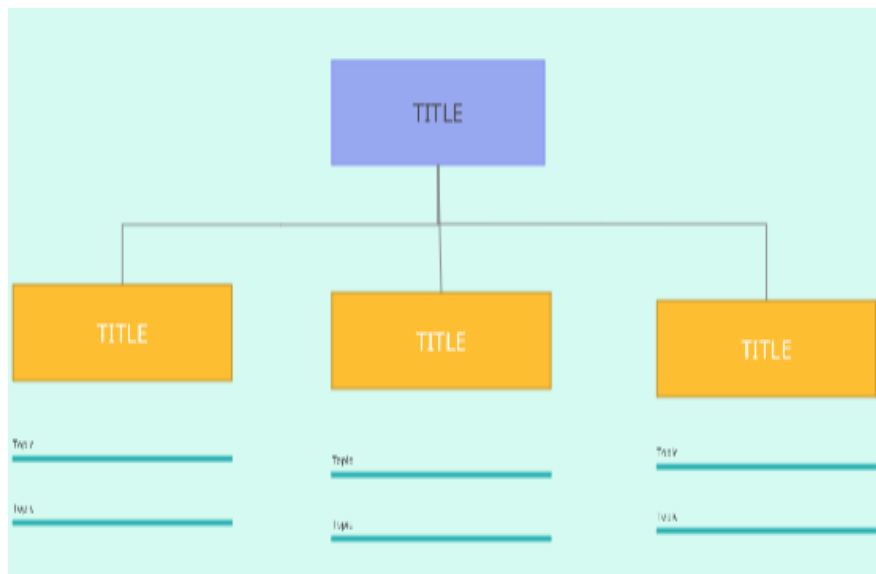
Note: The figure represents the Tree Chart that allows information to be separated into columns, which can then be compared. Taken from Use *Tree Chart* (p. 17), by SEAL (2021).

8. Persuasion Map

The Persuasion Map is an interactive graphic organizer that enables students to map out their arguments for a persuasive essay or debate. Students begin by determining their goal or thesis. They then identify three reasons to support their argument, and three facts or examples to validate each reason (NCTE, 2013).

Figure 8.

Persuasion Map
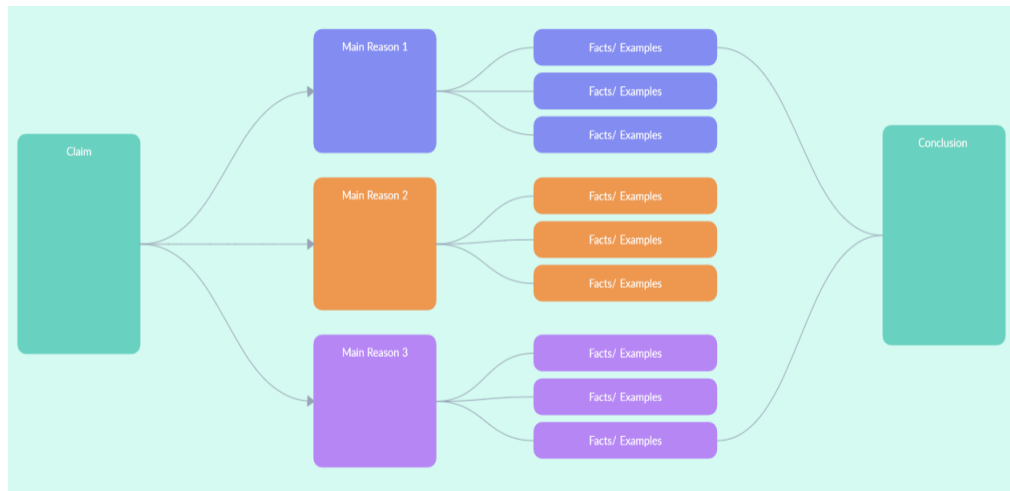
Note: The figure represents the Persuasion Map that makes it easier for students to become familiar with the persuasive writing process. Taken from Use *Persuasion Map* (p. 17), by NCTE (2013).

9.   Cluster graphic organizer

A cluster graphic organizer or a cloud diagram is a type of non-linear graphic organizer that can help to systematize the generation of ideas based upon a central topic. Using a cluster graphic organizer diagram, the student can more easily brainstorm a theme, associate about an idea, and explore a new subject (Letendre, 2014).

Figure 9.

Cluster graphic organizer
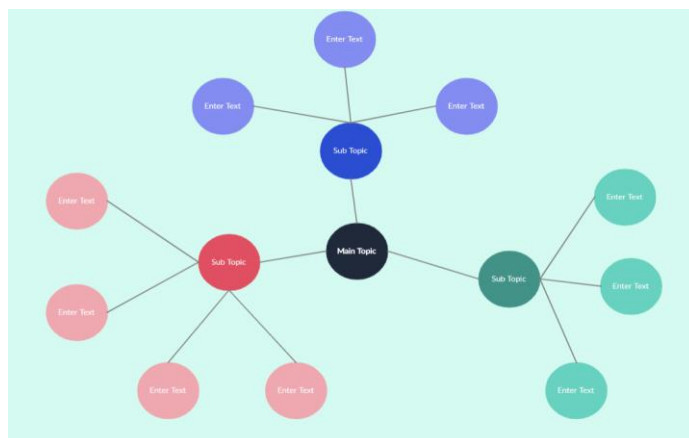
Note: The figure represents the Cluster graphic organizer that can help to systematize the generation of ideas based upon a central topic. Taken from *Cluster graphic organizer* (p. 17), by Letendre (2014).

10. Start Diagram

A star diagram is used to organize attributes, facts, questions or characteristics based on a single topic. Star diagrams are graphic organizers that are useful for brainstorming new ideas or topics connected to the same theme (Creatly, 2022).

Figure 10.

Start Diagram
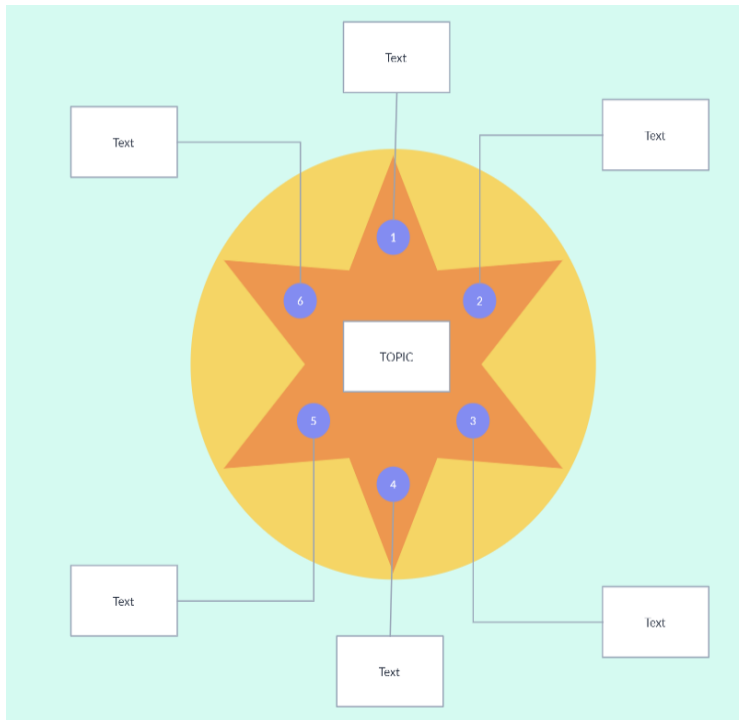
Note: The figure represents the Start Diagram is used to organize attributes, facts, questions or characteristics based on a single topic. Taken from *Use* Start Diagram (p. 43), by Creatly (2022).

2.2.1.7 How to use the Graphic Organizers

Teachers can use graphic organizers as they see fit, as organizers are truly flexible tools. This tool can be used for teaching, review, extension and enrichment purposes, and have your students work in pairs, groups or as a whole class to complete them. To help students get the most out of graphic organizers. Therefore, it is advisable to keep the following points in mind to make the best use of this tool.

- Familiarize yourself with different types of graphic organizers.
- Explain to students what graphic organizers are and why they are useful in learning.
- Present the specific graphic organizer for a topic. Point out its subject and organizational framework.
- Use examples to illustrate the use of some graphic organizers.
- Assign the graphic organizer as an individual, paired, or group activity.
- Review students' work. Generate classroom discussion on the effective use of graphic organizers (Education Bureau, 2015).

2.2.2 Dependent variable framework

2.2.2.1 English as a second language

As English as a second language is increasingly recognized as a common global reality (Cambrige, 2020) .Therefore, it is emphasized that English is taught to people whose primary language is not English and who live in a country where English is not the primary language of communication within their society.

And it is emphasized that mastering English increases the chances of getting a good job in a multinational company in your country or finding work abroad. It is also the language of international communication, the media and the Internet, so learning English is as important for socializing and having fun as it is for work. It is evident to note that in a globalized world, the importance of English cannot be denied or ignored, as it is the most common language spoken everywhere. As one of the foreign languages, English is learned by thousands of people all over the world.

The popularity of English as the most widely used language worldwide now extends to most non-English speaking countries. With the help of emerging technology, English has played the leading role in various sectors, such as medicine, engineering and education, etc. English is a vital language for all kinds of professional and personal goals (Ameilia, 2021).

Vicente (2021) states that English is the most learned second language (L2) in the world, for this reason, many people decide to learn it and go through a second language acquisition (SLA) process. However, learners may face different difficulties when learning English and one of the factors depends on their native language.

2.2.2.2 English language skills

It is emphasized that if you need to become proficient in English, you will need to focus on working on all four skills:

- Reading will improve grammar, expand vocabulary and increase knowledge.
- Writing will allow you to text or write to anyone in English, as well as send emails and prepare reports, which are essential in the workplace.
- Speaking with confidence will allow you to express your thoughts and facilitate conversations and presentations.
- Listening will help to better understand what is going on around you (Husain, 2015).

2.2.2.3 Receptive skills, listening and reading

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening - and which will be addressed in this chapter - but there are also significant differences between reading and listening processes too, and in the ways we can teach these skills in the classroom (Jawi, 2010).

Similarly, listening skills are highlighted as the key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person speaking. Listening is a language skill. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try to see things from the other person's point of view (Tyagi, 2013). And Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge (Clark & Rumbold, 2006).

2.2.2.4 Reading skill

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others. Reading skills involve identifying the meaning of words, making inferences, identifying the writer's technique, recognizing the mood of the passage, finding answers to questions. Reading skills may also include: recognizing the script of language; inferring the meaning and use of unfamiliar lexical items; comprehension of explicit and non-explicit information, conceptual meaning.

The conceptual the communicative value of sentences, the relationships within sentences and among within sentences and between text parts by means of lexical cohesion devices. Of lexical cohesion devices; recognizing the indicators and the point of information in discourse; distinguishing the main idea from supporting details; selective from supporting details; selective extraction of relevant points from the text; basic reference skills; basic of the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts (Bojovic, 2010). Clark and Rumbold (2006) state that reading ability allows for the development of joint skills such as:

1. Identifying simple facts presented in a written text (literal comprehension).
2. Making judgments about the content of the written text (evaluative comprehension).
3. Relating the text to other passages and written situations (inferential comprehension).

2.2.2.5 Reading Comprehension

Reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, the reason we teach it and why we care about it. It is also the prerequisite for meaningful text learning. Reading comprehension is complex and we are still far from fully understanding it (Kirby, 2007).

Mckee (2012) defines Reading comprehension can be defined as the ability to understand a text and to analyze the information and correctly interpret what the writer states. "No single process defines reading comprehension by itself, but together they provide one of the processes necessary for fluent reading.

2.2.2.6 Importance

The importance of reading comprehension is emphasized because it is the ability to understand a passage of written text. It is the bridge between the passive reader and the active reader, and the crucial link to effective reading, essential for an enriching academic, professional and personal life. Reading comprehension involves several different processes, such as imagining what the words describe, understanding the context of the book, and being able to answer questions related to a text. Think about a book you've read before and try to summarize what the book is about. If your child is able to answer questions about a book or text, explain important events that have happened in a story, and give an opinion about why events happened, he or she is demonstrating comprehension skills (Kaya, 2015).

2.2.2.7 Process, pre-reading, lead-in, while, gist, details, post-reading

Reading is a process that includes three phases: before reading, during reading and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading. Then, the reader begins to read the written text—the during-reading phase. While he or she reads, the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading.

Finally, the after-reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge (Rinahart & Winston, 2000).

2.2.2.8 Pre-reading, lead in

Pre-reading provides an overview that can increase reading speed and efficiency. Pre-reading typically involves looking at (and thinking about) titles, chapter introductions, summaries, headings, subheadings, study questions, and conclusions.

Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear. Before students read any text, teachers can direct their attention to how a text is organized, teach unfamiliar vocabulary or other concepts, search for the main idea, and provide students with a purpose for reading or listening. Most importantly, teachers can use pre-reading strategies to increase students' interest in a text (Brassell & Timothy, 2008).

2.2.2.9 While, Gist, Details

These include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion. Answering the questions, predicting what is next, Matching, Jigsaw reading. Reading puzzles, True/False activities are while-reading activities (Tayo, 2019).

2.2.2.10 Post-reading

The task of the after-reading stage is to integrate or synthesize the read material into one's knowledge base of the topic. Students need to make the material their own. This can be achieved through a variety of means employing writing, class discussion, visual representations, and physical demonstration.

The main purpose of the post-reading phase is to check for correct comprehension of the text. Too often students are asked to read a selection and then do not have the opportunity to discuss the text they have read. By using simple post-reading strategies, you can help the person deduce the meaning of what they have read and address any misunderstandings they may have encountered (Wahjudi, 2010). Knowing the importance of the reading process, we highlight some specific activities that can help a reader during the three phases of the reading process the reading process.

Table 2.

Activities to consider during the reading process

Before Reading	During Reading	After Reading
❖ Set a purpose -Why are you read this text? -What are your goals for reading it? ❖ Make a plan -How will you read this text (Independently, with a partner/group, etc.)? -How much time will you spend reading? -What strategies will you use? ❖ Preview the material ❖ Activate prior knowledge -Brainstorm -Make a map/web/cluster -Discuss ❖ Make predictions ❖ THINK	❖ Read ❖ Pause and think about what you're reading ❖ Monitor comprehension -Use active reading strategies -Reread -Take notes -Discuss ❖ Pause and check predictions ❖ Make new predictions ❖ Ask yourself questions -What happened? -Why did it happen? -Does this make sense? -Do I understand? ❖ Pause and summarize ❖ Visualize ❖ THINK	❖ Pause and think about what you knew before reading, what you learned during reading, and what connections you made ❖ Try to create new knowledge by combining what you knew with what you learned ❖ Participate in discussion ❖ Create a graphic representation ❖ Summarize the story ❖ Search for answers to unanswered questions ❖ Write about what you read— put it in your words ❖ Share your interpretations and opinions ❖ THINK

Note. This table shows the activities that can be considered before, during and after the reading process.

2.2.2.11 Types of Reading

Four types of reading can be identified, which are detailed below:

2.2.2.11.1 Intensive Reading

Intense reading is a kind of reading where readers other than linguistic expertise should be aware of and concentrate on text context and semantic Comprehension since the aim is to obtain such facts. In other words, intense reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading (Rashid & Islam, 2021).

2.2.2.11.2 Extensive Reading

Extensive reading is a language teaching tool where learners are expected to read a considerable amount of text for global Comprehension. The goal is to derive enjoyment from the texts for educational purposes; comprehensive reading has been

described differently by educators, scholars, and reading specialists. In language instruction, a form or form of reading is referred to as intensive reading. Thus, extensive reading is used to gain a broad interpretation of a language (Rashid & Islam, 2021).

Muchtar (2019) states that Extensive reading consists of reading widely and in large quantities, with the main objective of enjoying the reading activities, while intensive reading is reading that is only limited to short text and carried out with the objective of understanding the entire content of the reading. As an approach to reading literacy, this method differs with extensive reading in several aspects related to reading activities, which include the main goals of reading concentration in reading the text, sources types of reading, number of readings the speed of the reading level and the method of reading.

2.2.2.11.3 Skimming

Skimming is one of the tools that can be used to read more in less time. Skimming refers to looking for the general or main ideas, and it works best with nonfiction (or factual) material. When skimming, overall comprehension is reduced because you don't read everything. You only read what is important to your objective. Skim reading takes place while reading and allows you to look for details in addition to the main ideas (Hadi, 2019).

2.2.2.11.4 Scanning

Scanning is a useful tool to speed up reading. Unlike skim reading, scanning searches for only a specific piece of information without reading the whole thing. You scan when looking for your favorite show in the cable TV guide, your friend's phone number in the phone book, or sports scores in the newspaper. For scanning to be successful, you have to understand how the material is structured and understand what you read in order to locate the specific information you need. Scanning also allows you to find details and other information quickly (Hadi, 2019).

After having carried out the theoretical foundation of the different variables previously contextualized, based on scientific and bibliographic criteria, by several authors of articles and studies that are related to the main research topic, which deals with the use of graphic organizers, it can be said that certain concepts and theories facilitated obtaining a clearer and broader idea of the activities that can be applied as strategies to improve reading skills in the students of the Unidad Educativa "Taisha".

CHAPTER III
METHODOLOGY

The present research had an approach with quantitative data of the problem, because it allowed describing the current situation of the accounting students of the Unidad Educativa Taisha, an educational institution of fiscal support, Hispanic jurisdiction, Sierra-Amazon regime, with respect to graphic organizers to improve the processes of reading skills in English.

3.1 Location

This study was carried out in the Unidad Educativa "Taisha", an educational institution of fiscal support, Hispanic jurisdiction, Sierra-Amazon regime, located in the province of Morona Santiago, canton and parish Taisha, under the administration of District 14D05, the mode of study is face-to-face in the morning and afternoon, offering the levels of Initial to Technical Baccalaureate in the specialty of Accounting. The canton is located 510 meters above sea level, which determines its warm-humid climate with an average temperature of 29 ° C to 35 ° C, with a large jungle plain inhabited by the Shuar, Achuar and mestizo nationalities, has 18437 inhabitants, 69.77% are engaged in agriculture, livestock, forestry and fishing, Taisha intercultural and mega diverse border canton.

3.2 Equipment and resources

In order to determine the equipment and resources needed, it was estimated that the classes are taught face-to-face. However, the present study is prepared for face-to face. The entire analysis is based on the consideration of the already authoritative sessions and the fact that English has been a hybrid mode class since the pandemic began. The following equipment and materials were needed for the face-to-face sessions:

- Computer
- Projector
- Internet connection

- Sheets of paper
- Pens
- Cell phone
- Notebook

3.3 Type of research

The research was conducted under a quasi-experimental approach where work was done with two groups of students, one was experimental because graphic organizers were applied as strategies and the second group was control or intact because no strategy was applied; this allowed determining the effectiveness of the proposal and verifying if it improves reading comprehension.

3.4 Hypotheses

Graphic organizers influence the improvement of English reading skill processes in accounting students of the Unidad Educativa "Taisha".

3.5 Scientific questions

- What knowledge do you have about the effects of graphic organizers?
- What problems do accounting students have in developing English reading skills?
- What kind of strategies should be applied to reinforce the development of English reading skill processes of accounting students?

3.6 Population or sample

This research study was applied in the Unidad Educativa "Taisha", located in the province of Morona Santiago, canton and parish Taisha, Ecuador, with a population of 20 students belonging to the accounting area. The study is carried out with a control group and an experimental group with the same number of students, which are subjected to a selection procedure for the collection of the respective data.

3.7 Data collection

In order to collect data to determine the effectiveness of graphic organizers as strategies to improve the ability to read in English, a pretest and posttest were applied to accounting students of the Unidad Educativa "Taisha" from which the level of reading texts in English could be evidenced in a practical way. Similarly, a survey was applied after the application of the activities proposed in the proposal, as an alternative that allowed to demonstrate in a practical way the level reached in the reading of texts in English.

3.8 Data processing and statistical analysis

After applying the respective techniques, such as the pretest and posttest survey, to determine the current situation of the students in terms of the development of the processes of reading proficiency in English. The analysis of the collected data was carried out with the statistical software SPSS, for the construction of the data base, the instrumentation and the certainty of the obtained results. The use of spreadsheets and EXCEL was also used to better present the statistical tables and graphs, as presented in the following analysis and discussion section.

3.9 Operationalization of the variables

3.9.1 Independent variable: GRAPHIC ORGANIZERS

Table 3.

Independent variable: GRAPHIC ORGANIZERS

GRAPHIC ORGANIZERS	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
The use of Graphic Organizers are features which leads to be a strategy recommended for improving the elements of reading comprehension skills in the development of English as a foreign language.	❖ Features	❖ Planning ❖ Attention	Items based on a survey validated in Tayo's research (2019). 1. How do you feel about reading? 2. How do you feel about reading in a group with your teacher? 3. How good do you think you are at reading? 4. Do you guess what the text is about before you read? 5. Do you form pictures in your head as you read? How does this help?	Survey
	❖ Elements	❖ Linguistic ❖ Procedural ❖ Didactic	6. Do you think Graphic Organizers are useful to understand and summarize an article? 7. Which of these ten Graphic Organizers do you consider the most useful to read in English?	Questionnaire to
	❖ Development	❖ Individual ❖ Group ❖ Whole-class	✓ Start Diagram ✓ Cluster Graphic organizer ✓ Persuasion Map ✓ Tree Graphic Organizer ✓ Sequence Events Chain ✓ Cause-Effect Diagram ✓ Timeline ✓ Conceptual Map ✓ Veen Diagram ✓ Spider Map	Students

Note: Own elaboration.

3.9.2 Dependent variable: READING SKILL

Table 4.

Dependent variable: READING SKILL

READING SKILL	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS

It involves a group of strategies such as skimming and scanning, which work in a process of pre-reading, while- reading and post-reading, making sense of different types of written texts.	❖ Strategies	❖ Skimming
		❖ Scanning
			Items based on a survey validated in Tayo's research (2019).
			
			A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH ITEM)
			1. What is the reading about?
			  a) b) c)
			2. Where was the story developed?
			  a) b) c)
			3. What does article mention….?
			  a) b) c)
			4. What information was not mentioned in the text?
			  a) b) c)
			5. Order the events in the sequence they appear.
			  a) b) c)	

	❖ Process	❖ Pre-reading ❖ While-reading ❖ Post-reading		Survey Test (Pre-test) (Post-test)
	❖ Types	❖ Intensive ❖ Extensive	**B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH ITEM)** 6. ____ 7. ____ 8. ____ 9. ____ **C. ANSWER THE FOLLOWING QUESTION (1 POINT)** 10. According to the article what would you prefer to …? Why? _____	Questionnaire to Students

Note: Own elaboration.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Analysis of the results and data interpretation

4.1.1 Pre-test and Post-test results

To determine whether or not graphic organizers improve reading skills. We worked with two groups of students, an experimental group and a control group, each comprised of 20 students, with the objective of making a statistical comparison based on the results obtained from the pre-test and post-test applied to each group. The Student's t-test was applied to verify the hypothesis. The starting point was the identification of the null hypothesis and the alternative hypothesis.

4.1.2 Hypothesis approach

Null hypothesis H0: The use of graphic organizers does not improve the reading skills of accounting students at Unidad Educativa "Taisha".

Alternative hypothesis H1: The use of graphic organizers improves the reading skills of accounting students at Unidad Educativa "Taisha".

4.1.3 Mathematical model

The mathematical model of the test is the next:

H$_0$: $\mu_1 = \mu_2$
H$_1$: $\mu_2 > \mu_1$

Where: μ_1 = population average in the pre-test. μ_2 = population average in the post-test. In this case it is considered a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if graphic organizers improve reading comprehension skills in English. (Post-test mean is upper than pre-test mean).

The Student t-test formula is the next:

$$t = \frac{Xd}{\frac{Sd}{\sqrt{n}}}$$

Where:

t = Student T-Test from the data.

$\bar{x}_d$ = differences average in the sample.

n = pre-test and post-test data number (20 data). S_d = standard deviation of the differences.

4.1.4 Degrees of freedom

The formula to determine the degrees of freedom is the next:
$$df = n - 1$$

Where:

n = pre-test and post-test data number (20 data in control and experimental groups).

df = degrees of freedom

$$df = 20 - 1$$
$$df = 19$$

According to the selected level of significance (0.05) and the degrees of freedom (19), Student T-Test value is 1.73 in control and experimental groups.

4.1.5 Data collection and calculation of statistics

The pre- and post-test results of the experimental and control groups were compared and analyzed with a score of 20 points. The data are presented in the following tables:

Table 5.

Data collection control and experimental group.

	CONTROL GROUP				EXPERIMENTAL GROUP		
N.Est	Pre-Test	Post-Test	Differences	N.Est	Pre-Test	Post-Test	Differences
1	11	15	4	1	10	16	6
2	8	9	1	2	10	11	1
3	5	13	8	3	6	14	8
4	10	15	5	4	12	17	5
5	17	20	3	5	18	20	2
6	14	14	0	6	15	16	1
7	13	19	6	7	14	20	6
8	5	11	6	8	7	12	5
9	10	11	1	9	11	14	3
10	10	15	5	10	12	17	5
11	15	17	2	11	17	17	0
12	20	19	-1	12	20	19	-1
13	7	11	4	13	8	12	4
14	20	18	-2	14	20	18	-2
15	15	15	0	15	15	15	0
16	12	18	6	16	12	20	8
17	18	13	-5	17	18	17	-1
18	14	20	6	18	15	20	5
19	5	15	10	19	8	20	12
20	10	16	6	20	12	18	6

Note: Own elaboration.

T Student T-test results

Using a statistical software, the following results were obtained:

Table 6.

Paired sample statistics

Paired sample statistics					
		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\dfrac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	**11.95**	20	**4.707**	1.053
	Post-test Total	**15.20**	20	**3.222**	0.720
	Differences (Pre-Post)	3.950	20	3.697	0.827
Experimental group	Pre-test Total	**13.00**	20	**4.218**	0.943
	Post-test Total	**16.65**	20	**2.889**	0.646
	Differences (Pre-Post)	4.495	20	3.631	0.812

Note: Own elaboration.

According to the data showed in Figure 11, shows the means grades of pre-test and post-test for control and experimental group. When comparing the means, it is visualized that the value of the experimental group is higher than control group mean. This represents the adoption of strategies for reading skill teaching based on graphic organizers (experimental group) allows to obtain a better performance in comparison with a traditional teaching methodology.

Figure 11.

Comparison between pre-test and post-test experimental.
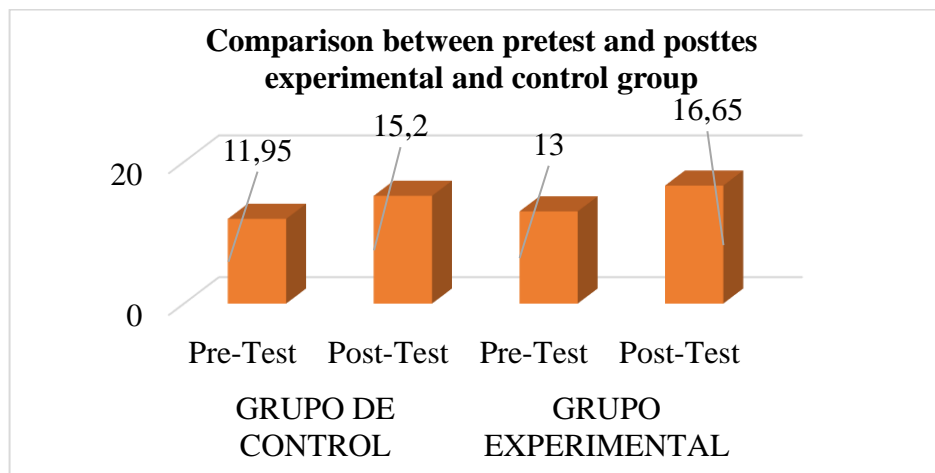
Note: Own elaboration.

It is also observed that the grades obtained are more uniform in the experimental group in the post-test, given that a lower standard deviation was obtained comparedwith the pre-test.

$$t = \frac{\overline{X}}{\frac{Sd}{\sqrt{n}}}$$

Control group:

$$t = \frac{3.950}{0.827}$$

$$t = 4.78$$

Experimental group:

$$t = \frac{4.995}{0..812}$$

$$t = 6.15$$

The resolution by statistical software allows obtaining the sameresults, as it is showed in the following table:

Table 7.

Student t test to paired sample statistics.

| Paired sample statistics						
	Paired differences					
	Mean	Standard deviation	Standard error of the mean	t	df	Sig. (unilateral)
Control Group — Pre-test Total - Post-test Total	3.950	3.697	0.827	4.78	19 = 1.73	0.0000095
Experimental — Pre-test Total - Post-test Total	4.995	3.631	0.812	6.15	19 = 1.73	

Note: Own elaboration.

4.1.6 Final decision

The decision from the Student T-Test calculated for the experimental group with 29 degrees of freedom and with 0.05 of unilateral significance level, p = 0.0000095 (0.00095 %) which is lower than α = 0.05 (5 %). Similarly, calculated Student T- Test is 6.15 which is upper than critical value of 1.73. Therefore, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternativeone is accepted.

The Student T-Test distribution for the experimental group and control group is the next:

Figure 12.

Student T-Test distribution experimental group.
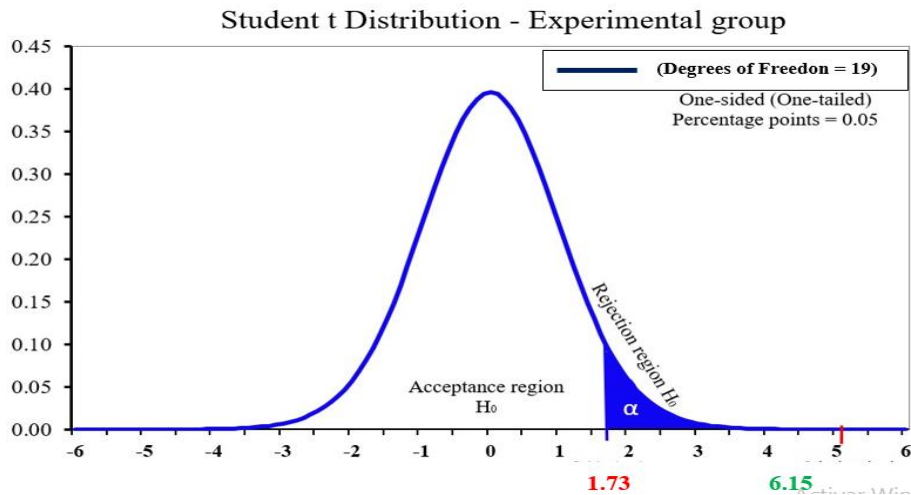
Note: Own elaboration.
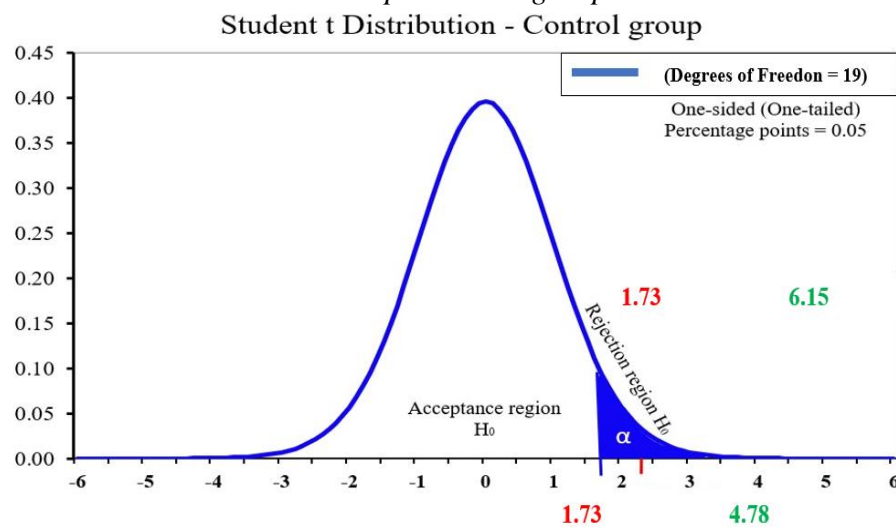
The Student T-Test distribution for the control group is the next

Figure 13.

Student T-Test distribution experimental group.

Note: Own elaboration.

Additionally, it is observed that graphic organizers allowed to obtain better resultsin reading skills compared to a regular teaching methodology, when the researcher compare the results of control and experimental groups.

4.1.2 Survey results

From the initial application of the survey that was carried out on the students during the application of the graphic organizers to improve reading comprehension skills the results obtained were showed as follows:
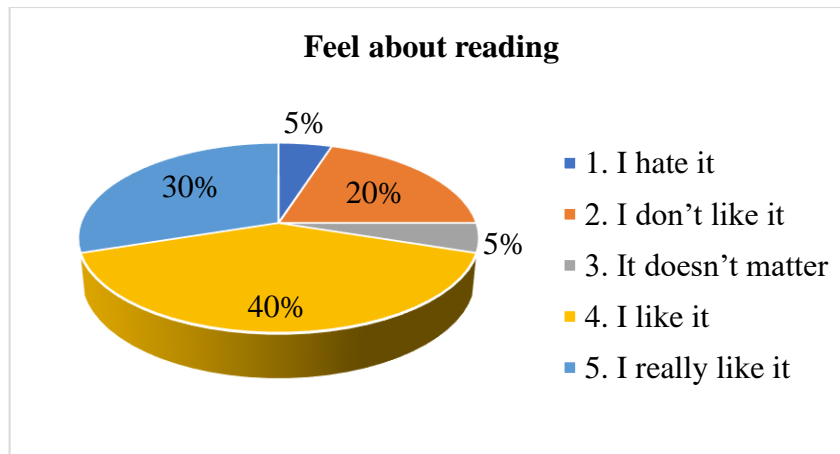
1. ¿How do you feel about reading?

Table 8.

Students feel about reading.

Option	Frequency	Percentage
1. I hate it	1	5 %
2. I don't like it	4	20%
3. It doesn't matter	1	5 %
4. I like it	8	40 %
5. I really like it	6	30 %
TOTAL	**20**	**100.0%**

Note: Own elaboration

Figure 14.

Students feel about reading.

Note: Own elaboration.

In accordance with the data shown in Figure 12, it can be seen that of the 100% of the students surveyed, 40% mentioned that they like reading, while 30% indicated that they like it very much, 20% of the students showed that they do not like it and two minimum percentages of 5% expressed that they detest reading and have no importance for it. According to these results, it can be determined that the use of graphic organizers does awaken the interest of most students in reading in a different and innovative way.

2. ¿How do you feel about reading in a group with your teacher?

Table 9.

Students feel about reading in a group with their teacher.

Option	Frequency	Percentage
1. I hate it	0	0%
2. I don't like it	2	10%
3. It doesn't matter	1	5%
4. I like it	10	50%
5. I really like it	7	35%
TOTAL	**20**	**100.0%**

Note: Own elaboration.

Figure 15.

Reading in a group with your teacher

Reading in a group with your teacher

- 1. I hate it
- 2. I don't like it
- 3. It doesn't matter
- 4. I like it
- 5. I really like it
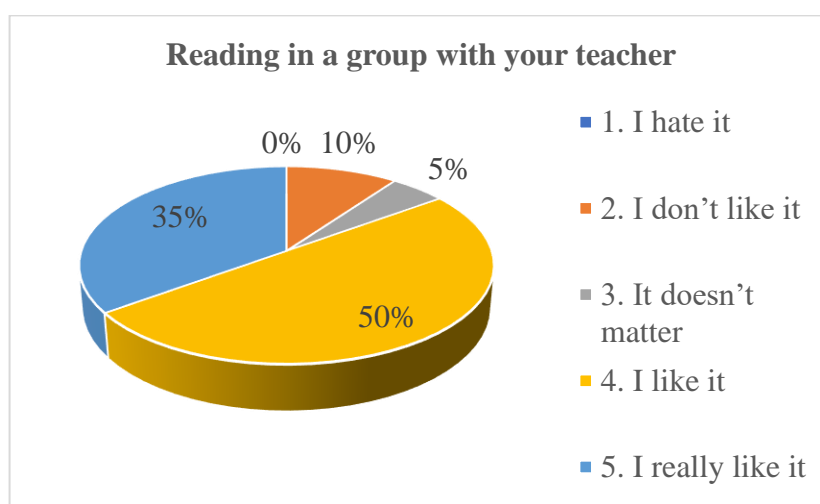
Note: Own elaboration.

With the data shown in Figure 15, it can be observed that of the 100% of the students surveyed, 50% stated that they like to read in a group with their teacher, while 35% indicated that they like it very much, 10% stated that they do not like it and 5% have no interest. According to the results, it can be determined that the students showed sufficient interest in working with tools that facilitate the innovation of reading.

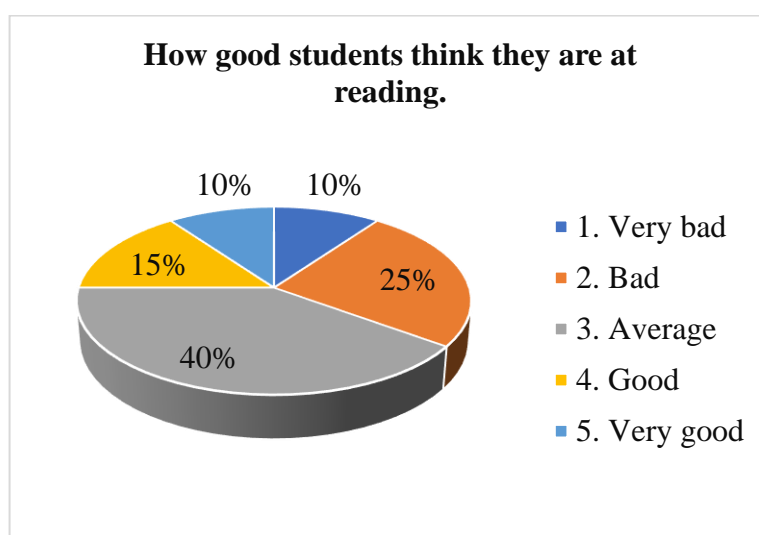3.   ¿How good do you think you are at reading?

Table 10.

How good students think they are at reading.

	Option	Frequency	Percentage
1.	Very bad	2	10%
2.	Bad	5	25%
3.	Average	8	40%
4.	Good	3	15%
5.	Very good	2	10%
	TOTAL	**20**	**100.0%**

Note: Own elaboration.

Figure 16.

How good students think they are at reading.

Note: Own elaboration.

According to the data shown in Figure 16, it can be seen that of the 100% of the students surveyed, 40% stated that according to their perception, their reading is of an average level, while 25% indicated that it is bad, 15% is good, 10% indicated that it is very bad and another 10% that it is very good. In accordance with the results described above, it can be interpreted that the reading of most students does not reach the expected level in relation to the reading of texts in English.

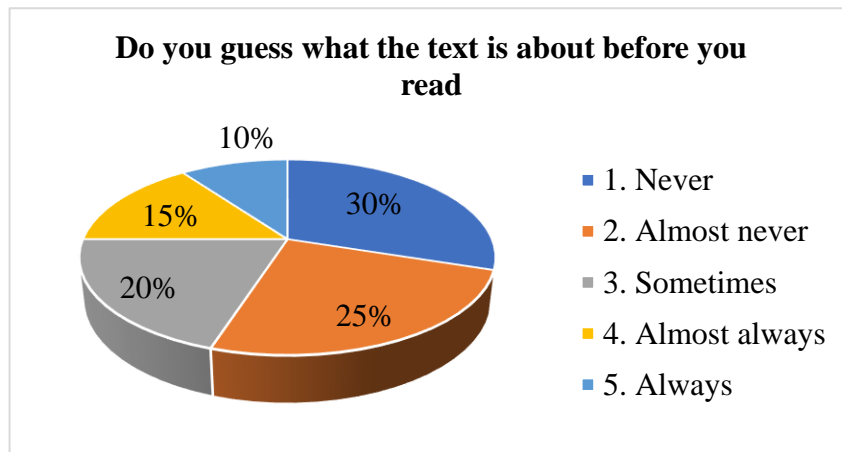4. ¿Do you guess what the text is about before you read?

Table 11.

Students guess what the text is about before they read.

Option	Frequency	Percentage
1. Never	6	30%
2. Almost never	5	25%
3. Sometimes	4	20%
4. Almost always	3	15%
5. Always	2	10%
TOTAL	**20**	**100.0%**

Note: Own elaboration.

Figure 17.

Students guess what the text is about before they read.

Do you guess what the text is about before you read

- 1. Never — 30%
- 2. Almost never — 25%
- 3. Sometimes — 20%
- 4. Almost always — 15%
- 5. Always — 10%

Note: Own elaboration.

According to the data shown in Figure 17, of the 100% of the students surveyed, 30% stated that they can never predict what the text is going to be about before reading it, 25% confirmed that they can almost never guess what type of reading they are going to do or what the context is going to be about, while 20% indicated sometimes, 15% responded that almost always and 10% that they always manage to guess what the text is about before reading it in class or outside of it. According to these results, it can be interpreted that a large number of students lack the ability to interpret a text without reading it first, while another group of students can predict the message of a text without reading it beforehand.

5. Do you form pictures in your head as you read? How does this help?
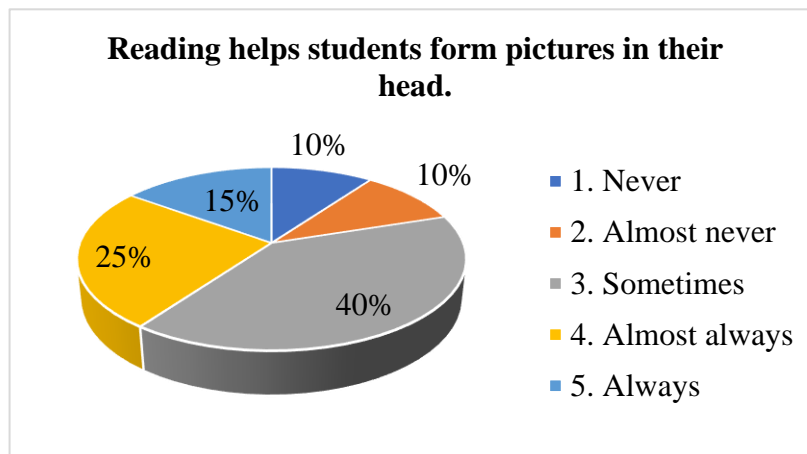
Table 12.

Reading helps students form pictures in their head.

Option	Frequency	Percentage
1. Never	2	10%
2. Almost never	2	10%
3. Sometimes	8	40%
4. Almost always	5	25%
5. Always	3	15%
TOTAL	**20**	**100.0%**

Note: Own elaboration.

Figure 18.

Reading helps students form pictures in their head.

Note: Own elaboration.

According to the data shown in Figure 18, it can be observed that of the 100% of the students surveyed, 40% were able to state that while reading, sometimes they are able to imagine or illustrate in their minds with drawings or scenes described in the text, while 25% indicated that they are almost always able to do so, 15% always, 10% never and another 10% almost never. According to the above results, it can be determined that there is a high percentage of students who have the ability to imagine things or graph in their mind the scenes described in a text, they said that it helps them to understand the reading and the message that the writer wants to emit as they read, and it is also recognized that another significant percentage of students do not manage to imagine anything in many of the cases that the reading is done in the classroom.

6. Do you think Graphic Organizers are useful to understand and summarize an article?
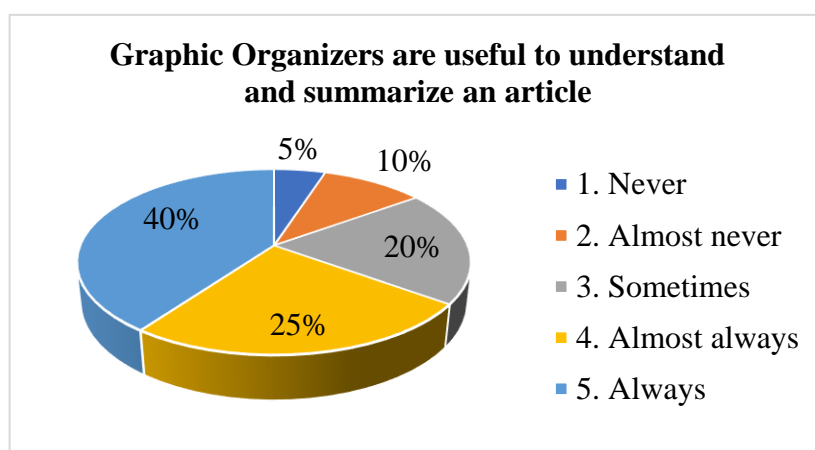
Table 13.

Graphic Organizers are useful to understand and summarize an article.

Option	Frequency	Percentage
1. Never	1	5%
2. Almost never	2	10%
3. Sometimes	4	20%
4. Almost always	5	25%
5. Always	8	40%
TOTAL	**20**	**100.0%**

Note: Own elaboration.

Figure 19.

Graphic Organizers are useful to understand and summarize an artic

Note: Own elaboration.

The data shown in Figure 19, shows that of the 100% of the students surveyed, 40% stated that graphic organizers will always be useful to understand and summarize a text or an article in a better way, while 25% indicated that almost always, and 20% stated that sometimes, however 10% of the students responded that almost never and 5% are sure that never. According to these results, it can be interpreted that graphic organizers do help significantly in reading comprehension and make it easier to summarize an article or book, as supported by the majority of students in their positive responses to the study.

7. Which do you consider the most useful Graphic Organizer to read in English?
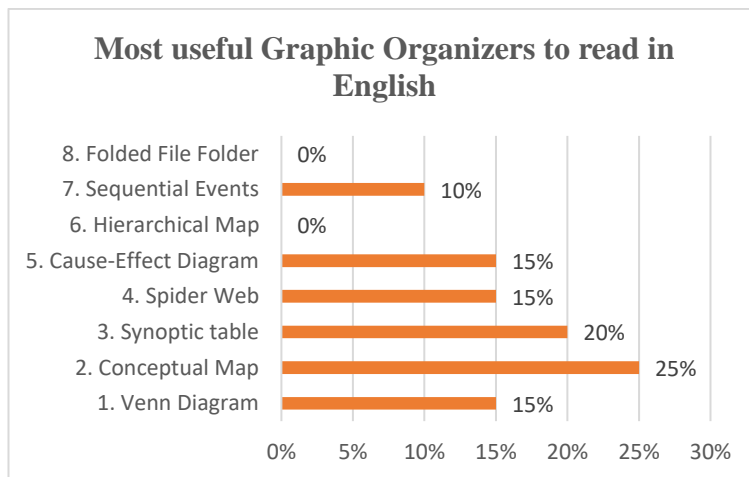
Table 14.

Most useful Graphic Organizers to read in English

Option	Frequency	Percentage
1. Venn Diagram	3	15%
2. Conceptual Map	5	25%
3. Synoptic table	4	20%
4. Spider Web	3	15%
5. Cause-Effect Diagram	3	15%
6. Hierarchical Map	0	0%
7. Sequential Events	2	10%
8. Folded File Folder	0	0%
TOTAL	**20**	**100.00%**

Note: Own elaboration.

Figure 20.

Most useful Graphic Organizers to read in English.

Note: Own elaboration.

The data presented in Figure 20, shows that of the 100% of the students surveyed, 45% highlighted that the most important organizer is the concept map, which is the most preferred by students representing 25%, followed by the synoptic table with 20%, the spider web, the cause-effect diagram and the Venn diagram reach 15% of acceptance each, while 10% of students stated that it would be better to use the sequential events. Therefore, these results allowed us to determine that graphic organizers are mostly important for students, which will help them develop the ability to read in English different texts and understand them properly so that they can transmit the ideas and knowledge acquired efficiently inside and outside the classroom.

CHAPTER V
CONCLUSION AND RECOMMENDATIONS

5.1. Conclusions

After having carried out the theoretical research and the analysis of the data obtained through the pretest and posttest as well as the survey applied to the students, the following conclusions are presented:

- The proper use of the graphic organizer by accounting students has had a great impact and works perfectly for all English language learners. These selected graphic organizers are perfectly applicable because they involve the development of the four skills such as speaking, reading, writing, and listening, particularly in the comprehension of some passages presented by teachers.
- The GOs have benefits for both students and teachers, especially for students that with the use of the graphic organizers could understand better the readings in the English language. The learners improved their ability in identify the main ideas with supporting details, learners acquired new vocabulary and got the opinion that the author offered in each reading. Besides it improved student's reading ability.
- The implementation of Graphic Organizers fostered students' learning and motivation when learning English and even if knew the benefits offered by each of them.

5.2. Recommendations

In accordance with the conclusions of the research presented above, the following recommendations are made:

- To improve the use of Graphic Organizers recommended in this study, it is proposed a handbook in which the process is detailed, and interesting extra material is delivered, to foster its use by English teachers.
- To facilitate students' management in the use of Graphic Organizers to improve the reading comprehension skills it is recommended to assign specific time to the reading exercises practice, an hour a week, per at least asemester period. Once made the monitoring teachers can identify which Graphic organizer presented in this study is the most effective in its use and is the appropriate to use in their classes, according to the differences amongstudents' groups, such as number of students, gender, and English level.
- It is recommended to design further research the use of graphic organizersto improve reading comprehension skills in the inference and evaluation levels.

5.3. Bibliography

Ameilia, A. (2021). The Importance Of Learning English Nowadays. *Research*

      Gate. https://www.researchgate.net/publication/356192044

Association, M. (2016). Special and Gifted Education: Concepts, Methodologies,

      Tools, and Applications: Concepts, Methodologies, Tools, and Applications.

      https://books.google.com.ec/books?id=guwODAAAQBAJ&printsec=frontco

      ver&hl=es#v=onepage&q&f=false

Barashid, M. (2020). Investigating the Critical Reading Skills for Saudi EFL

      Learners through Graphic Organizers Instructional Program. *Frontiers in*

      Education Technology. https://doi.org/10.22158/fet.v3n4p30

Basri, H. (2017). The Effect of Graphic Organizers on Language Teaching and

      Learning Areas: A Meta-Analysis Study. *Education and Science tedmem*,

      139-164. https://doi.org/10.15390/EB.2017.6777

Bick, L. (2013). *What is cooperative learning?* The Hong Kong Institute of

      Education. A Class.

      https://www.eduhk.hk/aclass/Theories/cooperativelearning.pdf

Bojovic, M. (2010). Reading Skills and Reading Comprehension in English for

      Specific Purposes. *Research Gate*.

      https://www.researchgate.net/publication/261213403_Reading_Skills_and_R

      eading_Comprehension_in_English_for_Specific_Purposes

Brassell, D., & Timothy, R. (2008). *Comprehension That Works: Taking Students*

      Beyond Ordinary Understanding to Deep Comprehension, Grades K-6. Shell

      Education.

      https://books.google.com.ec/books/about/Comprehension_That_Works.html?

      id=MMka2D5c8agC&redir_esc=y

Brown, M. (2022). *ACUERDO Nro. MINEDUC-MINEDUC-2022-00017-A*.

Ministerio de Educación. https://educacion.gob.ec/wp-

content/uploads/downloads/2022/04/MINEDUC-MINEDUC-2022-00017-

A.pdf

C&EDIAG. (2015). *CAUSE-AND-EFFECT*. https://balancedscorecard.org/wp-

content/uploads/pdfs/c-ediag.pdf

Cambrige. (2020). *English as a Foreign Language:*. Georgia.

https://www.cambridgescholars.com/resources/pdfs/978-1-5275-4287-7-

sample.pdf

Campoverde, J. (2020). *Reading Comprehension through the Use of Graphic*

Organizers. Universidad Casa Grande, Guayaquil.

http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/2388/1/Tesis256

0CAMr.pdf

Carl, A., Mora, C., & Cuesta, L. (n.d.). Graphic Organizers Support Young L2

Writers' Argumentative Skills.

https://doi.org/https://doi.org/10.26817/16925777.433

Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview.*

National Literacy Trust. https://files.eric.ed.gov/fulltext/ED496343.pdf

Creatly. (2022). *Creatly*. https://creately.com/usage/star-diagram-

template/#:~:text=What%20Is%20a%20Star%20Diagram,connected%20to%

20the%20same%20theme.

eBook. (2022). *Timeline Graphic Organizer Thinkport.*

https://pdfprodocs.vip/download/4330427-timeline-graphic-organizer-pdf-

thinkport

Education Bureau. (2015). *The use of Graphic Organizers to Enhance Thinking*

48

Skills in the Learning of Economics.

https://www.edb.gov.hk/attachment/en/curriculum-

development/kla/pshe/references-and-

resources/economics/use_of_graphic_organizers.pdf

Hadi, A. (2019). THE USE OF SKIMMING AND SCANNING TECHNIQUES IN

READING COMPREHENSION FOR TOEFL. *Tesis.* DARUSSALAM.

https://core.ac.uk/download/pdf/293474101.pdf

Hanley, S. (2018). Promoting Visible Learning through Using Graphic. *Teaching &*

Professional Practice.

https://research.avondale.edu.au/cgi/viewcontent.cgi?article=1355&context=t

each

Hernández, E., Hidalgo, C., & Carrera, V. (2020). GRAPHIC ORGANIZERS FOR

THE ENHANCEMENT OF EFL READING COMPREHENSION. *Revista*

Chakiñan de Ciencias Sociales y Humanidades, 106-117.

https://doi.org/doi.org/10.37135/chk.002.12.07

Husain, N. (2015). Language and Language Skills. *ResearchGate*.

https://www.researchgate.net/publication/274310952_Language_and_Langua

ge_Skills

Instruction, P. (2018). *Venn Diagram.* Informe.

https://dpi.wi.gov/sites/default/files/imce/ela/bank/RL.IKI_Venn_Diagram.pd

f

Jawi, F. (2010). TEACHING THE RECEPTIVE SKILLS.

https://teachertrainingcourse2014.weebly.com/uploads/4/0/8/7/40879903/rece

ptive_skills.pdf

Kalmamatova, Z., Shamurzaev, A., & Ysmailova, R. (2020). Graphic Organizers as

Effective Methods in Teaching Classroom English. *Scientific Research*, 459-467. https://doi.org/10.4236/ojml.2020.105027

Kampen, M. (2020). *6 Proven Strategies for Scaffolding in Education and 8 Benefits for Learning.* https://www.prodigygame.com/main-en/blog/scaffolding-in-education/

Kaya, E. (2015). The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students. *Research Gate*. https://doi.org/10.12973/unibulletin.412.4

Kirby, J. (2007). Reading Comprehension: Its Nature and Development. *Research Gate*. https://www.researchgate.net/publication/242598620_Reading_Comprehension_Its_Nature_and_Development#:~:text=Reading%20comprehension%20is%20the%20process,for%20meaningful%20learning%20from%20text.

Kosimov, A. (2022). *THE ROLE OF CRITICAL READING STRATEGIES ON READING COMPREHENSION IN EFL STUDENTS AND ITS IMPACT TO SECOND LANGUAGE ACQUISITION.* Turkey: Road. https://ijorces.org/index.php/ojs/article/download/206/208

Kurniaman, O., & Astuti, E. (2018). Reading Comprehension Skill Using Graphic Organizer for Elementary School Students. *Journal of Teaching and Learning in Elementary Education (JTLEE)*. https://jtlee.ejournal.unri.ac.id/index.php/JTLEE/article/viewFile/5876/5423

Letendre, R. (2014). *Mini-Grant Graphic Organizers and How to Use Them.* Learning Disabilities Consultant. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/graphic_organizers.pdf

Mckee, S. (2012). Reading Comprehension, What We Know: A Review of Research

    1995 to 2011. *Language Testing in Asia*.

    https://link.springer.com/content/pdf/10.1186/2229-0443-2-1-45.pdf

Muchtar, N. (2019). INTENSIVE AND EXTENSIVE READING IN IMPROVING

    TEACHING. *Journal of English Teaching Studies*.

    https://www.researchgate.net/publication/342162329_INTENSIVE_AND_E

    XTENSIVE_READING_IN_IMPROVING_TEACHING_READING_COM

    PREHENSION

Mystakidis, S. (2021). Deep Meaningful Learning. *ResearchGate*.

    https://doi.org/10.3390/encyclopedia1030075

NCTE. (2013). *Persuasion Map.* readwritethink.

    https://www.academia.edu/9202523/Persuasion_Map

Ozturk, O. (2012). Effects of Graphic Organizers on Reading Comprehension.

    Pamukkale University Journal of Education.

    https://doi.org/10.9779/PUJE485

Paudel, P. (2019). Learning Strategies Employed in English Language: Perceptions

    and Practices. *Research Gate*, 87-99. https://doi.org/10.3126/jong.v1i0.24463

Rahat, L. (2020). Rahat (2020) is his research dealing with the Impact of graphic

    organizers on the reading comprehension of English language learners at the.

    Sir Syed Journal of Education & Social Research.

    https://doi.org/10.36902/sjesr-vol3-iss3-2020(128-134)

Rashid, H. H., & Islam, J. (2021). DISCUSS THE DIFFERENT TYPES OF

    READING TECHNIQUES AND. *Joell Vedo Publications*.

    https://www.researchgate.net/publication/353717340_DISCUSS_THE_DIFF

    ERENT_TYPES_OF_READING_TECHNIQUES_AND_DEVELOP_ITS_S

KILLS

Rashidah, P. (2014). *USING SPIDER MAP TECHNIQUE IN TEACHING DESCRIPTIVE WRITING TO THE ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH PATRA MANDIRI PALEMBANG.* Tesis. http://repository.radenfatah.ac.id/17457/1/PUTRI_SAADATUL_R_%280925 0047%29_SKRIPSI.pdf

Rinahart, & Winston. (2000). Reaching Reluctant Readers. https://www.nlsd.k12.oh.us/userfiles/294/Classes/1572/The%20Reading%20 Process.pdf

Sam, P., & Premalatha, R. (2013). Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students. *Research Gate*. https://doi.org/10.5539/elt.v6n2p155

SEAL. (2021). *Graphic Organizers.* https://www.multilinguallearningtoolkit.org/wp-content/uploads/2021/08/SEAL-Strategy-Write-Up.Graphic-Organizers.pdf

Sharan, Y. (2015). Meaningful learning in the cooperative classroom. *Research Gate*. https://doi.org/10.1080/03004279.2015.961723

Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal*. https://www.auburn.edu/academic/cla/ilsrj/Journal%20Volumes/Fall%20201 7%20Vol%201%20PDFs/Learning%20Strategies%20Hong%20Shi.pdf

Singh, P., & Agrawal, A. (2011). INTRODUCTION TO CO-OPERATIVE LEARNING. *Research Gate*. https://www.researchgate.net/publication/270494960_INTRODUCTION_TO _CO-OPERATIVE_LEARNING#:~:text=Cooperative%20learning%20is%20the%

20learning,which%20is%20based%20on%20competition.

Tayo, E. (2019). USING GRAPHIC ORGANIZERS TO IMPROVE READING

COMPREHENSION SKILLS IN ENGLISH. *(Maestría de Enseñanza del*

Idioma Inglés). Universidad Técnica de Ambato, Ambato.

https://repositorio.uta.edu.ec/bitstream/123456789/29598/1/Tayo%20Elizabet

h.pdf

Tayo, E. (2019). *USING GRAPHIC ORGANIZERS TO IMPROVE READING*

COMPREHENSION SKILLS IN ENGLISH. Universidad Técnica de Ambato,

Ambato.

https://repositorio.uta.edu.ec/bitstream/123456789/29598/1/Tayo%20Elizabet

h.pdf

Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects. *The*

Criterion An International Journal in English. https://the-

criterion.com/V4/n1/Babita.pdf

Vargas, J., & Zuñiga, R. (2018). Graphic organizers as a teaching strategy for

improved comprehension of argumentative texts in English. *Scielo*.

https://doi.org/https://doi.org/10.15517/aie.v18i2.33028

Vicente, M. (2021). Learning English as a Second Language: A Comparison between

Spanish and Adopted Chinese Teenagers. *Final Degree Project.* University of

Lleida, Lleida. http://hdl.handle.net/10459.1/72323

Wahjudi, A. (2010). INTERACTIVE POST-READING ACTIVITIES THAT

WORK. https://core.ac.uk/download/pdf/230958683.pdf

Zeilik, M. (2010). *Concept Mapping.* México.

http://www.flaguide.org/extra/download/cat/conmap/conmap.pdf

5.4. Annexes

SURVEY

OBJETIVO: La siguiente entrevista tiene como propósito determinar las dificultades que tienen los estudiantes en relación a los procesos de la destreza de lectura. La encuesta es completamente anónima, dirigida a los estudiantes.

1. ¿How do you feel about reading?

- o I hate it
- o I don't like it
- o It doesn't matter
- o I like it
- o I really like it

2. ¿How do you feel about reading in a group with your teacher?

- o I hate it
- o I don't like it
- o It doesn't matter
- o I like it
- o I really like it

3. ¿How good do you think you are at reading?

- o Very bad
- o Bad
- o Average
- o Good
- o Very good

4. ¿Do you guess what the text is about before you read?

- o Never
- o Almost never
- o Sometimes
- o Almost always
- o Always

5. Do you form pictures in your head as you read? How does this help?

- o Never

o Almost never
o Sometimes
o Almost always
o Always

6. Do you think Graphic Organizers are useful to understand and summarize an article?

o Never
o Almost never
o Sometimes
o Almost always
o Always

7. Which do you consider the most useful Graphic Organizer to read in English?

o Venn diagram
o Conceptual Map
o Synoptic table
o Spider Web
o Cause-Effect Diagram
o Hierarchical Map
o Sequential Events
o Folded File Folder

<div align="center">

CHAPTER VI

PROPOSAL

UNIDAD EDUCATIVA

"TAISHA"

</div>

TOPIC: Handbook of Use of Graphic Organizers to Improve Reading Comprehension Skills.

6.1 Informative Data

Name of the Institution:	Unidad Educativa Taisha
Beneficiaries:	Teachers and students
Estimated time for the execution:	One month
	January 3rd, 2023.
Beginning:	January 30th, 2023.
End:	
Person in charge:	Lcda. Priscila Diaz
Cost	$100

6.2 Background of the Proposal

This research proposal arises from issues observed in Unidad Educativa "Taisha" - Morona Santiago. Reading skills are weaker than expected at this level, and students struggle with the comprehension both of texts introduced in class and those assigned for homework. These observations are corroborated quantitatively by the results of formal examinations, in which reading comprehension is consistently below the standard for thelevel, and quantitatively by responses to questionnaires that survey students' reflections on their difficulties with reading texts. Graphic organizers are not widely used by teachers of this level as a tool for improving reading comprehension, leading to the proposal outlined here as an approach to promotingtheir use among teachers and learners.

This handbook sets out practical activities which incorporate the use of graphic

organizers. In this handbook are a contents page, a foreword to teachers, and a detailed explanation of how each proposed technique may be applied in the classroom. This explanation includes the sub-skills for each technique target, the classroom procedure, the required resources, the suggested time for implementation, and the recommended student level. Additionally, variations on the techniques are suggested, as are methods of evaluation (rubric) of their impact measured against success criteria.

6.3 Justification

Through this research, the deficiencies in reading skills from Unidad Educativa "Taisha" Morona Santiago were delivered. These correspond to different causes as lack of use of different strategies in reading classes, motivation, the poor variety of activities for reinforcement, and the traditional methodology for reading comprehension. The basis of this investigation is the observation of the problem which is why the author proposes the design of a guide based on the use of graphic organizers to develop reading comprehension in the students.

6.4 Objectives of the proposal

6.4.1 General Objective

To analyze the importance of graphic organizers using a handbook to improve reading comprehension skills.

6.4.2 Specific Objectives

- To choose types of stories according to the student's age.
- To determine graphic organizers to facilitate reading comprehension.
- To assess the student's acquired language knowledge.

6.5 Feasibility of the proposal

The handbook is feasible, contributes to current assumptions, and has activities that are an easy and motivating option in the teaching-learning process. The proposal is

framed in the educational, cultural, political, and social environment both in the country and in the city. The activities are focused on meaningful learning for the improvement the readingcomprehension skills in English.

6.6 Financial resources

Resources are one of the most important because this element can afford the shortage of other resources and it is the most difficult to obtain. For that reason, this proposal is also affordable for the high school already has the main device to elaborate this project and it willnot waste the time to acquire new ones.

6.6.1 Technical Resources

The institution has a library that they can use to practice reading. To carry out this projectthey will provide a guide with some readings according to the students' ages with pre-reading, while–reading, and after–reading as a consequence the student is not just workingout the reading**.**

6.6.2 Human Resources

The relevance of the guide proposed will be feasible because all people immersed in thisproject will work together, giving as a result a receptive and motivated human resource (principal, teachers, and students) who will improve and apply these reading strategies inthe teaching–learning process that will generate a better environment to reach the principalobjective to strengthen the linguistic competences.

6.7 Theoretical-scientific foundations.

6.7.1 Sociological Aspect

Epistemologically the human is the one who builds his knowledge learning and understanding from his environment, thus 58 forming a cognitive process that occurs through sensory perception, being this a model of communication, by which can

transmit information to other individuals of society.

Bellanca (2017) states that schools are anxious about using graphic organizers because they are the source of thinking and at the same time, they are the point from which thoughtwill continue developing. In simple words, for this author, graphic organizers are part of the high effects gotten in mind and are called nonlinguistic representations.

6.7.2 Pedagogical Aspect

It is important to recognize that educating not only involves imparting a lesson of approximately 40 minutes but also explaining and guiding students using different types of resources so that the latter can capture what their training requires. By mentioning the constructivist theory, it can be emphasized that it is the student who is responsible for acquiring knowledge guided by the teacher, using different resources, in such a way as to construct concepts according to the content of the learning. One of the resources to use will be a guide based on the use of graphic organizers to improve reading skills.

Students will be able to actively participate and contribute to their learning process. The designs of the graphical organizers and the act of organizing content serve to stimulate both the creative and logical parts of the brain. It also will help to develop team dynamics when given as a group activity, using graphic organizers various cognitive skills like brainstorming, generation of ideas, organizing and prioritizing content, critical analysis, and reflection. This will be highly useful when reviewing notes before examinations.

6.7.3 Linguistic Aspect

Linguistic competence helps students develop communicative skills. GOs are excellent means to get this proposal. Even though graphic organizers can be a nonverbal instrument,it helps students their expand imagination and language. Verbal linguistic multipleintelligence can be developed using graphic organizers to encourage writing

and brainstorming. Students may use them to respond to their reading or writing, to

generate ideas, to memorize linguistics facts, or to encourage a debate.

Cleveland (2017) refers that, GOs are tools to develop communicative skills through reading and writing. They can use it to create poems, articles, reports, tell stories, and write biographies. At the same time, graphic organizers can be used to interpret the samesources of literature. To sum up, graphic organizers help develop reading and writing skills even if are nonverbal tools.

6.8 Strategies

6.8.1 Strategy 1: Story Map

A story map is a strategy that uses a graphic organizer to help students learn the elementsof a book or story. By identifying story characters, plot, setting, problem, and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic ones focus on the beginning, middle, and end of the story Guerra, F (2010).

6.8.2 Strategy 2: Venn diagram

Venn diagrams are visual representations of the similarities and differences between concepts Bardau, E (2014). In reading, they are used to show differences and similaritiesbetween the characters of a text, as well as differences and similarities between two different aspects of facts in a text.

6.8.3 Strategy 3: Synoptic Table

Synoptic tables are visual representations through keys that help to identify the main ideasand supporting details. It is common to write the general idea in the left part, and then addthe supporting details, ordering according to importance Guerra (2010).

6.8.4 Strategy 4: Sequence Events

Sequencing is one of many skills that contribute to student's ability to comprehend

what they read. Sequencing refers to the identification of the components of a story, and also tothe ability to retell the events within a given text in the order in which they occurred. Sequencing is also an important component of problem-solving across subjects WETA Public Broadcasting, (2015).

6.8.5 Strategy 5: Spider-Web

A web is a visual map that shows how different categories of information relate to one another. Webs are typically used by students, teachers, and professionals as brainstormingstrategies for developing and connecting ideas. Typically, major topics or central conceptsare at the center of a brainstorming web. Links from the center connect supporting detailsor ideas with the core concept or topic (Inspiration Software, Inc., 2018).

6.8.6 Strategy 6: Cause–Effect Diagram

A cause-effect diagram is a graphic organizer which helps students to record the causes and effects of a reading passage. It displays this information visually, aiding students inidentifying and analyzing the underlying causes and effects of a series of events or processes Preciado-Rodríguez, G (2018).

GRAPHIC

ORGANIZERS

HANDBOOK

How to improve

Reading comprehension

skills by the graphic

organizer.

INTRODUCTION

Usually, wonder why reading is important and whether the answer relates to learning or the necessity to find an answer to a question. Reading for specific purposes; reading comprehension is crucial for learning in general and specifically learning a new language. When a learner reads, he not only learns a new language but also gets in touch with many issues related to the culture of the speakers of that language such as customs, religion, history, etc.

To get better results and carry out effective learning after reading, the use of graphics is essential to make reading more attractive and easier to comprehend especially when learners are starting the study of a foreign language. The present thesis was developed based on these aspects and with the purpose to show the hypothesis that the use of graphic organizers improves reading comprehension. Reading Comprehension is one ofthe most enjoyable skills to understand the world through other languages such as English.English opens doors to the world and Reading Comprehension skills open minds and becomes them more creative and critical. The techniques presented in this handbook allowstudents to develop Reading Comprehension skills to become better readers.

The graphic organizers below are used to help students identify a main concept or superordinate structure and the ranks, or levels, of sub-concepts under it. They can be used to illustrate hierarchical information or categorization; for example, the student is given a list of animals: deer, dog, snake, cat, lizard, cow, iguana, alligator, and whale; it would be a challenge to try to recall the whole list unless this information is organized by establishing how to sort these animals into groups or categories: mammals and reptiles.

STRATEGY 1:

Story map

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem, and solution. Students read carefully to learn the details. There are many different types of story map graphic organizers.

SKILLS:	Identifying story characters.
AIM:	To identify the elements of text characters, selling problem and solution.
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils

STAGES:

Pre-reading

Students receive a reading text and predict the title by the picture. The teacher elicits the topic by asking questions. Later students receive a short story and story map graphic organizer. Finally, they have to read and organize information in the text.

During reading

Students read the text, organize the information in the story, identify the characters, setting problems, and solutions, and write on the chart individually. The teacher monitors the activity and provides some feedback while students are working.

After reading

Students compare their answers with their partners. Students discuss with the whole group to compare their answers and report their ideas to the class.

STUDENT'S NAME: ………………   **TOTAL**: …………………………………

Criteria	Beginning 1 /2	Developing ¾	Accomplished 5	Score
Sequencing	Many of the support details are not presented in a logical order.	Arguments and supporting ideas are provided in a fairly logical order.	Arguments and support details are provided in a logical order.	
Identify important information	The student lists a few main points of important information from the text.	Student lists some main points of important information from the text	The student lists all the main points of important information from the text.	
Summary Sentences	The student uses only 1-3 sentences to describe clearly what the article is about.	The student uses some sentences to describe what the article is about.	Student summarizes most of the article accurately using the strategy activities effectively to describe what the article is about.	
Creative use of the strategy	The student has difficulty relating graphics and diagrams to the text.	The student somewhat explains how each graphic/diagram is related to the text.	Student accurately explains how each graphic/diagram is related to the text,	

STRATEGY 2:
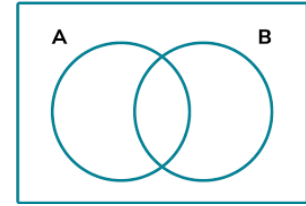
Venn diagram

In reading, learners show differences and similarities between the characters of a text, as well as differences and similarities between two different aspects of facts in a text.

SKILLS:	Identifying story characters.
AIM:	To compare and contrast information.
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils.

STAGES

Pre-reading

Students receive a reading text and predict the title by picture. The teacher elicits the topic by asking questions. They must read and check differences and similarities in the information of the text.

During reading

Students write a list of the main characteristics from the reading. Students receive a Venn diagram graphic organizer and establish differences individually in each big circle and write the similarities in the joined part where the two circles converge. The teacher monitors the activity and provides some feedback while students are working.
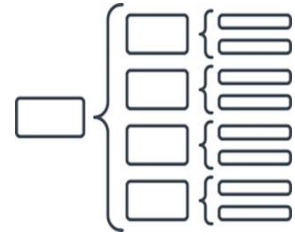
After reading

Students compare their answers with their partners. Students discuss with the whole group to compare their answers and report their ideas to the class.

STRATEGY 3:

Synoptic Table

Synoptic tables are visual representations through keys that help to identify the main ideas and supporting details. It is common to write the general idea on the left part, and then add the supporting details, ordering according to importance.

SKILLS:	To write the general idea.
AIM:	To classify main ideas and supporting ideas.
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils.

STAGES

Pre-reading

Students receive a reading text and predict the title by the picture. The teacher elicits the topic by asking questions. Students receive a reading text and Synoptic table graphic organizers. Ss read, underline and organize main and secondary ideas individually.

During reading

Students read again, underline, and organize the main ideas; later the secondary ideas from the passage individually. The teacher monitors the activity and provides some feedback while students are working.

After reading

Students compare the answers with their partners. Later they discuss with the whole class in order to compare their answers by taking turns.

STRATEGY 4:
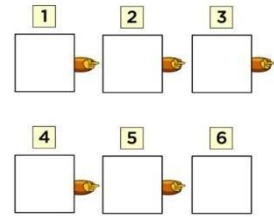
___

Sequence Events

Sequencing is one of many skills that contribute to student's ability to comprehend what they read. Sequencing refers to the identification of the components in a story, and also the ability to retell the events within a given text in the order in which they occurred.

| SKILLS:	Identification of the components of a story.
AIM:	To identify signal words used in the text to organize and gather information in a sequential text.
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils.

STAGES
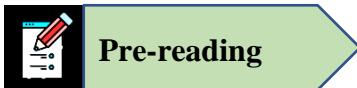
Pre-reading

Students receive a reading text and predict the title from the picture. The teacher elicitsthe topic by asking questions.

Students receive a reading text and Sequence even graphics, they have to read and organize information in the text individually.

During reading

Students read again the passage to organize the information for writing thecorrect sequence information in the chart individually. The teacher monitors the activity and provides some feedback while students are working.
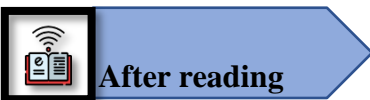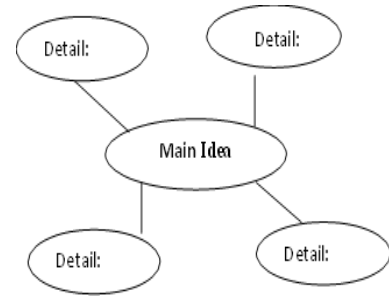
After reading

Students compare the answers with their partners. Later they discuss with the whole class to compare their answers and report to the class using a poster.

STRATEGY 5:

Spider-Web

A web is a visual map that shows how different

categories of information relate to each another. Webs are typically used by students, teachers, and professionals as brainstorming strategies for developing and connecting ideas.

SKILLS:	Developing and connecting ideas
AIM:	To identify the main information from readings in a meaningful structure
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils.

STAGES

Pre-reading

Students receive a reading text and predict the title from a picture. The teacher elicits the topic by asking questions. In addition, students receive a reading text and Spider-web graphic. Finally, they have to read and organize information in the text individually.

During reading

Students read the text and organize the information in a meaningful structure.

They identify the main idea in the center and make the connection between details and supporting ideas individually. The teacher monitors the activity and provides some feedback while students are working.

After reading

Students compare the answers with their partners. Later they discuss with the whole class to compare their answers by presenting a poster.

STRATEGY 6:
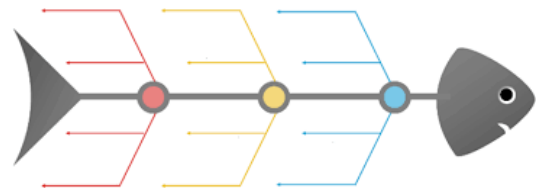
Cause-Effect diagram

A cause-effect diagram is a graphic organizer which helps students to record causes and effects from a reading passage. It displays this information visually, and students identify and analyze the underlying causes and effects of a series of events or processes.

SKILLS:	Identifying and analyzing the underlying cause and Effects
AIM:	To identify the cause and effects in a text.
MATERIALS NEEDED:	Topic in pictures, words template, pens, and pencils.

STAGES

Pre-reading

Students receive a reading text and predict the title from a picture. The teacher elicits the topic by asking questions. Students receive a reading text and a Timeline Graphic where they have to read organizing the information individually.

During reading

Students read again the text and organize the information identifying the causes andeffects of the passage individually. The teacher monitors the activity and provides some feedback while students are working.

After reading

Students compare the answers with their partners. Later they discuss with the whole class to compare their answers and report to the class with a poster.