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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2016

Tema: “USING GRAPHIC ORGANIZERS TO IMPROVE
READING COMPREHENSION SKILLS IN ENGLISH.”

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en Enseñanza del Idioma Inglés como Idioma Extranjero.

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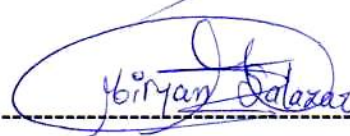
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Elizabeth Alexandra Tayo Haro

DEDICATORIA

Éste trabajo está dedicado a mi familia; mi esposo Javier, mi hijo Santiago, mi hija Michelle y mi nieto Daniel, ejes principales y motores de mi vida.

Elizabeth Alexandra Tayo Haro

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

TEMA:

**“EL USO DE ORGANIZADORES GRÁFICOS PARA MEJORAR LA
HABILIDAD DE LA COMPRENSIÓN DE LECTURA EN INGLÉS”**

AUTORA: Lcda. Elizabeth Alexandra Tayo Haro, Magíster.

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FECHA: February 6th, 2019.

RESUMEN EJECUTIVO

El presente estudio tuvo como objetivo investigar el impacto del uso de Organizadores Gráficos para mejorar la destreza lectora en el aprendizaje del Idioma Inglés como lengua extranjera en los estudiantes del Nivel Elemental (A2) del Centro de Idiomas de la Universidad Técnica de Ambato. Se describe su uso e importancia en el apoyo del proceso de aprendizaje de la lectura en el idioma Inglés. Para determinar cómo estas dos variables están interrelacionadas, la metodología empleada en la presente investigación fue el Método Cuasi Experimental con la aplicación de un Pre-test y un Pos-test en un grupo de control de 30 estudiantes y 30 estudiantes del nivel A2 de inglés en el grupo experimental. Se puso mayor atención en la encuesta realizada a los estudiantes sobre el uso de los organizadores gráficos para mejorar las destrezas lectoras en inglés. Esta encuesta permitió obtener una idea más clara del impacto del uso de organizadores gráficos para mejorar las destrezas lectoras en el idioma inglés. Demostrando que, con el uso efectivo de los organizadores gráficos durante la etapa de lectura, los estudiantes fueron capaces de identificar ideas principales, encontrar detalles secundarios,

manejo de vocabulario, así como distinguir hechos y opiniones. Los resultados fueron analizados a nivel descriptivo en el que se utilizó la T de estudiante.

Los resultados estadísticos condujeron a establecer que el uso de organizadores gráficos impacta significativamente el desarrollo de la destreza lectora en el aprendizaje del idioma inglés. La recomendación para esa conclusión es diseñar una nueva investigación sobre el impacto del uso de organizadores gráficos en los siguientes niveles de lectura, inferencial y evaluación.

DESCRIPTORES: Organizadores Gráficos, Destreza lectora en Inglés, tipos de lectura, subdestrezas lectoras, prueba T de student, encuesta, docentes de inglés, estudiantes nivel A2, aprendizaje colaborativo, pre-test, post-test.

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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

RESEARCH TOPIC:

**“USING GRAPHIC ORGANIZERS TO IMPROVE READING
COMPREHENSION SKILLS IN ENGLISH.”**

AUTHOR: Lcda. Elizabeth Alexandra Tayo Haro, Magíster.

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DATE: February 6th, 2019

ABSTRACT

The present study was intended to research the impact of the use of Graphic Organizers to improve Reading Comprehension skills in English learning process as a foreign language, in students of First English Level, (A2) at Language Center of Universidad Técnica of Ambato. In which is described its foster in the reading in English learning process. In order to determine how these two variables are interrelate the methodology used in this research is quasi experimental method, with Pre-test and Post-test, with a control group of 30 students and 30 students in an experimental group. Furthermore, a survey entailing 7 questions was applied to A2 English students, this survey permitted to get a more approached panorama of the use of the Graphic Organizers to improve the Reading Comprehension skills in English. Therefore, using graphic organizers is effective during the while reading stage, learners were able to identify the main idea, find supporting details, deal with vocabulary, distinguish facts and opinion. The results were analyzed in a descriptive level with the application of students' T-Test.

Statistic results drove to stablish some conclusions and recommendations. The main conclusion of this study is that the use of Graphic Organizers impacts significantly the development of reading comprehension skills in English. A handbook with ten graphic organizers was designed. It pretends to improve students' reading comprehension skills in A2 English level. The recommendation for this study is to design a further research the use of graphic organizers to improve reading comprehension skills in the inference and evaluation levels.

KEY WORDS: Graphic organizers, Reading Comprehension skills, Types of reading, reading comprehension sub-skills, Student T-test, survey, English teachers, level A2 students, cooperative learning, pre-test and post-test.

INTRODUCTION

English is the leading global language, the knowledge of which is essential in meeting the demands of business, of academic research, and to make the most of the opportunities available in everyday life (Uribe, 2012). Due to the processes of globalization, access to the study of English as a foreign language (EFL) has developed from being a privilege to being a basic necessity in most educational systems around the world. The low English proficiency level in Ecuador has long been identified as a national challenge, particularly in regard to reading comprehension skills (INEC, 2012).

At the Languages Center at the Technical University of Ambato (UTA), English students frequently obtain lower-than-expected grades in reading comprehension exams (Evaluation Unit of UTA, 2007). This research was based upon the hypothesis that there was a general lack of effective reading strategies underlying these results. Reading strategies correspond to the various sub-skills of reading comprehension. Spratt (2011) states that, as a receptive skill, reading involves responding to a text, rather than producing it; it is a complex process which involves the active engagement of the reader. Therefore, a good starting point in developing dynamic reading lessons is having the teacher bear in mind that 'receptive' does equate to 'passive'.

The use of Graphic Organizers is a broad strategy for improving reading comprehension skills in learners of EFL which draws on the highly visual nature of student interaction with information media, particularly those based on technology. This research project attempted to ascertain and examine the use of Venn diagrams, conceptual maps, synoptic tables and story maps to improve the reading comprehension skills of a specific group of university students from A2 level of English at the UTA. An eight-week reading comprehension enhancement program was introduced, based on these graphic organizers. This was a practical experiment, which sought to test the hypothesis that the use of graphic organizers improves reading comprehension skills in English students.

This thesis comprises 6 chapters, each containing information related to the different aspects of the research topic. The structure is described as follows:

CHAPTER I.- This chapter describes the problem, its contextualization and critical analysis. It includes the prognosis, research questions and the formulation of the research problem, the justification and the objectives.

CHAPTER II.- This chapter is dedicated to the theoretical framework of the study, which comprises the research background, the philosophical and pedagogical foundations of the research, legal and ethical considerations, and key categories. These elements endow the study with a clear grounding in the academic literature.

CHAPTER III.- This sets out the research methodology. It details the general research approach and basic research modality, the level of research, the participants, the operational variables, and the tools and techniques used for data collection.

CHAPTER IV.- This chapter is dedicated to the analysis and interpretation of the results obtained from the administration of a survey and the application of a pre and post-intervention reading skills test.

CHAPTER V.- This contains the conclusions and recommendations based upon the analysis and interpretation of the results

CHAPTER VI.- This is a practical proposal for the incorporation of the use of graphic organizers to improve the reading comprehension sub-skills is presented.

CHAPTER I

THE PROBLEM

1.1. Topic

“Using Graphic Organizers to improve Reading Comprehension skills in English in A2 students at the Languages Center at The Technical University of Ambato.”.

1.2. Problem Statement

1.2.1 Contextualization

English has become the worldwide *lingua franca*. However, according to its annual publication, the English Proficiency Index (EPI, 2015) ranked Ecuador 38th among countries considered to be in the lowest category of English proficiency. Hence the pressing need for a change in the teaching-learning process of EFL at all levels of the national education system.

The poor English level is, at least in part, a result of an inadequate classroom methodology based on repetitive activities and a teacher-centered approach, leading to a lack of student engagement and limited opportunities for language practice. The 2013 PISA report highlighted that Latin American countries had experienced a reduction in levels of education in recent years, citing reading comprehension as an area of weakness. Therefore, the implementation of new activities to improve reading comprehension skills and critical thinking is required as part of a cognitive strategy of learning, following the model “Aprendiendo a Aprender” suggested by Achiong (2010) .

In Ecuador, education has been at the center of national debate, generating a critique and a range of opinions on how the learning of foreign languages might be made to meet established global standards. From this debate, new and innovative cognitive strategies of learning have emerged as the means of encouraging learners to increase their communicative skills and acquire new vocabulary.

Tungurahua province has one of lowest levels of English language achievement in Ecuador, and EFL is considered one of least important subjects in the school curriculum (INEC 2012). There is a lack of procedural knowledge among language teachers, and traditional methodologies predominate, which demotivate learners through the use of repetitive, low-level cognitive tasks. Students do not value the teaching-learning process, and fail to be engaged with reading comprehension skills due to the widespread use of such approaches. The limited application of direct cognitive strategies of learning in reading comprehension development in a second language has had a great impact on the development of student skills. Therefore, strategies based on graphic organizers are not well known and have been little used in the classroom.

Reading comprehension skills develop fundamental aspects of the EFL teaching-learning process, and they must be developed frequently both inside and outside of the classroom. Reading activities must also focus on communicative and participative aspects, in which the author's ideas are analyzed and interpreted by the reader, generating a critical and constructive opinion which contributes to the building of knowledge.

Reading comprehension is one of the most important skills in the learning of a foreign language and the acquisition of critical thinking. The development of reading habits in learners is essential, since reading lends itself to a high degree of learner autonomy. According to Anderson (2013), reading is the simplest way in which learners can be exposed to a foreign language, and it provides opportunities to develop other linguistic areas. Students must be trained and motivated to develop reading as a means of practicing and improving their knowledge of a

second language. Spratt, Pulvernes, & Williams (2012) defined the reading skill as the “comprehension of a written text through the understanding of language in each sentence and the relationship between them using the reader’s prior knowledge of the language and the world in general”. This focuses on a cognitive relationship between information that students have learned and the new information in a text. The knowledge of English language through reading comprehension must focus on understanding at the word level, sentence level and paragraph level, and text level to show a complete comprehension of the text.

The Language Center at the UTA provides one of the principal opportunities for learning English within the region. Students study at all levels, from A1 Starter to B2 Upper intermediate, typically in a semi-intensive format of 8 hours per week, over 6 weeks. Students are required to study 50 hours in the classroom, and carry out 50 hours of autonomous work. Again, at this institution, the widespread use of repetitive low-level cognitive strategies may be an obstacle to language learning. At the same time, the heavy content load of the study program may prevent teachers from implementing new or innovative reading strategies. At level A2, 300 students obtained an average grade of 7/10 in reading comprehension during the semester September 2016 to March 2017. In undertaking this research, it was conjectured that a significant improvement on these results might be obtained.

This study was based on a ten-week intervention in which ten graphic organizer strategies were used: Venn diagrams, conceptual maps, synoptic tables, umbrellas, sequence of events chains, principles schemata, spider webs, cause-effects, folded file folders (FFF), and story maps. Students had the opportunity to use one graphic organizer per week within one two-hour lesson per week. In the first hour they were trained to use the graphic organizer correctly, after which they did a reading exercise using the graphic organizer. In the following week they used the graphic organizer in further exercises. Students were exposed to ten different graphic organizers in order to allow them a choice, at the end of the intervention, of which they found most effective. At the same time, the increased reading comprehension skills practice was to be directly beneficial to them in this weak curriculum area.

Problem Tree

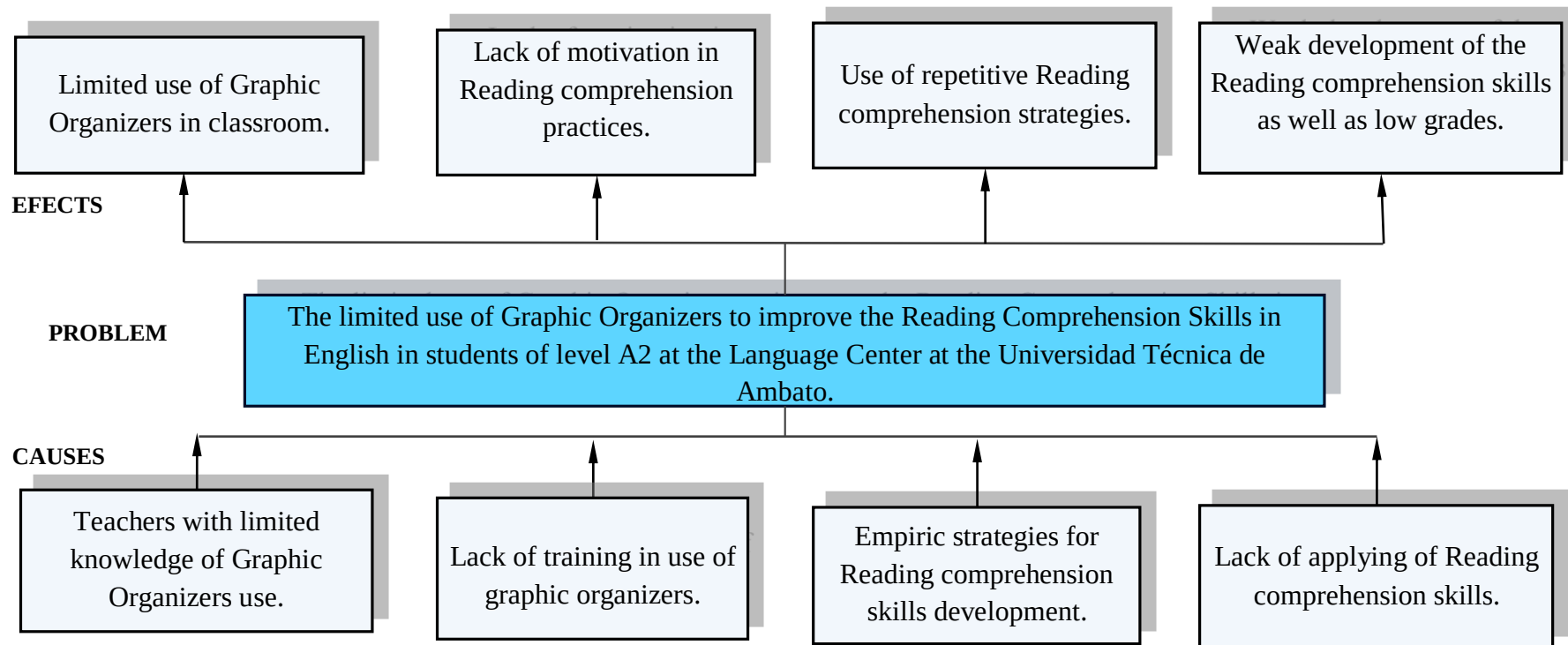


Figure N° 1. Problem tree analysis.

Created by: Elizabeth Tayo

1.2.2 Critical Analysis

Limited knowledge of teachers about the use of Graphic Organizers strategies for improving reading comprehension in classrooms, reduce the reading activities effectiveness. It is essential for teachers to have a good knowledge about the appropriate use of Graphic Organizers to improve reading comprehension skills, thus, this guide to a better manage of the studied lessons adding new and varied exercises to develop this language skill. These strategies motivate and help students to focus on the planned activities

One repetition to the problem of lack of didactic knowledge, as well as lack of training of teachers in the use of Graphic organizers due to the lack of existence of an increasing of knowledge, produces boring classrooms and a reduced applicability of learning activities. In consequence, the use of repetitive reading comprehension strategies will produce repetitive and boring activities which as a result, will produce mechanical students without critical thinking to the information showed in the text. Teachers need to be in permanent update process, in which they can add new reading strategies which facilitates students the learning English process.

The managing of inadequate, traditional and empiric strategies produces demotivation in learners, Thus, these were learned for instructors according to their knowledge and experiences, which are limited and less varied. That is why, the positive encourage must be by critical thinking development to focus students in main ideas and content interpretation of a written text. This motivation through strategies and activities will produce academic reading comprehension.

The lack of applying reading activities in classroom is a common problem due to the learning focus in grammar rather than communication, it also affects the development of comprehension and management of a new language. For this reason, the activities must be implemented and correctly adequate to the academic level of learners. The problem is the exclusion of reading activities into classroom

planning, due to these facts, they are considered boring and repetitive. Consequently, the desired objective it is accomplished, due to the students do not have clear objectives to fulfill them. The use of Graphic Organizers permits to dynamize the activities and motivate the reading comprehension skills proposing a communicative approach when students have to paraphrase the information in the reading activities.

1.2.3 Prognosis

In case of the limited application of the Graphic Organizers strategies persists, the use of readings will stay being considered as an activity of less importance and it will not foster the development of English learning. Another indicator due to the increasing rate of students who fail in reading assessment, so it is imperative that the way in which reading comprehension skills are taught should change and adapt to the student's needs.

If teachers training in use of graphic organizers is not possible students' motivation in reading comprehension practices, will be affected because they do not develop critical thinking which will help them in the learning English process and the use of language.

On the other hand, if the limited application of Graphic Organizers strategies could be solved through a correct application, the levels of reading comprehension will improve giving students the opportunity to develop critical thinking strategies and a better management of the use of English as well as better results in students' grades.

1.2.4 Research Problem Formulation

Which is the impact of the use of Graphic Organizers to improve the Reading Comprehension Skills in English in students of level A2 in Language Center of Universidad Técnica de Ambato?

1.2.5 Research Questions

- In what ways do Graphic Organizers impact the Reading Comprehension skills in English?
- How does the use of Graphic Organizers enable students to master strategies to improve students' Reading Comprehension skills?
- How does the importance of Reading Comprehension skills determine English learning process?
- What Graphic Organizers strategies can teachers use to develop Reading Comprehension skills in English learning process?

1.2.6 Delimitation of the Research Problem

Field: Education

Area: Young and Adult Education

Specific Field: Graphic Organizers and Reading Comprehension Skills.

1.2.6.1 Time Delimitation

Temporal scope: The study was carried out during the October 2017 – March 2018 semester.

1.2.6.2 Spatial Delimitation

This research study was developed in Language Center of Universidad Técnica de Ambato with 60 students of level A2 regular modality.

1.3. Justification

The present research named “Using Graphic Organizers to improve Reading Comprehension skills” analyzes the idea of determining the incidence of Graphic Organizers in Reading Comprehension skills. The topic of this study emerges from the problems and low results in students during the learning-teaching English progress as a second language; in which reading comprehension is considered as a mechanic and passive activity (Figueredo & Herrera, 2017). For this reason, this study is directed to give an able and accessible solution to learners and teachers about the improvement of reading comprehension skills.

This project aligns with the first line of research of the TEFL, Master’s Program offered by the Universidad Técnica de Ambato, Methodology. Moreover, this study has interest due to it examines and analyze a common problem referring to the development of reading comprehension skills in English learners. Complementarily, this study looks for going deeply in the use of Graphic Organizers.

The **importance** of this action research is its contribution in teaching English both theoretically and practically. Theoretically, this study supports the theories on language teaching and learning especially those related to this study. Then, practically the benefits of this study are placed into some intensions for students and teachers. For the students; students’ English reading comprehension increases. Students are trained to be capable of reading texts using Graphic Organizers strategies.

Some **benefits** of this study are; Student’s vocabulary increases automatically. It gives and enjoyable learning situation which can improve students’ motivation. For teachers; they can use Graphic Organizer strategies, as an alternative method in teaching reading. It stimulates the teacher to find a new method which is appropriate for teaching reading. The results of this study can be used as a starting point of being creative students in doing something specially in reading the English texts (Astiyandha, 2013).

The **impact** of this study is it will support other researches as well as the result of it can be used as a reference of conductive further relevant researches. The result of the study can be used as a thinking framework of finding out another solution to solve students' problem in comprehending the English texts when they are going to conduct their researchers (Kadek, 2014).

The **interest** of this study lies in its application can potentially provide a guide for students to improve their reading skills. As well as to help students to feel more confident and motivated to read. Teachers create appropriate reading materials, according to student needs. Students do not feel pressure about grades. Finally, this study offers teachers useful activities and tips which improve student results in reading skills in an effective way and English learners be the main beneficiaries of it.

1.4. Objectives

1.4.1 General Objective

To evaluate the impact of using Graphic Organizers strategies to improve Reading Comprehension skills in A2 English learners.

1.4.2 Specifics Objectives

- To describe the use of Graphic Organizers which foster reading comprehension skills in English learning process.
- To determine the importance of Reading Comprehension skills in English learning process.
- To elaborate a handbook of ten Graphic Organizers strategies for improving Reading Comprehension skills in English learning process in classroom.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

There are many researches related to using graphic organizers to improve reading comprehension skills in English.

In a comprehensive review of investigation comparing student-generated study aids, Anderson, T (1980) concluded that without explicit instruction in a procedure such as outlining, students do as well simply rereading text assignments. However, when students receive explicit instruction in outlining or any similar study procedure, their comprehension and retention of information usually outpaces that of untrained peers. Outlining has received little research attention despite its wide use by students in secondary classrooms. In contrast, graphic organizers have piqued the interest of researchers. Much of this research was reviewed and synthesized in a meta- analysis conducted by Moore, D (1980).

Enriquez, F (2017) in her study “Graphic organizers in reading comprehension in English development in students of 10th grade General Basic Education of Unidad Educativa Municipal Antonio José de Sucre, Quito, 2017 concludes the main contribution of graphic organizers in the development of reading comprehension in English is to visualize and synthesize any kind of information to classify and analyze it. It lets students to understand significantly the text.

Through the use of graphic organizers, students develop cognitive skills such as critical thinking, analysis, interpretation, comprehension and how to classify information. As well as, rank concepts, understand the main idea, supporting ideas and specific details of the text. Enriquez, F (2017) recommends, to continue with the use of graphic organizers, such as concept maps, mandalas, timelines and cause and effect diagrams to develop reading comprehension, due to them offer a great contribution for the students' understanding. Becoming students in and active entity during learning process.

A study made in UTA by Rivas, C (2013) about the use of graphic organizers as an assessment tool for meaningful learning in Universidad Politécnica Estatal del Carchi, shows the positive influence of graphic organizers in meaningful learning in students, as well as the analysis and interpretation of the selection and use of them. This use let teachers have a better knowledge of support tools that students use in reading comprehension in different topics. Graphic organizers are visual and spatial displays designed to facilitate the teaching and learning of textual material through the “use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships” (Darch & Eaves, 1986). Graphic organizers include semantic maps, semantic feature analysis, cognitive maps, story maps, framed outlines, and Venn diagrams. Ausubel (1963) originally rationalized the use of graphic organizers by speculating that a learner's existing knowledge, which he referred to as cognitive structure, greatly influences his or her learning. When the cognitive structure expands and strengthens by incorporating new information, learning occurs.

To facilitate this process, graphic organizers provide learners with a meaningful framework for relating their existing knowledge to the new information (Ausubel, 1963; Wittrock, 1992). Mayer, R (1978) reaffirmed the utility of graphic organizers by examining reading as an information processing and storage process during which graphic organizers may be used to display connections among concepts. Within the reading process, Mayer suggested that the use of such organizers may better allow readers to connect their existing knowledge base with the text

information. By using graphic organizers, educators hope to facilitate the readers' understanding of the text through visual depictions of key terms and concepts and the relationships among them (Simmons, Griffin, & Kame'enui, 1988).

Mayer, R (1978) completed a series of nine experimental studies that support the use of organizers in certain definable situations. Working within the three frameworks of reception theory, addition theory, and assimilation encoding theory. Mayer found that the latter was useful in predicting outcomes when organizers were used to compensate for specific types of text structure. That is, organizers appeared to aid recall performance when readers were required to reorganize information but did not help when reorganization was unnecessary. Graphic Organizers are thought to activate a reader's prior knowledge and to encourage encoding strategies that will eventually result in increased retention. Unlike advance organizers, graphic organizers are written at the same level as the to-be-learned material, not at a higher or more abstract level. They also differ in that advance organizers use prose, whereas graphic organizers use lines, arrows, and spatial arrangement to depict text structure and relationships among key vocabulary terms. Both types of organizers are equally controversial in the literature pertaining to the effectiveness of adjunct aids on prose learning Lawton & Wanska (1977).

Sandoval, R (2015) in a study made in Mexico in 2015, states some conclusions about the literary review regarding the effect of Graphic Organizers which represent the text structures. First, there is consistent evidence of Graphic Organizers make understanding easy and the record of main ideas in university students. Secondly, the active participation of students influences the effectiveness of the use of Graphic Organizers. Organizers built by students are more effective than pre-built ones. However, the role of the teacher in the process is essential to encourage as well as conceptual and procedural scaffolding students to develop their own organizers. As a conclusion the use of Graphic organizers is more effective as post-reading activity (Spiegel y Barufaldi, 1994).

Based in these previous researches which support its results, this study pretends to demonstrate that the use of graphic organizers improves reading comprehension

skills. English is the Lingua Franca around the world which manage is necessary in university students' education. For this reason, it is very important to motivate students to learn it. One of the easiest skills in English is reading comprehension. To facilitate the appropriate development of this skill, students need to be able to analyze and understand information in an organized way. Therefore, the frequently use of graphic organizers, give students a training to achieve this objective.

2.2 Philosophical Foundation

This research is based upon constructivism paradigm proposed by Jean Piaget (1972). Graphic Organizers are in a wide sense the use of a combination of linguistic elements, such as words and phrases, and non-linguistic elements as symbols, figures, arrows, to represent relationships, stated by Ponce (2007), Hyerle (1999) and Pickering & Pollock (2001). The use of Graphic organizers fosters the understanding and the ability to use knowledge. These act as mediators between the learner and the learning experience. Graphic organizers constitute an effective and powerful tool to represent and structure contents. These facilitate the appropriate develop of capacities and cognitive skills. According to Marzano (2001), graphic organizers help the learner to organize, rate, and structure knowledge and facilitate the application of new intellectual instruments to future challenges.

Marzano, R (2001) stated the use of graphic organizers as learning strategies to improve reading comprehension skills produce 30% of benefits and 45% of improvement in the final results. To sum up, graphic organizers use as a methodologic source, make a big difference in the formative process and assessment of student learning. Specially in the strategic activities in the classroom to develop meaningful learning Stull and Mayer (2007).

Other authors as Connor & Lagares (2007); Sirias (2002), Roman (2004) agreed that Graphic organizers are a group of important strategies in teaching learning process that help literature activities in which visual aids are required to materialization. Graphic organizers complement the basic strategies for reading

comprehension skills such as, underline and make notes, giving the students the opportunity to materialize and visualize them through useful figures to organize the knowledge, Ortega and Gonzalez (2004), Leutner, L (2007).

Novak (1998) and MckKinnon (2005) added, there are other techniques which require complex cognitive process like mind maps. The use of visual aids provides important advantages to organize the content and clarify thoughts, reinforce reading comprehension. Graphic organizers become effective tools to guide students to performance mind representative operations Beyer (1997). The use of graphic organizers develops and enforce basic cognitive abilities, for example establish cause-effect relationships, compose analogies, stablish sequence, and present a structured argument. There are specific graphic organizers to represent and develop each one of these cognitive abilities, Griffin and Tulbert (1995), Gallavan and Kottler (2007).

2.3 Legal Foundation

The legal statutes that support this research are found in the Ecuadorian Consitution, the National Plan for Good Living, the National EFL Curriculum, and the Ecuadorian Higher -Education By law. The legal statutes are the following:

- **Ecuadorian Constitution (2015)**

“Art. 27, -states that Education will focus on the human being and guarantee its holistic development. This will be done within the framework of respect for human rights, the sustainable environment and democracy. It will be done in a participatory and obligatory manner. Moreover, it will be intercultural, democratic, inclusive and diverse in nature. Keeping a quality of warmth, it will promote gender equity, justice, solidarity and peace. It will stimulate critical thinking, art and physical culture, individual and community initiative. There is a focus on the development of skills and abilities to create and work. All of this is useful for the building of a sovereign country.

- a. “Be fundamental executors in the educational process.” Indeed, students have the right to play an active role in class and teachers should come up with tasks and activities that foster individual, pair and group work so that they can develop their linguistic, sociolinguistic, discourse and strategic competences appropriately.

Art. 11. The Obligations of Teachers

- i. “Give students support and pedagogical monitoring to overcome the lag and difficulties in learning and development of competences, capacities, abilities and skills.” Unquestionably, teachers are accountable for providing pupils proper classroom opportunities for them to learn. This can be done by utilizing a variety of methods, strategies and techniques that address all the multiple intelligences that students have. Furthermore, learners need suitable support and positive feedback; this way, they will feel motivated and learn the language effortlessly as long as their instructors are there to guide them, acting as a facilitator of knowledge and giving them chances to use the language in authentic contexts.

Art 31.- Competences of the Academic Council and the Intercultural or Bilingual Educational Circuit.

- d. "Develop strategies for continuous improvement of the educational area including professional development of administrators and teachers." In other words, this article urges teachers to continuously train themselves through attending seminars, courses, or any type of educational programs that they will make them better instructors. Nowadays, students require teachers who are high qualified and prepared to teach them and convey the input utilizing innovative methodological strategies and techniques.

• **Organic Law of Higher Education (2010)**

Art. 124. Training in values and rights

It is the responsibility of the institutions of the Higher Education System to provide those who graduate from any of the careers or programs, effective knowledge of their duties and citizenship rights, and of the socioeconomic, cultural, and ecological reality of the country; the command of a foreign language, and the effective use of computer tools.

2.4 Fundamental Categories

Dependent Variable = Reading Comprehension skills.

Independent Variable = Graphic Organizers strategies.

2.4.1 Fundamental Categories Network

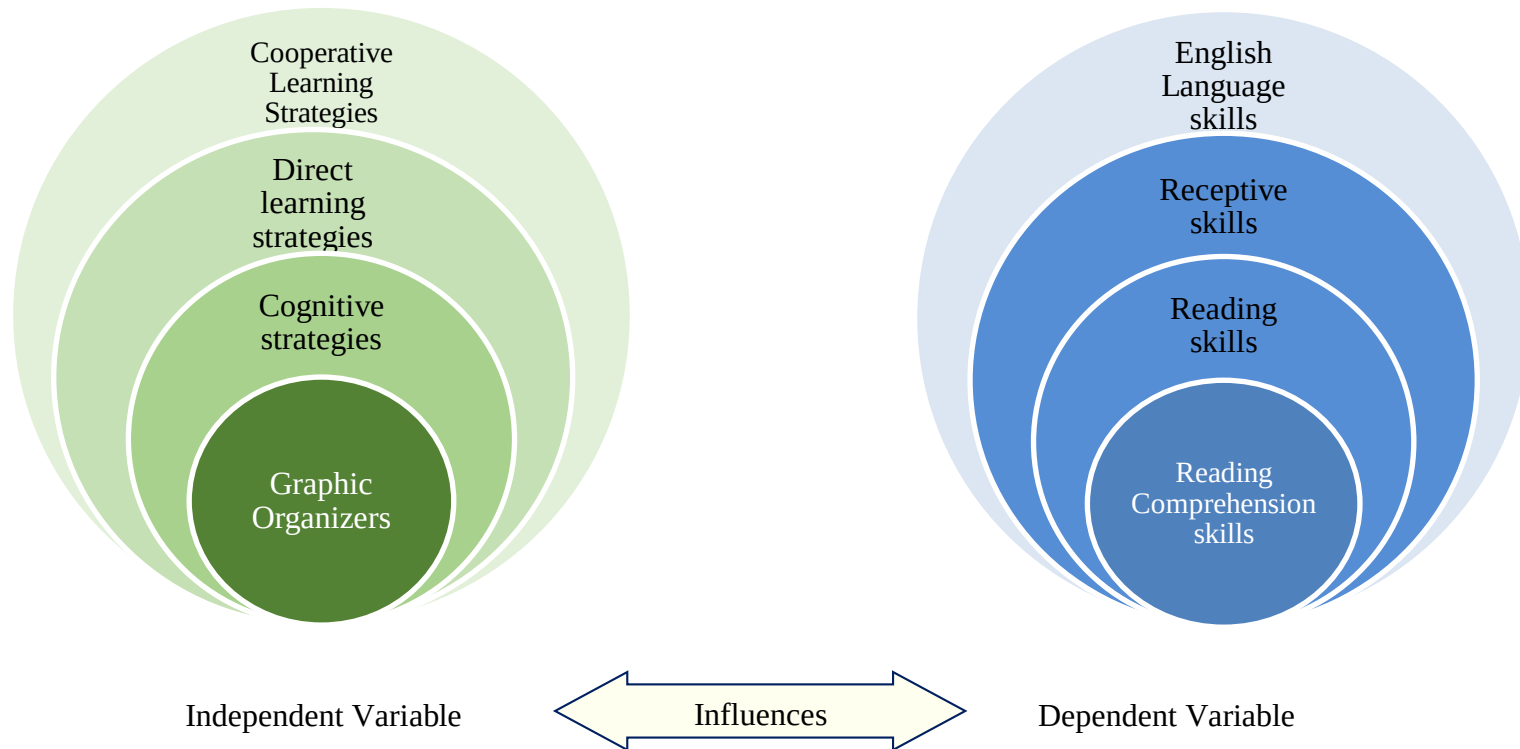


Figure N° 2. Fundamental Categories.

Created by: Elizabeth Tayo

2.4.2 Independent Variable Interrelated Graphics

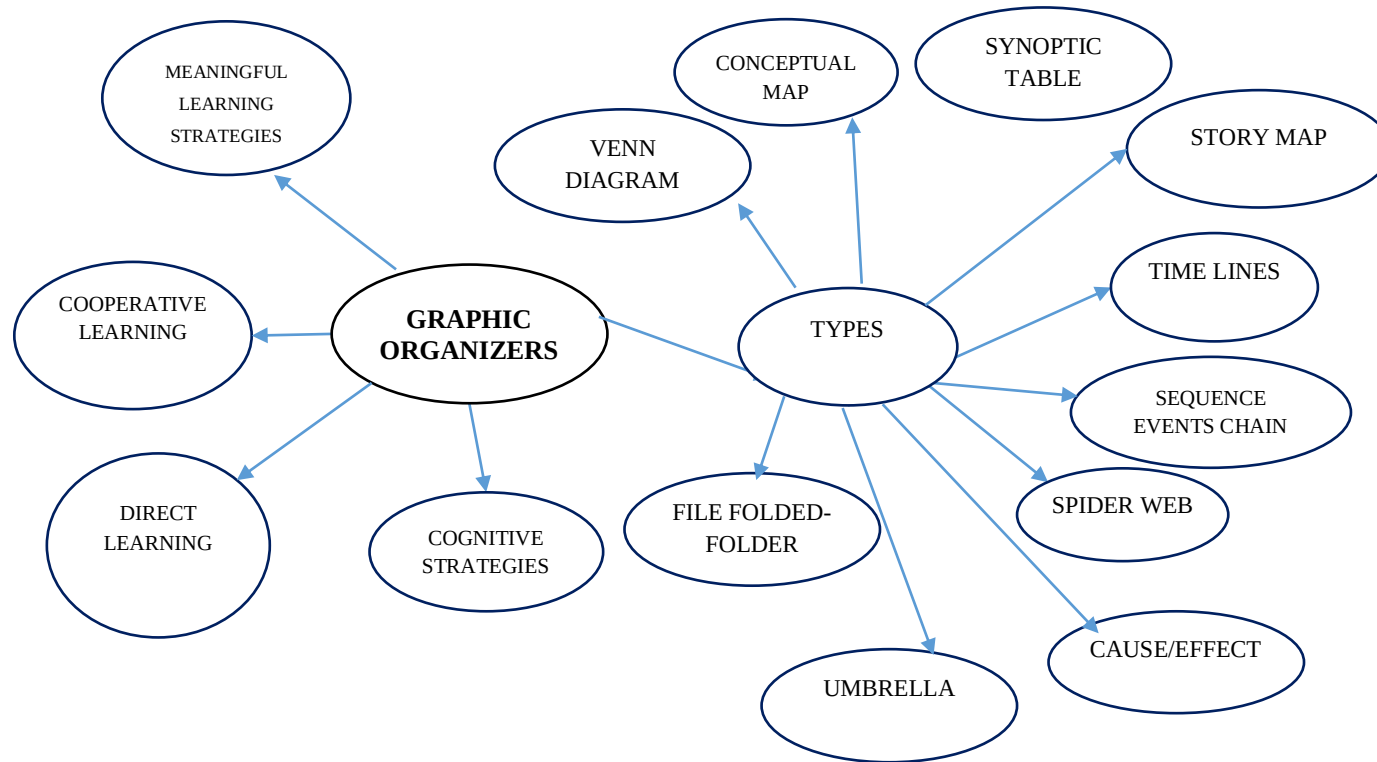


Figure N° 3. Graphics Independent.
Created by: Elizabeth Tayo

2.4.3 Dependent Variable Interrelated Graphics

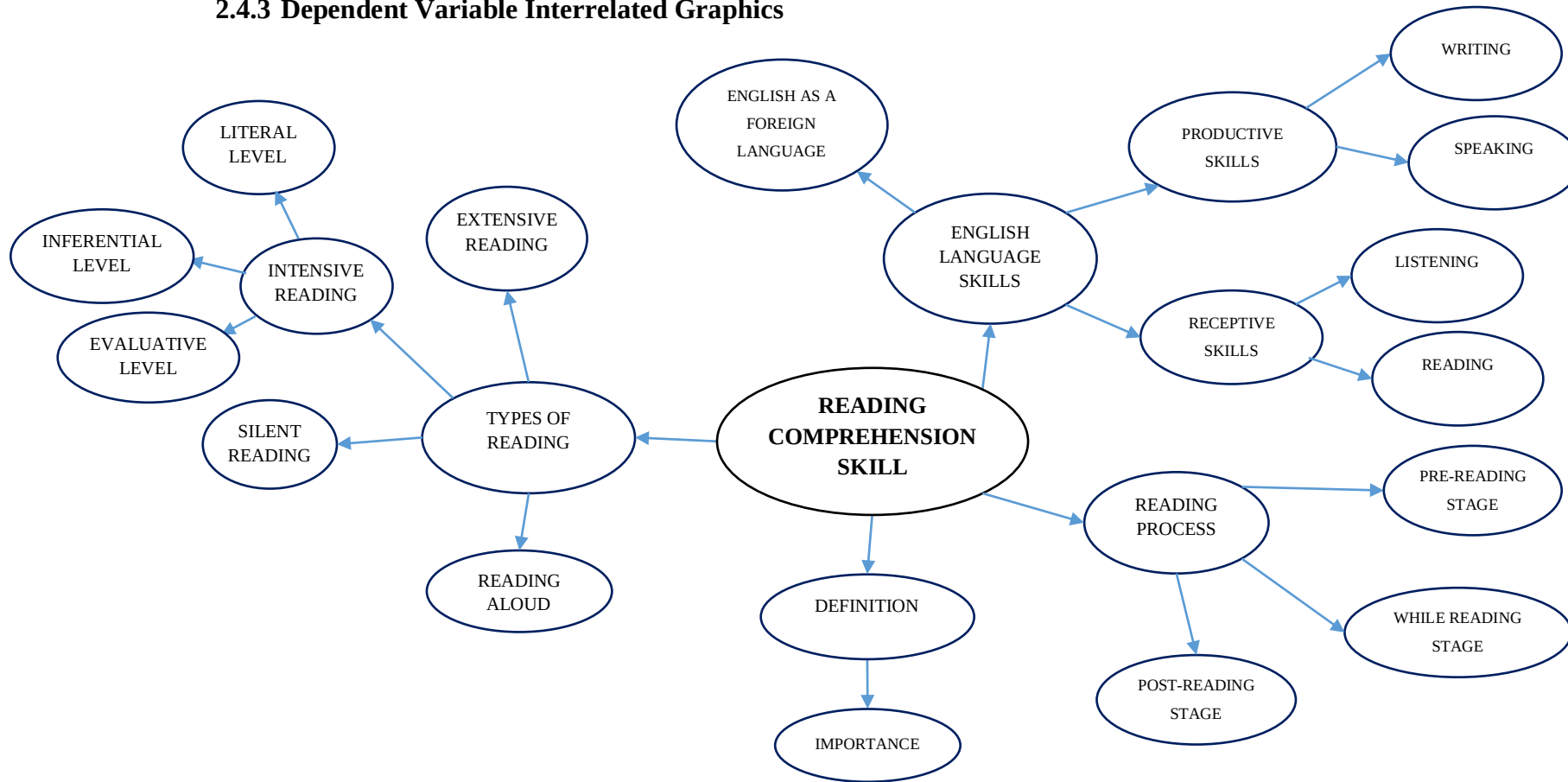


Figure N° 4. Graphics Dependent.
Created by: Elizabeth Tayo

2.5 Dialectical View of Conceptualizing Variables

2.5.1 Independent Variable Theoretical Framework

Cooperative Learning Strategies

It is the instructional use of small groups so that students work together to maximize their own and each other's learning Jhonson, D (2013). The key difference between these teaching approaches is the way students' learning goals are structured. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In competitive learning students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain. Finally, in individualistic learning students work by themselves to accomplish learning goals unrelated to those of the other students. In cooperative and individualistic learning, student efforts are evaluated on a criteria-referenced basis while in competitive learning teachers grade in a norm-referenced basis.

Cooperative learning is not a new idea in education. Research over the last twenty years has identified cooperative learning methods that can be used effectively at every level to teach every type of content. Increasingly, cooperative learning is becoming more and more popular within the education system (Slavin, 2011). It is almost uncommon not to have some cooperative learning elements within a collage class. However, it is not uncommon to listen students expressing negative opinions regarding cooperative learning.

Learning Strategies

Strategy term was firstly used in military contexts which meant to achieve the necessary skills to lead a military troop in order to reach the objectives. Regarding education it is to use of appropriate techniques to achieve the pursued objectives. It becomes teachers in facilitators who teach students to organize their study

activities. According to Muria (1994) cited in Klimenko, O (2009), cognitive strategies are planned behavior which select and organize cognitive, affective, and motor mechanisms, in order to face solving-problems situations in learning process. Ibarra (2000) defines learning strategies as an active process by the students modify their behavior to a meaningful learning. Regarding both definitions it is concluded that students assume an active-participative role in learning process.

Meaningful Learning Strategies

Students feel motivated when the class is relevant to themselves and connected to their interests. Instructors are able to maximize student interest and excitement by using a bottom-up approach that involves assessing students' needs, tailoring the course experience, and using teaching techniques that purposefully heighten students' engagement Meyers, S (2014).

Importantly, these three strategies interlock to create a maximally relevant approach to teaching and learning. Careful and frequent assessments allowed teachers to learn who students are, what they have mastered, and what are the areas of greatest interest. These data guided selection of topics to emphasize in class. When teachers remain open to students' input, they will increase their ownership and investment in the material. Ensuring students have an active role during class time and beyond closes the loop for making learning a personalized and meaningful experience. Meyers, S. (2014).

Table N° 1. Meaningful Learning Strategies.

1. Assess early, assess often.	Teachers need to know what students already know, what their interests are, what they want to learn, and what lessons they walk away with from our teaching? This information is helpful in adjusting the content of lessons to ensure that teachers meet the needs of the greatest number of students.
2. Let students get their feet wet.	Give students the opportunity to do what professionals in their field actually do. Teachers need to be very creative to make material alive for students. Problem-based learning presents students the opportunity to connect to real world.

3. Welcome student input for content and assignments.	Consider students' interests and connects with their personal and professional goals, teachers are able to better design courses that meet students' needs.
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Adapted from: Meyers, S. (2014).

According to Khalid (2016) cooperative learning is one of the teaching models which are used by teacher to improve students' reading comprehension skills. In Cooperative learning students may working pairs, in small groups, or in a combination of both give each other immediate feedback, support, and reinforcement. In small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn.

1.4.1. Graphic Organizers

Graphic Organizers strategies main theoretical aspects that sustain them, are presented. These tools are learning strategies with emphasize in visual learning. These group of important learning strategies require mental representations in visual outlines to materialize. Such as, simple learning techniques as underlined of paragraphs, note making and other that require more complex cognitive process as develop of mind maps.

According to Gardner, H (2003), the advantages of including visual representation strategies are diverse and they are based in about 80% of the information that learners' perception has through visual channel. Visual learning principals are associated the student can clarify thoughts using visual tools. Students will reinforce understanding, include new knowledge and, in addition, identify wrong concepts. A visual outline let learners to find out and design patterns, interrelations and interdependences as well as the possibility to develop creative thinking Campbell, L (2000). For instance, through a Ven diagram let students to identify the differences and similarities, therefore the student gets a visual strategy which let him/her make comparisons that require a display of common elements and differences between two subjects. This technique facilitates the reading

comprehension and writing skills, due to it offers a useful tool to help to register and developing the capacity of make outlines and synthesize through a register, synthesis and analysis structure of the findings regarding to similarities and differences, McMackin and Witherell (2005).

Marzano, R (2001) stated, the most important representative that materialize the benefits of visual learning are Graphic Organizers. Its own structure stimulates the structured develop of an activity, such as the representation of contents in graphic shapes. Without a diagram of similarities and differences there is a high probability that students find difficult to order the information and get the key elements to make a comparison, as well as stablish the common attributes of the topics to relate and contrast. The most important benefits are produced if the learner use graphic organizers to develop cognitive skills. A good example of the most common techniques are mind maps. Mind maps can be used to represent conceptual contents by visual representations in the correct hierarchy showing the skill of stablish relationships between concepts. Ahumada, P (2003), Novak, J (1998).

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books. Graphic organizers can: Help students focus on text structure "differences between fiction and nonfiction" as they read. Provide students with tools they can use to examine and show relationships in a text. Help students write well-organized summaries of a text.

Here are some examples of graphic organizers: Venn-Diagrams, used to compare or contrast information from two sources. For example, comparing two books. Storyboard/Chain of Events, used to order or sequence events within a text. For example, listing the steps for brushing your teeth. Story Map, used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story;

however, in a nonfiction story, main idea and details would be identified. Cause/Effect, used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to a painful sunburn. Idea Web, students will be able to easily collect their thoughts and connections about a topic.

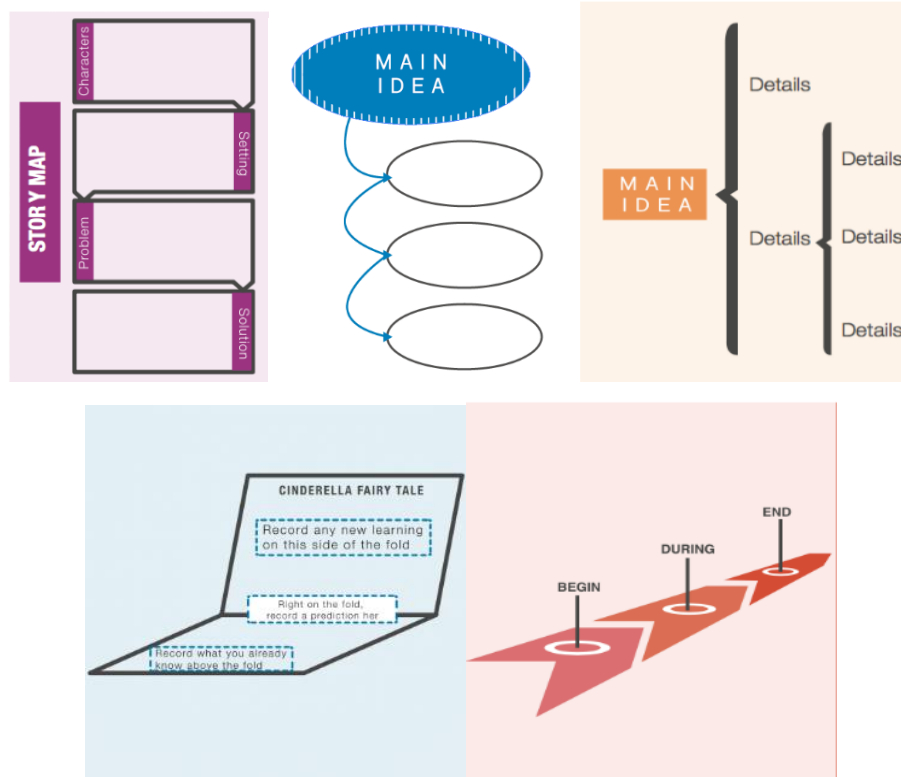


Figure N° 5. Graphic Organizers

Created by: Elizabeth Tayo

Graphic organizers are effective in helping students construct meaning (Heimlich & Pittelman, 1986; Peterson & Robinson, 1985). By visually representing the meaning they construct from reading, students improve their ability to comprehend. Below are examples of three graphic organizers. Although more than one graphic organizer per book can help students visually construct meaning, research on upper-grade intervention has shown that it is most effective to use one graphic organizer for each text Cooper, J (1997). The single graphic organizer then becomes a prompt to help students retell and summarize what they have read.

Factors

According Baxendell, B (2003) three basic factors need to be considered when constructing a graphic organizer, these are summarized as follows:

Table N° 2. Factors to make Graphic organizers.

Coherence	Graphic organizers must be designed to eliminate any distractions. The connections should be clearly labeled and the covered information should be minimal.
Creativity	Every graphic organizer needs to be innovatively constructed to motivate students' interest. They should also meet the aesthetic wishes of the students.
Consistency	In order to achieve reliability and dependability, graphic organizers should be standard and regularly introduced into the classroom. In this case standardization means that graphic organizers should be the cognitive perception of the target learners.

Adapted from: The Theoretical and Empirical Basis for Graphic Organizer Instruction.

Author: E. Ellis (2008).

1. Venn Diagram

This is a Graphic Organizer which let understand the relationship between two aspects of an article. A typic Venn Diagram use two joined circles, which represent groups, items or ideas that share or not common aspects. Its creator was the British mathematician and philosopher John Venn, who wanted to represent graphically the mathematic or logic relationship through circles or rectangles Guerra, F (2010).

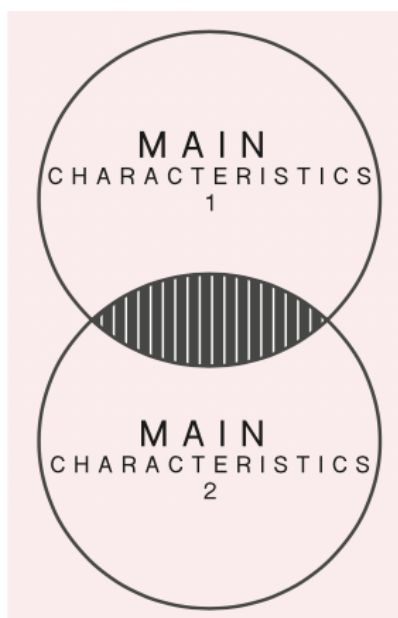


Figure N° 6. Venn Diagram
Created by: Elizabeth Tayo.

2. Conceptual Map

According to Lucas-Molina. B, (2017), Conceptual maps emerged in the frame of the meaning learning theory (Ausbel, Novak, Hanesian, 1987) as articulator elements of its technical principles, in consequence, such as effective agents of meaningful learning. Created by Novak and his collaborators (Novak and Gowin, 1988) in the middle of seventies, conceptual maps are instruments to organize and represent knowledge. Conceptual Maps represent meaningful relations between concepts as propositions. Most of the conceptual meanings are learned through the composition of propositions in which the concept to acquire is included.

Oviedo, E (2017) in a Thesis states that the most important graphic organizers is the conceptual map, where definitions are ranked and select main idea. So, the appropriate use of these tools is effective to develop reading comprehension skills, such as interpretation, abstraction, analysis, synthesis, thinking clarification, ranking, organization and processing of information. (Ayverdi et al., 2013).

Graphic organizers offer meaningful learning which let students to internalize knowledge, based on previous experiences according to their own interests and needs Ayverdi, L (2013).

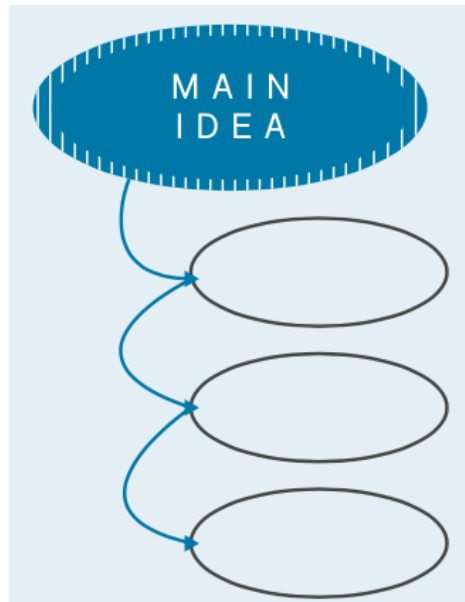


Figure N° 7. Conceptual map
Created by: Elizabeth Tayo

3. Synoptic Table

According to Guerra, F (2010) a Synoptic Table is an outline which through wrenches, shows the general idea of a topic, theory or studied ideas, as well as, its multiple elements, details, contrast and relationship, is a way to express and organize ideas, definitions or texts in a visual way which shows the logical structure of information.

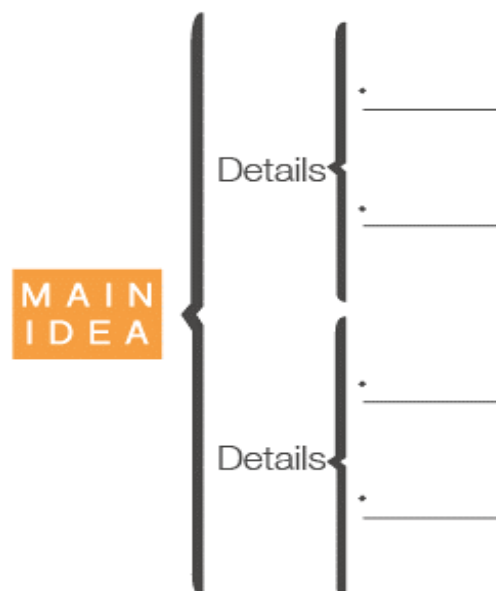


Figure N° 8. Synoptic table

4. Story Map

Story map is a graphic organizer to help students learn the elements of literature, just a map can help to see the road, a story map helps to see the various aspects of a story, identifying characters, plots and setting. There are many kinds of story maps they can benefit students according to the level, the simplest one helps students to identify the beginning, middle and the end of a story, visually Guerra, F (2010).

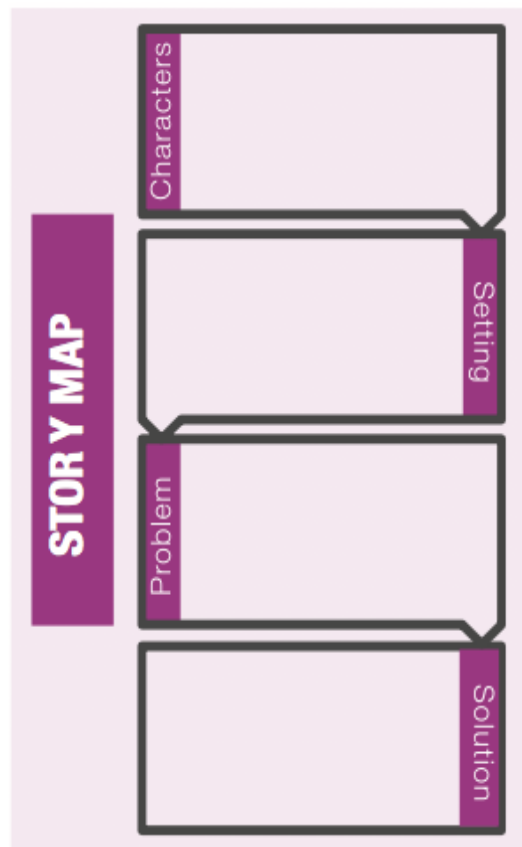


Figure N° 9. Story Map

Created by: Elizabeth Tayo

5. Sequence events chain:

Sequential organizers show the events in chronological order. This kind of organizer is useful when the events have specific begin and end Guerra, F (2010).

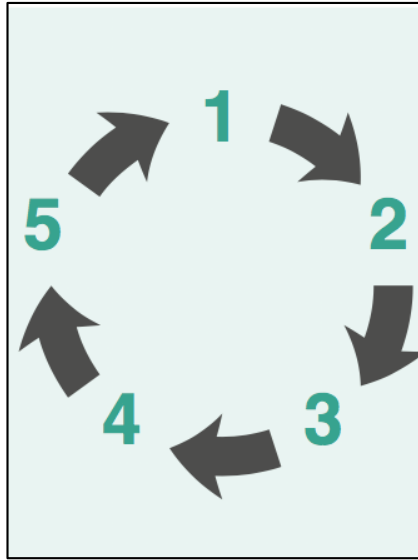


Figure N° 10. Sequence events chain.

Created by: Elizabeth Tayo

6. Time lines

This tool of the graphic organizers let order a sequence of events or facts about a topic, in a chronological relationship. In order to make a Time Line about an specific topic it is necessary to identify the events and dates (initial and final) in which they happened, order the events in chronological order; select the most important facts about the topic to stablish the appropriate timeslots, join the similar events, determine the visualization scale and organize the events in a diagram. Preciado-Rodríguez, G (2008).

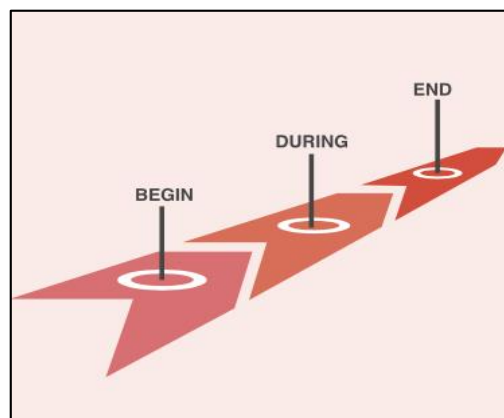


Figure N° 11. Time lines.

Created by: Elizabeth Tayo

7. Spider-web

This graphic organizer shows how categories are related with sub-categories. It provides a structure to ideas or facts to help students to learn how to organize and prioritize information. The main concept is located in the center of the spider-web and the outward links link other concepts that support the details related to them. The spider-web is different from conceptual maps because it does not include link words between concepts that let form propositions. As well as it is different from the ideas map as its relationships are hierarchical. Spider-webs are used to create brainstorming, organize information and analyze contents about a topic or a story Preciado-Rodríguez, G (2008).

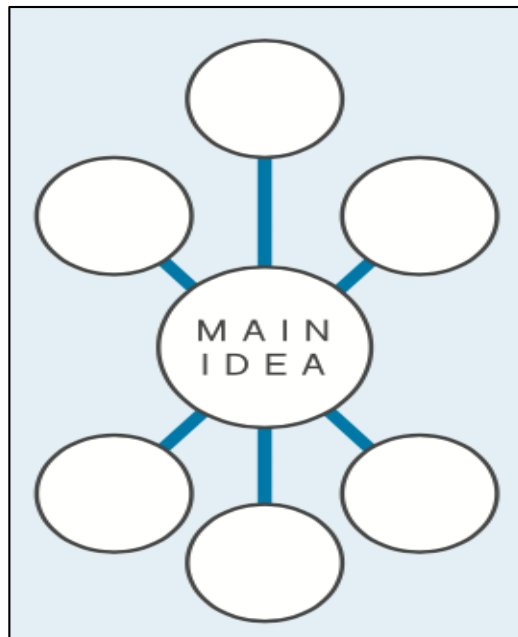


Figure N° 12. Spider Web.

Created by: Elizabeth Tayo

8. Cause-effect diagram

The cause-effect diagram is well known as “Ishikawa” diagram, due to the last name of its creator, it is also named “fishbone diagram” due to its similar form. It is formed by a square (head), a main line (spine) and four or more lines pointing to the main line forming an angle of approximately 70° (main spines). The latter have

two or three inclined lines (spines), and so on (minor spines), as necessary according to the complexity of the information to be treated. The main aim in the classroom is to achieve the students think in the real or potential causes of a fact or a problem, as well as the causal relationship between two or more phenomena.

Through the use of the Cause-effect diagram teachers create a Dynamic which offers analysis, group discussion, visualize reasons, or main and supporting facts, identify possible solutions, take decisions and organize action plans. (Preciado-Rodríguez, 2008)

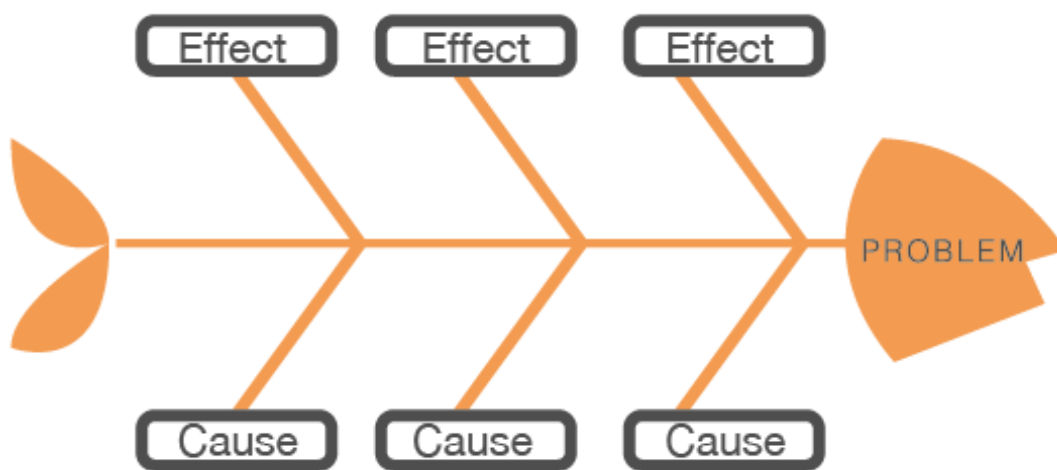


Figure N° 13. Cause/effect.

Created by: Elizabeth Tayo

9. Umbrella

This graphic organizer was developed by Betty Shoemaker (1998), uses an umbrella graphic to teach students in an objective way the relationship between a concept and its categories. Students write the concept or the main idea on the umbrella and write supporting ideas or details on the tips. Through the use of umbrella students have the opportunity to determine the prior knowledge and change it during the lesson.

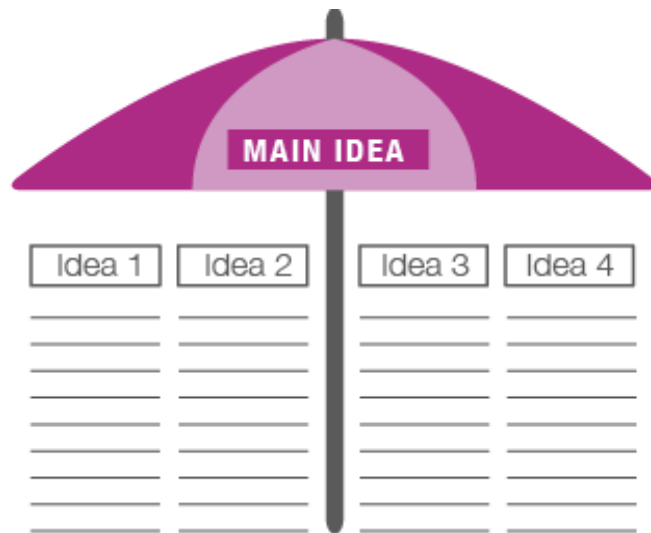


Figure N° 14. Umbrella
Created by: Elizabeth Tayo

10. FFF (Folded File Folder)

The name of this graphic organizers developed by Larry Lewin (1998) is a “metaphor of organization of knowledge by categories that makes our ability to learn. (Lewin & Shoemaker, 1998, p 9). It consists in hand out to each student a color sheet of paper. Students fold the paper leaving a tab to write the topic. Once students have written the topic open the folder and write what they know about the topic. The space below is divided in two parts; in the top part students write the predictions related to the topic, this means what students consider they are going to learn in the lesson, in the space below students make notes. This graphic organizer fosters prediction, analysis and synthesis (Lewin y Shoemaker, 1998).

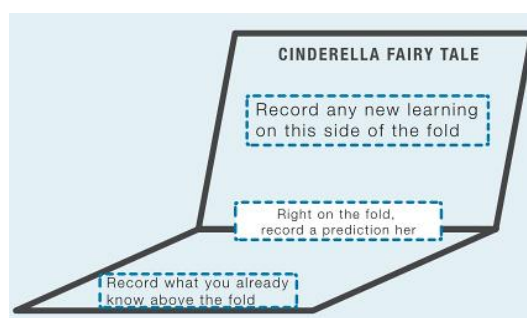


Figure N° 15. File Folded-Folder.
Created by: Elizabeth Tayo

2.5.2 Dependent Variable Theoretical Framework

2.5.3 English as a foreign language

The definition in Cambridge dictionary says that English as taught to people whose main language is not English and who live in a country where English is not the official or main language. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries in USA usually use English as a common language to communicate. That's why everyone needs to learn the language, in order to, get in touch on an international level. Speaking it will help you communicate with people from other countries all over the world, not just English-speaking ones Zeeshan, N (2015).

English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Netherlands or Sweden, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students Zeeshan, N (2015).

On the other hand, Mei, B (2017) states due to the fast spread of information and communication technologies there is a paucity of empirical research on the causes of the current low acceptance of computer-assisted language learning (CALL) by English as a foreign language (EFL) teachers.

2.5.4 English language skills

In the English language learning process, reading is one of the four language skills. "The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication." Lingua Core, (2017). In English learning process these skills are

divided in receptive skills; listening and reading and productive skills; writing and speaking.

2.5.5 Receptive skills, listening and reading

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use Spratt, M (2011).

2.5.6. Productive skills, Writing and speaking

Productive skills, speaking and writing, are defined by Jaramillo, M (2011) as an important form of expression used to persuade or convince as well as to share ideas and feelings. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgements of what has been submitted in writing or of fluency in speaking and delivering oral presentations Mohammed I, (2015).

According to Harmer, J (2002), “Receptive skills and productive skills feed off each other in a number of ways. What we say or write is heavily influenced by what we hear and see. Our most important information about language comes from this input. Thus the more we see and listen to comprehensible input, the more English we acquire, notice or learn. They may interact with other English speakers both inside and outside the classroom”.

2.5.6 Reading Comprehension

Definition

Reading is a receptive skill. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of written text. To do this, students need to understand the language of the text at word level,

sentence level or whole-text level. We also need to connect the message of the text to our knowledge of the world Spratt, M (2011). Spratt asserts that students can find reading difficult for different reasons. Reading involves understanding connections of words, sentences in a text, such as letters or even postcards. Connection refers to as discourse joined by grammar and vocabulary and our knowledge of the world. This means students need to use their knowledge of the world to see the sense connection between sentences, coherence and the grammatical links, cohesion. On the other hand, Osborne, P (2010) states one of the students' major reading problem arising when they are so worried about understanding every single word of a text, they are reading that they do not get the general idea from the passage.

Another feature is that reading also involves using different reading skills. They include; reading for specific information (scanning), reading for gist (skimming), reading for detail (Inferring), deducing meaning from context (predicting) and understanding text structure. In addition, reading is a complex process. It may seem as only a receptive skill, but it is active thinking. Reading involves understanding letters, words and sentences, connections between them, understanding different text types, making sense of the text through our knowledge of the world and using the appropriate reading sub-skill Spratt, M (2011).

2.5.7 Importance

It is important to remember that all of the activities above are important for teaching reading. However, as noted by Spratt, M (2011), perhaps the most important key for teaching reading is just the teachers understanding of what reading is. He advises that a dynamic class that improves student reading may be developed, if the teacher bears in mind that receptive doesn't mean passive. Teaching reading starts with a teacher's most basic understanding of what reading is.

The literature review also describes the effectiveness of explicit comprehension strategy instruction within the context of small group discussion. Strategies that foster cooperative learning have been successful in developing interpersonal skills,

cognitive skills and metacognitive awareness. Teachers need a repertoire of effective instructional strategies to engage students effectively (Ketch, 2005). To finalize this section, it is important to mention that, as Scrivener maintains, the teaching-learning process of a foreign language can become monotonous and uninteresting if the teacher and students exclusively use course book material and examples Scrivener, J (2011).

2.5.8 Process, pre-reading, lead-in, while, gist, details, post-reading.

Process

Regarding reading, successful literacy teaching follows a pattern. First, there are Pre-reading or Introductory activities. These include pre-teaching vocabulary and brainstorming with learners to predict the content of the text. Next are while-reading activities. These activities can include a series of comprehension activities starting initially on general to more detailed comprehension that help with developing different reading sub-skills. Finally, there are Post-reading activities, which include asking learner to talk about how the topic of the text relates to their own lives or to give their opinions on something in the text.

According to Khamraeva, G. (2016) usually, a reading lesson has three major stages: a pre-reading stag; a while-reading stage and a post-reading stage.

Pre-reading, lead in.

By pre-reading activities, we mean tasks that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Harmer calls this stage of reading Lead-in, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of reading exercises. Pre-reading activities contain: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

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.

Post-reading, CP (Controlled Practice), LCP (Less Controlled Practice), FP (Free Practice)

The purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills; listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing). Useful and interesting activities of this stage are; Retell-Gap-filling, Summarizing. These activities provide the students with opportunities to relate what they have read to what they already know or what they feel.

2.5.9 Types of Reading

There are four types of reading discussed under this heading, there are: Extensive reading, Intensive reading, Silent reading, Reading aloud. A brief discussion of these four types of reading is presented in the following section.

Extensive Reading

Patel & Jain (2008) states that the purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the

material in the book. One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure - the main goal of this activity Harmer, J (2001).

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. Students choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it Julian & Ricard, (2004).

Patel & Jain (2008) states that Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading, which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers.

Extensive reading is the reading for pleasure. Few Characteristics of Extensive Reading are:

- It helps learner to develop to active vocabulary.
- Extensive reading is silent reading.
- In extensive reading the subject matter is emphasized.
- In the extensive reading the learners play main role because they have to ask for measures.
- In extensive reading the idea can be developed.
- The aim of extensive reading is to enrich learners' knowledge.
- Through extensive reading the good reading habit can be developed.

Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties

of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching Kadek, B (2014).

Kadek, B (2014) states Intensive reading can be called text reading or passage reading. In this type of reading the learner reads the text to get knowledge. This reading is done to carry out to get specific information. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

Literal Reading

There are three different levels of understanding in reading comprehension; literal reading, inferential reading and evaluative reading. Literal Reading is simply what the text says, what actually happens in a story. It is a very important basic level of understanding because it provides the foundation for more advance comprehension. Roundy, L (2018).

Silent Reading

Broughton, G (2003) state that Reading may also mean “silent reading” and this is the interpretation which is most likely for the term. This is perhaps the nearest approach to the essence of reading. It is obvious that by far the greatest amount of reading that is done in the world is silent. A reading room is silent room. But the nature of silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are to survey material which is to be studied, to look through indexes, chapter headings and outlines to skim particularly when

one item of information is being sought in a mass of other printed information to gain superficial comprehension, as when reading for pleasure or preparing to read aloud to study the content of what is read in some detail, to study the language in which the material is written. This may involve textual study in the literary sense or it may involve the kind of language study that foreigner may need to do.

Silent reading is the most important type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words and can recognize and pronounce words accurately. Silent reading enables the students to read without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary Patel & Jain, (2008).

Reading Aloud

Reading aloud forms a foundation for the early literacy framework. Reading aloud involves students in reading for enjoyment and provides demonstration of fluent reading.

Broughton, G (2003) state that the word reading of course has a number of common interpretations. It may mean reading aloud, a very complex skill which involves understanding the black marks first and then the production of the right noises. Most people, if they are asked to read something, aloud, like to have an opportunity to “glance over” what is they are being asked to read. In the actual process of reading aloud too they usually find that their eyes are several words if not lines ahead of their tongues.

Reading aloud is very important in teaching reading it is because the base of words pronunciation. While teacher present model reading, this model reading should be according the level of readers could understand it very well and pronounce very well. It will be very difficult at secondary if it is not cared (Patel & Jain, 2008). Scott, W (2004) state that reading aloud is often thought of as reading round the class one by one, although many children seem enjoy it, this type of reading aloud

is not recommended because it gives little pleasure and is of little interest to the listener, it encourages stumbling and mistakes in tone, emphasis and expression, it may be harmful to the silent reading techniques of the other pupils, and it is a very inefficient way to use your lesson time.

2.6 Hypothesis

Using Graphic Organizers improves reading comprehension skills in English.

2.7 Identification of variables

2.7.1 Independent Variable

Graphic organizers strategies

2.7.2 Dependent Variable

Reading comprehension skill

CHAPTER III

METHODOLOGY

3.1 Research Approach

Hypothetical Deductive Approach

The research design is hypothetical deductive approach which is described as the group of steps, procedural strategies and methodologies defined to follow in a research process to demonstrate a presented hypothesis Burns & Grove (2004). The scientific method used is quantitative (using data collection to obtain information) and qualitative (using to desire experiences and life situations which are exposed in the analysis and interpretation of the results of the survey made to the students of A2 level at the Languages Center UTA).

3.2. Basic Research Modality

3.2.1. Bibliographic Documentary Research

This study employed a variety of approaches, paradigms, theories, conceptualizations and criteria of numerous authors who made publications about the contents of the current research problem. All the factual information included in this study were based upon different types of papers, books, articles, journals, websites, dissertations and other sources of information preferably updated as well as well-founded with scientific support.

3.2.2. Descriptive

This is a descriptive study, due to the descriptive research fits in both definitions of research methodology, quantitative and qualitative, even in the same study. Descriptive research refers to the kind of research question, design and data analysis applied to a determined topic. Descriptive statistics answers to the questions who, what, when, where and how. According to Glass & Hopkins, (1984), descriptive research consists in the data collection which describes facts and organizes, tabulates, represents and describes the data collection. Often uses visual aims such as graphics and charts to help the understanding of the data collection Abreu, J (2012).

3.2.3. Level of Research

The level of the research used in the present study is descriptive due to exist a relationship between two variables.

3.2.4. Field Research

It is a field research, it means, the research made in the place where the studied phenomena occurs” Herrera, B (2014) where the phenomena can be studied in a natural way to stablish a relationship between the real situation. Moreover, this study is experimental, it means, the researcher observes the facts and make and intervention to analyze results.

3.2.5. Exploratory

The Exploratory because this study developed the use of Graphic organizers strategies. Investigators who use this model are seldom concerned with the possibility that the use of it might play a role in the effectiveness of students

Reading comprehension skills. Descriptive because this study will describe the behavior that students have and how they will change through the process. The sample methodology for this study will be a non-probabilistic, sample of convenience, according to Bernal, C (2010). Thus, with each sample methodology, exist different criteria to evaluate the wide of the sample.

3.2.6. Correlational

The present study fits to correlational type of research due to it presents as objective to measure the relationship existing between two variables in a given context. A correlational study searches the link between the time dedicated to study and the grades. The main purpose of the correlational research analyzes how a variable behaves knowing the behavior of another related variable, this expresses that the purpose is predictive. Abreu, J (2012).

3.3.Research Design

Quasi-experimental

This study is a quasi-experimental due to is a research with all the elements of an experiment. However, the subjects are not randomly assigned. The quasi-experimental designs have the same purpose that the experimental studies: to prove the existence of a causal relationship between two variables. Abreu, J (2012).

3.4. Population and sample

3.4.1. Population

The students involved for this study were sixty university students, who belonged A2 level, Elementary at the Language Center of Universidad Técnica de Ambato. The intervention was taken in the semester September 2017 to March 2018. These students were given a Pre-test activity (see annex #2), in a routine procedure during the semester in which the study was conducted. Students were ranked from high to low on the basis of their literal comprehension scores. They were assigned ten different reading tasks using ten graphic organizers. One group of thirty students were assigned to these treatment conditions. The post-test (see annex #12), was applied to the students just after they had completed the ten tasks. This, of course, increases the reliability of the test results since it easy held when the effects of the tasks were still fresh. The participants for this study were the same level of proficiency, which made the test results more reliable. It was impossible to work with students at various levels of proficiency because different levels of proficiency required different tests and tasks to arrive at reliable results.

3.4.2. Sample

The sample was a representative part of the population. In the present case, it corresponds to 30 students of A2 level who the researcher worked as experimental group. It was implemented a pre-test (see annex #2), a ten weeks intervention using ten different graphic organizers, and a post-test (see annex #12), applied for the researcher teacher.

Table N° 3. Sample of A2 English level students.

Population	Number
Control group	30
Experimental group	30
TOTAL	60

Source: Language Center, Universidad Técnica de Ambato

Author: Elizabeth Tayo (2017).

3.3. Operationalization of Variables

Table N° 3. Independent Variable: Graphic Organizers strategies

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
Graphic Organizers “A graphic is worth a thousand words.” Barnard (1921). 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	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? 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?	Survey	Questionnaire to Students
		Attention			
		Self-regulation			
		Self-assessment			
	Elements	Linguistic			
		Procedural			
		Didactic			
	Development	Individual			
		Group			
		Whole-class			

VENN DIAGRAM		SPIDER WEB	
CONCEPTUAL MAP		CAUSE-EFFECT CHART	
SYNOPTIC TABLE		HIERARCHICAL MAP	
STORY MAP		SEQUENTIAL MAP	
UMBRELLA		FOLDED FILE-FOLDER	

Created by: Elizabeth Tayo

Table N° 4. Dependent Variable. Reading Comprehension skills

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments	
Reading Comprehension. 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	A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH) 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) _____ B. READ THE TEXT AGAIN AND WRITE <u>TRUE</u> OR <u>FALSE</u> (1 POINT EACH) 6. _____ 7. _____ 8. _____ 9. _____ C. ANSWER THE FOLLOWING QUESTION (1 POINT) 10. According to the article what would you prefer to ...? Why?_____	Survey	Questionnaire to Students	
		Scanning				
	Process	Pre-reading				Test (Pre-test) (Post-test)
		While-reading				
		Post-reading				
	Types	Intensive				
		Extensive				

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3.4. Information Processing and Analysis Plan

3.6.1 Techniques

Survey

The researcher used a structured survey as a Pre-test and Post-test to A2 English level students in Language Center at Universidad Técnica de Ambato. (See annex # 1).

Observation

The researcher applied ten different kinds of Graphic Organizers to evaluate which of them is the best option to improve Reading Comprehension skills in English.

3.6.2. Data Collection Plan

Table N° 5. Data collection plan.

Questions	Detail
1. - Why?	To accomplish the study objectives.
2.- Whom?	Students in the Language Center in Universidad Técnica de Ambato.
3. - What is about?	Using of Graphic Organizers to improve Reading Comprehension skills in English.
4. - Who?	Elizabeth Tayo Researcher.
5. - When?	Semester March- August 2018
6. - Where?	Language Center, Universidad Técnica de Ambato.
7. - How many times?	Once
8. - What research techniques with?	Pre-test and Post-test
9.-What research instruments with?	Structured questionnaire.
10. - What situation in?	In a cooperative environment of authorities, teachers and A2 English level students in Language Center, Universidad Tecnica de Ambato.

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CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of the results and data interpretation

4.1.1 Survey results

The survey was applied to the sample of A2 English level students after the implementation of graphic organizers to improve reading comprehension skills. The results are showed as follows:

1. How do you feel about reading?

Table N° 6. Students feel about reading.

Option		Frequency	Percentage
1.	I hate it	0	0.0%
2.	I don't like it	5	16.7%
3.	It doesn't matter	14	46.7%
4.	I like it	6	20.0%
5.	I really like it	5	16.7%
TOTAL		30	100.0%

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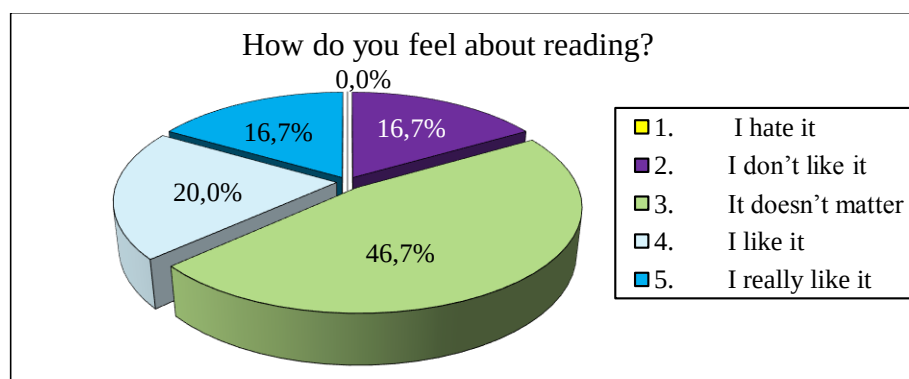


Figure N° 16. Students feel about reading.

Created by: Elizabeth Tayo.

According to the data showed in Table N° 8 and Figure N° 16, about how students feel reading, after the adoption of the strategies based on graphic organizers, a 46.7% indicated that it doesn't matter, a 20.0% said they like to do it, a 16.7% mentioned they do not like it, another 16.7% said they really like it, and nobody hates to read.

Most students like to read or at least do not like to do it. This means they have improved their reading comprehension which motivates them to continue learning.

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

Table N° 7. Students feel about reading in a group with their teacher.

Option	Frequency	Percentage
1. I hate it	1	3.3%
2. I don't like it	2	6.7%
3. It doesn't matter	11	36.7%
4. I like it	12	40.0%
5. I really like it	4	13.3%
TOTAL	30	100.0%

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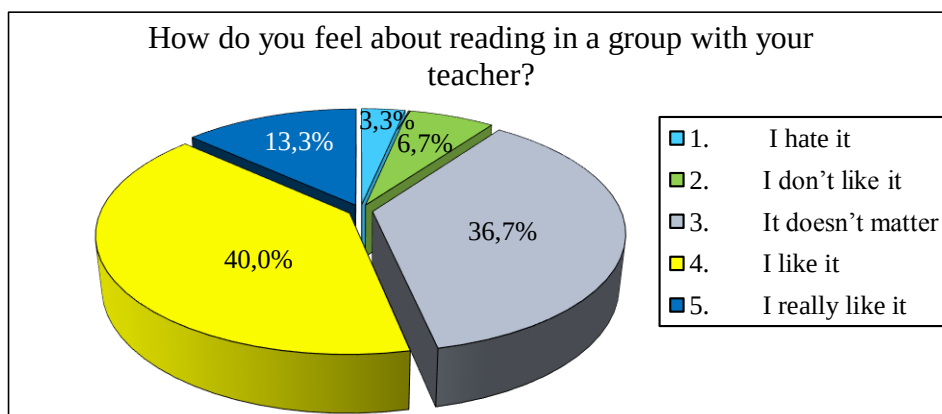


Figure N° 17. Students feel about reading in a group with their teacher.

Created by: Elizabeth Tayo.

A 40% of respondents admitted that they like to read in a group with their teacher, a 36.7% indicated that it doesn't matter, a 13.3% said they really love doing it, a 6.7% said they do not like it, and the rest 3.3 % mentioned that they hate reading in a group with their teacher.

It is appreciated that most students like to read in a group with the guidance of their teacher. This implies they consider themselves capable of collaborative reading, because they feel that reading in a group can help them develop their reading ability.

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

Table N° 8. How good students think they are at reading.

	Option	Frequency	Percentage
1.	Very bad	1	3.2%
2.	Bad	7	22.6%
3.	Average	11	35.5%
4.	Good	9	29.0%
5.	Very good	3	9.7%
	TOTAL	31	100.0%

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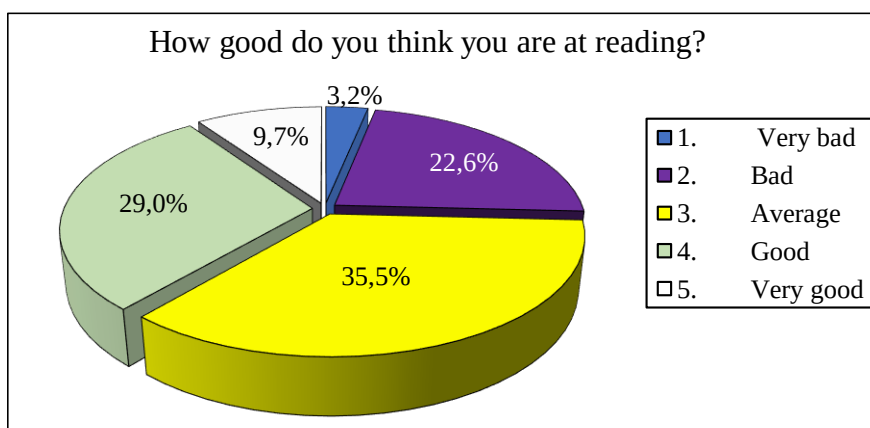


Figure N° 18. How good students think they are at reading.

Created by: Elizabeth Tayo.

About how students believe they are at reading, a 35.5% self-rated as at an average level, a 29.0% believed they are good at reading, a 22.6% admitted they are at a bad level, a 9.7% are at a very good level and the remaining 3.2% are rated as very bad at reading in English language.

Students consider themselves to have an average or a good level at reading. This means they feel capable of understanding texts in English language.

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

Table N° 9. Students guess what the text is about before they read.

Option		Frequency	Percentage
1.	Never	2	6.7%
2.	Almost never	1	3.3%
3.	Sometimes	10	33.3%
4.	Almost always	11	36.7%
5.	Always	6	20.0%
TOTAL		30	100.0%

Created by: Elizabeth Tayo.

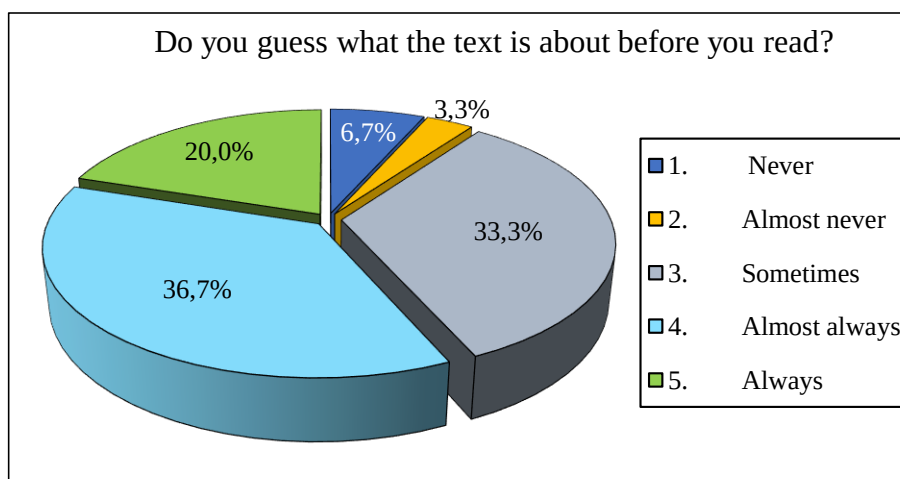


Figure N° 19. Students guess what the text is about before they read.

Created by: Elizabeth Tayo.

A 36.7% of students considered they are almost always able to guess what the text is about before they read, a 33.3% admitted they sometimes do it, a 20% believe they are always able to do it, a 6.7% mentioned they can never guess the content, and a 3.3% said they can almost never do it.

Most students are able to guess what the text is about before they read at least sometimes. This represents they are able of understanding the context by only reading the document title and its introduction or summary.

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

Table N° 10. Reading helps students form pictures in their head.

Option		Frequency	Percentage
1.	Never	0	0.0%
2.	Almost never	1	3.3%
3.	Sometimes	5	16.7%
4.	Almost always	16	53.3%
5.	Always	8	26.7%
TOTAL		30	100.0%

Created by: Elizabeth Tayo.

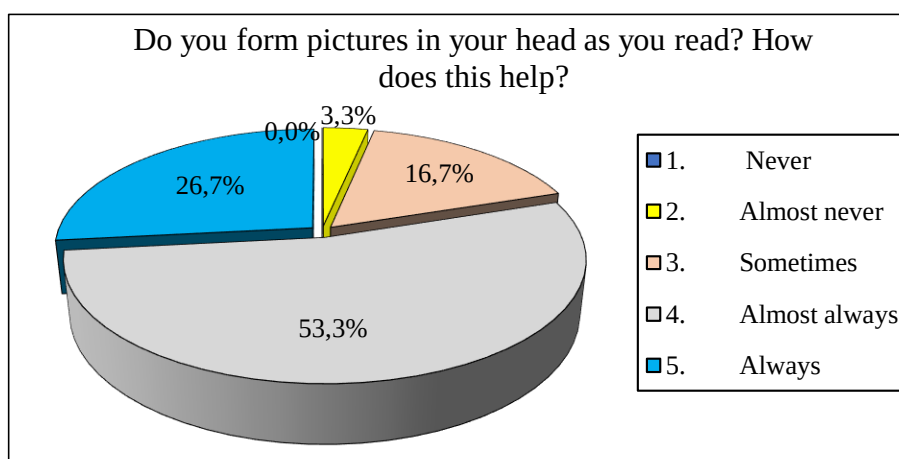


Figure N° 20. Reading helps students form pictures in their head.

Created by: Elizabeth Tayo.

Regarding whether the students form pictures in their head as they read, a 53.3% said they can almost always do it, a 26.7% mentioned they always do it, a 16.7% admitted they sometimes form pictures in their head, a 3.3% said they almost never do it, and nobody never do it.

It is evident that most students have adopted to their learning process of the English language as a second language the use of graphic organizers. And they do it because they consider them as useful tools for a better reading comprehension.

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

Table N° 11. Graphic Organizers are useful to understand and summarize an article.

Option	Frequency	Percentage
1. Never	1	3.3%
2. Almost never	2	6.7%
3. Sometimes	7	23.3%
4. Almost always	15	50.0%
5. Always	5	16.7%
TOTAL	30	100.0%

Created by: Elizabeth Tayo.

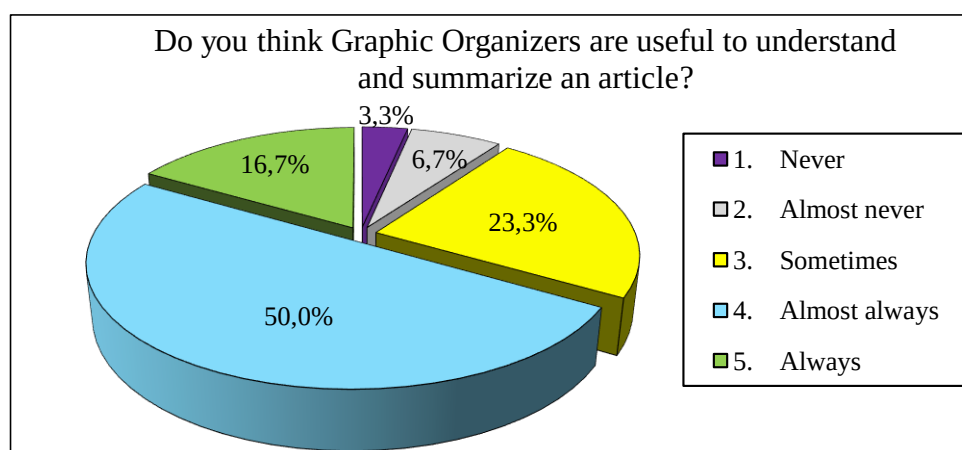


Figure N° 21. Graphic Organizers are useful to understand and summarize an article.

Created by: Elizabeth Tayo.

A 50% of respondents considered that graphic organizers are almost always useful to understand and summarize an article, a 23.3% of students said graphic organizers are sometimes useful to that purpose, a 16.7% mentioned they are always useful, a 6.7% believed they are almost never useful to that purpose, and a 3.3% considered graphic organizer can never be used to understand and summarize an article.

Most students believe that graphic organizers are useful to understand and summarize an article, that means they understand the benefits of its use.

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

Table N° 12. Most useful Graphic Organizers to read in English.

Option	Frequency	Percentage
1.Venn Diagram	2	6.67%
2. Conceptual Map	11	36.67%
3. Synoptic Chart	1	3.33%
4. Story Map	7	23.33%
5. Umbrella	3	10.00%
6. Spider Web	1	3.33%
7. Cause-Effect Chart	3	10.00%
8. Hierarchical Map	0	0.00%
9. Sequential Map	2	6.67%
10. Folded File Folder	0	0.00%
TOTAL	30	100.00%

Created by: Elizabeth Tayo.

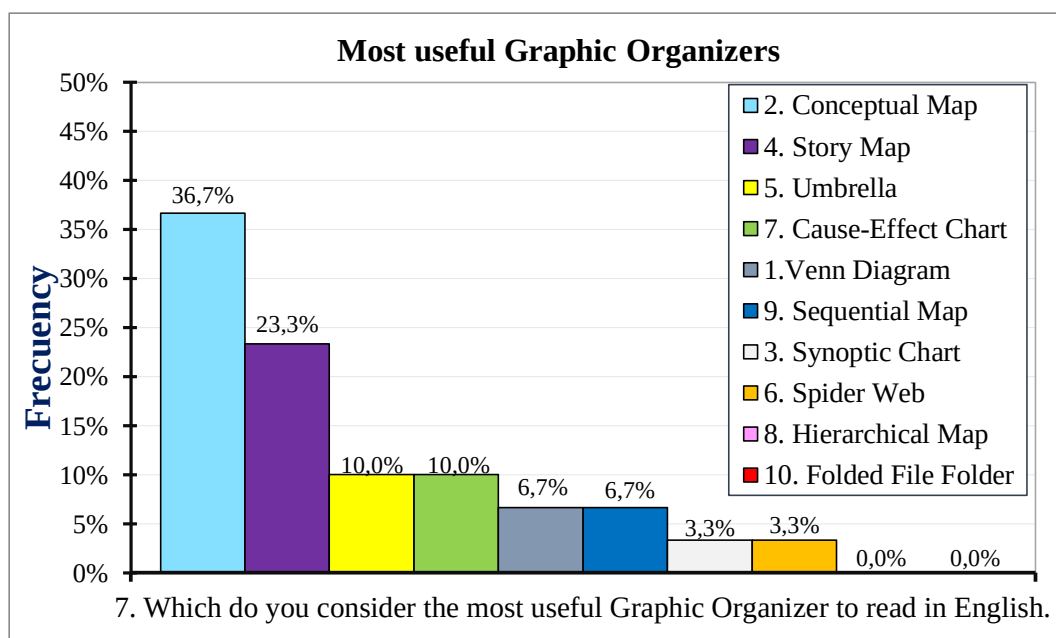


Figure N° 22. Most useful Graphic Organizers to read in English.

Created by: Elizabeth Tayo.

According to the data shown in Table N° 14 and Figure N° 22, the graphic organizers most used by students are the conceptual map according to 36.67% of the students, followed by the story map which is preferred for 23.33%, the umbrella according to 10%, the cause - effect chart also for 10% of respondents, the Venn diagram according to 6.67%, the sequential map also 6.67%, the synoptic chart is the most used for 3.33%, and finally the spider web for another 3.33%. The two remaining types of organizers were not the most representative for any student.

The main types of organizers used by students are the conceptual map and the story map, which are characterized by using a hierarchical structure that allows ordering the information by levels and categories. The story map helps to see the aspects of a story, identifying characters, plots and settings through the use of drawings.

4.1.2 Pre-test and Post-test results

It was taken an experimental group of students to determine whether or not Graphic organizers improve Reading skills development of A2 English students at the Languages Center- Universidad Técnica de Ambato. The aim of the statistical is to compare the results obtained between the pre-test and post-test in the experimental group.

The paired sample Student t-test is applied to verify the hypothesis because it is used a numerical scale (Reading section was rated over 20). It starts from the identification of the null hypothesis and the alternative hypothesis, as follows:

4.2 Hypothesis verification

Null Hypothesis H₀: Graphic organizers do not improve reading comprehension skills in English of A2 level students in the Languages Center in Universidad Técnica de Ambato.

Alternative Hypothesis H₁: Graphic organizers improve reading comprehension skills in English of A2 level students in the Languages Center in Universidad Técnica de Ambato.

4.2.1 Variables

Independent variable: Graphic organizers strategies.

Dependent variable: Reading comprehension skills.

4.2.2 Description of the population

The researcher considered an experimental and a control group of 30 students of A2 level in the Languages Center in Universidad Técnica de Ambato.

4.2.3 Mathematical model

The mathematical model of the test is the next:

H₀: $\mu_1 = \mu_2$

H₁: $\mu_2 > \mu_1$

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:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student T-Test from the data.

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

n = pre-test and post-test data number (30 data).

S_d = standard deviation of the differences.

4.2.4 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student t -test with $(n - 1)$ degrees of freedom.

4.2.5 Decision making

The null hypothesis (H_0) will be rejected and the alternative (H_1) will be accepted if the 'p' value or level of bilateral significance is smaller than or equal to α (0.05). It means if the Student t value is on the null rejected region in the Student t -test distribution, the alternative hypothesis (H_1) will be accepted.

4.2.6 Selection of the level of significance

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

4.2.7 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 (30 data in control and experimental groups).

df = degrees of freedom

$$df = 30 - 1$$

$$df = 29$$

According to the selected level of significance (0.05) and the degrees of freedom (29), Student T-Test value is 1.6991 (see Annex 12) in control and experimental groups.

4.2.8 Data collection and calculation of statistics

The results the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table N° 13. Data collection control and experimental group.

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	12	16	4	1	10	16	6
2	9	10	1	2	9	20	11
3	6	14	8	3	14	14	0
4	9	14	5	4	9	12	3
5	20	18	-2	5	12	13	1
6	12	12	0	6	9	12	3
7	12	18	6	7	10	16	6
8	4	10	6	8	14	14	0
9	9	10	1	9	14	18	4
10	9	14	5	10	9	14	5
11	14	16	2	11	15	14	-1
12	20	18	-2	12	17	14	-3
13	6	10	4	13	6	16	10
14	9	10	1	14	12	20	8
15	14	14	0	15	10	16	6
16	3	14	11	16	11	14	3
17	12	10	-2	17	9	14	5

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
18	12	10	-2	18	12	10	-2
19	18	12	-6	19	5	10	5
20	9	14	5	20	9	20	11
21	12	14	2	21	9	18	9
22	12	16	4	22	10	10	0
23	12	12	0	23	9	12	3
24	12	12	0	24	20	16	-4
25	6	12	6	25	20	20	0
26	17	12	-5	26	9	12	3
27	15	20	5	27	11	18	7
28	17	6	-11	28	10	14	4
29	4	14	10	29	17	20	3
30	9	14	5	30	10	14	4

Source: Test applied to students.

Author: Elizabeth Tayo (2018).

4.2.9 Student T-test results

Through the use of a statistical software, the following results were obtained:

Table N° 14. Paired sample statistics.

Paired sample statistics					
		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	11.17	30	4.511	0.824
	Post-test Total	13.20	30	3.089	0.564
	Differences (Pre-Post)	2.033	30	4.7378	0.865
Experimental group	Pre-test Total	11.37	30	3.615	0.660
	Post-test Total	15.03	30	3.113	0.568
	Differences (Pre-Post)	3.667	30	3.9333	0.718

Source: Test applied to students.

Created by: Elizabeth Tayo (2018).

Figure No. 23 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 (control group).

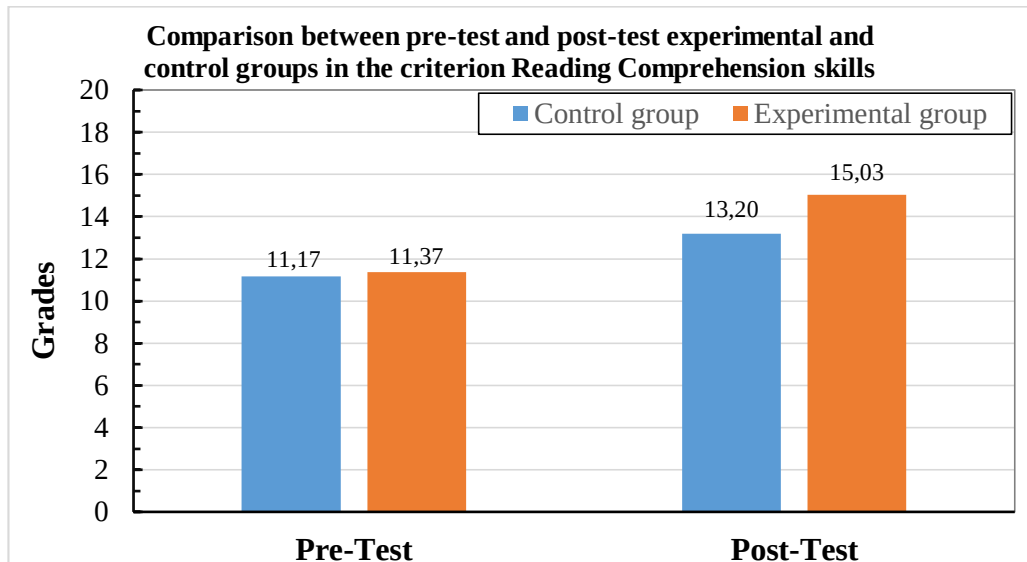


Figure N° 23. Comparison between pre-test and post-test experimental.

Created by: Elizabeth Tayo (2018).

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 compared with the pre-test.

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group:

$$t = \frac{2.033}{0.865}$$

$$t = 2.351$$

Experimental group:

$$t = \frac{3.667}{0.718}$$

$$t = 5.106$$

The resolution through the use of statistical software allows obtaining the same results, as it is showed in the following table:

Table N° 15. Student t test to paired sample statistics.

Paired sample statistics									
		Paired differences					t	df	Sig. (unilateral)
		Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
					Lower	Upper			
Control group	Pre-test Total - Post-test Total	-2.033	4.738	.865	-3.802	-0.264	2.351	29	0.012875
Experimenta l group	Pre-test Total - Post-test Total	-3.667	3.933	0.718	-5.135	-2.198	5.106	29	0.0000095

Source: Test applied to students.

Created by: Elizabeth Tayo (2018).

As it can be seen in the last table, the differences are more significant in the experimental group than in the control group.

4.2.11 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 $\alpha = 0.05$ (5 %). Similarly, calculated Student T-Test is 5.106 which is upper than critical value of 1.6991. Therefore, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted: **“Graphic organizers improve reading comprehension skills in English of A2 level students in the Languages Center in Universidad Técnica de Ambato”**.

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

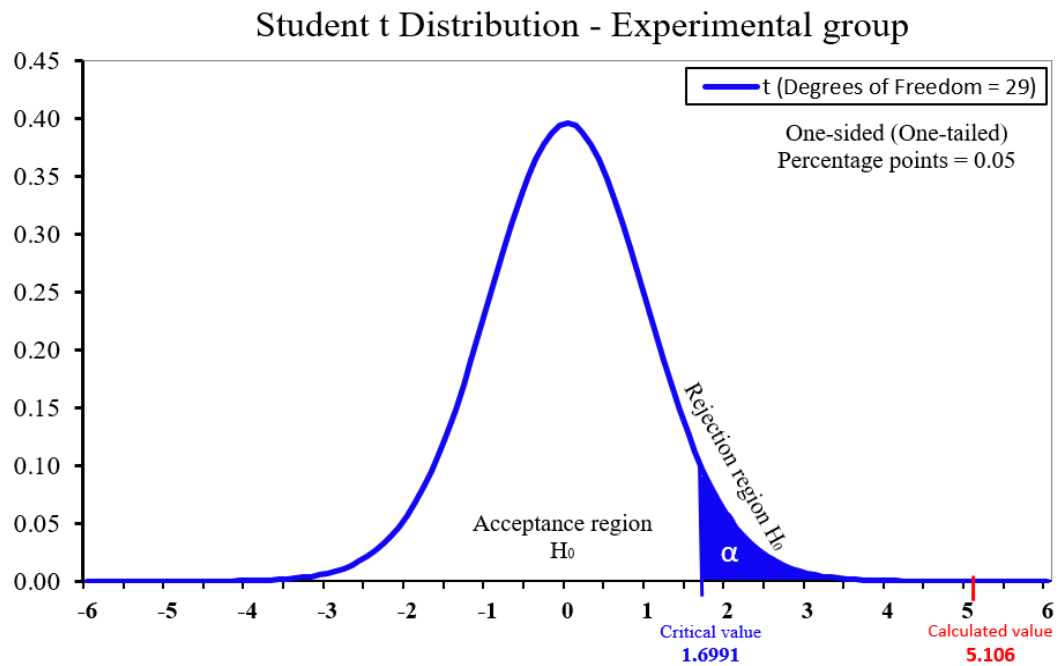


Figure N° 24. Student T-Test distribution experimental group.

Source: Test applied to students.

Author: Elizabeth Tayo (2018).

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

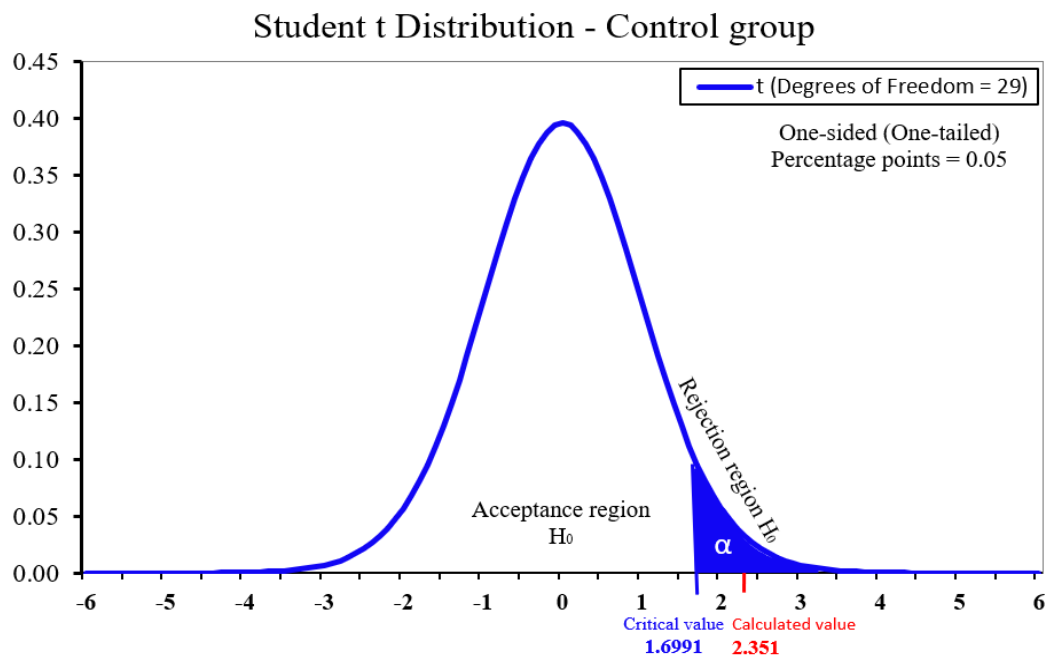


Figure N° 25. Student T-Test distribution control group.

Source: Test applied to students.

Author: Elizabeth Tayo (2018).

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

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The following conclusions were obtained in this research:

- There was a great impact of the use of graphic organizers on the reading skills development at literal level, learners were able to identify the main idea, find supporting details, deal with vocabulary, distinguish facts and opinion.
- Students' final grades on reading skills improved from 11.37 to 15.03 in the pre-test and post-test results, obtained by the experimental group. While the control group obtained 11.37 in the pre-test and 13.20 in the post-test results.
- Due to the use of the ten different Graphic Organizers students saved time and energy to understand written information. Besides it improved student's reading ability in L1 and L2.
- The implementation of Graphic Organizers fostered students' learning and motivation when learning English as a second language.

5.2 Recommendations

- 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 a semester 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 among students' groups, such as number of students, gender and English level.
- Once the importance of the use of Graphic Organizers was determined in English classes due to the improvement of 3.66 in the results. It is recommended the systematic use by teachers of Language Center to Benefit English students to motivate them towards Reading comprehension as well as the academic results improvement.
- In order 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 Language Center English teachers.
- It is recommended to design a further research the use of graphic organizers to improve reading comprehension skills in the inference and evaluation levels.

CHAPTER VI

THE PROPOSAL

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

6.1 Informative Data

Name of the Institution: Universidad Técnica de Ambato

Beneficiaries: English teachers and A2 students at the Language Center of Universidad Técnica de Ambato.

Beginning: Last week of February, 2018.

End: Last week of March, 2018.

Person in Charge: Elizabeth Alexandra Tayo Haro

Cost: 300,00

6.2 Background of the Proposal

This research proposal arises from issues observed among A1-level students at the UTA Language Center. 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 the level, 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 promoting their use among staff and students. This consists of a handbook that sets out practical activities incorporating the use of graphic organizers. The handbook consists of a contents page, a foreword to teachers, and a detailed explanation of how each proposed technique may be applied to the classroom. This explanation includes the sub-skills each technique targets, 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 of their impact measured against success criteria.

6.3 Justification

There are clear challenges to teaching English to students in a public university context. The large numbers per class, the limited number of teaching hours in which to cover the course content and the lack of modern audiovisual and ICT equipment to support language learning are some of the logistical problems teachers face. However the limited motivation, either intrinsic or extrinsic, that students demonstrate towards learning English is the greatest obstacle to progress.

Part of the blame for such low student motivation lies in the approach to classroom activities, with book-based exercises featuring heavily in many lesson plans; at the same time, there is little apparent consideration given as to how to make reading texts more engaging. Students experience frustration in their interaction with the L2, particularly when this is presented in authentic texts. They have difficulty applying the grammatical rules and vocabulary lists that they study to decoding language in context. Surveys indicate that this limited comprehension leads to the students' opinion that English is excessively difficult and tedious, while their teachers complain of learner disengagement and lack of effort.

This situation, typical of beginner-level university English classes, highlights the urgent need to develop materials and techniques that both facilitate comprehension, thereby tackling the sense of frustration, while at the same time increasing engagement by creating opportunities for communicative interaction. The proposed handbook intends to foster a more active student participation in reading tasks by focusing primarily on meaning through structured comprehension activities, rather than on grammar and vocabulary exercises. It introduces variety in the approach to developing reading skills, and uses techniques that are practical to implement from the teacher's perspective. Finally, the sub-skills targeted in the different techniques are directly linked to those needed for success in tests and exams, which is another potential source of increased motivation.

6.4. Objectives

General

To create a Handbook of the use of Graphic Organizers to improve reading comprehension skills in English.

1.4.3 Specifics Objectives

- To compile effective Graphic Organizers strategies which foster reading comprehension skills in English learning process.
- To socialize a handbook of Graphic Organizers strategies for improving Reading Comprehension skills in English learning process in classroom.

6.5. Feasibility Analysis

The handbook is feasible it contributes with currently assumptions and 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 of the reading comprehension skills in English.

This handbook is based on A2 Elementary students needs. It provides accurate and actual ideas and activities regarding the actual tendencies in education to help students to develop their speaking skills allowing the teacher and students a great opportunity to interact in such a motivating way.

6.6. Theoretical-scientific foundations.

Reading involves understanding connections of words, sentences in a text, such as letters or even postcards. Connection refers to as discourse joined by grammar and vocabulary and our knowledge of the world. This means students need to use their knowledge of the world to see the sense connection between sentences, coherence and the grammatical links, cohesion Theoretical Framework (Spratt, 2011).

Graphic organizers constitute an effective and powerful tool to represent and structure contents. These facilitate the appropriate develop of capacities and cognitive skills Hyerle, D (1999) and Pickering & Pollock (2001). This handbook is a carefully planned experience for students that allows for deeper learning of the content, practice reading comprehension skills in English, and formative feedback as concepts are learned

Strategy 1: 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 similarities between the characters of a text, as well as differences and similarities between two different aspects of facts in a text.

Strategy 2: Conceptual Map

Concept maps are diagrams showing a network of concept nodes connected by relational links (Haugwitz, 2010).

Concept maps are schematic devices for representing interrelationships among a set of concept meanings embedded in a framework of propositions and two-dimensional, hierarchical, node-like diagrams that represent verbal, conceptual, or declarative knowledge in visual or graphic forms Bhattacharya, A (20013).

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 in the left part, and then add the supporting details, ordering according to importance Guerra, F (2010).

Strategy 4: 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. The most basic ones focus on the beginning, middle, and end of the story Guerra, F (2010).

Strategy 5: Sequence Events

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story, and also to the 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).

Strategy 6: Timelines

Timelines are used to record events from a story in a sequential way. They support students to keep events in chronological order. Timelines also provide support to English language learners, helping them make connections and recognize patterns in a series or process. Numerical markers such as hours, years, days or months are placed apart with plenty of space in between, so timelines appear visually less

complex than pure text, helping students more easily relate events to their corresponding times WETA Public Broadcasting, (2015).

Strategy 7: 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 brainstorming strategies for developing and connecting ideas. Typically, major topics or central concepts are at the center of a brainstorming web. Links from the center connect supporting details or ideas with the core concept or topic (Inspiration Software, Inc., 2018).

Strategy 8: 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, aiding students in identifying and analyzing the underlying causes and effects in a series of events or processes Preciado-Rodríguez, G (2018).

Strategy 9: Umbrella

This graphic organizer helps students better understand the connection between topic, supporting details, and the main idea of each paragraph, and of the text as a whole Preciado-Rodríguez, G (2018).

Strategy 10: FFF – Folded-File-Folder

Folded file-folders are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing. In addition, they not only reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning Zike, D (2015).

6.7. Methodology

This handbook contains 10 graphic organizers strategies in order to guide the teacher how to use them in an accurate way. Each activity tends to encourage the students to manage the use of graphic organizers to improve reading comprehension skills in English. This handbook presents interesting activities in order to motivate students to analyze and understand basic texts in English. It is an important educative tool that English teachers at the Language Center of Universidad Técnica de Ambato can apply and the lesson plans in this handbook provide a set of step-by-step instructions based on the workshop intervention applied to the A2 students.

This handbook is a great way to reinforce students' improvement in reading comprehension skills in English.

6.8. Administration of the proposal

The proposal is addressed to teachers and students of the A2 Elementary English level at the Language Center of Universidad Técnica de Ambato to encourage EFL teachers to take advantage of the use of Graphic Organizers to improve reading comprehension skills in English.

ADMINISTRATION OF THE PROPOSAL	ACTIVITY	RESOURCES	PERSON IN CHARGE	TIME
Identify reading comprehension skills in English needs.	Survey to A2 students at the Language Center	Survey Questionnaire	Researcher	2 hours
Compile 10 Graphic Organizers Strategies	Research about the topic.	EFL books Web pages	Researcher	100 hours
Organize strategies according to the students' needs	Research about the topic.	EFL books Web pages	Researcher	100 hours
Plan	Meeting with teaching staff, authorities and students.	Survey Questionnaire Project schedule	Researcher	4 weeks
Implementation	Execute the activities of the handbook. 10week intervention.	Reading texts and Graphic Organizers Handouts	Researcher	10 weeks
Design a Handbook of the use of Graphic Organizers to improve Reading Comprehension skills in English.	Adapt the activities according to the student's needs.	EFL books Web pages	Researcher Graphic designer.	20 hours
Evaluation	Pre-test and Post-test result analysis.	Handbook. Pre-test and Post-test questionnaire	Researcher	20 hours.

Table 10. Administration of the proposal.

Author: Elizabeth Tayo

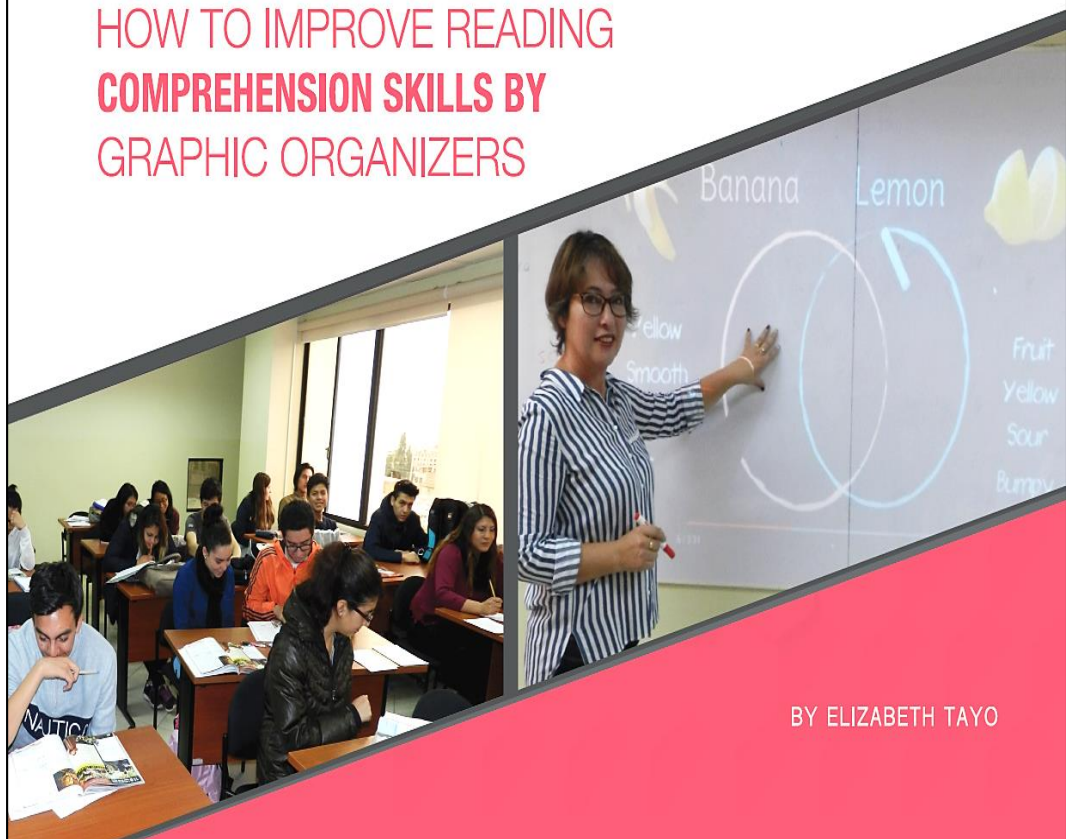
H A N D B O O K

HOW TO IMPROVE READING **COMPREHENSION SKILLS BY** GRAPHIC ORGANIZERS

BY ELIZABETH TAYO

HANDBOOK

HOW TO IMPROVE READING **COMPREHENSION SKILLS BY** GRAPHIC ORGANIZERS



BY ELIZABETH TAYO

INTRODUCTION

Reading Comprehension is one of the most enjoyable skills to understand the world through other languages such as English. English open doors to the world and Reading Comprehension skills open minds and becomes them more creative and critical. The techniques presented in this handbook give students the opportunity to develop Reading Comprehension skills to become better readers.

This booklet pretends give teachers a guide of enjoyable activities that can be used to improve students reading comprehension skills. It provides with ten strategies which are designed to foster teachers in facilitating their students' improvement in reading skills.

Each strategy includes the following elements:

- A description of the strategy.
- A description of the reading skills to be developed.
- A description of the aim to be achieved by using the strategy.
- A list of materials needed for the strategy.
- Each strategy describes the reading process used for the strategy.
- At the end of each strategy the templates used are provided.

The author encourages teachers to implement these strategies in their classrooms to help students to enjoy their reading activities while they read as well as they improve their reading skills.

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STRATEGY 1:

VENN DIAGRAM

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Ven diagram graphic. They have to read and check differences and similarities about the information in the text.

While – reading

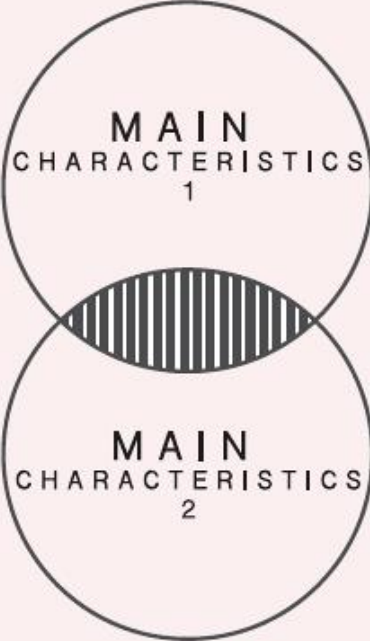
Students write a list of main characteristics of the information they received and stablish differences in each big circle and write the similarities in the joined part where the two circles converge.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To compare and contrast information.	A Venn diagram organizer encourage higher order thinking by enabling students to go beyond simply identifying similarities and differences to see the relationships between and among the information.

STRATEGY 2:

CONCEPTUAL MAP

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Conceptual map graphic. They have to read and organize information in the text.

While – reading

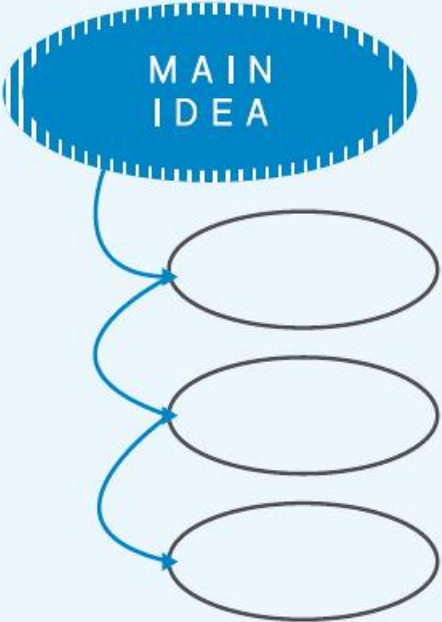
Students read the text and organize the information in main and supporting ideas.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To organize the ideas into categories	Conceptual maps encourage students to communicate ideas, thoughts and information more clearly.

STRATEGY 3:

SYNOPTIC TABLE

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Synoptic table graphic. They have to read and organize information in the text.

While – reading

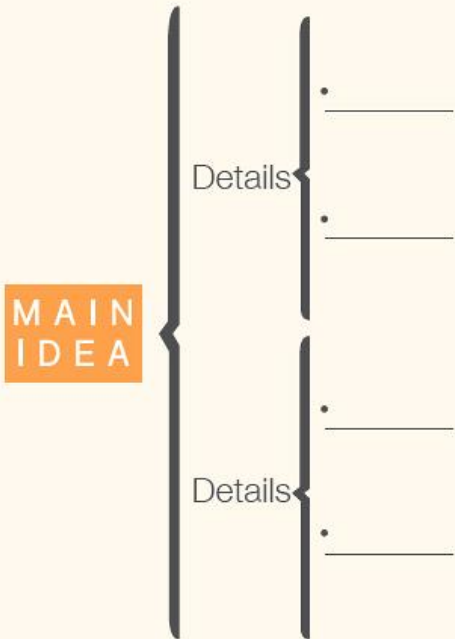
Students read the text and organize the information in main and supporting ideas.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To classify main ideas and supporting ideas	Encouraging students to read critically.

COMPREHENSION SKILLS

STRATEGY 4:

STORY MAP

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a short story and a Story map graphic. They have to read and organize information in the text.

While – reading

Students read the text and organize the information in the story and identify the characters, setting, problem and solution and write on the chart.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

STORY MAP Characters Setting Problem Solution	
AIM	FUNCTION
To identify the elements of a text, characters, setting, problem and solution.	Encouraging students to learn the elements of a text by identifying story characters.

STRATEGY 5:

SEQUENCE EVENTS CHAIN

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Sequence event chain graphic. They have to read and organize information in the text.

While – reading

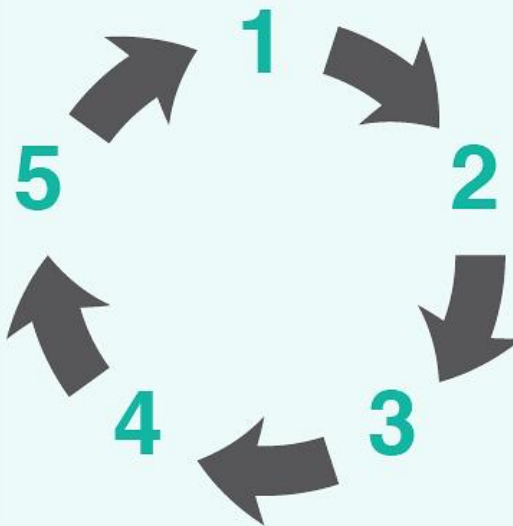
Students read the text and organize the information in the text and write the correct sequence in the chart.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To identify signal words used in the text to organize and gather information in a sequential text.	Encouraging students to recognize the sequence in a text.

STRATEGY 6:

TIME LINES

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Time lines graphic. They have to read and organize information in the text.

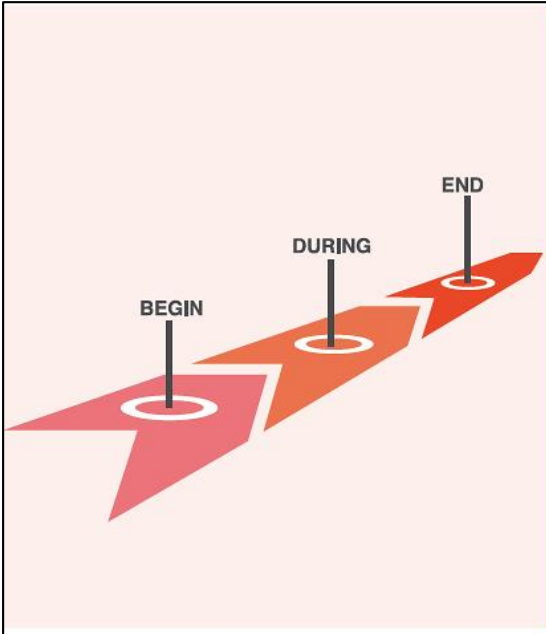
While – reading

Students read the text and organize the information in the story and identify the beginning, the middle and the end of the story

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment
See the rubric

	
AIM	FUNCTION
To identify the elements of a text, beginning, middle and end of the story.	Encouraging students to keep events in chronological order.

STRATEGY 7:

SPIDER - WEB

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Spider-web graphic. They have to read and organize information in the text.

While – reading

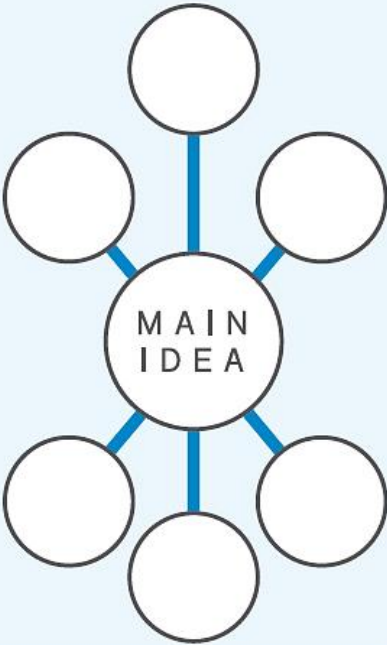
Students read the text and organize the information in a meaningful structure. Identify the main idea in the center and make connections between details and supporting ideas.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To identify main ideas and make connections between concepts.	Encouraging students to organize information from readings in a meaningful structure.

STRATEGY 8:

CAUSE – EFFECT DIAGRAM

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Time lines graphic. They have to read and organize information in the text.

While – reading

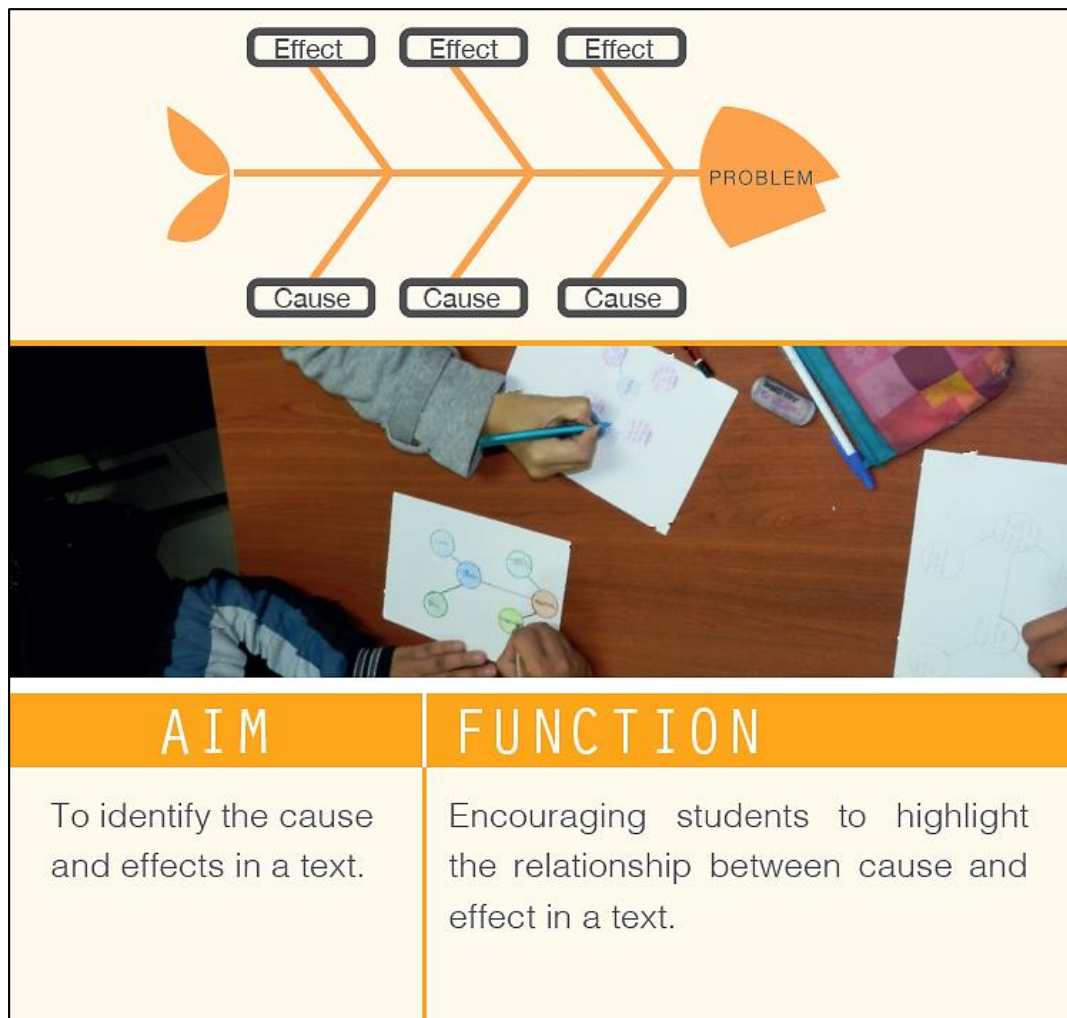
Students read the text and organize the information in the text and identify the causes and effects.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric



STRATEGY 9:

UMBRELLA

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Time lines graphic. They have to read and organize information in the text.

While – reading

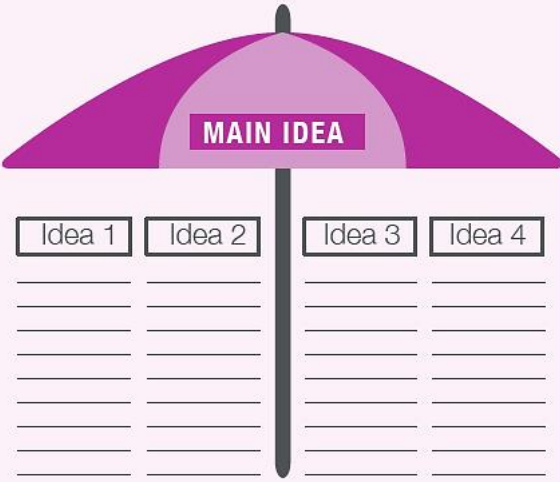
Students read the text and organize the information in the text and identify the causes and effects.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment

See the rubric

	
AIM	FUNCTION
To identify the main topic or main idea and supporting details.	Encouraging students to recognize the main ideas and supporting details in a story.

COMPREHENSION SKILLS

STRATEGY 10:

FFF – FOLDED FILE FOLDER

Process

Pre- reading

Students receive a reading text and predict the title by the picture. Teacher elicits the topic asking led-in questions. Students receive a reading text and a Time lines graphic. They have to read and organize information in the text.

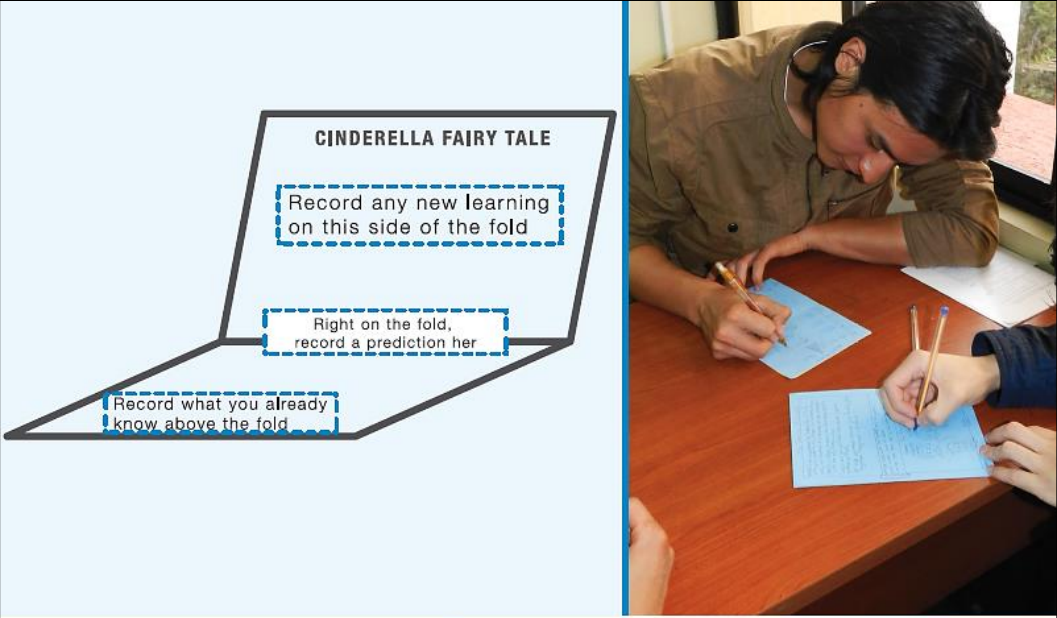
While – reading

Students read the text and organize the information and identify the elements, characters, setting, problem and solution.

Post – reading

Students compare their answer with the partners. Students have a discussion on the whole group to compare their answers.

Assessment
(See the rubric)

	
AIM	FUNCTION
To identify the elements in the text, characters, setting, problem and solution.	Encouraging students to find out the characters, setting, problem and solution in a text.

UNIVERSIDAD TÉCNICA DE AMBATO
POSTGRADUATE PROGRAM
LANGUAGE CENTER
READING COMPREHENSION RUBRIC

STUDENT NAME:

GRADE:

	Below the standard 1pts	Approaching the standard 2 pts	Meets the standard 3 pts.	Exceeds the standard 4 pts
Comprehension	Student did not answer any of the questions in complete sentences.	Student answered at least half of the comprehension questions correctly.	Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.
Form	There are numerous spelling or grammar errors, making the answer impossible to understand. There is no punctuation.	Student answered at least half of the comprehension questions in complete sentences.	Student answered at least 75% of the questions in complete sentences.	Student answered all questions in complete sentences.
Grammar	The level of detail in each question is poor and makes no attempt to include textually relevant information.	There are numerous spelling or grammatical errors, making the answer difficult to understand. Most Punctuation is not used correctly.	A few spelling or grammar mistakes are evident, but do not diminish the meaning of the answer. Some punctuation is misused.	Proper use of modern English spelling and grammar is employed consistently throughout the assignment. Punctuation is utilized correctly and only when necessary.
Detail	The level of detail in each question is poor and makes no attempt to include textually relevant information.	The level of detail in each question is emerging. Attempts to engage the text are made.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.
Use of the strategy	Student did not use the graphic organizer correctly.	Graphic organizer is used partially.	Graphic organizer is used with one or two errors.	Graphic Organizer is used correctly.

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ANNEXES

ANNEX N° 1:



PRE

UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
INTERVIEW QUESTIONS

Pre-intervention Interview Questions – Both Intervention and Control Groups
Semantic Differential Scale Variables are included for each question.

1. How do you feel about reading?
1 2 3 4 5
I hate it _____ I really like it
2. How do you feel about reading in a group with your teacher?
1 2 3 4 5
I hate it _____ I really like it
3. How good do you think you are at reading?
1 2 3 4 5
Bad _____ Very good
4. Do you guess what the text is about before you read?
1 2 3 4 5
Never _____ Always
5. Do you form pictures in your head as you read? How does this help?
1 2 3 4 5
Never _____ Always
6. Do you think Graphic Organizers are useful to understand and summarize an article?
1 2 3 4 5
Never _____ Always
7. Which of these ten Graphic Organizers do you consider the most useful to read in English?

VENN DIAGRAM		SPIDER WEB	
CONCEPTUAL MAP		CAUSE-EFFECT CHART	
SYNOPTIC TABLE		HIERARCHICAL MAP	
STORY MAP		SEQUENTIAL MAP	
UMBRELLA		FOLDED FILE-FOLDER	

Validated by: Mg. Karina Freire

ANNEX N° 2:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
DIAGNOSTIC QUIZ**

READING (10 POINTS)

Hi, my name is Eric. I am 12. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old. Carrie is 10 years old. They are very nice. My mother's name is Julia. She is 40 years old. My mother is also very nice. My father's name is Andre. He is smart. He is an engineer. He builds bridges. I also have a dog. My dog's name is Paw. He is a big dog. He is a brown dog. He is a big brown dog.

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH)

- | | | | |
|-----------------------------------|--------------------------|--------------------|---------------------|
| 4. What is the article about? | a) Eric's school | b) Eric's life | c) Eric's family |
| 5. How many sisters does he have? | a) One | b) two | c) three |
| 6. How old is his mom? | a) twenty-five years old | b) forty years old | c) thirty years old |
| 4. His dad is a ... | a) an engineer | b) a doctor | c) a lawyer |
| 5. What is his dog's name? | a) Julia | b) Andre | c) Paw |

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH)

- | | |
|---|-------|
| 11. His dog is brown | _____ |
| 12. His younger sister's name is Rachel | _____ |
| 13. His older sister's name is Cami | _____ |
| 14. He is twenty years old. | _____ |

C. ANSWER THE FOLLOWING QUESTION (1 POINT)

15. How many members do you have in your family?

ANNEX No. 3



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS QUIZ
FIRST WEEK**

READING (10 POINTS)

My name is Leonel. I'm an accountant I live in a flat in Paris and I work in an office in the city centre. I live with my parents because flats are expensive and I don't have a lot of money. My father is a businessman. He has a supermarket. It opens 24/7. My mother is a teacher. She teaches Germany and works in a school. She loves big cities because there are many things to do, but she doesn't like the winter because it's very cold. I have one sister. Her name is Julia. She's a college student. She studies about fifteen hours a week. The rest of the time she goes out with her friends and listens to music. She also does sports with her boyfriend Lucas. I don't do sport because I work six days a week in an office in the city centre and I'm often tired. The work isn't bad, but I want to find a new job. I like films and I like music. I like the cinema at Wester park in Amsterdam because it has a good café! My girlfriend and I go there because we both like music, a good coffee and films. I love weekends because my family gets together. We don't work so we have more free time. We have a barbecue.

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH)

1. Leonel doesn't live
a) in a flat b) with his parents c) alone
2. Leonel's father....
a) works in an office b) has his business c) is retired
3. Which word has a close meaning to winter?
a) season b) food c) clothes

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH)

4. His sister studies many hours every week. _____
5. Leonel is tired with his job _____
6. Leonel is very different from his girlfriend _____

C. ANSWER THE FOLLOWING QUESTION (4 POINTS)

7. What does Leonel's family do at the weekend? Why?

ANNEX No. 4



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS QUIZ
SECOND WEEK**

READING (10 POINTS)

Japan's most famous dog

Hidesaburo Ueno was a teacher at University of Tokyo and Hachiko was his dog. Every evening Hachiko walked to Shibuya Station and waited for Ueno's train. They were good friends. When Ueno's train arrived Hachiko was there. Then one day in May 1925, Ueno was ill and he died at work so he didn't return home. That evening, Hachiko was at the station, but when Ueno's train arrived he wasn't on it.

A man named Kenji worked in an office near the station. One evening in 1925, after he finished work, he watched Hachiko to walk to the station. Kenji asked at the station about Hachiko. Kenji liked dogs, and he wanted to help Hachiko. He printed a poster about Hachiko, and soon the dog was famous.

For nine years the dog walked to the station every day at the same time. Some people and street vendors gave him some food. Now there's a statue of Hachiko at Shibuya station. It's a big station and there are a lot of people waiting for their friends and family to arrive there. In 1935, Hachiko died at the same place he was with his friend alive.

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH)

8. Ueno worked
a) in a primary school b) at university c) at a train station
9. Every day Hachiko waited for....
a) Kenji's train b) Hidesaburo's train c) Ueno's bus
10. Which word has a close meaning to alive?
a) not dead b) important c) friendly

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH)

11. When Ueno died Hachiko was at work. _____
12. There wasn't food for Hachiko at the station. _____
13. Hachiko was a popular dog. _____

C. ANSWER THE FOLLOWING QUESTION (4 POINTS)

14. What do people do at Shibuya station now?

ANNEX No. 5



UNIVERSIDAD TÉCNICA DE AMBATO LANGUAGE CENTER ENGLISH AREA LEVEL: A2 STARTER SPEAKOUT PROGRESS QUIZ THIRD WEEK

READING (10 POINTS)

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him". She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said I can bury your cat in my garden in Duncan and you can come and visit him sometimes". Mrs. Smith stopped crying and the two sisters had tea together and a nice visit. It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly, she remembered she left the shopping bag on the bus.

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH)

1. What is the main idea of the article?
a) leisure activities b) shopping c) two sisters and a cat
2. Where does Mrs. Smith live?
a) In a condominium in Duncan b) In a condominium in Victoria c) In a house in Duncan
3. What did Mrs. Wilson do?
a) take the cat with her on the bus b) put her gloves in the shopping bag c) prepare dinner for her sister

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH)

4. Mrs. Wilson took a bus. _____
5. Mrs. Wilson forgot the newspaper. _____
6. Sammy died in Mrs. Smith's house in Duncan. _____

C. ANSWER THE FOLLOWING QUESTION (4 POINTS)

7. Do you like cats? Why?

ANNEX No. 6



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS QUIZ
FOURTH WEEK**

READING (10 POINTS)

The triathlon

The triathlon is a race for men or women with swimming, cycling and running. It is one of the most difficult races in the world and there are different race lengths. The first triathlon in the Olympics was in Sydney 2000. Triathletes in the Olympics swim for 0.93 miles, cycle for 24.8 miles and run for 62 miles. The race usually takes place around the city of the Olympics, and athletes cycle and run past famous places. The longest triathlon race is also called the "Ironman" triathlon. It is longer than the Olympic race. Athletes swim for 2.4 miles, cycle for 112 miles and run for 26.2 miles. The first Ironman triathlon was in Hawaii, U.S.A. in 1978, and there is a race there every year. There are other Ironman triathlons in the world, but the Hawaii race is the most famous.

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1 POINT EACH)

1. What is the Ironman exactly?
a) the longest competition b) the longest triathlon c) Olympic race
2. The first Ironman triathlon was in....
a) Hawaii b) USA c) Hawaii Usa
3. Where was the first triathlon in the Olympics
a) Sydney 2000 b) 2010 Sydney c) Sydney

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1 POINT EACH)

4. There are three different sports in the triathlon _____
5. A triathlon in the Olympics is shorter than the Ironman triathlon _____
6. The longest part of a triathlon is the running _____

C. ANSWER THE FOLLOWING QUESTION (4 POINTS)

7. Would you like to be part of a triathlon? Why? Why not?

ANNEX No. 7



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS QUIZ
FIFTH WEEK**

READING (10 POINTS)

Twins – the same ... but different, too

Twenty-three-year-old Nicky and Debbie Patmore have the same birthday, the same parents and the same green eyes. They're identical twin sisters.

'Debbie works in a bank, but I don't have a job,' says Nicky. I'm a student. I study about ten hours a week. The rest of the time I go out with my friends and listen to music. Debbie likes music, too, but she doesn't go to parties or concerts.

'These are Debbie's clothes – they're all black and white. My clothes are pink and white. These are Debbie's running shoes. She goes running every evening with her boyfriend. He's a basketball player. I don't like sport at all.'

Debbie says, 'Nicky's a student but she doesn't study much. In the evening she sits at her computer, but she doesn't do any work. 'She has an avatar – an online identity. She doesn't talk about it to me, but I know that her avatar's a singer.

A. READ THE TEXT AND WRITE THE CORRECT LETTER. (1 POINT EACH)

1.- Whose clothes are pink and white?

- a) Nicky b) Nicky and Debbie c) Debbie

2.- Who doesn't like sport?

- a) Nicky b) Nicky and Debbie c) Debbie

3.- Nicky ... singer.

- a) is a b) 's avatar is a c) 's sister, Debbie is a

B. READ THE TEXT AND WRITE TRUE OR FALSE (1 POINT EACH)

4.- Nicky works in a bank. _____

5.- Debbie's boyfriend is a basketball player. _____

6.- Nicky goes to parties with her friends. _____

C. ANSWER THE FOLLOWING QUESTION (1 POINT)

7.- Which activities are similar to your life: Nicky's or Debbie's? Why

20. According to the reading which would be a good gift for you? Why?

ANNEX No. 9



UNIVERSIDAD TÉCNICA DE AMBATO LANGUAGE CENTER ENGLISH AREA LEVEL: A2 STARTER SPEAKOUT PROGRESS QUIZ EIGHT WEEK

READING (10 POINTS)

Sarah Miller is in New York. She is writing a letter to her best friend.

Dear Sophia,

How are you? How is London? I am having a very good time in New York. It's Sunday and it's sunny and warm. Now it's ten in the morning and we are in Central Park. I am sitting under a tree, I am listening to my radio... and I am writing to you, of course.

My Canadian cousin Rosemary is here with us, she is reading a comic. She's very pretty. She's tall and slim and she has got long wavy brown hair. Her parents are in Toronto. My father is reading The New York Times, an American newspaper. My mother is playing with my little brother Jimmy on the grass and they are eating popcorn.

There are many people in the park. Some men are jogging, two girls are walking their dogs, and an old man is skating! And he can do that quiet well. We often come to this fantastic park, in this wonderful city because we are relaxing here. But sometimes we visit other interesting places: museums, shops, galleries, etc...

New York is great! There are many fantastic skyscrapers, great shops and there are people everywhere!

I hope to see you soon!

Sarah

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1,5 POINTS EACH)

8. Where is Sarah?

- a) New York
- b) London
- c) Toronto

9. Who is Sarah writing to?

- a) a friend
- b) Sophia
- c) Rosemary

10. What is Sarah's father doing?

- a) playing with her brother
- b) jogging
- c) reading the newspaper

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1,5 POINTS EACH)

11. Sarah's cousin is from Canada.

12. Sarah's parents are in Central Park.

13. There aren't any people in the park.

C. ANSWER THE FOLLOWING QUESTION (1 POINT)

14. Do you write emails to your friends? How often?

ANNEX No. 10:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS ANSWER SHEET**

1.READING (10 POINTS)

A. READ THE TEXT AND WRITE THE CORRECT LETTER. (4,5 points)(1,5 POINTS EACH)

1 _____ 2 _____ 3 _____

B. READ THE TEXT AND WRITE TRUE OR FALSE (4,5 points) (1,5 POINTS EACH)

4. _____ 5 _____ 6 _____

C. ANSWER THE FOLLOWING QUESTION (1 POINT)

7.

SCORE
:

COHERENCE			UNDERSTANDING		
0	0,25	0,5	0	0,25	0.5

ANNEX No.11:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
PROGRESS ANSWER KEY**

READING (10 POINTS)

A. READ THE TEXT AND WRITE THE CORRECT LETTER (1,5 POINTS EACH)

1. a) New York
2. b) Sophia
3. c) reading the newspaper

B. READ THE TEXT AGAIN AND WRITE TRUE OR FALSE (1,5 POINTS EACH)

- 4.T 5. F 6. F

C. ANSWER THE FOLLOWING QUESTION (1 POINT)

7.Do you write emails to your friends? How often? Free Answer

ANNEX No. 12:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
POSTTEST QUESTION PAPER**

GIFT GIVING AROUND THE WORLD

People love gifts but it's easy to give the wrong thing. What's the right gift in your country? In China, even numbers (6,8,10...) are lucky but in both China and Japan, the word "four" also means "death", so people don't like getting a gift of four glasses, for example. And money? In India and Tibet, always give money in odd numbers (1,3,5...). Flowers are usually great gifts but be careful. In Australia and Germany red roses are for lovers and in Mexico red flowers are unlucky. In Russia, don't give an even number of flowers – That's for funerals! Fruit is a popular gift in some countries. In China, pears mean problem in the family. But peaches are a great gift – they mean long life! In Canada, people usually open gifts immediately. But in other countries, for example Thailand, people wait and open gifts later. In the US, it's polite to send a thank you note or email. In Zimbabwe, people like saying "thank you" by dancing and jumping.

FIVE GIFTS NOT TO GIVE YOUR WIFE OR GIRLFRIEND

- Clothes.- They're always the wrong size, the wrong color or just wrong.
- A gift certificate to a gym.- this gift tells her "You're too fat!"
- A cookbook.- The message here is "You're a bad cook" OR "Please cook for me."
- A photo frame with no picture.- a frame with no picture is a big question mark. Put a picture of the two of you in the frame (and NOT a picture of you alone!)
- A set of luggage.- Maybe she needs luggage, but from you this gift says "I want you to leave me."

A.- CHOOSE THE CORRECT OPTION (0.5 POINTS EACH)

1. What is the meaning of the word odd in the first paragraph?
A. pair B. no pair C. money
2. In which country red roses are unlucky?
A. China B. Japan C. Mexico
3. What do people do with gifts in Thailand?
A. open them later B. don't open them C. open them immediately
4. What is the meaning of pears in China?
A. long life B. problem in the family C. a lot of money
5. In which country people jump and dance to say thank you?
A. Australia B. The USA C. Zimbabwe

B.- READ THE TEXT AND WRITE TRUE OR FALSE (2 POINTS EACH)

1. Clothes are always wrong size.
2. A gym certificate is an appropriate gift for women
3. A cookbook gives a woman the message "You cook very well"
4. A photo frame with a picture of you and your girlfriend is a good gift for women

C.- ANSWER THE QUESTION: (2 POINTS)

1. According to the reading which would be a good gift for you? Why?

ANNEX No. 13:



UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
POSTTEST ANSWER SHEET

1. READING (10 POINTS)

D. READ THE TEXT AND WRITE THE CORRECT LETTER. (4,5 points)(1,5 POINTS EACH)

1 _____ 2 _____ 3 _____

E. READ THE TEXT AND WRITE TRUE OR FALSE (4,5 points) (1,5 POINTS EACH)

•

• 4 _____ 5 _____ 6 _____

•

F. ANSWER THE FOLLOWING QUESTION (1 POINT)

7. _____

COHERENCE			UNDERSTANDING		
0	0,25	0,5	0	0,25	0.5

ANNEX No. 14:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
POSTTEST ANSWER KEY**

READING (10 POINTS)

READ THE ARTICLE AND ANSWER THE FOLLOWING QUESTIONS:

A.- CHOOSE THE CORRECT OPTION (0.5 POINTS EACH)

1. B. 2. C. 3. A. 4. B. 5. C.

B.- READ THE TEXT AND WRITE TRUE OR FALSE (2 POINTS EACH)

1. T 2. F 3. F 4. T

C.- ANSWER THE QUESTION: (2 POINTS)

1. According to the reading which would be a good gift for you? Why?

ANNEX No. 15:



**UNIVERSIDAD TÉCNICA DE AMBATO
LANGUAGE CENTER ENGLISH AREA
LEVEL: A2 STARTER SPEAKOUT
POSTQUESTIONNAIRE**

Questionnaire used with interview groups after the intervention.

Name_____ Group_____

1. How do you feel about reading?
1 2 3 4 5
I hate it _____ I really like it
2. How do you feel about reading in a group with your teacher?
1 2 3 4 5
I hate it _____ I really like it
3. How good do you think you are at reading?
1 2 3 4 5
Bad _____ Very good
4. Do you guess what the text is about before you read?
1 2 3 4 5
Never _____ Always
5. Do you form pictures in your head as you read? How does this help?
1 2 3 4 5
Never _____ Always
6. Do you think Graphic Organizers are useful to understand and summarize an article?
1 2 3 4 5
Never _____ Always
7. Which of these ten Graphic Organizers do you consider the most useful to read in English?

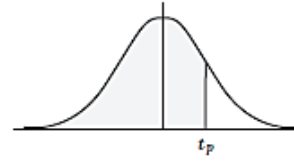
VENN DIAGRAM		SPIDER WEB	
CONCEPTUAL MAP		CAUSE-EFFECT CHART	
SYNOPTIC TABLE		HIERARCHICAL MAP	
STORY MAP		SEQUENTIAL MAP	
UMBRELLA		FOLDED FILE-FOLDER	

Validated By: Mg. Karina Freire.

ANNEX No. 12

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada = p)



ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: Spiegel & Stephens, 2009, p.563.