

The Use of Graphic Organizers to Foster Reading Comprehension through Web Platforms  
among 8<sup>th</sup> Grade Students at New Cambridge School.

Angie Liliana Parra Rodríguez.

University Of Pamplona  
Faculty of Education  
Foreign Languages Program  
Teaching Practicum  
Pamplona  
2019- 2

The Use of Graphic Organizers to Foster Reading Comprehension among 8<sup>th</sup> Grade Students at  
New Cambridge School.

Angie Liliana Parra Rodríguez.

Mentor:

Mayeini Katherine Garcia Parada

University of Pamplona

Faculty of Education

Foreign languages program English-French

Practicum

Pamplona

2019-2

APPROVAL NOTE

---

---

---

---

---

---

Practicum Committee Signature

---

Cooperative Teacher Signature

## **Acknowledgments**

To my mother, the light of my life and driving force that kept me going when I wanted to give up and for being the most dedicated and beautiful mom of all, my true role model, to my grandma who always takes care of me providing love and hope, to my little brother and sister to whom I owe support, love and admiration, to my father for being a total hero in every aspect, for sacrifice himself every day despite the conditions for giving me all I could ever need, to my best friend who always has had my back no matter what even from miles away.

And last but not least to my tutor for her patience and dedication throughout this process.

All of you are the reason why I keep fighting every day, I will not let you down.

## Table of content

List of figures .....	10
General presentation of the proposal .....	1
General Introduction .....	3
Justification .....	5
Objectives .....	7
General objective .....	7
Specific objectives .....	7
Institutional observation.....	8
Topographical location of the school facilities .....	9
General Authorities .....	9
Institutional Educational Project (PEI) .....	10
Mission .....	10
Vision.....	10
School's objective.....	10
General objectives .....	11
Symbols of the institution.....	12
School's shield. ....	12
School's flag.....	12
Pedagogical approach .....	12
Rulebook.....	13
Physical distribution .....	14
Organization chart .....	16
School's calendar.....	17

Supervisor’s class schedule .....	18
Teacher: Adriana Buitrago. ....	18
Pre-service teacher schedule.....	19
Pedagogical aspects observed.....	1
Classroom interaction and environment:.....	1
Material used:.....	1
Use of target language and mother tongue:.....	1
Lesson plans. ....	2
Students’ behavior.....	2
Students’ motivation and interest:.....	2
Chapter I: Pedagogical Component. ....	3
The Use of Graphic Organizers to Foster Reading Comprehension among 8th Grade Students at New Cambridge School .....	3
Introduction. ....	3
Statement of the problem.....	5
Justification.....	8
Objectives .....	9
General objective.....	9
Specific objectives.....	9
Theoretical framework .....	10
English language skills.....	10
Reading.....	11
EFL reading comprehension .....	11
Reading strategies .....	12
Graphic organizers as tools for reading in EFL .....	12

Metacognition.....	13
Literature review.....	15
Methodology of the implementation of the pedagogical proposal .....	19
Workshops .....	20
Introductory Workshop: “Graphic organizers: what are they?”.....	21
First workshop: “Take a stand! Stop cyber bullying” .....	24
Second workshop: “Enjoy your visit, avoid being a crime victim.” .....	27
Third workshop: Open blog, let’s research holidays in other countries.....	32
Research methodology .....	41
Population.....	42
Instruments to collect data.....	42
Workshops.....	42
JOURNAL #1.....	45
JOURNAL #2.....	49
JOURNAL #3.....	51
JOURNAL #4.....	53
Data analysis.....	56
Pre and post-test. ....	57
Final product.....	58
Findings .....	59
a) Graphic organizers .....	59
b) Web platforms when promoting reading. ....	62
c) Students’ reading comprehension .....	65
Conclusion.....	72
Recommendations .....	73

Chapter II: Research component.....	75
The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.....	75
Introduction .....	75
Justification.....	75
Objectives .....	76
General objectives .....	76
Specific objectives.....	76
Theoretical framework .....	77
Teaching profession .....	77
Reflection .....	77
Reflection as a process .....	78
Reflection as a theme .....	78
Reflective practicum .....	79
Pedagogical practicum.....	79
<input type="checkbox"/> Academic practicum: .....	80
<input type="checkbox"/> Social efficiency practicum.....	80
<input type="checkbox"/> Development .....	80
<input type="checkbox"/> Social reconstruction.....	80
<input type="checkbox"/> Generic .....	81
<input type="checkbox"/> Reflection triggers.....	81
<input type="checkbox"/> Critical element on reflective thinking .....	81
Methodology.....	82
Instruments .....	82
Reflective .....	82



Objectives .....	83
Self-observation sheet.....	83
Narrative .....	83
Class registers .....	83
Data gathering chronogram .....	83
Conclusions .....	84
How does the implementation of reflection and critical analysis of the pedagogical practicum contribute to the transformation of it? .....	90
Chapter III: Outreach component .....	91
English language awareness in Pamplona’s primary schools through the use of games as a teaching strategy. ....	91
Introduction .....	91
Justification.....	93
Objectives .....	94
General objectives .....	<b>Error! Bookmark not defined.</b>
Specific objectives.....	<b>Error! Bookmark not defined.</b>
Methodolody.....	95
Chronogram.....	95
Conclusions .....	96
Chapter IV.....	97
Administrative Component.....	97
Introduction .....	97
Objectives .....	97
General objective.....	97
Specific objectives.....	97
Methodology.....	98

Chronogram of extracurricular activities.....	98
Activities performed .....	99
Conclusions .....	100
References.....	1
Appendix list.....	5

## **List of tables**

Table 1 supervisor’s schedule .....	18
Table 2 pre-service teacher schedule .....	19
Table 3 Workshop planning template .....	43
Table 4 Instruments implementation schedule.....	57
Table 5 Readings and total number of hours for all sessions in the implementation groups.	20
Table 6 Introductory workshop planning .....	23
Table 7 First workshop planning .....	27
Table 8 Second workshop planning .....	32
Table 9 third workshop planning .....	38
Table 10 First journal .....	48
Table 11 Second journal. ....	51
Table 12 Third journal. ....	53
Table 13 Fourth journal.....	56
Table 14 Data gathering chronogram.....	84
Table 15 general project chronogram. ....	96
Table 16 Extracurricular activities .....	99

## **List of figures**

Figure N°1 Shield of the institution.....	12
Figure N°2 Flag of the institution.....	12
Figure N °3 Institutional organization.....	16
Figure N°4 School's second semester schedule .....	17
Figure N°5 the concept maps illustrates the classification of English skills. Husain, N. (2015). .....	10
Figure 6. Graphic of the Three Major Research Paradigms, Including Subtypes of Mixed .....	41
Figure 7 Final product cover and description.....	58
Figure 8 Students' self-assesment graphics.....	68
Figure 9 Pre-test and post-test graphics.....	70
Figure 9 Pre-test and post-test evolution .....	71
Figure 10 Texts corrections, before and after the process.....	72
Figure 11 Reflection process. ....	78

## **General presentation of the proposal**

With the intent to steer the grasp of this proposal, this document has been divided into four chapters, such as: the pedagogical component (chapter I), which involves all the basic information concerning the project such as objectives and justification that allows the pre-service teacher to direct the project in order to gather accurate information, including theories and authors who contributed to the development of the proposal taking into account several concepts and similar studies to the present one, as well as the definition of graphic organizers and its application to texts in English as a foreign language which corresponds to the needs identified during the observation stage. Furthermore, this chapter also demonstrates the strategies and the manner in which the pre-service teacher developed the classes taking into account all the previous information and the timetable established for this purpose.

Subsequently, the research component (chapter II) concerns the reflective process which is performed throughout the practicum stage, in order to raise awareness of the importance of the development of a critical thinking within the teaching process and pedagogical procedures. Thereafter, the community outreach component (chapter III) which is fully developed with primary students in order to address the requirements regarding the English language training among children within the practicum stage.

Then, the administrative component (chapter IV) which rests with the participation of the pre-service teacher in extracurricular activities scheduled by the educational facility in order to disseminate the teacher's role outside the classroom.

Latterly, the pre-service teacher gathered information from the students which in this case, also play the population role, through instruments that allowed her to accurately reach the

goals initially stated and that also allowed her to draw conclusions regarding the use of graphic organizers to promote reading comprehension.

## General Introduction

Taking into account the importance of the acknowledgement of the teacher's role, all of the parts that compose this proposal aim to bear witness of a complete teaching process that involves not only the performance inside the classroom but also the engagement that the educational work signifies, by integrating the pre-service teacher in all areas of the institutional labor as one of the first contacts with this labor, specifically by teaching English as a foreign language which nowadays represents one of the most important tasks in education due to the need that contemporary students have of communicating as they are constantly in contact with technology and media that facilitates them the information exchange, "In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally" (Nishanthi and Rajathurai, 2018, p.1)

Colombia as a country involved in a constant progress understands the urge of developing all the skills that are fundamental for the English learning process such as: reading, writing, listening and speaking within all the levels of education from primary to superior studies. To achieve this purpose the "Ministerio de Educación Nacional" proposed a bilingualism program which seeks to promote English learning in order for students to achieve B1 level when finishing their high school studies.

Taking this into account the educational institute named "New Cambridge School" from Pamplona, it is a bilingual private school that integrates English not only during class but also within the students' daily life by using expressions inside and out the classroom, speaking in Spanish and English in all the curricular and extracurricular events and encouraging the students to communicate using the target language in different scenarios. All this opportunities facilitate

the practice of the language itself, nevertheless the students repeat the same expressions constantly and when facing themselves with new vocabulary oral and written it is challenging for them to interpret information.

For this reason, this project aimed to integrate different stages of the teaching practicum such as: reflection when conducting the classes from the pre-service teacher's part which to improve their role as future teacher as stated by Scanlan and Chernomas (1997) the reflection process is viewed as a process which improves someone's consciousness respecting their experience which is often followed by critical analysis and a redrafting process of future activities. On the other hand by implementing graphic organizers which according to Howard (2005) are understood as a "visual devices that depict information in a variety of ways" (p.1) as a strategy to foster reading comprehension and as a way of promoting the use of web platforms through which the students are able to learn how to retrieve information within the web and to acquire autonomy in their own learning process. (Murray and Mcpherson, 2004).

Moreover, other segment of the community was integrated within this proposal which viewed the primary students from first and second grade specifically by integrating games as a strategy to promote English learning "when the teachers apply games in the classroom, they motivate students to speak in a trustful and comfortable way" (Saliha, 2014,p.8). Furthermore, the pre-service teacher also was part of all the extra-curricular activities programmed by the school by taking an active part and building a sense of responsibility of the teaching role.



## Justification

Nowadays, foreign language learning has become one of the most important stages in the present education systems due to the importance of communicating in a globalized world which is in a constant information exchange, specifically English as one of the most spoken languages all across the globe, according to the Cambridge University “English as the international language of communication. English has been lauded as the most ‘successful’ language ever, with 1,500 million speakers worldwide” ( Crystal, 2003, p 1).

Therefore, Colombian education system understands the need of fostering English as a foreign language as one of the areas in which teachers must be more attentive as this training involves several skills(reading, writing, listening and speaking)that need to be mastered in order to achieve a complete and accurate communication.

Despite the importance, Colombian schools present a series of shortcomings that hinder the students’ learning process when focusing mainly on the grammar, which constitutes a very important part of the process but still, the students are not able to interpret extracts of information of different topics due to the lack of vocabulary, practice and ability to organize information in an accurate way and to the traditional reading method often used, “students are used to the method of reading a text and answering questions with the help of the teacher without any further cognitive process. These issues do not allow them to really understand or comprehend the readings” (Gonzales, 2017, p. 9).It is important to highlight that this particular case was observed in the institution in which this research is taking place, specifically during the reading activities in the book in which they read a couple times, silently and out loud and afterwards they answer questions without using any method in particular. Also, when it comes to

the use of web platforms the students use a platform to practice grammar which the teacher activates from time to time, this also allows me as researcher and pre-service teacher to be aware of the necessity of involving the students in a web based learning that allowed them to be more independent and creative when creating the graphic organizers.

To achieve this tasks accurately it is appropriate for the teacher to be aware of the strategies that might be consider as useful to facilitate and make the learning process easier and to help to overcome the students' weaknesses, in this case of reading comprehension and learning of new vocabulary which according to the observations made to several courses (sixth, seventh and eighth grade) within the New Cambridge reading method it was observed that the students most of the time carry out a passive reading exercise which does not allow the student to construct a deep understanding of the text.

In order to respond to this phenomenon, the use of graphic organizers which, according to the Hong Kong Curriculum Development Institute (2001) "Their main function is to help present information in concise ways that highlight the organization and relationships of concepts" (p.3). Even though this book is mainly focused on economics learning, it does not fail when designing this kind of graphics to arrange different information or topics into patterns by using labels which were its main use in this proposal by integrating English texts and vocabulary which were bared in mind to fill each one of these gaps in order to provide the students with the right tools not only to improve their English performance and learning how to organize important information, but also to contribute with strategies that might be useful in other areas, as reading comprehension is the base of any learning process or subject, "Reading is one of the four skills which is very important to gain knowledge and very essential for academic life" (Shabani, 2017, p. 548).

## **Objectives**

### **General objective**

- To enhance reading comprehension through the use of graphic organizers by means of web platforms among 8<sup>th</sup> grade students.

### **Specific objectives**

- To implement graphic organizers as a tool to enhance the students' reading comprehension by means of web platforms.
- To promote pre-service self-reflection and critic spirit regarding their own practicum experience.
- To foster inclusiveness among the English learning process by involving the primary school students.
- To take an active role within all the activities planned by the educational institution New Cambridge.

## **Institutional observation**

The educational institution, New Cambridge School had its beginnings in 1993, named as “Gimnasio Bilingue Plaza Sesamo” which was located in Santo Domingo neighborhood specifically in the address, cra 7 #7-67, in Pamplona, Colombia, under a society formed by two marriages, Ovidio Melo and Clara Rincón de Melo; Guillermo Acevedo and Gloria Inés Duarte de Acevedo.

This institution offered different levels of pre-school and primary school, thus the establishments worked during four years, to later on relocate to cra 6 # 4-39 in the center of the city where its services were offered during six years under the name “Cambridge School”, in this facility the pre-school functioned during three more years while the high-school were transferred to cra 7 # 4-44 due to the need to amplify the building thanks to the quick expansion of the institution.

Later on, the society was dissolved on December 1<sup>st</sup> of 2005, due to the desire to grow as institution, in such a manner the educational facility “New Cambridge School” was born, ever since and to this day complies with its educational purpose.

### **Topographical location of the school facilities**

New Cambridge School is located on Carrera 6 # 2-20 in Pamplona, Norte de Santander. This public institution of mixed-nature, conducts its educational activities under an A calendar and offers its services of pre-school (nursery, pre-garten, garten, transition), primary (from first grade to fifth grade), High school (from sixth to nine grade) and basic and intermediate (tenth and eleventh grade). All of the above, taking into account an academic modality with an emphasis on English based on arts and humanities, paying special attention to discipline, values and life-wide learning, contributing with an integral developing of the student within all their dimensions with an active participation from the family, school and community's part.

### **General Authorities**

It is described as follows:

1. Principal: Gloria Inés Duarte de Acevedo.
2. Coordinator: Constanza Acevedo.
3. Supervisor: Adriana Buitrago.

## **Institutional Educational Project (PEI)**

The main goals from the educational institute New Cambridge School are reflected in its vision and mission which are the based for the school's guidance in order to achieve the community's expectation taking into account its members.

### **Mission**

Offers a pre-school, basic and high education with quality founded on bilingual teaching and the practice of values, taking into account the development of dimensions and fundamental areas, contributing with the personal and academic shaping.

### **Vision**

During the year 2020 we will be the first educational facility where the student will be able to learn, think, feel and act, to be responsible, autonomous and free, developing him/herself as an integral, communicative, sociable leader, collaborative being, compromised with its environment.

### **School's objective**

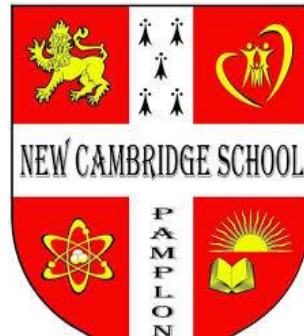
When it comes to the main aspects embodied within the PEI, the general aspects and the specific objectives that shape the main principles, aims and values of the educational institution. It is important to highlight that all the information here specified , currently it is in a restructuring process.

## General objectives

- To form people with general abilities in English management as second language.
- To form spiritual and moral values, taking into account the different religions professed by the students and their families.
- To form a researcher and innovative spirit.
- To form compromised people.
- To form a community which is characterized by love, respect and compromised with the institution.
- To continue being an educational community that is pride of the city's society with the educational requirements for the national and regional development.
- To achieve within the student, an education with a solid and integral formation and with critical thinking.
- To contribute with the construction of ethics oriented to peaceful coexistence and the right development of the student as part of the community.
- To allow the development of the school-related activities taking into account the style and rhythm of the student within an organized, respectful and responsible environment.
- To regulate the coexistence relations as a pedagogical and educational tool.

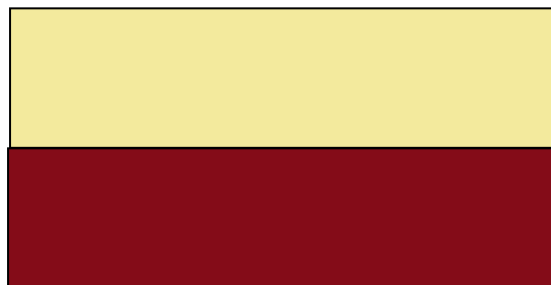
## **Symbols of the institution**

### **School's shield.**



*Figure N°1 Shield of the institution*

### **School's flag**



*Figure N°2 Flag of the institution*

## **Pedagogical approach**

The institution New Cambridge School works under a humanistic approach that is the base for each one of the curricular and extra-curricular activities, specifically taking into account the constructivism, understood as according to Olsen (1999) an approach in which the students



construct knowledge under their own processes and responsibilities and in which the creation of problems is one of the basis by having the teacher as an active and important party.

All of the above, on the basis of the PEI of the institution, focuses on an individual that is able to understand the reality and him/herself in relation to others, transform history and culture to the possibility of more significant and fulfilling human relationships, which means to form himself comprehensively giving significance to him/her own life within all the dimensions.

This pedagogical approach is strengthened on the interrelationships of the students, who are constantly motivated towards the integrated learning. Like this, it seeks for the construction of individuality, meaning men and women with proper management of self, of their possibilities, aware of their difficulties and equipped to face the reality.

### **Rulebook**

The educational facility New Cambridge School, it acknowledges the indispensability that the education of people capable to be useful for themselves, their families and society entails. For this reason, a rulebook has been established in order to regulate the rules and conviviality with the main purpose of accompanying the integral formation of the students from the personality development and the pacific coexistence that allowed students to face the challenges of a world in constant change. On the other hand, it is worth mentioning that this rulebook is going through an upgrade process at the time.

This document is the result of a concerted and confronted deconstruction which was socialized with the different sectors of the educational community. As a starting point the upgrading process of this rulebook had into account the law 1620 and its regulatory decree 1965 from 2013, through which they defined the National system of school socialization and human rights formation, sexual education and mitigation and prevention of school violence.

## Physical distribution



Located on Carrera 6 # 2-20, the educational facility possesses a well arranged series of spaces and setting to achieve its pedagogical purposes distributed in three floors. In the first one the classroom for the pre-school level are located, including the principal's and coordinator office, the teachers' room, a waiting room for parents, two playgrounds for breaks and physical education, the cafeteria and a toilet area; in the second floor the classrooms for primary from first-grade to second grade and the technology classroom are located; finally in the third floor the high school classrooms are arranged, including the high school coordination office and the theatre in which important events and reunions are undertaken, also each floor has its own toilet area. It is important to mention that these spaces are optimal for the development of the classes and are well organized taking into account the number of students and community in general such as:

- Administrative area.
- Playgrounds (3).

- Game room.
- Events room,
- Technology room.
- Psychology office.
- Nursing.
- Sanitary area.
- Coordination and rectory.
- 14 classrooms.
- Cafeteria.

## Organization chart

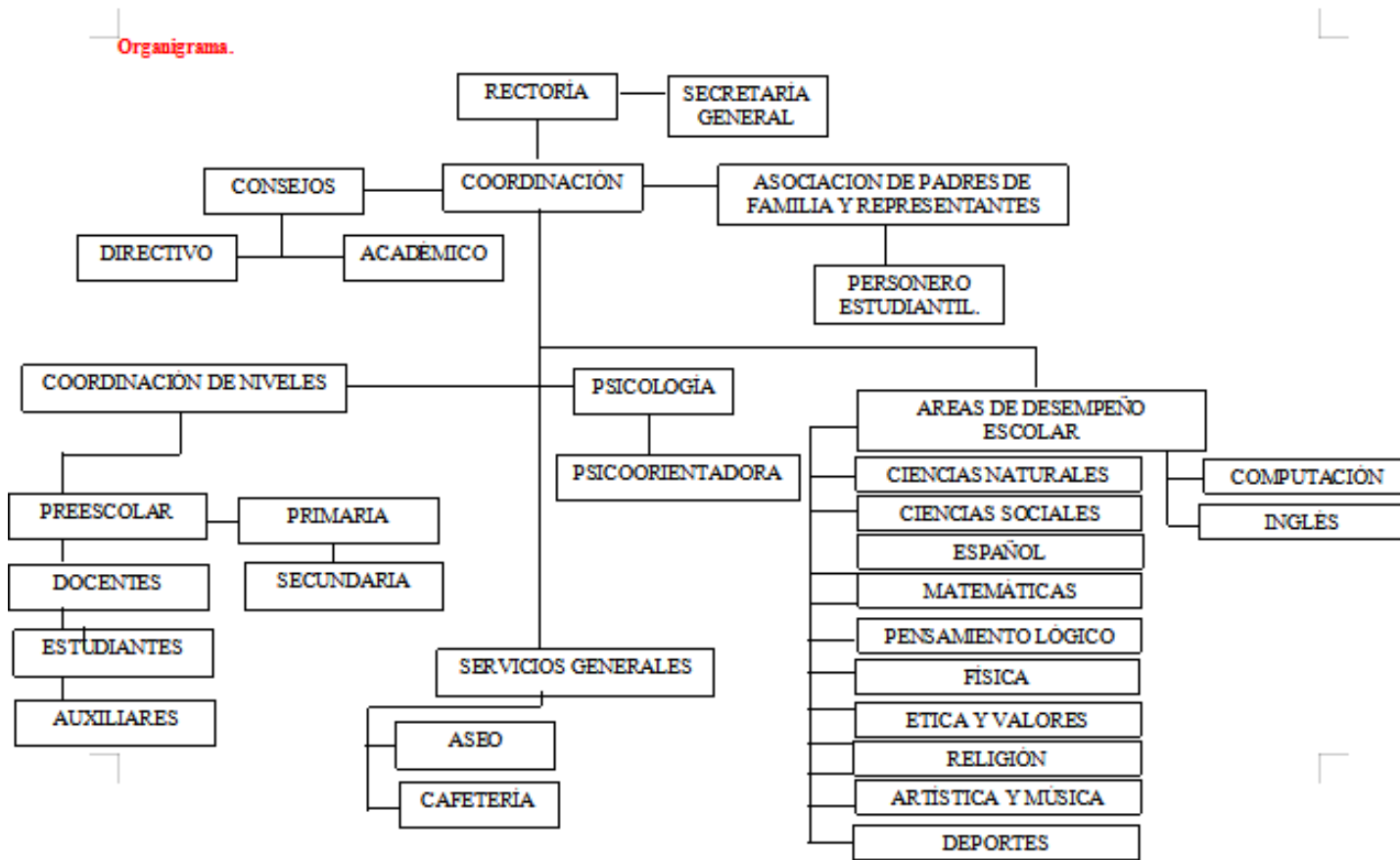


Figure N °3 Institutional organization

## School's calendar

The institution New Cambridge School develops a monthly calendar which means that the activities to develop along the year are already planned. Here, the activities are displayed in a large panel at the entrance of the school. This panel is upgraded each year, here below the calendar for the second semester is shown:

SEPTIEMBRE		OCTUBRE		NOVIEMBRE	
2-5	Repaso 3er periodo.	3	Encuentro de padres de familia.	1	Cumple años Pamplona.
6-13	Pruebas de calidad 3er periodo.	5	Festival artistico.	5-8	Repaso IV periodo.
13	Fin 3er periodo.	12	Día de la raza.	8	Actividad deportiva y de inglés.
16	Inicio 4to periodo.	17	Izada de bandera, 3-02 y 10	12-1 9	Pruebas de calidad
16-17	Recuperaciones 3er periodo.	30	Festival del disfraz.	12-1 9	Novena.
18	Consejo de evaluación.	16-30	Consejo académico. Pre-pi.	22	Termina IV periodo. Reunión consejo directivo.
20	Día del estudiante.	15-29	Consejo académico. Básica y media.	25-2 6	Recuperaciones.
21	Día de la paz.	11-28	Reunión coordinadoras. Asesor.	25-2 9	Semana institucional.
24	Entrega de boletines.	7-8-9 -10-1 1	Semana institucional.	27	Consejo de evaluación.
26	Izada de bandera 3-01 y 9.			28	Grados 1, 5 y 9.
26	Reunión consejo directivo.			29	Clausura.
11-25	Consejo académico. Pre-pi.			6-20	Consejo académico. Pre-pi.
10-24	Consejo académico. Básica y media.			5-19	Consejo académico. Básica y media.
9-23	Reunión coordinadoras. Asesor.			1-18	Reunión coordinadoras. Asesor.
				3 DIC	Entrega de boletines.

Figure N°4 School's second semester schedule

## Supervisor's class schedule

**Teacher: Adriana Buitrago.**

The teacher in charge of the English area has a schedule according to the school's calendar. She works with the high school students, who have a total of three hours per group, as it shows here bellow:

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:50-7:00			ENTRANCE		
7:00-7:15			ROUTINE		
7:15-8:15	9	8	7-1	7-1	7-2
8:15-9:15	7-1	8	7-1	10	9
9:15-10:15	7-2	7-1	7-1		9
10:15-10:45			BREAK		
10:45-11:45	7-2		8		10
11:45-12:00	Reading	Reading	Reading	Reading	Reading
			AFTERNOON		
2:00-3:00	8	10	10		
3:00-4:00	8	9			
4:00-5:00	10	9		7-2	

*Table 1 supervisor's schedule.*

**Pre-service teacher schedule**

<b>HOURS</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>6:50-7:00</b>			<b>ENTRANCE</b>		
<b>7:00-7:15</b>			<b>ROUTINE</b>		
<b>7:15-8:15</b>	<b>6</b>	<b>8</b>	<b>7-1</b>	<b>7</b>	<b>6</b>
<b>8:15-9:15</b>	<b>6</b>	<b>8</b>	<b>7-1</b>		<b>6</b>
<b>9:15-10:15</b>		<b>7-1</b>	<b>7-2</b>		
<b>10:15-10:45</b>			<b>BREAK</b>		
<b>10:45-11:45</b>	<b>7-2</b>		<b>8</b>		
			<b>AFTERNOON</b>		
<b>2:00-3:00</b>		<b>1</b>		<b>1</b>	
<b>3:00-4:00</b>	<b>1</b>	<b>1</b>		<b>1</b>	
<b>4:00-5:00</b>	<b>1</b>			<b>7-2</b>	

*Table 2 pre-service teacher schedule.*

## **Pedagogical aspects observed**

During the observation week, the pre-service teacher focused mainly on identifying the key aspects inside the English classes, in order to have a broad point of view not only when identifying a specific necessity to carry out the research proposal but also to have a deeper understanding of the teaching methodology and the organization of it, so the subsequent teaching experience is adapted to the class arrangement. The aspects observed were: the class interaction and environment, material used, use of target language and mother tongue, lesson plans, the students' behavior, students' motivation and interest.

**Classroom interaction and environment:** In general terms, the teacher and the student seem to have a respectful relationship; however in some courses if the teacher is not constantly asking them to stay quiet and in their assigned positions, the classroom environment can be overwhelmed, on the other hand if they are always occupied the teacher is able to carry out the class in a comfortable way and the students show interest by asking and participating actively.

**Material used:** The basis of all the classes is the book named Teen2Teen by Oxford which contains all the necessary tools to carry out the class including a workbook, teacher book, CD, audios and videos. However the teacher uses different didactic strategies such as games (bingos, games, YouTube videos, movies, songs, etc), equally each classroom has a smart TV with cable adapters and speakers which allows a more interactive learning process.

**Use of target language and mother tongue:** The teacher alternates the two languages, uses Spanish to explain and give instructions and English during the development of activities, for



greeting, correct and give feedback. However the students use mainly Spanish if they are not answering questions about the topic.

**Lesson plans:** The teacher plans her classes weekly and sends the plan to the coordinator on Friday, using excel and the template provided by the school which contains the topic, the purpose, the material and the activities to develop based on the course book. She always follows the plan; however, sometimes the time is not enough due to the students' doubts or to extracurricular activities.

**Students' behavior:** During the classes, especially with the high school to have a constant good behavior there always has to have something to do, specifically a written activity, in this manner they will be occupied and focused. When talking about the primary students their general behavior is good, they do not talk too much and enjoy songs and videos with choreographies.

**Students' motivation and interest:** when talking about this part, the high school students are rarely excited about any topic or material; during the observations some students were apathetic and even bored towards the content however they develop the written and reading activities with the teacher's help. On the contrary the primary students show a constant excitement towards the teacher and the topic overall.

Equally, to control discipline the teacher calls them by their names and asks them to be silent otherwise she will punish them by writing their names in the student's observer.

## **Chapter I: Pedagogical Component.**

### **The Use of Graphic Organizers to Foster Reading Comprehension among 8th Grade Students at New Cambridge School.**

#### **Introduction.**

According to Lika (2017) “Reading comprehension is a complex cognitive ability that is based on the elaboration of new information and the ability to integrate it with previous knowledge, creating new schemes and new perspectives” (p.197). Taking this into account, reading is one of the bases of learning a new language, since most of the information inside English classes come from books in which the student requires an important level of comprehension in order to achieve the lesson goals, bearing in mind previous knowledge that allowed the students to construct an interaction, this in turn is influenced by experience, motivation strategies, attention and others (Lika, 2017, p. 197).

In order to promote the necessary tools for the students to develop a successful English learning process, the teacher must provide different approaches or techniques that allow him/her to grow on the basis of a globalized world in which English is considered as necessary in every field. In relation to this matter, multiple reading techniques to improve students’ reading comprehension have been mentioned such as “...higher thinking techniques for questioning, graphic organizers, and collaborative learning groups were found to increase students' reading comprehension” (Echeverry, 2009, p. 2).

Keeping in mind all the above and the importance of developing the habit of implementing useful reading strategies entailing a significant reading and comprehensive process in order to construct a significant learning process and even new reading habits, this proposal seeks to implement graphic organizers, understood as visual illustration with the purpose of

compile and sort information (Parker,2007) to promote the reading comprehension process within eight grade students of the private institution New Cambridge school by means of “...lines, circles, and boxes, to form images which depict four common ways information is typically organized: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences” (Ellis and Howard, 2005,p.1).

All of the mentioned above was carried out taking into account the use web 2.0 platforms which can be defined as “Web 2.0 concentrates on the common applications/services such as blogs, video sharing, social networking and pod-casting—a more socially connected Web in which people can contribute as much as they can consume” (Anderson,2007,p.4). In this case two platforms were integrated: Google Classroom and Canva, the first to share the information and worked assigned and the last to create the graphic organizers in order to not only enhance reading comprehension but also to create a sense of independence and autonomy when learning within the students and other benefits, to Murray and McPherson (2004) “As learners develop their ability to retrieve information from the Web, they will learn to expand their literacy skills from reading print-based texts to reading online texts” (p.36).

To achieve this purpose the current pedagogical component was divided into six sections: The statement of the problem which identifies the flaws and the goal of the product, the justification in order to describe the purpose of this project, the objectives to direct the pedagogical component to the results, the theoretical framework to understand the phenomenon and theories that support the proposal, the literature review to review prior researches regarding the same matter and lastly, the methodology which presents the model to employ to achieve the goals initially stated.

## **Statement of the problem**

Throughout the observation process carried out during a week at “New Cambridge School” in 8<sup>th</sup> grade, it was possible to analyze a series of elements that have an important impact within the learning –teaching process during the English classes such as: the methodology used by the teacher to implement the activities, the motivation and attitude of the students towards the content presented, the difficulties showed by the students during the class and their high points and also the level in which each skills is developed during each opportunity.

First and foremost it is important to take into account the requirements that the students must accomplish during this stage (8<sup>th</sup>) regarding reading comprehension which is the main focus in this case. According to the MEN (2016) at this point of high school formation when reading the students should be able to “Recognize specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text” (MEN, 2016, p.18)

Vargas and Zuñiga (2017) argued that “In the academic world, reading is the main means for obtaining information and for learning. Due to the increasing number of scientific articles published in English, reading has increasingly become the main form of contact with this language” (p.3). Taking this into account, during the observation stage within the most common strategy the students read silently one time and out loud one time while answering the questions with the teacher’s and partners’ help, therefore there was not any specific strategy for them to acquire significant knowledge from those text as consequence when asking to answer basic

information of the text or what was the topic of it, the students were incapable to do so since the main purpose of reading was translating.

On the other hand, when talking about web platforms, the students only used one which was linked to the book and it contained mainly grammar activities, therefore as mentioned before it was important to integrate ICT (Information and Communication Technologies) in this case web platforms specifically which allowed them to experience a more updated language learning process “Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers’ profession through which they can use it to facilitate learners’ learning” (Ahmadi, 2018, p.116). In this regard Patel (2013) mentions the benefits of integrating technologies and web based learning within language training “The multimedia courseware can offer the students abundant information; more plentiful than textbooks...” (p.118).

All of the above leads to the conclusion that the implementation of determined reading strategies is essential for the language acquisition process as mentioned on Vargas and Zuñiga (2017) where it was stated that the English reading activities must engage strategies to provide the students with chances to use their linguistic knowledge by identifying main ideas, recognize the patterns and organization of the text and analyze the information. In this case the strategy to be used are graphic organizers which Coburn (2003) are defined as “diagrams that represent the relationships between facts, ideas, and concepts. They come in many forms, including flowcharts, webbing, concept mapping, and matrixes.” (p.46) in this case through web platforms and integrating ICT’s into the learning process which “Multimedia teachings enrich teaching content and make the best of class time and break the “teacher centered” teaching pattern and fundamentally improve class efficiency” (Patel, 2013,p.118) , this type of pedagogical tools have a positive influence when talking about reading comprehension since it can be used in a broad

variety of fields and for multiple purposes, precisely, the versatility that this material supposes it makes easier the adaptation within the educational field and in this particular case the English learning process.

In line with the evidences shown during the observation stage, it is appropriate to implement the proposal under the light of enhancing the reading comprehension through the use of visual aids, in this case graphic organizers. Hence, the following questions were formulated in order to guide the proposal:

- How do graphic organizers through web platforms impact the 8th grade students' reading comprehension?
- What type of graphic organizers do student prefer?
- What is the students' perception towards graphic organizers through the use of web platforms as a strategy to improve reading comprehension?

## **Justification**

Despite of the importance of English language learning in Colombia, a multi-cultural country in constant development towards a globalized world in which the language proficiency is not sufficient, according to Jabba (2013) and after a research conducted to identify the reasons behind the country's low proficiency in English, more than 90% of the students do not surpass the elementary level (A-, A1, A2) and the strategies adopted by MEN (2019) , the national English Program "Colombia, very well!" (2015-2015) shows scanty significant results (p.29).

To help solve this matter, Jabba also proposes to educate or train those teachers who do not possess the adequate linguistic skills (reading, writing, speaking, and listening) for their role, this statement suggest that teachers should be able not only to teach grammar and translation but also strategies that show their competences and to facilitate the students' learning process.

There upon, the implementation of graphic organizers might entail a significant progress talking about reading comprehension as stated by McKnight (2010) who highlights the importance and positive impact of these tools by saying "...graphic Organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information" (p.1), this tools were designed and implemented through web platforms that according to Murray and McPherson (2004) "For language learners to participate in an increasingly digital world, they will need to use the technology via English to meet their social, personal and educational needs. To do this, they need to learn to navigate the Web, using it to find information and often to provide inform" (p.1)

Furthermore, it is important to highlight that this proposal was be based on the contents provided and established by the school which facilitated the process and provided the students

with new information but adapted to their daily learning process by creating interest and motivation by facilitating the reading process and solving of activities related to text. Equally this strategy is useful for the community in general since this strategy can be used by any area of learning.

## **Objectives**

### **General objective.**

- To enhance reading comprehension through the use of graphic organizers by means of web platforms among 8<sup>th</sup> grade students.

### **Specific objectives.**

- To identify the impact of the use of graphic organizers to determine the main features and ideas of a text.
- To analyze the advantages of using web platforms when promoting reading.
- To delve into 8th students perceptions regarding the use of graphic organizers as a tool to enhance reading comprehension.
- To construct a book containing the graphic organizers made by the students and their perceptions.



## Theoretical framework

The main purpose of this project is to implement graphic organizers to improve the students' reading comprehension. In the following theoretical framework you will find the definitions of basic concepts for this research such as: English language skills, reading, EFL (English as foreign language) reading comprehension, reading strategies, graphic organizers as tools for reading in EFL and metacognition and the use of web platforms within EFL learning.

## English language skills

According to Husain (2015) a language must be understood not as a subject based on content because its purpose it is not to impart knowledge, on the contrary, learning a language must be perceived as acquiring a new skill; meaning to learn to do something new correctly. "Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill" (p.2). Taking this into account language involves four sub-skills divided into two parts, it is worth mentioning that to become an independent speaker it is necessary to master these skills:

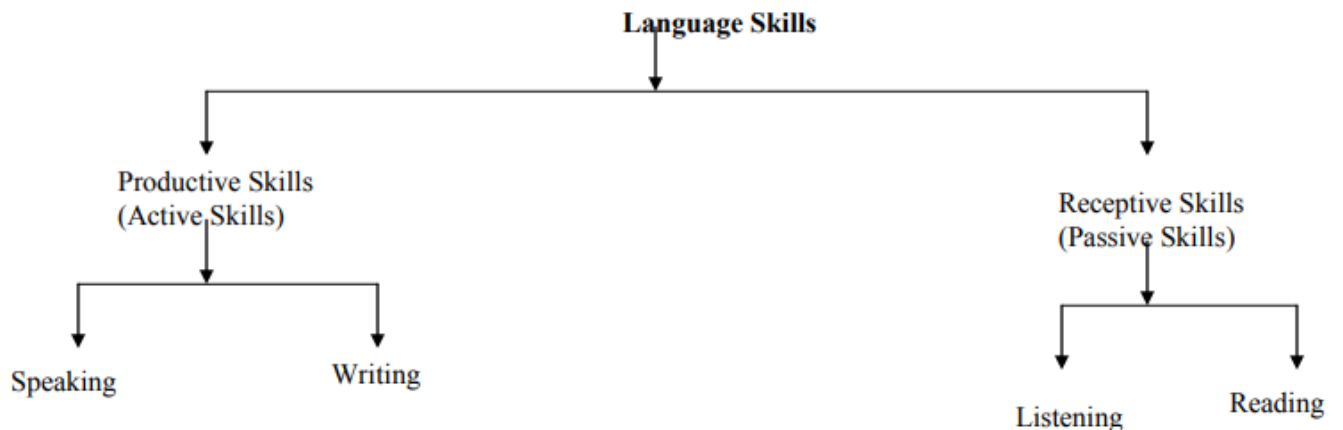


Figure N°5 the concept maps illustrates the classification of English skills. Husain, N. (2015).

## **Reading**

As showed before reading which is understood according to by Mojovic (2010) as “a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others” (p.1). Taking into account Husain’s statement it is consider a receptive skill since the student is passive most of the time when receiving information while reading. However this does not mean that the student must be limited to read and answer questions, on the contrary the students have to follow a series of steps to acquire a significant knowledge from the text by reducing difficulty by creating a comprehension matrix with a pre, while, and post-reading cycle (Solé, Gill 2008, p.108).

## **EFL reading comprehension**

Comprehension is understood as “the most significant skill in the academic programs where English is taught, since it helps learners to enlarge the knowledge of the language and of the universe in general” (Jimenez,2000) and specifically focusing on English, Abdelhalim (2017) defines it within the language learning as a process that allows students to accurately understand the written language.

Taking into account these perceptions, Mojovic (2010) gives a detailed description of reading comprehension in English by clarifying that reading is not only to identify sentences but the use of the readers’ background knowledge to be able to predict the content of the text while reading new information taking into account what has been read, “...the purpose is assumed to be comprehension of the message” (p.1). The information provided it is useful in this research as it is necessary to understand the processes that reading comprehension in English entail in order to direct the proposal in an accurate way to reach the expected goals.

## **Reading strategies**

Regarding this matter Bedle (2017) defines reading strategies as “actions consciously performed for the purpose of achieving a particular reading task or goal, which can be used in various ways according to context and learner” (p.12) based on Oxford’s definition of learning strategy which “refers to ‘ability, expertness, or proficiency... [and] are gained incrementally during the language development process” (1990, p.6). This definition allows the researcher to have a clear understanding of the purpose of implementing a reading strategy which is precisely to achieve a task and that is what this proposal seeks, for the student to be capable to achieve the class’ goals in function of understanding the text properly.

## **Graphic organizers as tools for reading in EFL**

Based on Sam D and Rajan (2012) a graphic organizer is a “... diagram that represents a relationship directed by a thinking-skill verb” (p.156). These tools can be used by teachers in different moments of the class, specifically in three moments: Before instruction to understand the students level when it comes to the content, during instruction to activate the content inside the learners’ mind since it assist learning and finally after instruction to summarize and help the students to acknowledge their learning process (McTighe, 1992).

Equally, it is important to highlight the functions of graphic organizers in reading comprehension mentioned by Sam D and Rajan (2012, p. 156-157) such as:

- Clarify and organize information into categories (main idea, supporting details, topic sentence, facts)m
- Organize information in a paragraph for better understanding.
- Construct meaning of difficult words and sentence dividing.
- Understand the context by associating with prior knowledge.

- Identify conceptual and perceptual errors that may occur in the course of reading a passage.

All of the above allows concluding that the use of graphic organizers is accurate in this case since the creation of the students' own graphic organizers allows them to develop their thinking skills and will be motivated to construct their own knowledge.

### **Metacognition.**

To develop this proposal, all of the above has been dealing with a conscious reading process that entails the mastering of language as a skill most specifically reading, in order to construct within the student the motivation to improve their text comprehension by using graphic organizers, this is why this concept accurate in this case, as it is viewed as the control over the knowledge that someone has, when it comes to reading it is important to take into account "what we know, knowing when, where, and how to use strategies, that is, what we can do" (p.2), in this case this means the acknowledgement of the advantages or disadvantages of using graphic organizers as a comprehension and reading strategy, having a clear understanding of what it is and what is the purpose of using it. (Karbalaeei, 2007). More specifically this learning theory seeks to support the students' comprehension and understanding by teaching them how to use and control those strategies.

This author also highlights that "Metacognitive reading strategies are conscious means by which students monitor their own reading processes including evaluating the effectiveness of cognitive strategies being used" (p.3) which essentially it is one of the purposes of this research to create consciousness within the student.

## **Use of web platforms in education**

The process of creating the graphic organizers was done through the use of two web platforms, named Canva and Google classroom. When it comes to this tools, Salas (2012) stated:

The sites under a Web 2.0 design are dynamic, they offer information hosting for users and also make use of multiple applications, so they are ideal for creating information in collaboration with others, organizing social networks, video and photo sharing, wikis, blogs, pod-casts, and folksiness, among other benefits (p.84)

As expressed here, this type of platforms suppose benefits for the English language learning purpose which in this case was specifically focused on benefiting the students reading comprehension by posting graphic organizers and interpreting the texts.

## **Gooogle Classroom**

According to Mafa (2018) “Google Classroom is a free web based learning application or tool that is utilized for collaboration among instructors and learners” (p.30). This definition succeeds not only when giving a concept of the platform itself but also to point out one of the main purposes of using this tool in particular within the present proposal.

## **Canva**

This web platform was be used in order to design the graphic organizers, it its important to highlight that it was chosen due to its easy handling and options of templates. Its definition according to its own page is “ a tool that makes it possible to design anything and publish anywhere. With its user-friendly drag and drop tool and thousands of customizable templates...”.

## **Literature review**

This literature review contains a compilation of studies previously carry out dealing with the topic with the purpose of guiding the present research. For this purpose, several authors have identified the use of graphic organizers to foster reading comprehension in EFL courses, within the authors that used this type of material to teach English, some authors are: Gonzales (2017), Vargas (2018), Rahat (2019), Torres (2015) and Tobar and Moya (2017).

Firstly Gonzales (2017) entailed an action research called “The Effects of Graphic Organizers on EFL Students’ Reading Comprehension” in which 122 participants from 17 to 48 years old were took part of the study since, according to the author “they struggled to understand the meaning of words, sentences, and paragraph as they did not know how to organize the information, or to summarize them in order to understand the main ideas of the readings”(p.24) for this reason the author decided to implement graphic organizes since it supposes a conscious and visual form of presenting and organizing content. To collect the information, the researcher used five hours of training to provide learners with the necessary information then a series of workshops in which students read actively, passively and asked to structure their own graphic organizers with the relevant information from the text, subsequently an observation stage to study the students perceptions and a reflecting process to analyze data.

This study has as results, positive perceptions towards the use of this type of instruments Such as, the augmentation of the students’ comprehension skills since these tools helped to summarize, organize and understand the main ideas of a text. Also the student stated that the use of graphic organizers made the understanding of the texts easier.

On the other hand, Vargas (2018) conducted a sequential study in which 20 students from 17 to 23 years old participated having as main purpose to assess the effectiveness of graphic organizers as a strategy by implementing instruments such as texts (argumentative essays in English), semi-complete graphic organizers and questionnaires for the students to assess their own process taking into account the process of pre-reading, during reading and post-reading. When it comes to the results this study yielded results like the perception of the students about the accurate use of graphic organizers once they have learned to better identify the parts of an argumentative essay, also the familiarity with the topics affected negatively the results which means that success with graphic organizers seems to be affected by missing previous knowledge.

Moreover Rahat (2019) conducted a quasi-experimental design with the participation of 40 female EFL students which were divided into two groups, group A received the graphic organizers' treatment and group B received the traditional reading instruction. After five weeks, a post-test was given in order to examine the effect of graphic organizers on L2 reading comprehension. After having analyzed the data, the author came to the conclusion of a positive impact in reading comprehension, also the perception of participants gave positive feedbacks towards the use of graphic organizers and indicated that these instruments could help increase reading comprehension as well as understanding the text structure.

Also, Tobar and Moya (2017) conducted a study named "Graphic organizers as a reading strategy: Research findings and issues" specially to compile findings about this matter "to summarize what research findings reveal about the effectiveness of using graphic organizers as a reading strategy to facilitate reading comprehension" (p.137). Even though this research was not

conducted to highlight any area in particular it is accurate since it provides broad perspectives of different perceptions regarding the use of graphic organizers to enhance reading comprehension.

As conclusion the authors stated:

There were great benefits from using graphic organizers as an instructional tool. Teachers should start implementing this reading strategy in their classrooms and train students in using it as effective readers to develop their reading comprehension abilities and to promote their autonomous learning and attain higher levels of performance. Graphic organizers are valuable tools in teaching students how to become better readers and thus better learners. However, there have not been enough studies related to the topic. (Tobar and Moya, 2017, p.156).

On the other hand, Murray and McPherson (2004) in their book “Using the Web to support language learning” published by the National Centre for English Language Teaching and Research of the Macquarie University, Sydney. In which the authors aimed to report a research made in collaboration with the department of migration, focusing mainly on carrying out a broader investigation regarding the use of internet in language teaching and learning containing useful internet sites to use and reading and listening online, among others. According to their point of view, “Web-based activities should have a technical skill teaching purpose, a pedagogical reason (for example, distance learning) or a language learning purpose – or all three” (p.1). When it comes to this research in particular this book is useful since it provides a clear perspective of the benefits of using this type of tool in nowadays education and the theories that support this type of teaching-learning, also providing activities to carry out and plannings.



In this regard, Shaharane, Jamid and Rodzi (2016) conducted a research entitled “The Application of Google Classroom as a Tool for Teaching and Learning” which main objective was to explore the effectiveness of Google Classroom’s active learning activities through random sampling and by selecting students from a computer lab class, the results were “that overall students are satisfy with of Google Classroom’s thus show it is effective as an active learning tools” (p.8). Also this study had positive perceptions from the students’ part and according to their results this approach contributes to online training, it allows students’ to evolve in their online environment and according to their point of view this tool should be integrated to teaching and learning situations.

To conclude the previous literature review it is important to mention the significance of all the above studies since it provides a guidance for the present research and different perspectives to take into account regarding the implementation of graphic organizers to EFL learners by using online sources.

## Methodology of the implementation of the pedagogical proposal

The pedagogical methodology to be used in this proposal is the one proposed by Gonzales (2017, p.25) in which, the researcher carry out five hours of instruction regarding graphic organizers in order to provide the students with the necessary information and explaining how these instruments can offer an adequate reading comprehension. During each reading activity the participants asked to carry out a passive reading, then an active reading and finally to structure their own graphic organizers with the relevant information within the text. Then, students are asked to answer the questions about the text proposed in the school's book (Teen2Teen, four).

For achieving this purpose, the same author proposes the structuring of a rubric with the process in order to organize the process to apply within the participant group, “displays the readings for each session as well as the time spent on them” (p.26). Equally it is worth mentioning that a rubric to assess the use of graphic organizers was given to the students, which further in was translated and answered via Google Survey (Appendix 1). The following chart represents the activities to carry out during the four workshops to develop:

N	Task name	Process of the sessions				
		CLASS	GOOGLE CLASSROOM	CLASS	GOOGLE CLASSROOM	
		Silent Reading (minutes)	Intensive reading and structure of graphic organizers (minutes)	Answering of questions in the book (minutes)	Assessing through the rubric	Total of hours

1	Graphic organizers: what are they?	10	15	20	10	2
2	Unit 10: Take a stand! Stop cyber bullying.	10	15	20	5	2
3	Unit 11: Enjoy your visit, avoid being a crime victim.	10	15	20	5	2
4	Open blog: let's research holidays in other countries.	10	15	20	5	5

*Table 5 Readings and total number of hours for all sessions in the implementation groups.*

### **Workshops**

Firstly, in order to achieve the objectives previously established, a series of workshops were scheduled taking into account a series of planning in order to better organize the development of these classes and to better attain the goals in each one of them. It is important to highlight that the steps that were conducted were based on Gonzales (2017, p.25) (Appendix 2) steps when creating graphic organizers based on texts.

Subsequently, the planning that were created for this purpose are presented. Equally it is worth mentioning that four workshops were developed, each one of them for each text in the book and one extra to explain the project, which was carried out at the beginning of the teaching practicum.

**Introductory Workshop: “Graphic organizers: what are they?”**

On the other hand, in order to comply with the previously established plan it was necessary to provide the students with the necessary information for them to know what a graphic organizer is and the possibilities that it offers when it comes to reading comprehension., for this purpose a document regarding this matter (Baxendell, 2003) was shown to the students.

<b>GROUP:</b> 8 <sup>th</sup> grade.	<b>LEVEL:</b> A2+	<b>DATE:</b> september 8 <sup>h</sup>
<b>LINGUISTIC OBJECTIVE:</b> To recognize the vocabulary related to graphic organizers (types and definition).	<b>COMMUNICATIVE OBJECTIVE:</b> To graphic organizers to be able to answer the questions related to the text proposed by the book.	<b>SOCIAL-CULTURAL OBJECTIVE:</b>
<b>MATERIALS:</b> ✓ Graphic organizer worksheet. ✓ T.V ✓ Board	<b>TOPIC:</b> ✓ Graphic organizers. ✓ Project. ✓ Web pages to use.	
<b>STAGES / DESCRIPTION OF THE ACTIVITY</b>	<b>PEDAGOGICAL OBJECTIVE OF THE RESEARCH</b>	<b>TIME</b>
<b>EXPLANATION:</b> I began by explaining to the students the name of the project “ The Use of Graphic Organizers to Foster Reading Comprehension Through Web Platforms Among 8 <sup>th</sup> Grade Students At New Cambridge School: An Action Research.”, then I continued by explaining that they were going to use Graphic Organizers created by themselves to arrange the information contained in the text proposed by the books, this in order to improve their reading comprehension and therefore to better answer the questions proposed after each text. Equally, I explained that this was be done through two web platforms named “Google Classroom” and “Canva”, the first one to share the graphic organizers done by the students and the self-evaluation (that was explained later on), and	To introduce the students to the main objective of the project and the details of it, by explaining and familiarize them with the web platforms that was used for this purpose.	2 hours

the second one to create the graphic organizers.		
<p><b>WEB PLATFORMS:</b></p> <p>I explained to the students the interface of Google Classroom and also the purpose in this case which is to share the graphic organizers, comments, suggestions and self-evaluation. For this purpose the TV was used to share a video tutorial(<a href="https://www.youtube.com/watch?v=lzqex0u7850">https://www.youtube.com/watch?v=lzqex0u7850</a>) and images of the web page in order to facilitate the process, lastly I shared the class code needed to get access to the class (c9ujll8). Then, I proceeded to explain the interface,access, purpose and way of using Canva. For this purpose is I showed a video tutorial and the board to explain how to have access and how to create the graphic organizers (<a href="https://www.youtube.com/watch?v=zekgOIVwv3A&amp;t=146s">https://www.youtube.com/watch?v=zekgOIVwv3A&amp;t=146s</a>).</p> <p>Most importantly, I explained that the first one was used to share graphic organizers and self-evaluation, comments, doubts and the first one to create the graphic organizers.</p>	To acquaint the students with the interface and way of using the two web platforms that were be used in this project.	
<p><b>SELF-EVALUATION:</b></p> <p>I also explained that after each activity they were evaluated their experience and comprehension by filling a matrix by selecting 5 if the opinion is positive and nothing if its negative (Gonzales, 2017). However to facilitate the process this evaluation was done through google survey by selecting the items that they consider true according to their experience.</p> <p>I explained each point of it, how it should be filled and show it to them, including that they should fill after doing each graphic organizer.</p>		
<p><b>GRAPHIC ORGANIZERS:</b></p> <p>I gave to the students the sheet proposed by Gonzales (2017) explaining what a graphic organizer is and the different types. I organized groups, each group explained a type of graphic organizers in order to construct knowledge all together. I also draw each type on the board and gave examples in each one.</p> <ul style="list-style-type: none"> <li>✓ Concept map</li> <li>✓ Flow diagram</li> <li>✓ Venn diagram</li> </ul>		

✓ Cause and effect		
✓ Main idea and details diagram		

Table 6 Introductory workshop planning

Appendix

Self-evaluation sheet.

READING COMPREHENSION RUBRIC

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	Information is well prepared, informative, and effective.	5	
	Information is presented in a logical sequence.	5	
Content (10 points)	Accurate information.	5	
	Main ideas, facts and supporting details.	5	
Comprehension (30 points)	Identify the main idea and supporting details.	5	
	Exhibit the ability to identify sequential elements.	5	
	Can identify conclusions.	5	
	Can make connections and recall information from the reading.	5	
	Make inferences from the reading.	5	
Score	Show confident at the moment of reporting the understanding.	5	
	Total Points	50	

Graphic organizer explanation.

Different Types of Graphic Organizers and Their Uses

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas.

Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVits, & Modio, 1995). Some graphic organizers focus on one particular content area. For example, a vast number of graphic organizers have been created solely around reading and pre-reading strategies (Merkley & Jeffries, 2000).

Different types of graphic organizers and their uses are illustrated below.

<p><b>Concept Map</b></p> <p>A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled.</p> <p>Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms.</p> <p>Maps can be used to show hierarchical relationships with the most important concepts placed at the top.</p>	<p><b>Early Means of Transportation</b></p>
<p><b>Flow Diagram or Sequence Chart</b></p> <p>A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. It is an excellent tool for teaching students the steps necessary to reach a final point.</p> <p>The following examples illustrate the many uses of flow diagrams or sequence charts.</p> <p>In reading, sequence charts can be used to outline the key events in a story or chapter.</p> <p>In science, they can serve as the procedures section in the scientific process.</p> <p>In history, they can be created as a timeline.</p>	<p><b>Steps to Preparing for the Spelling Test</b></p>

<p><b>Compare/Contrast or Venn Diagram</b></p> <p>A compare/contrast or Venn diagram is used to identify the similarities and differences between two or more concepts. The most commonly used organizer, this instructional tool is found in textbooks, on standardized tests, and in teacher resource materials.</p>	<p><b>Character Comparison</b></p>
<p><b>Cause-and-Effect Diagram</b></p> <p>A cause-and-effect diagram highlights the direct relationship between different events or concepts. This tool is one of the most beneficial organizers because of its many applications in all subject areas.</p> <p>For example, this diagram might be used to analyze characters and events in reading, to discuss major events in social studies, or to study the impact of a science experiment.</p>	<p><b>Causes</b></p> <p><b>Effects</b></p>
<p><b>Main Idea and Details Chart</b></p> <p>A main idea and details chart shows the hierarchical relationship between major concepts and their subordinate elements. This organizer is extremely beneficial in helping students distinguish central ideas and their corresponding details from less important information.</p> <p>When using the type of graphic organizer, clearly label the main idea and the details as such. Use a different shape or area for the main idea and the details.</p>	<p><b>Main Idea</b></p> <p><b>Details:</b></p>

This is an excerpt from the Considerations Packet Graphic Organizers: Guiding Principles and Effective Practice prepared by Brad Saxendel, July 2003. To order this packet, visit our website at [www.um.edu/ttac](http://www.um.edu/ttac) and click on the "Considerations Packets" link.

**First workshop: “Take a stand! Stop cyber bullying”**

During this first workshop the students had the first contact with the project itself, during this stage, having as main topic the bullying, the students have as reference an informative text to go through a process of Silent Reading, Intensive reading and structure of graphic organizers, Answering of questions in the book and Assessing through the rubric in order to create the graphic organizer that they posted, including explanation of vocabulary and contextualization. Also, it is important to highlight that this process was proposed by Gonzales (2017).

<b>GROUP:</b> 8 <sup>th</sup> grade.	<b>LEVEL:</b> A2+	<b>DATE:</b> September 17th	
<b>LINGUISTIC OBJECTIVE:</b> To recognize and use the indefinite pronouns within a text.	<b>COMMUNICATIVE OBJECTIVE:</b> To express regret or relief when communicating a negative experience regarding bullying.	<b>SOCIAL-CULTURAL OBJECTIVE:</b> To identify the common aspect and differences of bullying in Colombia and US.	
<b>MATERIALS:</b> ✓ Book Teen2Teen ✓ T.V ✓ Images.	<b>TOPIC:</b> ✓ Indefinite pronouns ✓ Bullying		
<b>STAGES / DESCRIPTION OF THE ACTIVITY</b>	<b>PEDAGOGICAL OBJECTIVE OF THE RESEARCH</b>	<b>TIME</b>	
<b>TEXT: CYBER BULLYUING</b> The first text proposed by the book is called “Take a stand! Stop cyber bullying”. To have a clear view of the subejct contained within the text, Gonzales (2017) takes into account 4 steps.	To begin with the process of making the graphic organizers and using the platforms by following a series of steps which facilitated and organized the text reading.		
✓ <b>Silent Reading:</b> In this stage the students read one time silently in order to better understand the topic and context of the text and to identify the unknown vocabulary.	This stage allows the reader to become familiar with the topic and to indentify new knowledge and use his/her previous knowledge about the topic.		
✓ <b>Intensive reading and structure of graphic organizers:</b> In this stage, the	By verbalizing the text the students are able to construct		

reading process is done out loud, each student reads a little piece. To understand the new vocabulary which was done through images, when identifying a new word I showed an image so the students could relate it with the meaning. After reading I asked each student to analyze the type of graphic organizer they used to rearrange the information, and then we set up the dates in which the first graphic organizer was posted on Google Classroom (in this case it was Saturday 21<sup>st</sup> of September until midnight) which was successfully carried out, I was attentive to the platform if any problem would appear, but it was not the case, all the students submitted the diagram about bullying.

new knowledge and also it allows them to propose questions and doubts. In this stage the vocabulary teaching is very important since it promotes understanding.

Vocabulary:

Gossip



Tell a lie about someone



Ignore someone





Tease someone



Play a joke on someone



Threaten someone



✓ **Answering of questions in the book:** On Monday the students shared their thoughts about the process of creating the graphic organizers and the use of the web platforms itself. Then by using the graphic organizers done, they answered the questions related to the text in the book. It is important to mention that just one student expressed to have trouble with Canva (which is the platform used to create the graphic organizers, to clear up this problem I re -explained the process of

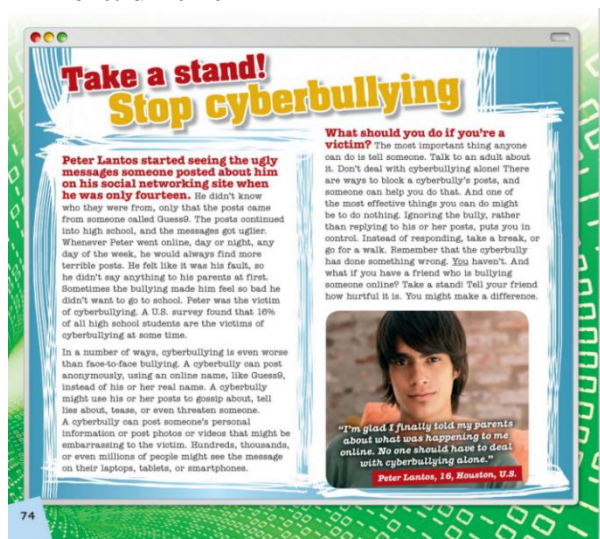
This step verifies the students understanding after creating the graphic organizer.

using it and I showed a tutorial in order to better understand the process itself.		
✓ <b>Assessing through the rubric:</b> After creating the first graphic organizer each student filled in the rubric by using Google survey, this assesment was translated in order to facilitate the students comprehension.	The students were able to evaluate their own reading comprehension taking into account their own experinece.	

Table 7 First workshop planning

**Appendix**

**Text: unit 10**




**Second workshop: “Enjoy your visit, avoid being a crime victim.”**

The second workshop had as main focus some advice to avoid being a crime victim when traveling, this time the students were part of a brain storming process in which they gave advice to someone who travels to Colombia and then they compared to the tips given in the text. Subsequently, the process in the previous workshop was done.

It is important to mention that this time the students answered the questions of the text before developing the process so later in, their reading comprehension could be analyzed before and after the process.

<b>GROUP:</b> 8 <sup>th</sup> grade.	<b>LEVEL:</b> A2+	<b>DATE:</b>
<b>LINGUISTIC OBJECTIVE:</b> To recognize and use who and that (Relative clauses) by integrating the verbs of crime.	<b>COMMUNICATIVE OBJECTIVE:</b> To express advice when traveling.	<b>SOCIAL-CULTURAL OBJECTIVE:</b> Tips to have a safe trip to Colombia vs USA.
<b>MATERIALS:</b> ✓ Book Teen2Teen ✓ T.V ✓ Images.	<b>TOPIC:</b> ✓ Who and that ✓ Verbs for crimes. ✓ Make a suggestion.	

STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
<p><b>Text:</b></p>  <p>The infographic features a night cityscape background with the Statue of Liberty. It includes five numbered tips in red circles: 1. Start with the obvious, 2. Don't wear expensive jewelry, 3. Don't act like a tourist, 4. Be careful with your phone, 5. Be careful at ATMs. A bottom banner states: 'There are millions of people who visit cities all over the world every day. Someone somewhere will probably become the victim of a crime. But it doesn't have to be you!' The page number 80 is visible in the bottom left corner.</p>		
<p><b>TEXT: ENJOY YOUR VISIT AVOID BEING A CRIME VICTIM.</b></p> <p>Before carrying out the process the students read and answered the questions of the text, the pre-service teacher picked up the books and took pictures of the sample students in order to, further in, compare the answers after having take part of the process with the graphic organizers and the web platforms.</p>		

**PROCESS:**

After having understood the topic and having developed the grammar activities, the reading comprehension was done taking into account the graphic organizers.

Before reading the pre-service teacher asked the students what tips they would give a tourist to visit Colombia without being a crime victim , there was a brainstorming session writing on the board the pre-service teacher gave a worksheet that containing tips to stay safe when visiting Colombia. Each student read each tip and the teacher showed images related to the tips.

**Public transportation when its dark:**



**Dangerous neighborhoods**



**Random taxi**



**Dress low-key**

To begin with the process of making the graphic organizers and using the platforms by following a series of steps which facilitated and organized the text reading.



**Don't flash your things**



**Crossbody**




**Close the car**



**Tips in colombia:**



<p><b>TIPS TO HAVE A SAFE TRIP TO COLOMBIA</b></p> <p>Follow this advice to avoid being a crime victim</p> <ul style="list-style-type: none"> <li>▣ Do not take public transportation once dark.</li> <li>▣ Do not walk around in neighborhoods you are not familiar with in the evening.</li> <li>▣ Do not catch a random taxi in the street. use a phone app such as Uber.</li> <li>▣ Dress low-key and leave valuables at home or in your hotel.</li> <li>▣ Do not flash your valuables in public.</li> <li>▣ Instead of carrying a shoulder or hand bag, keep a crossbody.</li> <li>▣ When you are in the car, lock all doors and keep windows up.</li> </ul> 		
<p>✓ <b>Silent Reading:</b> In this stage the students read one time silently in order to better understand the topic and context of the text and to identify the unknown vocabulary.</p>	<p>This stage allows the reader to become familiar with the topic and to identify new knowledge and use his/her previous knowledge about the topic.</p>	
<p>✓ <b>Intensive reading and structure of graphic organizers:</b> In this stage, the reading process is done out loud, each student read a little piece. To familiarize with vocabulary, the pre-service teacher gave each student an unknown word and its meaning, they had to read it and act it for the class so the others can guess what it is. Afterwards we read out loud to identify the main topic and problem of the reading. Later they were asked to compare the tips in Colombia and the tips in the United States and to identify what were the similarities, taking this into account the students made a comparative chart that they took into account when creating their graphic organizers.</p>	<p>By verbalizing the text the students are able to construct new knowledge and also it allows them to propose questions and doubts. In this stage the vocabulary teaching is very important since it promotes understanding.</p>	
<p>✓ <b>Answering of questions in the book:</b> On Monday the students shared their thoughts about the process of creating the graphic organizers and the use of the web platforms itself. Then by using the graphic organizers done, they answered the</p>	<p>This step verifies the students understanding after creating the graphic organizer.</p>	


questions related to the text in the book.		
<p>✓ <b>Assessing through the rubric:</b> After creating the first graphic organizer each student filled in the rubric by using Google survey, this assessment was translated in order to facilitate the students comprehension.</p>	The students were able to evaluate their own reading comprehension taking into account their own experience.	
<p>After having carrying out the process of creating the graphic organizers, the students exchanged books and corrected their partners answers by taking into account the graphic previously done, this allowed the pre-service teacher to compare the change between before carrying out the process and before. Equally, it allowed the students to realize if they have had any progression and to acknowledge their mistakes. As before, the sample students' work was preserved in order to better analyze later on.</p>		

*Table 8 Second workshop planning*

### **Third workshop: Open blog, let's research holidays in other countries**

This was the last workshop in which the students had as main focus an informative text about holidays in different countries, the process previously mentioned was took into account, also this time the students corrected the answers of the previous text in order to compare the comprehension before and after the process.

<b>GROUP:</b> 8 <sup>th</sup> grade.	<b>LEVEL:</b> A2+	<b>DATE:</b>
<b>LINGUISTIC OBJECTIVE:</b> To recognize and use relative clauses (when and where) and reflexive pronouns (each other)	<b>COMMUNICATIVE OBJECTIVE:</b> To speak about the details of a international and national holiday (place, date, traditions, symbols)	<b>SOCIAL-CULTURAL OBJECTIVE:</b> To compare a Colombian celebration with an international celebration.
<b>MATERIALS:</b> <ul style="list-style-type: none"> <li>✓ Book Teen2Teen</li> <li>✓ T.V</li> <li>✓ Images.</li> <li>✓ Bond paper</li> <li>✓ Markers</li> </ul>	<b>TOPIC:</b> <ul style="list-style-type: none"> <li>✓ When and where</li> <li>✓ Each other</li> <li>✓ Happy holiday</li> <li>✓</li> </ul>	

STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
<p><b>Text:</b></p> <p><b>Open blog:</b> Let's research holidays in other countries!</p>  <p><b>Jose Luis:</b> In Ecuador, we have a holiday when we remember the dead. It's in November. In Mexico, they celebrate this holiday too. Here's some information about the Day of the Dead.</p> <p><b>Abby:</b> I found a wild and crazy holiday in India! It's called Holi. Check this out!</p> <p><b>In early November, Mexicans celebrate the Day of the Dead to remember their dead relatives and friends. This tradition began more than 2,000 years ago.</b> Before celebrations begin, family members go to the cemetery to clean the graves of their loved ones and decorate them with flowers. Then the whole family visits the cemetery and brings gifts, including food and drinks. Stores sell pan de muerto, a special bread for the holiday, and sugar skulls that people can leave as gifts on the graves. People eat together, play music, and take turns telling stories about their loved ones all through the night. In the morning, the family often leaves one of the loved one's possessions on the grave, such as a piece of clothing or a watch. Holidays in which people visit family graves are common in many cultures around the world.</p> <p><b>Holi, or the Festival of Colors, is an Indian religious festival in February or March that celebrates the arrival of spring.</b> The festival begins in the evening with a huge fire. It is a time for friendship. People greet each other and wish each other a happy Holi. And then the fun begins. It's a wild and crazy time when people throw a kind of color powder and water at each other. It doesn't matter if you are not a friend or family member: someone will throw colors at you. Of course, the colors go everywhere on the street, on the houses, and on the cars and buses. Tourists come from all over to watch and participate! Some people worry that Holi wastes too much water, both for throwing and for cleaning up afterwards. But nothing stops people from having fun on this holiday. India isn't the only place with a fun holiday like Holi. Thailand, for example, has Songkran, a day when people throw water at each other.</p> <p><b>Holi is a wild and crazy holiday!</b></p>		
<p><b>TEXT: OPEN BLOG, LET'S RESEARCH HOLIDAYS IN OTHER COUNTRIES BEFORE:</b></p> <p>Before carrying out the process the students read and answered the questions of the text, the pre-service teacher picked up the books and took pictures of the sample students in order to, further in, compare the answers after having take part of the process with the graphic organizers and the web platforms.</p>	<p>To expose the students' answers and reading method without the process here carried out and how it affects their performance.</p>	
<p>Before the reading the pre-service teacher asked the students what holidays or celebrations we have in Colombia, the brainstorming ideas were written on the board, then the pre-service teacher divided the group into 4 groups each one of them chose a holiday by taking out little pieces of paper with the names of the celebrations randomly (Christmass, Día de velitas, Carnaval de barranquilla, Semana santa).</p> <ul style="list-style-type: none"> <li>✓ <i>Country:</i></li> <li>✓ <i>City:</i></li> <li>✓ <i>Date:</i></li> <li>✓ <i>Traditions/activitites:</i></li> <li>✓ <i>Decoration:</i></li> <li>✓ <i>Food:</i></li> <li>✓ <i>Drawing:</i></li> </ul> <p>Each group worked by teams, also the students took into account the vocabulary of the lesson which was worked previously by showing a video about the chinese spring festival and by identifying the main characteristics of that</p>	<p>To compare and establish the idea of multiculturalism by highlighting the festivities in Colombia and how they are different in other countries.</p>	



<p>celebrations. Also the same vocabulary was worked within the book activities.</p> <p>The teacher monitored each group to help them with any doubts or mistakes. Then each group read the characteristics identified.</p> <p>The other groups took notes on their books.</p> <p>Then, the pre-service teacher asked them to go to page 86 in which two different holidays are being exposed with the same items of their posters.</p>		
<p>✓ <b>Silent Reading:</b> In this stage the students read one time silently in order to better understand the topic and context of the text, to identify the unknown vocabulary and the items that expose the main characteristic of the holidays.</p> <p>✓ <i>Country:</i></p> <p>✓ <i>City:</i></p> <p>✓ <i>Date:</i></p> <p>✓ <i>Traditions/activities:</i></p> <p>✓ <i>Decoration:</i></p> <p>✓ <i>Food:</i></p>	<p>This stage allows the reader to become familiar with the topic and to identify new knowledge and use his/her previous knowledge about the topic.</p>	
<p><b>Intensive reading and structure of graphic organizers:</b></p> <p>The pre-service asked the students to read out loud one by one, each section. She asked which was the topic and asked for the previously established, main characteristics of the holiday:</p> <p>✓ <i>Country:</i></p> <p>✓ <i>City:</i></p> <p>✓ <i>Date:</i></p> <p>✓ <i>Traditions/activities:</i></p> <p>✓ <i>Decoration:</i></p> <p>✓ <i>Food:</i></p> <p>Then she asked which words are unknown, then she wrote them on the board in one column, then she posted images of the unknown words and asked some students to identify which belongs to each word, before she gave a clue to help them</p>	<p>By verbalizing the text the students are able to construct new knowledge and also it allows them to propose questions and doubts. In this stage the vocabulary teaching is very important since it promotes understanding.</p>	

EX: Grave: It is where dead people rest.

*Graves*



*Gifts:* a thing given willingly to someone without payment; a present.



*Pan de muerto:* type of sweet bread baked in Mexico during the weeks leading up to the Día de Muertos



*Sugar skulls* A brightly coloured **skull** face icon, placed on the grave of the deceased



*Possessions:* the state of having, owning something.



*Fire:* an open-air fire in a camp, used for cooking and as a focal point for social activity.



*Color powder:* colored fine, dry particles



*Throw:* propel (something) with force through the air



*Waste:* use something to no purpose



Then she asked the students to identify difference between the holidays in Colombia and in the ones in the text:

- ✓ Do we have the same holidays?
- ✓ Do we have something similar?
- ✓ Do they have celebrations like the ones in Colombia?

After having understood the vocabulary and text, the students were asked to create a draft of the graphic organizer that they uploaded to google classroom by using canva. The pre-service monitored this activity to solve any doubts or mistakes.

✓ **Upload to web platforms**

The students at home, used the draft to create the final version of the graphic organizers in canva, then they uploaded to google classroom.

✓ **Answering of questions in the book:** the next class, the students shared their thoughts about the process of creating the graphic organizers and the use of the web platforms itself. Then by using the graphic organizers done, they answered the questions related to the text in the book.

This step verifies the students understanding after creating the graphic organizer.

After having carrying out the process of creating the graphic organizers, the students exchanged books and corrected their partners answers by taking into account the graphic previously done, this allowed the pre-service teacher to compare the change between before carrying out the process and before. Equally, it allowed the students to realize if they have had any progression and to acknowledge their mistakes.

As before, the sample students' work was preserved in order to better analyze later on.

This part allowed the students to acknowledge their improvement or lack of it after having done the graphic organizers.

<p>✓ <b>Assessing through the rubric:</b>          After creating the graphic organizer each student filled in the rubric by using Google survey, this assessment was translated in order to facilitate the students comprehension.          At the end the pre-service teacher gave a feedback about the creation of the graphics and the reading comprehension in general.</p>	<p>The students were able to evaluate their own reading comprehension taking into account their own experience.</p>	
--	---	--

*Table 9 third workshop planning*

The previous workshops that were developed in order to familiarize the students with the graphic organizers and improve their reading comprehension have shown results that are reflected in the reflective process done by the researcher/pre-service teacher through a rubric that contains the same steps proposed by Gonzales (2017) , likewise the rubrics was presented later on. On the other hand, The results are presented subsequently:

- **Introductory Workshop: “Graphic organizers: what are they?”:** After developing the introductory workshop in which the project was presented, including the concept and type of graphic organizers. During this opportunity it was possible to conclude that the incorporation of technologies motivates the students to participate, this is based upon the change of attitude from the students part when the use of the web pages was mentioned as they showed emotion which was lacking at the beginning of the session when the students did not participate and were apathetic about the creation of the graphic organizers.

- **First workshop: “Take a stand! Stop cyber bullying”:** In the first workshop the students had the first contact with the project itself, on this occasion it was observed that the students are used to the conventional reading method which is the first part of the workshop named silent method which consist on reading quietly with a dictionary and answering right

away as it is the regular way of reading and understanding during class, this is based on the information gathered during the observation process. However, the conclusion taking into account the information previously presented is that even though the students were unfamiliar with most of the graphic organizers except for the concept map which is the one they have used the most in all subjects, the creation of graphic organizers promotes the creativity within the students. This was observed when the students expressed their ideas before translating them to the web platform canva, also it is important to mention that the graphics did not lose their purpose of showing the main and supporting ideas.

- **Second workshop: “Enjoy your visit, avoid being a crime victim.”:** throughout the development of this workshop a new step was introduced in order to acknowledge the enhancement of the students’ reading comprehension, this consisted in answering the comprehension questions before the process and correcting afterwards. This process allowed to conclude that the fact of having to read multiple times to create the graphic organizer multiple times allowed the students to come to realize about the mistakes they made when answering after reading only one time. Equally, it is worth mentioning that the unfolding of the students when it comes to the use of the web platforms Canva and Google classroom was exceptional as almost any student had any problem with the management of the platforms, they even expressed during the classes that these two made the job easier, primarily the first one, used to create the graphic organizers due to the multiple options that this offers.

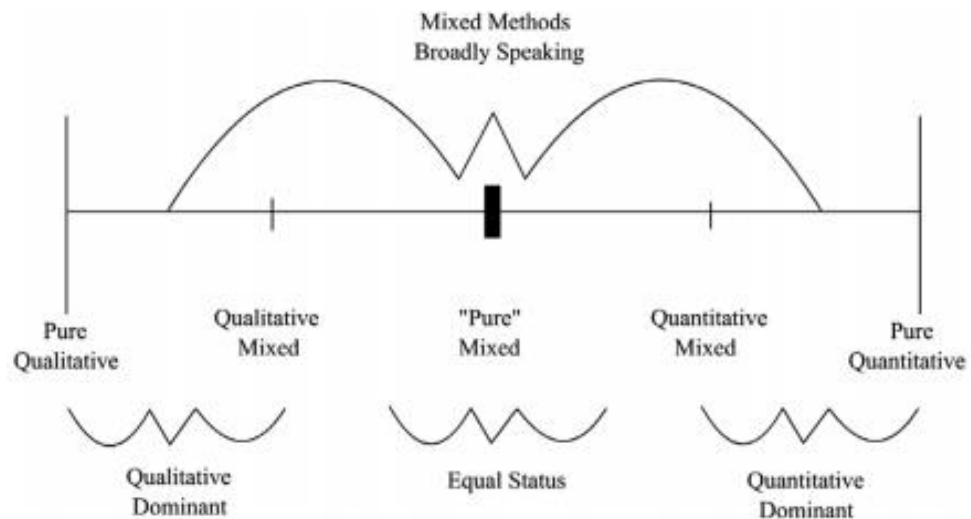
- **Third workshop: “Open blog: let’s research holidays in other countries.”:** This was the last workshop in which the students had the opportunity to create the graphic organizers. After having developed and created all the graphics in the last workshops it can be concluded that even though most of the graphic organizers were well developed, some of the students

reflected very little information, translate some text from online translators, or they did not pay attention to the aesthetic of the organizers, meaning that some of the students left text out of the boxes or circles, the font chosen was not adequate regarding the size, color, etc. This allows to state that this kind of activities could be better perform during class, in this occasion it was done as a homework due to the lack of time during the class itself. However this actually promoted the students' autonomy as they were able to choose the date and the hour to upload the graphic organizers to Google Classroom, which most of them did on time and after the first workshop they did not need to be reminded of the deadline, also this was demonstrated through the self-evaluation form that was completed through google survey in which the students had the opportunity to be aware of their own process.

## Research methodology

This study adopted a mixed methods research due to the inclusion of qualitative and quantitative elements, most specifically the Qualitative most dominant method (QUAL) which is mainly used when the researcher considers important to include quantitative data within a certain research, defined as:

Qualitative dominant mixed methods research is the type of mixed research in which one relies on a qualitative, constructivist-poststructuralist-critical view of the research process, while concurrently recognizing that the addition of quantitative data and approaches are likely to benefit most research projects. (Johnson et al, 2007. p.123)



*Figure 6. Graphic of the Three Major Research Paradigms, Including Subtypes of Mixed Methods Research. (Johnson et al, 2007, p.124)*



## **Population.**

The population of this study are six 8<sup>th</sup> grade students from the educational institution “New Cambridge School” composed by one classroom of 6 students between 13 to 16 years old. In this case six students from the course were participating in this project since its implementation was done within the English classes. In addition the participants were identified through a pseudonym and a permission letter was be signed by their parents in order to have their permission.

## **Instruments to collect data**

The purpose of this mixed method research is to foster 8th grade students 8<sup>th</sup> grade students’ reading comprehension through the use of graphic organizers, to reach this goal the researcher has the duty to collect a series of data to analyze and reach the main goal and questions. Therefore, in this case three instruments were chosen: Journals, workshops, pre and post tests and interviews.

## **Workshops.**

During this workshops, viewed as “an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate in relation to a domain-specific issue” (Ørngreen, and Karin, 2017,p-71), the researcher explained what a graphic organizer is and then, after having explained during the English classes and taking into account the books the students had to “do a passive reading, then an active reading and finally to structure their own graphic organizers with the relevant information from the texts. After every reading, students did an oral presentation to explain what they had understood from them”

(Gonzales, 2017, p.25) this methodology allowed the researcher to have a constant observation of the students' progress and which were showed above.

<b>GROUP:</b> 8 <sup>th</sup> grade.	<b>LEVEL:</b>	<b>DATE:</b>
<b>LINGUISTIC OBJECTIVE:</b>	<b>COMMUNICATIVE OBJECTIVE:</b>	<b>SOCIAL-CULTURAL OBJECTIVE:</b>
<b>MATERIALS:</b>	<b>TOPIC</b>	
<b>STAGES / DESCRIPTION OF THE ACTIVITY</b>	<b>PEDAGOGICAL OBJECTIVE OF THE RESEARCH</b>	<b>TIME</b>
<b>TEXT:</b>		
<b>Silent Reading:</b>		
<b>Intensive reading and structure of graphic organizers:</b>		
<b>Answering of questions in the book:</b>		
<b>Assessing through the rubric:</b>		

*Table 3 Workshop planning template*

### **Pre and Post-test**

In this case, in order to better observe the improvement of the students regarding reading comprehension, a pre-test was applied before the process with graphic organizers and at the end of the three workshops a post-test was applied, likewise it was be possible to compare if this type of tools provide any changes in reading comprehension. It is important to highlight that this tests

were retrieved from Cambridge tests and from state exam simulation (SABER PRO) taking into account the students' level (Appendix 3).

## **Interviews**

“Unstructured interviews generate qualitative data using open questions. This allows the respondent to talk in some depth, choosing their own words. This helps the researcher develop a real sense of a person's understanding of a situation” (McLeod, 2014). In this case, unstructured interviews were used to identify students' attitude towards the use of graphic organizers through web platforms and how this impacted their reading comprehension (Appendix 4). Furthermore, students were allowed to express their own recommendations to achieve an effective use of these tools. All the interviews were recorded via cellphone or computer, to be subsequently transcribed.

It should be noted that to be able to develop this exercise, the parents were informed with a permission that was sent through the students in which the process was informed including the anonymity of it. Here under one of the documents sent it is shown, which was signed approving the interviews and recording process (Appendix 5).

## **Participant observations and Journals.**

During the workshops a reflection and observation process was made while implementing the proposal. Afterwards the writing of the experience, the student's attitude, points of view and reactions during each step of the process (Appendix 6).

To capture all of this, a chart was created capturing the researcher's/pre-service teacher's experience according to each step of the process of reading, creation, posting and answering of the comprehension questions of the text. During the workshops mentioned above, a reflection

and observation process was made while implementing the proposal. Afterwards the writing of the experience, the student's attitude, points of view and reactions during each step of the process. To capture all of this, a chart was created capturing the researcher's/pre-service teacher's experience according to each step of the process of reading, creation, posting and answering of the comprehension questions of the text.

Here under, the journals of the workshops conducted so far are presented.

<b>JOURNAL #1</b>	<b>DATE: September 8<sup>th</sup> 2019</b>	<b>GROUP: 8<sup>TH</sup> grade</b>
<b>STAGES / DESCRIPTION OF THE ACTIVITY</b>	<b>DESCRIPTION OF THE EXPERIENCE:</b>	
Explanation of the proposal:	<p>During this stage, the students did not show much excitement about the project, they remained silent during the explanation that was about the general aspects of the project. However, at the end when the pre-service teacher asked if they had any questions, they started to ask if the creation of graphic organizers had any grade according to the supervisor. When they heard that they showed way more interest and started to ask which type of graphic organizers to use and if the themes were free.</p> <p>In this stage, the pre-service teacher observed that the students showed the desire of collaboration and</p>	

	<p>the interest only after knowing that the work was graded.</p>
<p>Web platforms</p>	<p>In this part the students got a little bit more interested after realizing that the use of technologies and internet was integrated to the activities. Also they already knew how to use Google Classroom and they expressed that the use of this particular tool was very easy. Still some students were not familiarized with the platform, so the pre-service teacher used a video tutorial to explain the use of it, in this part some of the students took notes, especially when the pre-service teacher explained that this tool was be used to post the graphic organizers and exchange information.</p> <p>Then, when explaining the use of canva, the students did not know this platform and after showing it use and purpose the students were very excited and interested due to the multiple options, templates, colors and more. Some of the students expressed how this page was be helpful for other areas and subjects such as Social sciences and</p>

	<p>Spanish in which, according to them they have to create brochures very often.</p> <p>After showing video tutorials the students expressed that they consider the access and use very easy and also some of them said that the creation of the graphic organizers were be very easy thanks to the web tools. Other question that emerged was the theme of the graphic organizers, the pre-service teacher expressed that the graphic organizers were based on the book readings and that they created them after having worked on them in class, in this part the students showed relief and expressed that this made the job way easier and that at home they did a better work due to “tranquility”</p>
<p>Self-evaluation</p>	<p>The pre-service teacher also explained that their point of view was taken into account by filling a self-evaluation, also online. The students were concerned about the language of the self-evaluation but after knowing that it was going to be conducted in spanish they were more calm.</p>
<p>Graphic organizers</p>	<p>In this stage the different graphic organizers were</p>

	<p>explained in the board and a document was delivered with examples.</p> <p>The students had questions like, if all the types of organizers had to be used and if they could use any colors, styles, pictures, etc. The pre-service teacher explained that the creation was free and they only obligation was to base the graphics on the texts indicated.</p> <p>At the end the pre-service teacher asked if there was any question or advice, they did not express anything, they said that they agreed with everything and one of them said that the job was be very easy and that they could even use it to do presentations and expositions in other subjects.</p> <p>At the end the code for google classroom was given and the pre-service teacher expressed that she was given the instructions through this page and that any question or doubt was answered.</p>
--	---

*Table 10 First journal.*

<b>JOURNAL #2</b> <b>TEXT: CYBER BULLYING</b>	<b>DATE:</b> <b>September 17<sup>th</sup></b> <b>2019</b>	<b>GROUP: 8<sup>TH</sup> grade</b>
<b>STAGES / DESCRIPTION OF THE ACTIVITY</b>	<b>DESCRIPTION OF THE EXPERIENCE:</b>	
<p>Silent reading</p>	<p>This activity seemed very common for the students they did not ask any questions and they developed it without any problems. Some of them even took out the dictionary and started to look for words while reading. All of this due to the fact that most of the reading processes are carried out in this manner.</p>	
<p>Intensive reading and structure of graphic organizers.</p>	<p>At the moment of reading out loud it was not easy for some of them, however the other students corrected him/her right away. Then most of the students had look for some words in the dictionary but during the images activity they had fun and it was easier for them to deduce the word through the images that had to look for them in the dictionary.</p> <p>Afterwards the pre-service teacher asked the students to analyze which type of graphic organizer they created , in this part there were two main reactions, in the first some students looked the text again and expressed their opinion and choice based</p>	



	<p>on it, and some others picked one randomly.</p>
<p>Date for uploading the graphic organizers.</p>	<p>In this part the date for uploading the graphic to google classroom was established in agreement with the students, in this case until saturday, september 21.</p> <p>The students also showed gladness about being able to choose when to upload it and also about the fact of being able to design the graphic however they want.</p>
<p>Answering of questions in the book.</p>	<p>This part was done after having upload the graphic organizers and the self-evaluation. Before answering the comprehension questions, the pre-service teacher asked about their experience with the platforms and with the process of creating the graphic organizers. The students expressed that everything went smoothly and they considered that the use and access to the platforms was pretty easy, except for one student who expressed that he did not know how to access. To solve this problem the pre-service teacher re-explained the access and use of the web page, moreover the pre-service teacher recorded a video a send it to the student.</p> <p>When it comes to the creation of the graphic</p>

	organizer they expressed that they had to reread it in order to do so.
Assesing through the rubric	This part was specially hard to carry out as the evaluation was done also through google, at first only a couple student answered it, so the pre-service teacher had to remember them multiple times to answer it.

*Table 11 Second journal.*

<b>JOURNAL #3</b> <b>TEXT: ENJOY YOUR VISIT</b> <b>AVOID BEING A CRIME</b> <b>VICTIM.</b>	<b>DATE: October</b> <b>14<sup>th</sup> 2019</b>	<b>GROUP: 8<sup>TH</sup> grade</b>
<b>STAGES / DESCRIPTION OF THE</b> <b>ACTIVITY</b>	<b>DESCRIPTION OF THE EXPERIENCE:</b>	
Answering questions of the book.	<p>In this opportunity the students read one time the text before carrying out the process of the structuring of the graphic organizers. This was done in order to compare if the students have any progressions after doing the graphic organizers.</p> <p>In this part the students read the questions and looked in the text, some of them just looking for key words without reading the whole text.</p>	

<p>Silent reading.</p>	<p>Before this part, the students formed questions with the tips that they will give to a tourist in Colombia to avoid crimes, they brainstormed their ideas and experiences with this topic, most of them participated actively.</p> <p>In this stage the students read individually without any interruptions or problems , some of them asked the pre-service teacher for some words.</p>
<p>Intensive reading and structure of graphic organizers.</p>	<p>During this part, an acting game was done and it was easier and fun for the students to become familiar with the vocabulary, then when reading the text out loud it was easier for them to pronounce and compared to the previous workshop they did not ask that much vocabulary questions due to the game previously carried out.-</p>
<p>Date for uploading the graphic organizers.</p>	<p>In this case the deadline was set until Sunday october 201th</p>
<p>Answering of questions in the book.</p>	<p>After having upload the graphic organizers the students expressed how easy was the process with the web platforms and the creation of the graphic organizers. This time none of them expressed any problem with it.</p>
<p>Assessing through the rubric.</p>	<p>The process of assessing is still hard, the students</p>

	need to be reminded of answering the online evaluation.
--	---

*Table 12 Third journal.*

<b>JOURNAL #4</b> <b>TEXT:OPEN BLOG, LET'S</b> <b>RESEARCH HOLIDAYS IN</b> <b>OTHER COUNTRIES</b>	<b>DATE: October</b> <b>30<sup>th</sup> 2019</b>	<b>GROUP: 8<sup>TH</sup> grade</b>
<b>STAGES / DESCRIPTION OF THE</b> <b>ACTIVITY</b>	<b>DESCRIPTION OF THE EXPERIENCE:</b>	
Correcting questions of the book.	During this session, the students corrected the comprehension questions of the previous reading by exchanging books with each other and having as guidance the board in which the correct answers were written.  When this process was being carried out some students came to realize some mistakes they made when choosing the correct answers for the first time, as they expressed out loud.	
Answering of questions in the book.	Then, they answered the questions of the text with no process, just with their personal strategy.	
Comparison.	Before developing the process itself the students identified the main characteristics of Colombian	

	<p>celebrations and holidays in order to contextualize and compare the differences and similarities when reading the text. This activity was easy for the students and they participated actively when sharing the aspects identified and written.</p>
<p>Silent reading.</p>	<p>Then the silent reading began but this time also the students had to identify the same characteristics of the previous exercise, this time it was harder for them to identify some of the aspects due to the unknown celebrations presented, however most of them were able to identify most of them.</p>
<p>Intensive reading and structure of graphic organizers.</p>	<p>Then they read out loud the previously identified characteristics and played the vocabulary game, only by watching the images they were able to identify most of the word that matched. When asking the questions related to the similarities and differences between those countries (México and India) and Colombia there were able to name several differences such as the purpose, traditions, decorations and others.</p> <p>Then they created the draft of the graphic organizers that they thought were correct for this text, most of</p>

	<p>them expressed that the correct one was a descriptive organizer or venn diagram in order to compare the two celebrations.</p>
<p>Date for uploading the graphic organizers.</p>	<p>The due date was established by mutual agreement with the students, who expressed that Sunday midnight was in accordance to the other academic responsibilities they had.</p> <p>While asking the students what kind of graphic organizer they will possibly use, the students took the time to analyze the aspects that should be highlighted in it, therefore it could be deduced that the creation of this type of organizers allow the students to carry out a deep thinking process and to avoid picking the type of graphic randomly.</p> <p>On the other hand, when revising the organizers that were uploaded I noticed that some students seem to use translators to write their ideas, which can be considered as a negative aspect as the idea is to promote thinking and comprehension, therefore it would be better for a further investigation to create the graphics within the class, which in this opportunity was not possible due to time and to the</p>

	<p>supervisor’s request to do it at home, however all the graphic organizers highlight the main ideas of the text such as, the tittle, the main subject, identifying new vocabulary and establishing relationships between events such as differences or similarities.</p>
<p>Correcting questions in the book.</p>	<p>In the next class the students corrected the choices made in each question, some of them expressed before beginning that they realized some of the answers were wrong when creating the graphic organizers.</p>
<p>Assessing through the rubric.</p>	<p>The pre-service teacher had to remember them several times that they had to answered it, this process was a struggle to accomplish however they answered on time.</p>

Table 13 Fourth journal.

**Data analysis**

In order to analyze the data, the researcher implemented a triangulation technique, “involves using different *sources* of information in order to increase the validity of a study” (Guion, Diehl, and McDonald, 2002, p.1). Taking into account the instruments mentioned the researcher compared the information within them and analyze it by establishing a relationship between them using a matrix containing the categories found (Appendix 7). In order to facilitate

the analysis of data and organization of implementation of instruments a schedule was planned to carry put the whole process:

MONTHS	September				October				November				December			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	4	
INSTRUMENTS																
Pre-test						X										
Observations.	X		X													
Webplatforms				X		X	X	X								
Questionnaires							X	X								
Interview									X							
Post-test.								X								
Data analysis										X	X	X	X			

*Table 4 Instruments implementation schedule*

**Pre and post-test.**

Another instrument to analyze the students’ improvement was a pre-test, in order to demonstrate if the students chosen had any progression regarding the reading comprehension. The two tests were applied was taken from the “saber pro 11” questions workbook according to their English level, the first one before the workshops and the post test at the end primarily with the six students that were chosen as participants.

These were previously analyzed by translating them into graphics and by positioning them within a grade from 1.0 (lower) to 5.0 (superior) in order to compare their improvement, if any. This was shown further in, in the results stage.



## Final product

As final outcome, the students created a mini-book in which they presented the graphic organizers they created, the concept of graphic organizer that they can conclude and recommendations of the graphic organizers they liked the most and why and also the web platforms that their schoolmates can use. To create this book the students used their writing skills, their creativity, platform management in Canva to put the information together and to decorate the book and Google Classroom to write and share the information and the most important the knowledge gathered through the workshops. Here, some of the pages are presented. (Appendix 8).

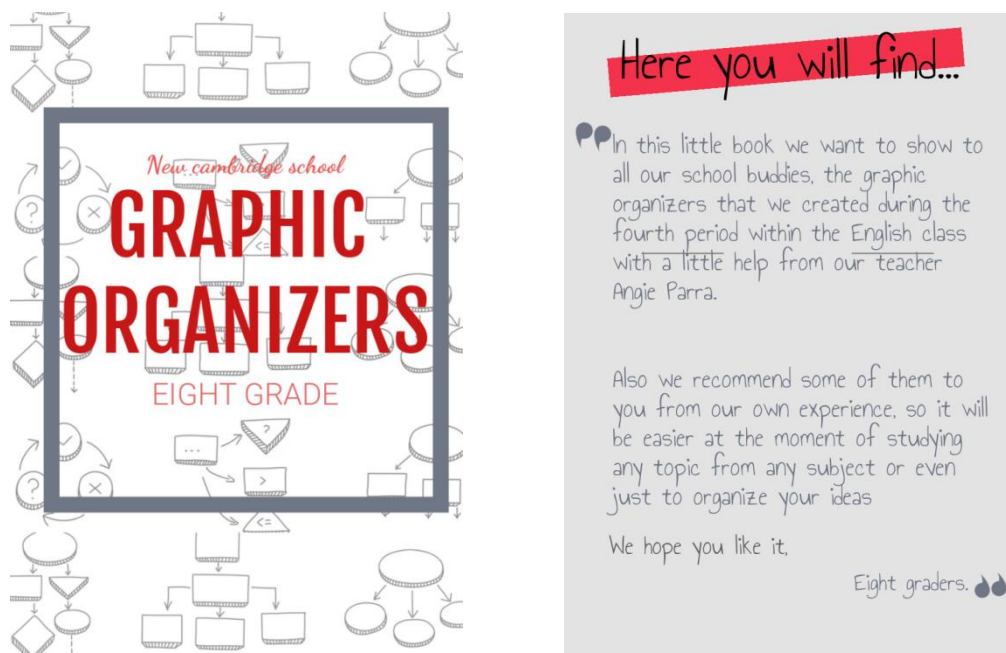


Figure 7 Final product cover and description.

## **Findings**

After having analyzed the information previously presented through the triangulation process by means of a matrix made in excel three categories emerged: a) Graphic organizers, b) web platforms when promoting reading, c) students' reading comprehension, based on the information gathered using the workshops, journals, interviews and the pre and post-tests that were carried out with the intention of improving the eighth grade students' reading comprehension.

### **a) Graphic organizers**

“The Graphic organizers are teaching and learning tools that show organization of concepts as well as relationships between them into a visual format” (Ayverdi, Nakiboglu and Oz Aydin, 2013, p. 4265). This category represents one of the basis of the present research due to the fact that the medium through which the students were going to improve their reading comprehension were the graphic organizers. The creation of this figures entailed more than just a reading and comprehension process, but also creativity to put the information together in a comprehensible way, the main and supporting ideas identified by them and also the type of graphics that they used, reason why it was necessary to determine four sub-categories, in order to better specify each one of this points.

#### ***Type of organizer used more frequently.***

The students had to create three graphic organizers according to the last three informative text proposed by the workbook named Teen2Teen within the units ten, eleven and twelve respectively, thanks to the fact that this texts were shown and shared through the web page Google classroom, it was possible to establish that even if the texts were different the students were inclined to use a certain type of graphic organizer more than others, in this particular case

the two types that were used the most were the flow diagram and the main idea and details chart according to the analysis made to the journals and as was captured in one of them “many of the graphics highlight the information of the text in different steps separated by circles or squares”(journal #2) which means that they capture the main goal of highlighting important ideas. Also within the students production in which it was possible to evidence that half of them used the first one more and the other half used more the second one mentioned making a total of six students and eighteen productions.

On the other hand when analyzing the interviews most the students expressed a differing opinion when expressing which one they considered more useful by choosing the concept map. In relation to this the participant B stated “*conceptual map because I already knew it and because it seemed to be that was an easier and more understanding tool*”, this allows to conclude that the students made the difference between the graphic organizer that was appropriate for the text and the organizer in which they had used the most in previous occasions, therefore they had more confidence in it, as the participant F mentioned “*I used it because putting the information there was really good and I could learn more because of the conceptual map*”.

#### ***Advantages and disadvantages.***

When it comes to the strong and low points of graphic organizers , the students themselves expressed only positive opinions of the organizers, for instance, the organization of ideas was easier thanks to this tool, learning of vocabulary and also to learn new information, as the participant D expressed “*I think that the method of organization helps us to absorb the information more and helps us to understand more and to memorize faster...it helps us thanks that if you have several texts or information it helps us to understand more the vocabulary we do*

*not know*” this allows to affirm that this tools have several benefits not only to summarize information but also to help the students’ insight in multiple areas such as vocabulary, also it is important to mention the flexibility of it as the students expressed that it would be useful to implement them in other areas *“I would use them for Spanish and Social sciences since those are vast subjects”*(participant E) *“It works for all subjects because you can choose the topic and organize it”* (participant A).

However even the students did not perceive any drawbacks, within the journals and the productions themselves some of them were perceived such as simple grammar mistakes but the one to stand the most is the fact that having to do the graphic organizers at home promoted the use of online translators in some cases and the lack of text in others, as expressed in the journal #4 *“when revising the organizers that were uploaded I noticed that some students seem to use translators to write their ideas, which can be considered as a negative aspect as the idea is to promote thinking and comprehension, therefore it would be better for a further investigation to create the graphics within the class, which in this opportunity was not possible due to time and to the supervisor’s request to do it at home”*.

### ***Creativity***

According to Cropley (2001) the creativity can be seen as a form of embellishing the milieu, a way of expression, communication and even a form to become open-minded towards the unknown (p.4). When it comes to the creativity, this aspect was shown through the whole process of creation of the graphic organizers. The students expressed when choosing the shapes and colors, it should be noted that most of them followed the original template but changed the colors, images and shapes but still the purpose of it was present *“Also, it is important to mention*

*that the students show a lot of ingenuity when creating the graphics, especially when choosing the colors and shapes however it maintains its purpose” (Journal #2).*

One special aspect was one of the organizers in which the students choose to change it for a non-conventional figure *“It is important to mention that the creativity was evidenced this time as one of the students created a flow diagram by shaping a hamburger using rectangles, this shows an imaginative process that still maintains the main purpose” (Journal #3).*

### ***Identifying main ideas and supporting details.***

When it comes to the important task of choosing the information that was going to be reflected in the graphic organizers, the students were able to identify the main idea and supporting details successfully in each one of the productions, also the students themselves were conscious of the importance of this duty, as one of them expressed during the interview *“because we have to write and read and bring out, if you like...the most important, organize it and through that one is able to explain what was done” (Participant A).* Equally, this was also perceived and evidenced by the researcher through the journals and the productions themselves, *“however all the graphic organizers highlight the main ideas of the text such as, the tittle, the main subject, identifying new vocabulary and establishing relationships between events such as differences or similarities” (journal #4).*

### **b) Web platforms when promoting reading.**

The web platforms are defined as “New social-sharing applications are transforming the Internet” (Rosen and Nelson, 2008, p.1). Taking this into account and also the importance of the web in nowadays education and within every field of knowledge, the students used two web

platforms the first one and the most important one was Canva.com in which the students created their graphic organizers using the templates proposed and changing some details if they considered, the other one was Google classroom, site whereby the students share not only their productions but also exchange information with the researcher/pre-service teacher.

In order to better explain this topic, three subcategories emerged regarding different aspects that are important for these investigations.

### ***Canva and Google Classroom.***

When it comes to the first platform, the students did not know it before the workshops, however this platforms represented a motivating factor and prevented the students from feeling the project as a burden, also they were excited for the several options presented as it was expressed in the journal #2 “ *When it comes to the use of Canva as the platform to create the organizers, the students expressed their excitement for the multiple options that this web page has no only talking about graphics themselves but also, drawings, colors, fonts, etc.*”, equally one of the students supported the idea of how helpful this tool is by saying “*It helps us...in addition to the already created template, we only have to accommodate it. It is a tool that is useful to me, so you can write the ideas and remember them to, so I think it is a really good idea*” (Participant A). Regardless of this positive impact, the students expressed their wish to use thepage for free, even if almost all the templates and options are free, some of them are “VIP” which means a subscription has to be made to use them and this limited the students creativity, ideas, and organization, “*Some of them have watermarks and it’s hard to do them again*” (Participant D).

Likewise, Google Classroom was perceived for the students as positive, even if they had to learn how to use it due to the fact that it was new as well as Canva. The utility of this platforms was specially highlighted in the fact that the information was easy to exchange and it was possible to compare their work with their classmates, as participant D expressed “*Good because we can share our graphic organizers and we can see those of others to process better the information*”, it should be noted that none of the students had major problems with the management of the web pages and after two explanations they mastered their manipulation.

This allows to conclude the upside of the use of this web platform to facilitate the students work and exchange information but also to motivate the students to participate actively and avoid boredom and laziness.

#### *Autonomy.*

The autonomy is based on the idea that the student can develop the ability to work independently as stated by Surmi (2004) “...is based on learner empowerment. In developing such empowerment the learner's ability to work independently and have control over their learning process is emphasized”(p.1). Having this statement as base, the process of using the web platforms, uploading the organizers and above all having to create the graphic organizers as homework promoted autonomy within the students whom also were glad about their freedom during this activities due to the opportunity to choose the deadline, this promoted decision making, as expressed during the second journal “*The students also showed gladness about being able to choose when to upload it and also about the fact of being able to design the graphic however they want*” (Journal #2).

### *Advantages when promoting reading.*

The platforms promoted reading mainly in two forms, first due to the interest that they caused within the students, they were motivated to create the graphic organizers “As *canva.com* gave them the template already done, this student expressed that if it they had to draw the organizers he wouldn't participate” (Participant E). The second way it is that mainly *canva.com* makes the work easy and that motivated the students to read multiple times to be able to create the graphic organizer “... it would be less "boring" to write the summaries from other subjects if they could use this web page (organizer 1) this could create curiosity of reading any type of texts due to the interest in the page” (Production analysis, participant B).

This allows to conclude that despite of the reading task the students did not found the process tedious due to the use of the web pages, this did not allow them to find the reading boring, on the other hand they felt confident and with the ability to create the organizers.

### **c) Students' reading comprehension**

According to Kirby (2007) “Reading comprehension is the process by which we understand the texts we read” (p.1), which was the main skill to enhance in this research by means of graphic organizers that the students created using a web platform called *Canva.com* and that, at the same were shared them through *Google Classroom*. In order to explain the evolution that students had during the application of the workshops, this section will be divided into three parts that illustrate the students improvement when it comes to reading: first, the students point of view, second, the pre and post- test and third, correction of the text's questions.

#### *Students point of view.*

To be able to illustrate the students self-consciousness about their own reading process two main instruments were used, the interview which has been proving their opinions concerning

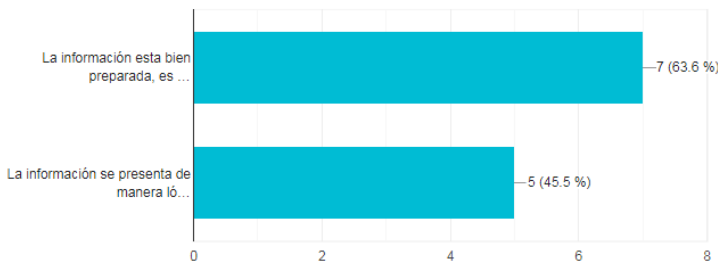


the whole project, and also an auto-evaluation that was done after uploading each graphic organizer through Google survey (Appendix 1) in which they had to check the statements that they consider correct according to their experience. It is important to mention that this was conducted in Spanish in order to promote the understanding of the items presented, such as, organization, content and comprehension, originally proposed by Gonzales (2017), the following graphics contain the overall percentage of each item contemplated within the auto-evaluation.

The first item contemplated is “Organization”

Organización: Puedo ver que mi organizador gráfico presenta...

11 respuestas



*Auto-evaluation #1*

Organización: Puedo ver que mi organizador gráfico presenta...

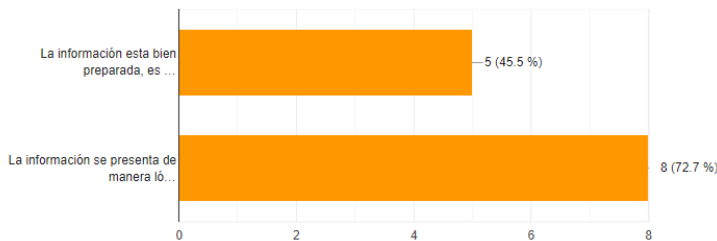
11 respuestas



*Auto-evaluation #2*

Organización: Puedo ver que mi organizador gráfico presenta...

11 respuestas

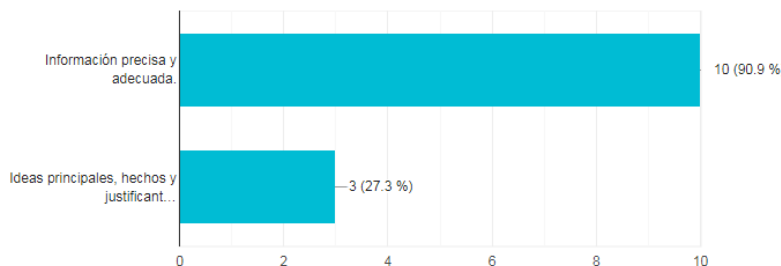


*Auto-evaluation #3*

The second item is “content”

Contenido: Mi organizador gráfico tiene...

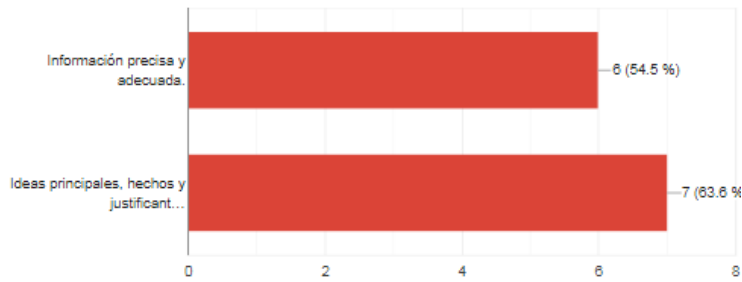
11 respuestas



*Auto-evaluation #1*

### Contenido: Mi organizador gráfico tiene...

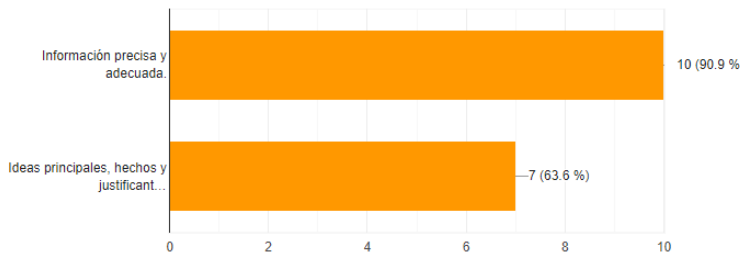
11 respuestas



*Auto-evaluation #2*

### Contenido: Mi organizador gráfico tiene...

11 respuestas

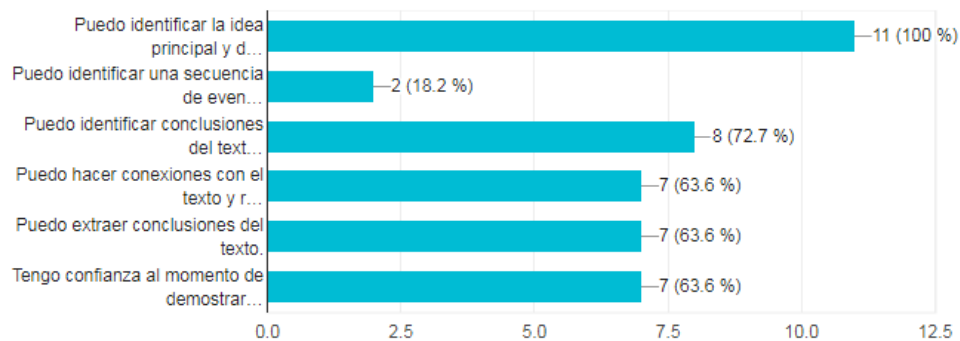


*Auto-evaluation #3*

The third item is “comprehension”

### Comprensión: Después de hacer los organizadores gráficos puedo...

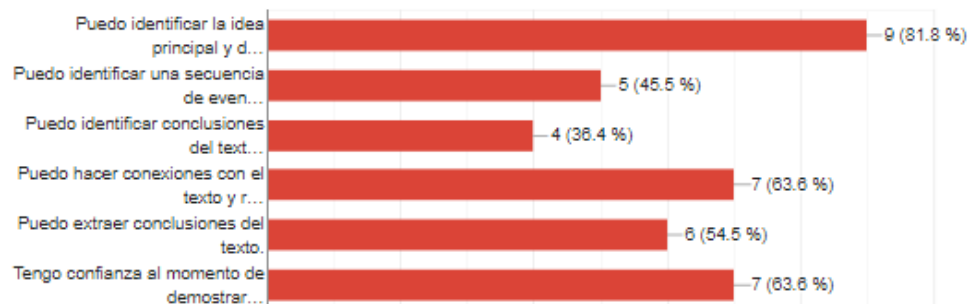
11 respuestas



*Auto-evaluation #1*

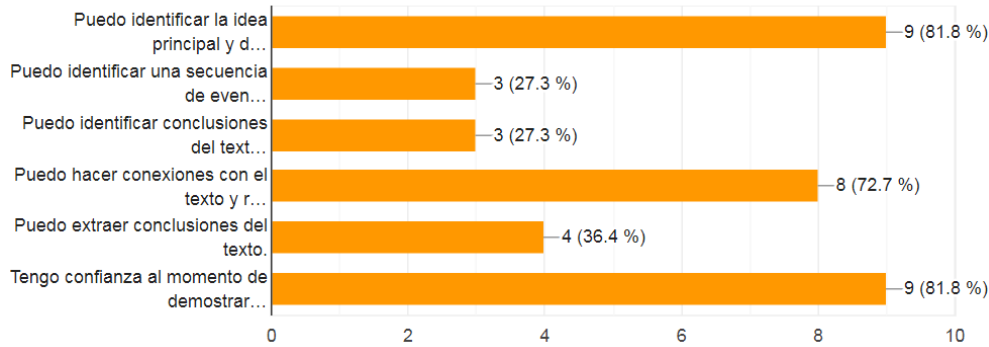
### Comprensión: Después de hacer los organizadores gráficos puedo...

11 respuestas



Comprensión: Después de hacer los organizadores gráficos puedo...

11 respuestas



Auto-evaluation #3

Figure 8 Students' self-assessment graphics.

Taking into account the previous graphics, it is possible to conclude that the students are fully aware of the role of graphic organizers to sum up or to arrange main ideas as more than 50% of the students consider that their graphic organizers contain well-prepared, effective and informative information organized in a logical way with main ideas and supportive ideas that allows them to fully understand a text taking into account the main concepts, however they seemed to have trouble to draw conclusions about the text as these were the items with the lowest percentage.

Likewise it is possible to confirm that the students fully understand the aim of creating a graphic organizer and in turn the content that has to be embodied in it, as participant C stated during the interview “they help to read the most important thing of a reading”, this shows that the process was successful when it comes to the acknowledgement of what a graphic organizer is and the use of it.

### *Pre and Post test*

This tests were made in order to measure the changes in the students reading comprehension, it is important to mention that this test were applied according to the grade and level from the “saber 11” booklet which in turn contains the topics covered until eight grade. In order to exemplify the students’ evolution, hereunder graphics are being presented in order to demonstrate the evolution before and after the process with the graphic organizers. To do this, after completing both tests the results were measured by assigning a hypothetical grade from 1.0 being the lowest and 5.0 the highest, in order to compare the students’ performance. In this first graphics the Y-axis show the amount of students and the X-axis the questions contained within the tests, the bars express the students that answered right (green) or wrong (red) according to each question.

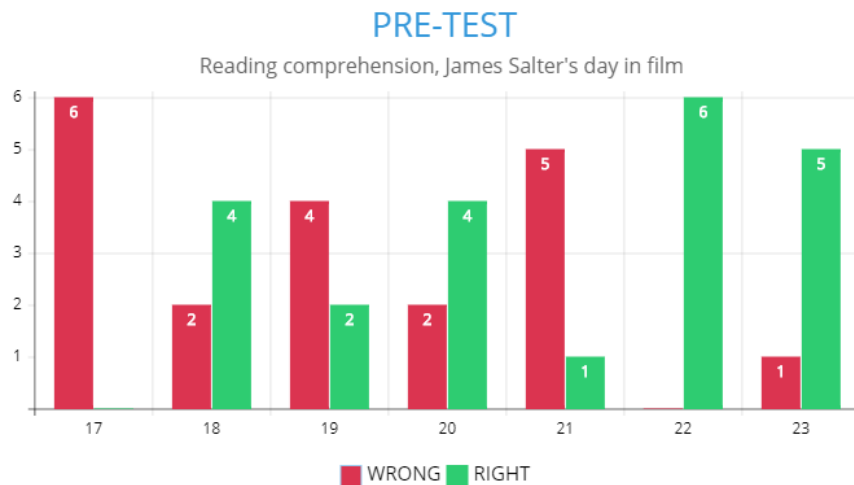


Figure 9 Pre-test and post-test graphics

The second graphics show in the Y-axis show the grades from 1.0 (lowest) to 5.0 (highest) with an approval rating of 3.8. Here under the grades that each participant would have had in this pre-test if it was graded, conversely each peak shows the exact grade.

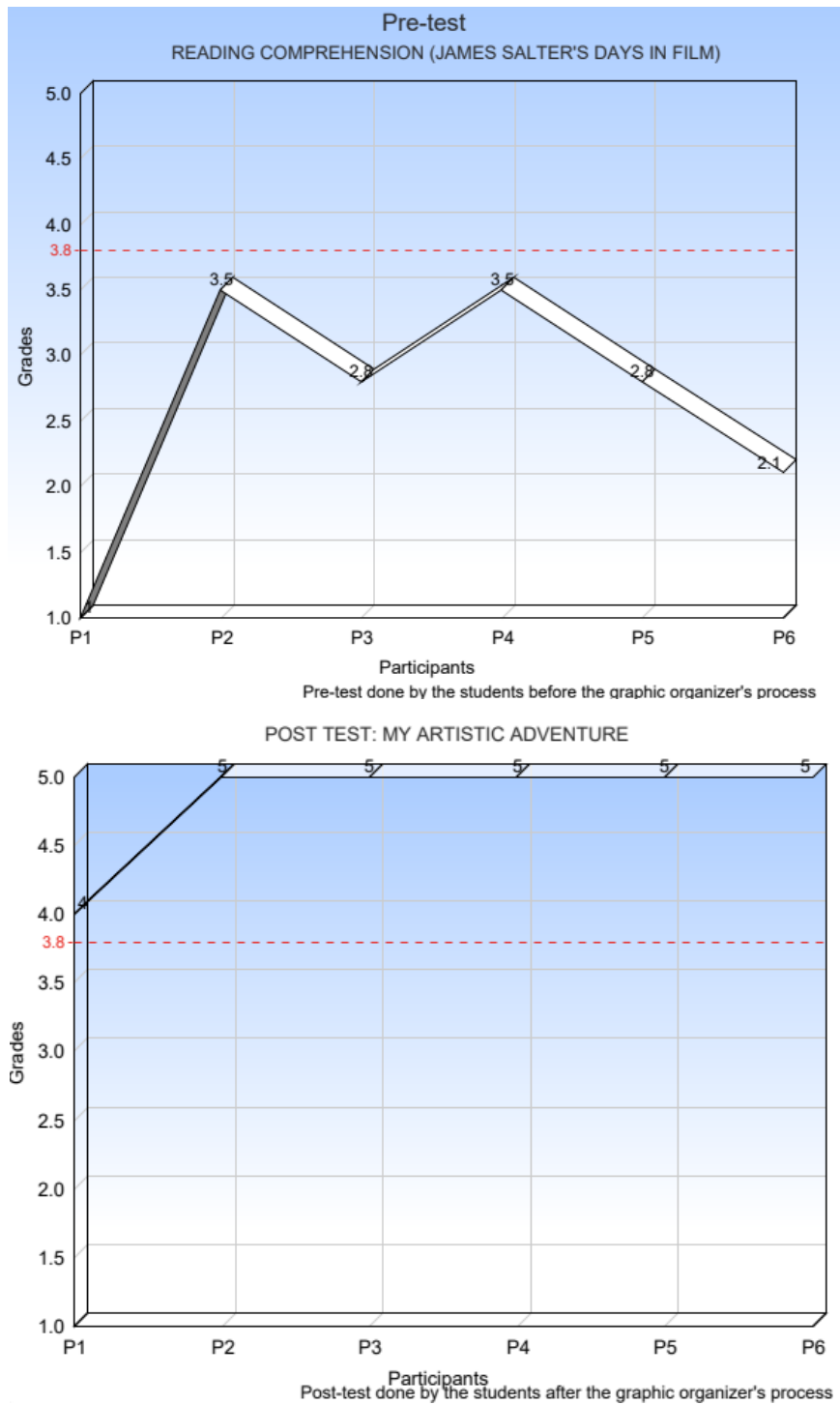


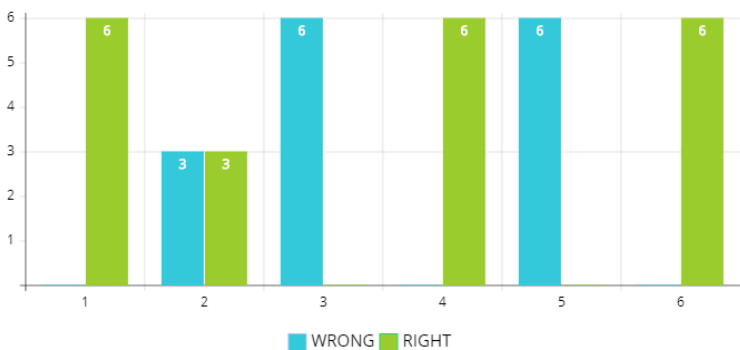
Figure 9 Pre-test and post-test evolution.

Having as base the previous figures it is possible to conclude that the students had a betterment in the reading comprehension and performance, this is shown not only by the last graphic in which all the grades are above the approval rating but also by the post-test bar chart in which only one student got one wrong answer in the 16<sup>th</sup> question. On this basis it is possible to conclude that the creation of graphic organizers through the web platforms allowed the students to implement a new reading method that by highlighting the key aspects enable them to answer correctly each questions and to gain new knowledge to apply to other subjects as has been highlighted before.

***Correction of the text's questions.***

As it was mentioned before the students answered the book questions before the process and then corrected it, in order to make them come to realize about their own mistakes and also to evidence their improvement, if any, before and after the realization of the graphic organizers. In order to illustrate their process four graphics will be presented for the second and third workshops which were the ones in which this activity was implemented (Appendix 12), the Y-axis show the amount of students and the X-axis the questions contained within the comprehension questions, the bars express the students that answered right (green) or wrong (blue) according to each question.

BEFORE THE PROCESS, WORKSHOP 2



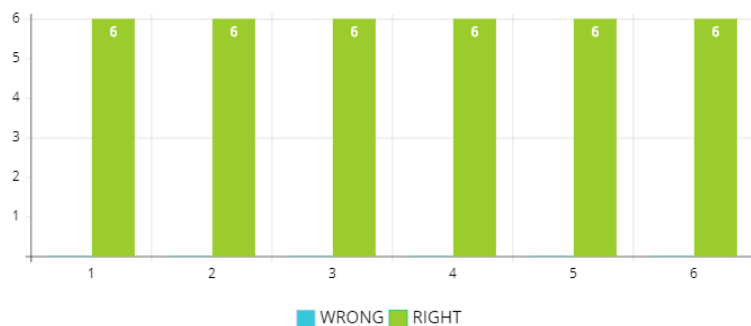
AFTER THE PROCESS: CORRECTION, WORKSHOP 2



### BEFORE THE PROCESS, WORKSHOP 3



### BEFORE THE PROCESS, WORKSHOP 3



*Figure 10 Texts corrections, before and after the process.*

Having this as base, it is possible to observe that all the students had a progression and realized the mistakes they made when correcting the answers, this allows to conclude that the implementation of graphic organizers and the fact that they had to read multiple times to create correctly the graphic organizer was the clincher to successfully correct the questions, this means that this tools not only promotes reading but also ensures the student to have a critical and conscious thinking about the correct answers.

### **Conclusion**

The main purpose of this component was the enhancement of reading comprehension through the use of graphic organizers by means of web platforms among eight grade students in the institution “New Cambridge School”. When developing the first objective “to identify the impact of the use of graphic organizer to the determine the main features and ideas of a text”, this aspect was successfully addressed since it was the main axis within this research, the creation of the graphic organizers allowed the students to acknowledge the importance of this tools to point out main ideas and features of a text and also to summarize it as they expressed

through the productions, the participants also conceded their multi-purpose when explaining that it could be possible to use them for other subjects.

When it comes to the advantages of using web platforms to promote reading, this allowed the students to motivate themselves to participate actively in the project as it was reflected in the journals, similarly the simplicity of the user interface facilitated the students process of creation, completion and recognizing of the types or graphic organizers, also it constituted an important role when promoting the interaction and communication with the pre-service teacher with the students and between themselves too. It is possible to assert that the usage of these platforms namely, Canva and Google classroom promoted the active participation of the students within the project and the facility to use them avoided the apathy that it was shown at first.

Moreover, regarding the students perception, the participants have a positive view regarding the complete process of creation and posting of the graphic organizers, they consider that is a useful tool that does not have any disadvantage. This perspective was constructed as the workshops went through.

By way of conclusion, it is accurate to affirm that the use and creation of graphic organizers through web platforms had a positive impact in the students reading comprehension which was shown through their improvement when answering comprehension questions and also at the time of describing the purpose and content that this graphics must have, which constructed a positive opinion about this tools.

### **Recommendations**

As a recommendation for further research in this same field, it should be noted that teacher within this same subject should use the different web platforms not only to motivate students to practice or participate in class but also to facilitate the teaching and learning process



by presenting the class' content in a diverse way and by alternating the use of the book but also by adding the students interests.

## **Chapter II: Research component**

### **The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.**

#### **Introduction**

In the setting of the PLEX background, pre-service teachers' pedagogical practices are one of main focuses of the interests and update to study and document the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest given the constraints to understand and transform the pedagogical practicum. Likewise, local studies are more emphasized on the learning flaws than the teaching ones.

It is pertinent to consider the designing of a project that involves a reflective approach on the practicum, aiming an objective knowledge, behavior and aptitudes that help to guide the teachers' labor. As well as an externalization labor of the pre-service teacher's own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

#### **Justification**

This project is designed within the pre-service teacher's practicum context; it is focused on the professional practicum conceived as leading edge to improve the institutions' educative processes where the students are going to develop their teaching work.

It has been importantly considered that the role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate procedures and to be interested in the concepts' the knowledge, and approaches to attend a problematic situation and

to establish an analytical perception of the practicum. In agreement to Jhon Dewey, pioneer in the reflective thinking field, the necessity of this study is justified to provide analytic tools and self-observation to the students which allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach takes care of the agents in a traditional momentum context and the authority they have in the school.

## **Objectives**

### **General objectives**

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance.

### **Specific objectives**

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guides the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

## **Theoretical framework**

Among the points addressed, some concepts and theories are mentioned within component, such as teaching profession, reflection, reflexive practice and pedagogical practicum. In order to provide a broader understanding of each one of them, they are going to be covered subsequently.

## **Teaching profession**

One of the fundamental members of any educational institution is the teacher, who has the function to share knowledge placed in a certain science or art, but who also is the responsible to provide a well-rounded education.

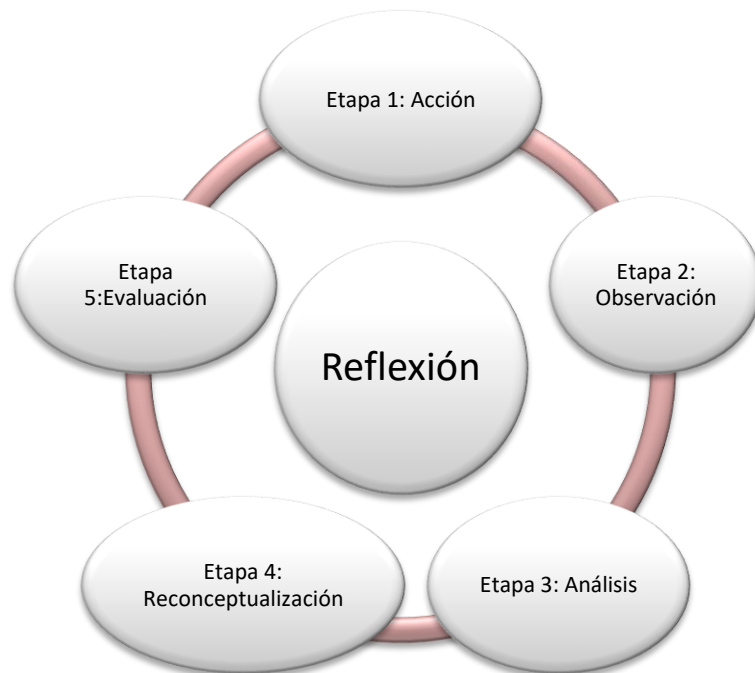
The teaching professions demands a series of competences, that currently compiles a conceptualization and a way to operate within the planning and management of human resources orientated to facilitate an articulation among management, work, and education. As such, we find each teacher must meet the discipline competences that allow them to master a collection of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level in which he/she develops the activity. Similarly, each teacher must have competences in the organization of the contents; it means that the pedagogical practicum does not only demand to organize its components to be learned by students, but also provides the reaching conditions inside or outside the educational setting. The most immediate function that teachers must develop to design or foresee the teaching practice.

## **Reflection**

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

## Reflection as a process

Reflecting is carried out by starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa et Molina (2010) reflecting on the experiences which imply “a sort of reflective dialogue with the situation, where the language would promote the access to the individual’s experiences, which would permit to extract a new structuring of the situation” Reflection as a process implies to follow a set of steps presented in the below figure:



*Figure 11 Reflection process.*

## Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states that reflection may be focused on a specific theme or subject. This type of reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as deliberating among competing for the view of teaching, and reflection as reconstructing experience. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual

aspects. Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

### **Reflective practicum**

The teaching profession demands that: “Teachers develop their professional knowledge in relation with the changeable circumstances “(Elliot, 1990). In this context, problems referred to the teaching role in a class, which demand a particular treatment orientated to the comprehension and the social interaction. The need to articulate the changeable social reality to each pedagogic endeavor, it’s demonstrated in the existence of numerous attempts for trying to explain the school phenomena and in the search of manners to attend to these phenomena, to make the school work effective.

According to Van Manen, cited by Correa et al, (2010) there are different reflexivity levels: In the first one, it is given the effective application of skills and technical knowledge in the classroom. Here the teacher reflects to select and adapt the didactic strategies he is going to use.

In the second level, reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed then the consequences of the adopted strategies, of the curriculum and practices. After that, it is necessary the application of educational criteria to make pedagogic decisions adapted to the institutional reality and context. In the third level, Van Manen establishes an exercise of critical reflection. In this level, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

### **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it

is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

- **Academic practicum:**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

- **Social efficiency practicum**

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

- **Development**

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

- **Social reconstruction**

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- **Generic**

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

- **Reflection triggers**

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice". According to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration.
5. Students' knowledge and their characteristics.
6. Knowledge of educational contexts.
7. The knowledge of fundamentals: philosophical, historical, and axiological.



According to GeorgeaSpark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

## **Methodology**

Among the methodological strategies proposed, it is developed an unceasing reflection process that contemplates meetings to improve the pre-service teachers' group as an initial space to cover the educational and professional teaching work. The organization principles are autonomy, planning, and self- observation.

This study undertakes a qualitative approach, from the perspective of reflection as the central approach that will contribute to the description, identification, and analysis of the pedagogic practice itself. The data collection instruments proposed are:

## **Instruments**

### **Reflective workshops**

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices.

## Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

## Self-observation sheet

Its purpose is to guide the pre-service teacher towards an own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment.

## Narrative

The exercise of reflection allowed pre-service teachers to express themselves about their experiences as a way to provide sense to each every day event of teachers' life.

## Class registers

To have evidence about pre-service teachers' actions in the classroom contributed to the analysis and reflection of a variety of aspects concerning teaching and learning process. These registers provided an external and constructive view of their pedagogic practices.

## Data gathering chronogram

ACTIVITY	DATES
Classroom observation.	2 <sup>nd</sup> to 6 <sup>th</sup> september.

<b>Narratives.</b>	23 <sup>rd</sup> September 7 <sup>th</sup> October 28 <sup>th</sup> October 12 <sup>th</sup> November 25 <sup>th</sup> November	30 <sup>th</sup> September 21 <sup>st</sup> October 5 <sup>th</sup> November 18 <sup>th</sup> November
<b>Reflective workshops.</b>	7 <sup>th</sup> October 12 <sup>th</sup> November	
<b>Self-observation sheet.</b>	27 <sup>th</sup> September 11 <sup>th</sup> October 8 <sup>th</sup> November	4 <sup>th</sup> October 18 <sup>th</sup> October 22 <sup>nd</sup> November

*Table 14 Data gathering chronogram*

## **Conclusions**

Throughout the practicum process which comprised not only a pedagogical process but also a research, reflective and community work that allowed the pre-service teacher to acquire more than experience, it actually enabled this time to become a full learning lesson that in the reflection case it involved the instruments previously mentioned (Annexes). In order to better explain the improvement that this entailed this section will be divided in several aspects to delve into each one of them in a more detailed way.

It is important to mention that the following aspects are being analyzed not only from the experience but also from the reflective instruments used which were analyzed by conducting an exhaustive reading.

### ***Pre-service teacher's methodology***

When it comes to the methodology, the pre-service teacher methodology was the same adopted from the school which is Constructivist. When analyzing the narratives and reflective

workshops it was possible to acknowledge that by adopting this methodology the students are actively involved, the student becomes the center of the class and the activities, therefore by acquiring more information about this topic in order to successfully applied it was possible to make the students autonomous and responsible for their own learning process with the pre-service teacher's help.

### ***Class planning***

The class planning adopted was the school's format which was a difficult process for the pre-service teacher as the institution tends to create a very summarized planning which contains exactly the activities to carry out during the class, on the other hand the plannings on which the pre-service teacher had experience were way more extensive and descriptive. This allowed to conclude from a reflective thinking process that even though the planning is extensive or summarized what truly matters is the accurate implementation of those activities within the class.

### ***Interaction with the students***

The relationship with the students evolved as the times passed, by reading the narratives it was possible to deduce that at first the students formed a barrier with the pre-service teacher but weeks later they felt more confidence and start to act more naturally in class which lead to indiscipline, after the whole practicum process it is possible to conclude that even though it is healthy to create a friendly environment sometimes it is accurate to be firm also so the relationship wouldn't turn disrespectful.

### ***Content presentation to the students***

Most of the content was presented through the book and also using the board, however after talking to the practicum tutor and through the narratives the pre-service teacher was able to diversify the presentation of content by including games, videos, music and short films which was an accurate integration to the class since the students were more motivated and participated actively during the classes.

### ***Classroom activities***

After having received recommendations from the class register that was analyzed by one of the pre-service teachers' partners, the activities within the classroom were not only based on the book but also, different elements were included such as board games, music videos, film trailers and short films, which once the reading analysis was done it was possible to conclude that the inclusion of this type of activities the students participated more actively and it avoid boredom and the usual monotony that the class has when the book has to be the center of the explanation, whereof leads to state that the obligation of completing the book does not constitute a complete positive reaction in the students particularly when it comes to the class environment and the students mood.

### ***Resources and class organization***

The resources available to develop each class were very diverse and it allowed to present different content in an accurate way which in turn permitted the diversification of the content and the students' involvement in relation to the subjects. On the other hand, the class was organized in a traditional form and it was not possible to re-arrange it, this had its low points since the class tends to be focused on the students sitting in front and the students in the back are constantly

distracted or promoting indiscipline and to avoid this or stop this kind of behavior the pre-service teacher has to move around the classroom a lot. Taking this into account it is possible to conclude that it would be healthy for the class environment to re-arrange the desks to avoid talking and other behavior problems.

### ***Instructions, clarifications, and homework guidelines***

When it comes to clarifying doubts and giving instructions for homeworks or any other school-related task, based on the instruments, the instructions specially had to be repeated several times and even though they will keep asking. After following recommendations and from previous experiences from the classes, the pre-service teacher started to change the way in which this information was delivered by warning the students that the instruction was going to be given only once and it was not going to be repeated which promoted attention and silence within the class.

### ***Class environment***

The class atmosphere evolved as the times passes by, at first the students were quiet and shy but then they gained confidence and it was harder to control discipline mostly during the last weeks of class where they showed a lot of apathy about all the activities inside and outside the classroom. However, it is important to mention that the class environment was not the same within all the grade which enables to state that each class has a different dynamic and in order to handle it in an accurate way the characteristics of each class and to apply the correct strategies in each one of them.

### ***Teaching-learning process' follow up***

The control of the learning process was done at first during through the evaluations that it was mandatory to develop at the end of each week, however after the narratives were analyzed the learning process monitoring evolved to a review that was done every week before the quiz in response to the students' requests and needs, this allowed to confirm the students' doubts or confusions.

### ***Diversity attention***

During the practicum stage, students with several educational needs were part of this process. In order to develop an accurate process with those students the pre-service teacher followed the supervisor's advice which consisted on including this studying in the lessons but evaluating them in a different way. This type of learning was a very rewarding process since the pre-service teacher was allowed to gain experience in this field.

### ***Methodology to control discipline***

The discipline control was not the same within all the groups, in this case one courses were more difficult than others, according to the instruments the methods change with time, but in the cases that the students had to be controlled very often the pre-service teacher used different strategies however the ones that worked the most was the use of the students observer in which their bad behaviors or faults were reported, also punishments with time off from the break as well as the elimination of games or music videos from the classes, all of these were the most effective within all the courses. Thanks to this the pre-service teacher learned that the discipline

can be controlled by using the students preferences and mostly by keeping the promises about consequences or punishments.

### ***Students' needs***

The students' needs were analyzed through the observations carried out at the beginning of the process and also through each class, the narratives allowed to conclude that the students' needs were not the same through the whole practicum, as it was expressed in the last narratives the students were apathical and excited about vacations in contrast to mid-year classes in which the students had more excitement.

### ***Evaluation***

The evaluation applied to the students was written most of the time, however the supervisor suggested to implement oral exams and expositions in order to diversify the way in

which the students demonstrate their knowledge, it is possible to conclude that this represented more stress for the students but it was possible to observe and verify the students oral performance and then, it became a more frequent activity.

### ***Pre-service teachers' communicative competence***

The communicative competence that the pre-service teacher demonstrated through the whole practicum evolved in terms of confidence, however in terms of grammar the pre-service teacher's performance remained good throughout the weeks. It is important to highlight that taking into account the instruments the usage of English and Spanish had to be restored in order to improve the student's oral performance. Taking this into account it is possible to conclude that the oral performance of the pre-service teacher directly affects the students' performance and



communicative competence, aspect that has to be taken into account by teacher always in order to develop a successful class.

**How does the implementation of reflection and critical analysis of the pedagogical practicum contribute to the transformation of it?**

The implementation of this reflective process within the teaching practicum has contributed to a large extent to my first real experience as an English teacher since it allows me to have a conscious point of view of every class, by being aware of what happens inside and out of the class, not only when it comes to the students but also to me as the teacher, the way of presenting content, the tone of voice, strategies and more. In return, I am able to improve in certain aspects and to keep other, like this, as a teacher I am able to be in a constant evolution in order to reach the students expectations and needs.

I consider that it is necessary to keep doing this reflection process throughout my life as a teacher in order to acquire a reflective spirit that is going to enable me to be targeted to the goal of education which is a comprehensive learning.

## **Chapter III: Outreach component**

### **English language awareness in Pamplona's primary schools through the use of games as a teaching strategy.**

#### **Introduction**

To participate on worldwide educational, cultural and economic policies has motivated the National Government of Colombia to promote language learning within the different educational sectors of the country, so the citizens could have the opportunity to take part of cultural exchanges which allows them to have access to fair terms when it comes to self-development and the country's.

With the main purpose of promoting English language learning in Colombia and to make of Colombians more competitive citizens, the MEN (Ministerio de Educación Nacional) lunched on 2004 its bilingualism policy, which aims to *“To form citizens capable of communicate in English with international comparable standards to insert the country within universal communication processes, in global economy and cultural openness”*. This is how this minister had been implementing a broad variety of strategies in different education levels in pursuit of accomplishing this goal, a clear example of this is the creation of quality standards in English for basic and media education, the definition of a coherent and solid system of evaluation and the description of training plans.

This program has been developing in the whole country and has integrated the work made by the education secretariats, public and private universities and language centers, nevertheless the results obtained until this moment has not been encouraging since a lot of the educational institutes of the country have not been reached by it.

When it comes to primary school the National Government tends to the amplification of the language learning coverage to boys and girls, because in a lot of occasions, the educational establishment do not have an English teacher to guide the learning-teaching processes, therefore the assessment results applied nationally are not that positive.

The university of Pamplona in its public institution role, trainer of trainers and more specifically the Foreign languages program, English and French; has approached to the reality that the primary schools' of Pamplona are facing, regarding the National Bilingualism policy; a lot of the educational institutions of the city do not have an English teacher to supply the formation needs of the primary field.

Recognizing this reality and its problematic, the present proposal of social outreach has the purpose of meeting the English formation needs of the infant population of the primary schools of Pamplona by integrating the language education within the students of the Foreign Languages program to the educational reality of this sector to try to decrease the gap between the public and private are regarding foreign languages.

The government policies identify the problematic, however the attention is not filled with normativity, effective support is missing for the specific case, trainers in foreign languages so the results of the exams, the tests of the students can be in accordance with the proposal of "Colombia la más educada" meaning Colombia the most educated.

It is important to highlight that in this case, the pre-service teacher implemented this proposal by integrating games as a teaching strategy to diversify the way in which content is given to students, equally this allowed them to motivate themselves.

## **Justification**

Learning and acquiring a foreign language, allows to be updated to the proper needs that nowadays world demands. This is why it is accurate to implement this process and to work on it from the beginnings of children's' education process so when they conclude their basic teaching circle, they would have the basis that will allow them to continue with such learning during high school, high school vocational and superior teaching in order to form more people in this area.

This project aims to carry out a sensibilization towards English teaching in Pamplona's primary schools, contributing to the basic foreign language that its necessary and essential within this levels. This is why, it is carried out as part of the outreach component to the community of teaching practicum that is developed by last semester students of the foreign languages program of the University of Pamplona, as a form of contributing to the English teaching empowerment in the basic primary field.

The developing of this project benefits in a high degree and in a mutual way to the institutions, the infant population, to the foreign languages program and also to the students that develop their teaching practicum. This benefit redounds on the possibility that children have of having a direct contact with the target language and even to the students that are finishing their superior formation process in order to get to know the realities and needs of the environment, like this they can contribute by taking part in process that cause an impact in the enhancement of those needs.

In this particular case, Decroly (1998) states that "when the children enters to school, the game acquires new concepts, due to that through it, psychological, physical and thinking abilities are developed". This activities have as main purpose apart from the learning process, to avoid the monotony that the students face in most of the classes and to encourage the students to use

English in natural way by working in teams with the teacher and partners. Taking this into account the institution and students were benefited from this proposal since the students took an active part by using their energy, typical of this stage in their development to acquire a new skill such as English.

## **Objectives**

### **General objectives**

The present proposal of social outreach from the foreign language program, English-French, aims the following goals:

- To attend the needs of English formation from the infant population of Pamplona's primary schools.
- To integrate the formation of the foreign languages program, English-French, to the educational reality of Pamplona's English teaching.
- To use games as a teaching strategy to enhance the students' language learning process.

### **Specific objectives**

In order to have a better comprehension of the previously stated aspects, this proposal seeks to:

- To familiarize the primary school student with the basic English knowledge.
- To involve the students in within the foreign languages program, English-French, within the English teaching processes in Pamplona's primary school.
- To articulate the foreign languages program students' formation with the social outreach programs that the social interaction office of the University of Pamplona offers.
- To motivate primary school students' to use English through the use of games.

- To encourage the students' use of daily expressions by promoting the use of commands within the classes.

## Methodology

This project uses game as a teaching methodology not only to provide the community with an English learning process but also to help to solve the difficulties presented in this particular field. According to Lee (1997) game is defined as: “The principal activity in a child’s life; through game he/she learns basic life skills that allows him/her to survive and to discover the though world in which he/she has born” (p.8). Games as part of a child’s life from early ages with the objective of teaching and prepare them for future activities, in this case this strategy was used as Erikson (1982) states “children tend to be much more stimulated and motivated in English classes when games are carried out and resources as images, real objects, etc, are shown instead of traditional material such as books or worksheets” (as cited in Molina, 2015, p. 9)

## Chronogram

		SEPTIEMBRE				OCTUBRE				NOVIEMBRE			
		MES 1				MES 2				MES 3			
ACTIVIDAD		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Zoo animals.												
2	Prepositions (in, on, under)												
3	English song festival rehearsal.												
1	Talking about animals.												
2	Initial consonants.												
3	English song festival												

4	Christmas carols.												
---	-------------------	--	--	--	--	--	--	--	--	--	--	--	--

*Table 15 general project chronogram.*

**Conclusions**

Along the length of the teaching practicum it was possible to be part of the primary students’ learning process through several activities, however the pre-service teacher was not directly involved within the classes, since the character of the institution is not only private but also bilingual which means that the school does not have needs when it comes to English awareness since the students have had a direct contact with it since the early stages of their educational process. Taking this into account the role of the pre-service teacher was focused on being a support for the subject teacher mainly when correcting evaluations, discipline within and outside the classroom, practicing the Christmas carols and songs for the English song festival and other activities related with the class environment and also helping the students with the pronunciation of vocabulary.

From all of the above, it is possible to conclude that the activities mentioned on which the pre-service teacher had a supportive role, represented a broad learning process for the pre-service teacher since it was possible to have an insider’s look at the students learning process and even though there was no involvement when giving a lesson as such when being part of the classroom, in ensuring the discipline and by helping the teacher to reach the subject goals, the practitioner had the opportunity to be part of another aspect of the teaching profession which involves the extra-work that this occupation entails, equally it was an opportunity to implement different discipline control strategies from the ones used with the high school students.

## **Chapter IV**

### **Administrative Component**

#### **Introduction**

The teaching labor not only consists on sharing knowledge with students or teaching new life skills. As pre-service teacher, the practicum requires to get involve in different academic matters that the institution has previously planned to integrate the community, in order to implant in the future teachers the idea of responsibility and commitment that this work supposes. This includes as series of extracurricular activities orientated to different areas.

This component aims to explain the different activities the institution fosters according to its academic schedule, established since the beginning of the academic year to provide the pre-service teacher with a community sense when being part of the educational institution. In this case the institution “New Cambridge School” with an bilingual approach counts on different event having the target language as center.

#### **Objectives**

##### **General objective**

To take active part on the extracurricular activities established by the institution “New Cambridge school”

##### **Specific objectives**

- To collaborate with the logistic of the events programmed by the school.



- To developed in the pre-service teacher a sense of responsibility regarding the teaching labor.
- To attend to each activity and be helpful in the moments where it is required.

### **Methodology**

The pre-service teacher had to be available and prepared to follow the program stipulated by the institution to develop all the extracurricular activities in order to be active and helpful during this period of time and to be part of a real context providing experience in this aspect of the pedagogical labor. The main activities to develop regarding this matter are:

- Exams preparation.
- Classroom's decoration-
- Meetings.
- Tutoring
- Parent's reunions.
- Events such as flags' raising, saint valentines' day, Halloween festivity, Christmas calor's festivals, English song festival, among others.

### **Chronogram of extracurricular activities**

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>
18- Saint valentine's day	5- Artistic festival	8-Sports and English activity
20-Studen's day	12-Race day	12-19-Quality tests
21-International peace day	16-Flag's raising 3-02 and 10	11-13 Novenas navideñas
24- Academic reports delivering	30-costume festival	.

25- Flag's raising 3-01 and 9		
-------------------------------	--	--

*Table 16 Extracurricular activities*

**Activities performed**

***September***

During this month the pre-service teacher participated in the Saint valentine's and Student's day celebration, in both of them the role taken was evidenced in the decoration process by helping the teachers to organize and arrange the spaces for the students. These types of activities permitted to demonstrate the pre-service teacher's creativity and also to help the teachers in different tasks such as the students discipline and the playgrounds cleaning process which is made by the students. (Appendix 9)

***October***

In this month the pre-service teacher participated on the Dance festival by decorating and by monitoring the students during the parade and within the coliseum, also by helping the teachers with the discipline, to help the students with their lunch and also to help the pre-school teacher with the students exit from the event. With this event it was possible to observe the students talents and how the teachers made an effort to help the students to make their presentations, also it permitted to be more engaged with students from other courses and to be present in such an important day for the school. (Appendix 10)

***November***

This was the month in which the pre-service teacher had the possibility to participate more actively on extra-curricular activities such as the translation of the graduation programs and the closing event, also it was possible to be part of the students rehearsals for the events by

taking part of the discipline control and pronunciation of the songs specially with the primary students. (Appendix 11)

## **Conclusions**

The activities mentioned above constitute an important aspect of the teaching role that goes beyond the work by explaining grammar topics and so forth by taking into account the extracurricular activities in which the teacher had to take an active role for the well development of teach event. It is important to mention that the school is not only a space to acquire and transmit new information but also to learn all kinds of knowledge and the different events that take part as a compliment for learning have this purpose.

Equally it is important to mention that within extracurricular activities entail several benefits for the students, who learn new skills that are useful in their school life and day-to-day activities, such as teamwork, better social skills, and critical thinking and also for the pre-service teacher who had the possibility to be part of a real context with activities that involve all the educational community and that allow to construct different spaces in order to acquire a certain sense of belonging with the school.

Finally, it is accurate to state that this type of events are vital for the normal development of the learning and teaching process since they motivate the students and represent a recreational space for all the community including students, teachers, directives and parents in order to integrate cultural aspects and celebrations which also constitute an important significant learning. More importantly, for the pre-service teacher this activities were fundamental for her formation as a teacher and it allowed to be familiar with the processes carried out by the school and the significance of them for the whole educational process.



## References

- Abdelhalim ,S. (2017) Developing EFL Students' Reading Comprehension and Reading Engagement: Effects of a Proposed Instructional Strategy. *Theory and Practice in Language Studies*, Vol. 7, (No. 1) pp. 37-48.
- Acosta, L, Ferri, M (2009) Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension. Universidad Nacional de Colombia. Vol,12 (No 1) pp-107-123.  
Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/13980/36810>.
- Arslan (2019) Reflection in pre-service teacher education: exploring the nature of four EFL pre-service teachers' reflections, *Reflective Practice*, 20:1, 111-124,  
DOI:10.1080/14623943.2018.1564652
- Ayverdi, Nakiboglu and Oz Aydin (2013) Use of graphic organizers in science and tecnologia lessons, 116 ( 2014 ) 4264 – 4269. Doi: doi: 10.1016/j.sbspro.2014.01.929

Beddle, S (2018) Reading Strategies in an EFL Context: A Mixed Methods Research Synthesis.  
University of Glasgow (British Council ELT Master's Dissertation Awards 2018 )  
England, Glasgow.

Camargo, J, Orbegozo, J (2010) Exploring EFL Students' Reading Comprehension Process  
through Their Life Experiences and the Sight Word Strategy. Universidad Distrital  
Francisco José de Caldas, Colombia. Vol, 17 (No 1 ) pp 57-72. Retrieved from  
<https://www.howjournalcolombia.org/index.php/how/article/view/65/64>.

Creativity in education & learning: a guide for teachers and educators (2001), Arthur J, Cropley

Crystal (2003) English as a global language Second edition. Cambridge University Press, New  
York.

Gonzales, G (2017) The Effects of Graphic Organizers on EFL Students' Reading  
Comprehension (Degree of Master in TEFL). Icesi University, Cali, Colombia.

Husain, N (2015) Language and Language Skills, Maulana Azad National Urdu Univesity.  
Retrieved from  
[https://www.researchgate.net/publication/274310952\\_Language\\_and\\_Language\\_Skills](https://www.researchgate.net/publication/274310952_Language_and_Language_Skills)

Jabba, A. (2013) Bilingüismo en Colombia. Revista del Banco de la República, vol (No. 1) pp.  
15-32.

Jewitt, Clark and Hadjithoma-Garstka (2011) The Use Of Learning Platforms To Organize  
Learning Platforms To Organise Learning In English Primary And Secondary Schools. V  
ol.2 (No. 3) pp. 335 – 348.

Johnson, R. Burke, Anthony J. Onwuegbuzie, and Lisa A. Turner. 2007. Toward a definition of mixed methods research. *Journal of Mixed Methods Research* 1:112–133

Karbalaei, A (2011) Metacognition and Reading Comprehension. *Íkala, Revista de Lenguaje y Cultura*. vol,16 (No,28). Retrieved from  
[http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-34322011000200001](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322011000200001)

Kirby, J (2007) Reading comprehension: Its nature and development.

Lika, M. (2017) Teaching reading comprehension strategies. *Academic Journal of Business, Administration, Law and Social Sciences*, Vol. 3,(No. 1) pp. 196-204.

Lin (2011) Web 2.0: A Definition, Literature Review, and Directions for Future Research, AMCIS 2011 Proceedings - All Submissions. Paper

Lisa A., David C., & McDonald, D (2002) Triangulation: Establishing the Validity of Qualitative Studies. University of Florida.

McLeod, S. A. (2014, Feb 05). *The interview method*. Retrieved from  
<https://www.simplypsychology.org/interviews.html>

Moncada, B (2013) Desarrollo de la comprensión lectora del inglés en estudiantes universitarios:

Murray and McPherson (2004) Using the Web to support language learning. National Centre for English Language Teaching and Research. Macquarie University, Sydney.

Nishanthi (2018) The Importance of Learning English in Today World Today World. Vol° 3 (N°1) International Open Access Journal International Open Access Journal.

Praveen,D., Premalatha R (2013) Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students.Canadian Center of Science and Education.

Vol. 6 (No. 2) pp.155-170.

Rahat, L (2019) The Impact of Graphic Organizers on Foreign Language Learners' Reading Comprehension at Intermediate Level In Disctrict Manshera.University of Manshera (Master of Philosphy in Applied Linguistics).

Rosen and Nelson (2008) Web 2.0: A New Generation of Learners and Education . Vol 25, (No 1) pp. 211-225.

Saliha (2015) Using Games as a Strategy to Enhance EFL Students' Speaking Skill, Case study of First Year LMD Students of English.(Master Degree in Sciences of language)Biskra University. Biskra, Algeria.

Shaharane, Jamil and Rodzi (2016) The Application of Google Classroom as a Tool for Teaching and Learning. Vol.8 (No. 10) Journal of Telecommunication, Electronic and Computer Engineering.

Surma, M (2004) Autonomy in foreign language learning: An exploratory analysis of Japanese learners. Retrieved from: <https://ro.ecu.edu.au/theses/785>.

The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics (2001) Hong Kong Curriculum Development Institute. Personal, Social and Humanities Education Section. Education Department.

Torres, D (2015) Effectiveness of the Use of Graphic Organizers and Summaries: A Case Study of Adult EFL Students in a Reading Comprehension Course . Revista de Lenguas



Modernas, Vol (N° 22), pp. 267-295. una experiencia didáctica. Acción pedagógica,  
Vol, ( N° 22) pp. 122 - 131.

Vargas, J (2018) Graphic organizers as a teaching strategy for improved comprehension of  
argumentative texts in English. Universidad de Costa Rica. Vol 18, (No 2) pp. 1-22. Doi:  
<https://doi.org/10.15517/aie.v18i2.33028>

# Appendix list

## Appendix 1

### Google survey self-evaluation

28/11/2019

Uso de organizadores gráficos: Texto # 1 Auto evaluación.

#### Uso de organizadores gráficos: Texto # 1 Auto evaluación.

Esta auto evaluación se hace con el propósito de analizar el proceso de creación de los organizadores gráficos y como estos favorecen la comprensión de textos. (Gonzalez, 2017)

Seleccione las casillas de acuerdo a su experiencia al momento de crear organizadores gráficos de acuerdo a los textos propuestos.

**1. Organización: Puedo ver que mi organizador gráfico presenta...**

Selecciona todas las opciones que correspondan.

- La información esta bien preparada, es informativa y efectiva.
- La información se presenta de manera lógica.

**2. Contenido: Mi organizador gráfico tiene...**

Selecciona todas las opciones que correspondan.

- Información precisa y adecuada.
- Ideas principales, hechos y justificantes.

**3. Comprensión: Después de hacer los organizadores gráficos puedo...**

Selecciona todas las opciones que correspondan.

- Puedo identificar la idea principal y detalles del texto.
- Puedo identificar una secuencia de evento del texto.
- Puedo identificar conclusiones del texto.
- Puedo hacer conexiones con el texto y recordar información.
- Puedo extraer conclusiones del texto.
- Tengo confianza al momento de demostrar la comprensión del texto.



## Appendix 2

### Workshops steps according to Gonzales (2017)

#### Different Types of Graphic Organizers and Their Uses

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas.

Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 1995). Some graphic organizers focus on one particular content area. For example, a vast number of graphic organizers have been created solely around reading and pre-reading strategies (Merkley & Jeffries, 2000).

Different types of graphic organizers and their uses are illustrated below.

<p style="text-align: center;"><b>Concept Map</b></p> <p>A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled.</p> <p>Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms.</p> <p>Maps can be used to show hierarchical relationships with the most important concepts placed at the top.</p>	<p style="text-align: center;"><b>Early Means of Transportation</b></p>
<p style="text-align: center;"><b>Flow Diagram or Sequence Chart</b></p> <p>A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. It is an excellent tool for teaching students the steps necessary to reach a final point.</p>	<p style="text-align: center;"><b>Steps to Preparing for the Spelling Test</b></p>

# Appendix 3

## Pre and Post test

### Pre test

#### PARTE 5

##### RESPONDA LAS PREGUNTAS 17 A 23 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 17 - 23, marque **A**, **B** o **C** en su hoja de respuestas.

#### JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston.

In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career:

"Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time.

Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

#### Ejemplo:

0. James Salter is famous for

- A. his books.
- B. his movies.
- C. his plays.

Respuesta: **0.** **A** **B** **C**

17. James Salter played an important part in the making of movies from

- A. 1960 to 1979.
- B. 1960 to 1970.
- C. 1960 to 1985.

18. *Passionate Falsehoods* is

- A. a newspaper.
- B. a play.
- C. a movie.

19. Salter had nice and difficult times in his

- A. acting years.
- B. big screen work.
- C. visit to one city.

20. *The Last Book* was written by

- A. James Salter.
- B. Deborah Treisman.
- C. Nick Paumgarten.

21. James Salter thinks that his work in the cinema business was

- A. not useful.
- B. not hard.
- C. not usual.

22. Reading about James Salter's years in the cinema could be

- A. clever enough.
- B. just fair.
- C. quite interesting.

23. *The Last Book* can be found

- A. in museums.
- B. at a café.
- C. on the web.

### Post-test

#### PARTE 5

##### RESPONDA LAS PREGUNTAS 15 A 19 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 15 - 19, marque **A**, **B** o **C** en su hoja de respuestas.

#### My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

#### Ejemplo:

0. When she was seven, she slept

- A. for some hours.
- B. very well.
- C. a lot.

Respuesta: **0.** **A** **B** **C**

15. Where was the painter from?

- A. Ireland
- B. Spain
- C. France

16. She was mostly excited by the

- A. painter's ability.
- B. painter's voice.
- C. painter's show.

17. How often did she watch the show?

- A. three times a week
- B. once a week
- C. twice a week

18. She could not get oil paints because she

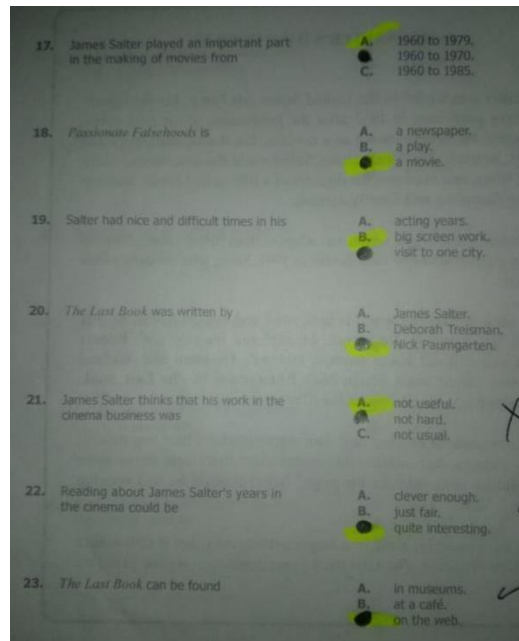
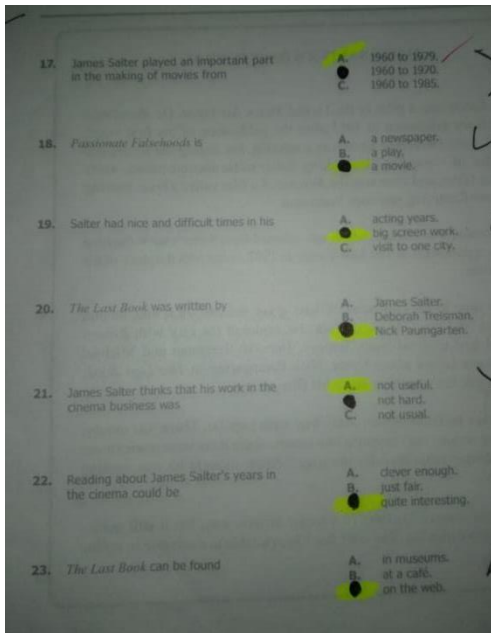
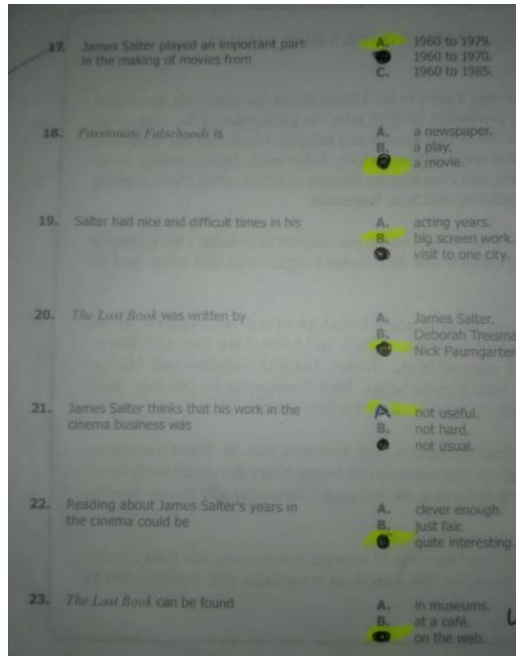
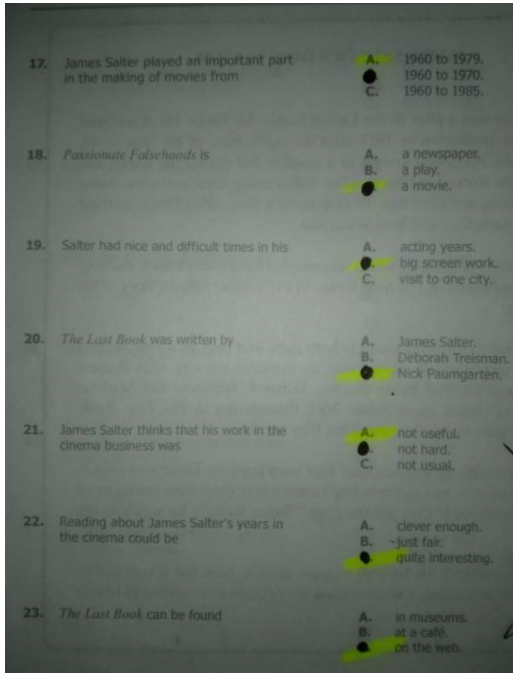
- A. didn't speak Spanish.
- B. was too young.
- C. always watched TV.

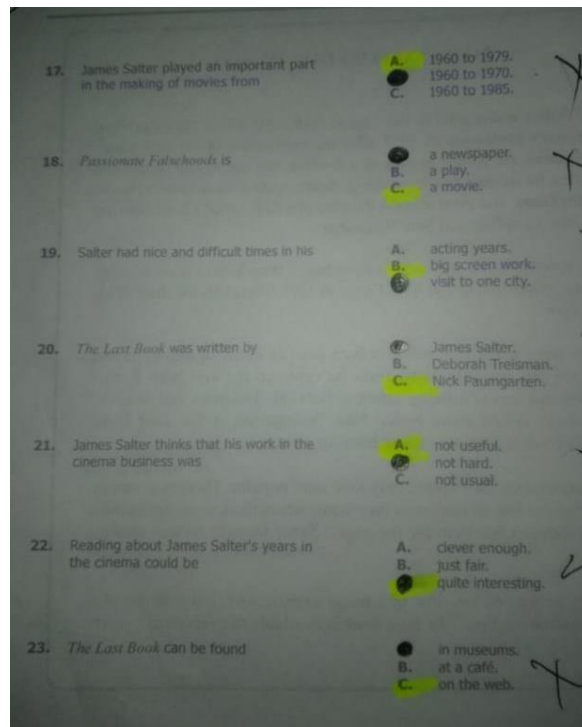
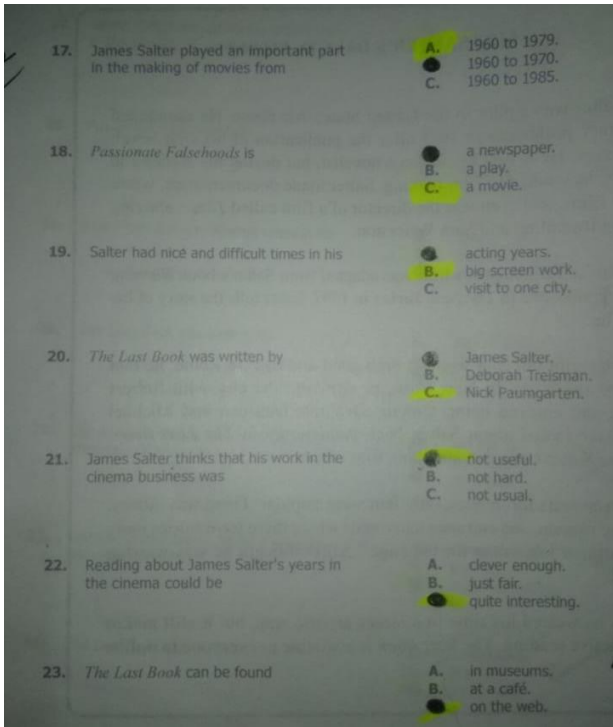
19. Stopping painting was

- A. the painter's idea.
- B. her mother's order.
- C. her own decision.

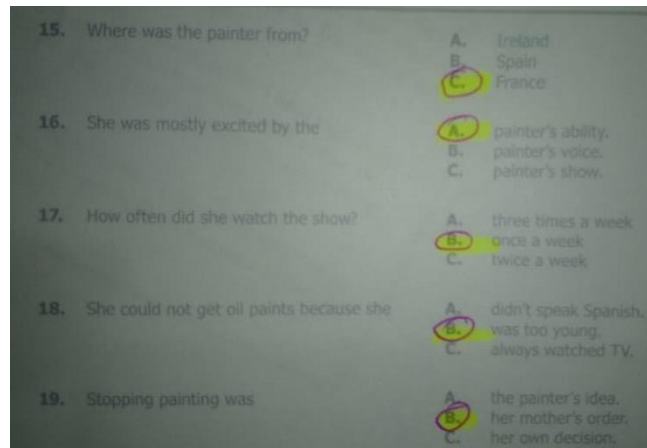
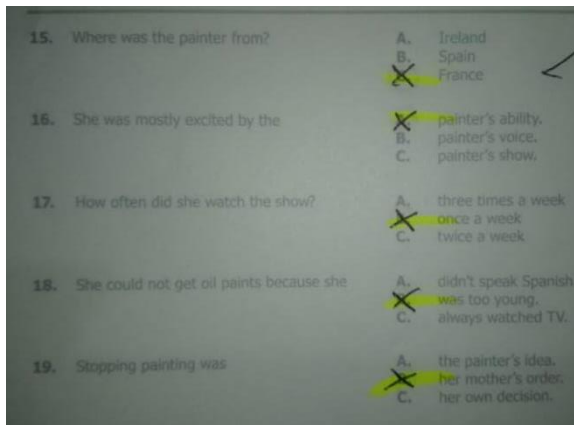
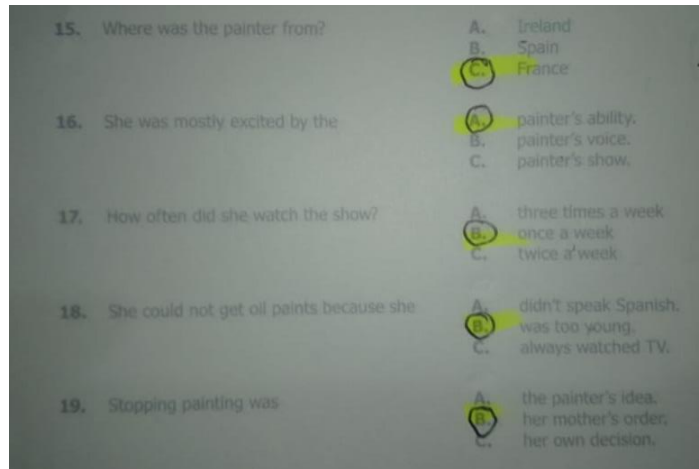
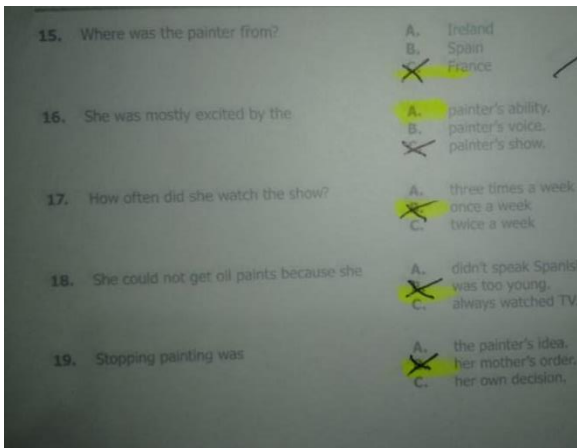
# Student's answers

## Pre test





### Post-test



15. Where was the painter from?  
A. Ireland  
B. Spain  
C. France
16. She was mostly excited by the  
A. painter's ability.  
B. painter's voice.  
C. painter's show.
17. How often did she watch the show?  
A. three times a week  
B. once a week  
C. twice a week
18. She could not get oil paints because she  
A. didn't speak Spanish.  
B. was too young.  
C. always watched TV.
19. Stopping painting was  
A. the painter's idea.  
B. her mother's order.  
C. her own decision.

15. Where was the painter from?  
A. Ireland  
B. Spain  
C. France
16. She was mostly excited by the  
A. painter's ability.  
B. painter's voice.  
C. painter's show.
17. How often did she watch the show?  
A. three times a week  
B. once a week  
C. twice a week
18. She could not get oil paints because she  
A. didn't speak Spanish.  
B. was too young.  
C. always watched TV.
19. Stopping painting was  
A. the painter's idea.  
B. her mother's order.  
C. her own decision.

## Appendix 4

### Interview

#### Unstructured interview

The following interview has as main purpose to acknowledge the 8<sup>th</sup> grade students perception regarding the use of graphic organizers through web platforms and how it impacted their reading comprehension.

1. ¿Qué son los organizadores gráficos?

1. ¿Cuál es su percepción de esta herramienta?

2. ¿Como ayudan este tipo de herramientas a la comprensión lectora en inglés, ?

3. ¿Como mejoró comprensión lectora ?

4. ¿Cuales organizadores graficos utilizó?

5. ¿Cual era el criterio para escoger el tipo de organizador gráfico?

6. ¿Qué tipo de organizador gráfico consideró mas útil?
7. ¿Cuales son las desventajas de estas herramientas?
8. ¿Para qué otras materias o actividades servirían este tipo de herramientas?
9. Según su experiencia, ¿el portal web “Canva.com” ayudó con la creación de los organizadores gráficos?
10. ¿Como considera el uso de “Google Classroom” para proveer y compartir información sobre el curso?
11. ¿Estas páginas contribuyeron con su comprensión lectora al momento de crear y compartir los organizadores gráficos, de que manera?
12. ¿Estas páginas web tienen alguna desventaja, cual?
13. ¿Tiene alguna sugerencia con respecto al uso de organizadores gráficos?
14. ¿Tiene alguna sugerencia con respecto al uso de páginas web para este tipo de actividades?
15. ¿Qué calificativo le daría a su experiencia con el uso de organizadores gráficos para mejorar la comprensión lectora a través de páginas web?
16. ¿Desea agregar algo más?



# Appendix 5

## Parent's permissions

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Chimen Angelica Suarez C*

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Maritza Gariboa*

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Maritza Gariboa*

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Martha L. Rodriguez*

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Chimen Fabian Makhuacho*

Pamplona, 28 de octubre de 2019  
Estimados,  
PADRES DE FAMILIA  
Cordial saludo,  
Yo, Angie Liliana Parra Rodríguez, identificado con C.C. 1.094.279.552 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos 6, 7 y 8, acompañado de la supervisión de la docente Adriana Buitrago. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "El uso de organizadores gráficos para fomentar la comprensión de la lectura a través de plataformas web", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes se deberán grabar. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.  
Agradeciendo su atención.  
Cordialmente,  
Angie Parra c.c.  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona  
*Chimen Fabian Makhuacho*



# Appendix 6

## Observations



OBSERVACIÓN DE CLASE  
Profesor: \_\_\_\_\_ Fecha: \_\_\_\_\_ Observadores: \_\_\_\_\_ Hora: \_\_\_\_\_

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...	N	AV	CS	S
1 Sigue el plan de clase				
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3 Privilegia la interacción de las competencias comunicativas				
4 Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				
5 Utiliza variedad de material didáctico				
6 Emplea material auténtico				
7 Tiene en cuenta los diferentes estilos de aprendizaje				
8 Centra el desarrollo de la clase en sí mismo				
9 Centra el desarrollo de la clase en los estudiantes				

Comentarios

### INTERACCIÓN

El profesor...	N	AV	CS	S
1 Facilita la participación de los estudiantes				
2 Da instrucciones precisas a los estudiantes				
3 Da tiempo suficiente a los estudiantes para que respondan				
4 Propicia actividades que involucren el trabajo en grupo				
5 Orienta el trabajo de los estudiantes (individual y grupo)				
6 Corrige los errores de los estudiantes				
7 Refuerza continuamente el aprendizaje de los estudiantes				
8 Circula por el aula atendiendo las necesidades de los estudiantes				
9 Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				

Comentarios

### COMPETENCIAS COMUNICATIVAS

El profesor...	N	AV	CS	S
1 Conoce las diferentes componentes de la L2 (fonología, gramática, etc)				
2 Domina los contenidos trabajados durante la clase				
3 Se expresa correctamente en forma oral en la lengua extranjera				
4 Se expresa correctamente en forma escrita en la lengua extranjera				
5 Se hace entender en la lengua extranjera				
6 Alterna el uso de la lengua materna y la extranjera				

Comentarios

### EL ESTUDIANTE

	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase				
2 Participa grupalmente de forma activa durante la clase				
3 Participa activamente en actividades orales				
4 Participa activamente en actividades escritas				
5 Sigue las instrucciones del profesor				
6 Muestra respeto y disciplina hacia el profesor				

Comentarios

# Appendix 7

## Chart of analysis

Categoría general	Subcategorías	Descripción técnica	PARTICIPANTE A	PARTICIPANTE B	PARTICIPANTE C	PARTICIPANTE D	PARTICIPANTE E	PARTICIPANTE MUESTRAS
Graphic organizers	Type of graphic organizers that the students used the most.	"Graphic organizers are visual displays of key content information designed to benefit learners who have difficulties organizing information" <ul style="list-style-type: none"> <li>Concept map</li> <li>Flow diagram</li> <li>Venn Diagram</li> <li>Case and effect</li> <li>Details chart</li> </ul>	"resulta el que...mejor se acomodan a mis ideas" "yo uso que el de comparación...porque figuras, se pueden agotar las ideas de uno y del de otro y así poco a poco que voy un tema y que el otro me y así uno podía explicar con más facilidad" "me gusta conceptual porque ya lo conozco y porque me gusta una herramienta más fácil y más comprensiva"	"el que entendí más y que fue más fácil de utilizar" "me gusta conceptual"	"porque me gustó más sencilla y más fácil de organizar" "el mapa conceptual"	"para mí es un método de organización en lo cual se puede guardar la información en una forma más clara y concisa" "los voy a desarrollar de la información y cuando información podría haber" "el de mapa mental ya que podría ayudar mejor los textos y podría tener varias imágenes que me ayudaban a comprender mejor"	"son una forma más breve de organizar la información de forma más ordenada y ligera" "el que entendí más fácil de escribir la información y más clara" "el mapa de trabajo porque es más fácil de poner la información"	"método de información, el cual me ayuda a tener más comprensión factiva" "lo utilizaba porque para la información ahí se está mejor y se podía aprender más por el mapa conceptual"
Advantages and Disadvantages	Which positive and negative aspects are found by the researcher and the students when implementing and creating graphic organizers.	Resolución: 2013. "que no se puede poner todo...sino que se pone la idea principal y de ahí uno se tiene que poner de esa...de ese palabra que uno pueda" "sirve para todas las materias porque uno puede elegir el tema que va a poner y organizarlo" "para los comentarios que me ayuda a, como un modelo de día, organizar ideas y a aprender mejor los temas nuevos"	"para la organización de temas y para...haciéndolo uno va recordando todos los temas nuevos" "buena, porque es una forma más...didáctica" "serviría en lenguaje...más que todo sí mismo" "bien porque fue fácil y sencilla y entendí"	"son una manera más sencilla de organizar la información que uno quiere aprender" "es buena porque como dije es una manera más sencilla de aprender que otras ahí" "desventajas...yo uso que no tiene" "para dar a conocer algún tema"	"son que el método de organización me ayuda para ordenar más la información y ayudarme a comprender más los temas y memorizar rápido" "es buena porque como dije es una manera más sencilla de aprender que otras ahí" "desventajas...yo uso que no tiene"	"me ayuda gracias a que...al tener varias imágenes o una información ordenada me ayuda a comprender más los textos en inglés y el vocabulario que no sabemos" "mejor...convenientemente y a que puede ayudar mejor la información" "me ayudó a conocer algún tema"	"es una forma muy buena y muy accesible para todos y más fácil de manejar la información" "que lo hacen más breve y al incluir las palabras y conocer nuevo vocabulario" "se puede copiar...esta persona puede copiar la información" "para español y para sociales porque son materias más extensas"	"son en buena porque me ayuda...mis amigos como nunca y para me ayuda a...comprender más los vocabularios y las comprensiones" "ayuda bastante porque me ayuda a comprender más a vocabulario plus palabras que uno entendamos" "mejor bastante porque a través de los organizadores gráficos puede aprender más información" "para español...porque los organizadores gráficos me ayudan a comprender más la lectura y más didáctica"
Creativity	Cowley (2011) defines creativity as "novelty is nowadays widely defined as the production of relevant and effective novelty"							

Análisis de datos de diarios de campo (journal)					
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°2	Frases literales del diario de campo (journal) N°3	Frases literales del diario de campo (journal) N°4
Graphic organizers	Type of graphic organizers that the students used the most.	"Graphic organizers are visual displays of key content information designed to benefit learners who have difficulties organizing information" <ul style="list-style-type: none"> <li>☐ Concept map</li> <li>☐ Flow diagram</li> <li>☐ Venn Diagram</li> <li>☐ Cause and effect</li> <li>☐ Details chart</li> </ul> (Bandesdell, 2013) (Fisher and Schwanke, 1995).	Most of them use the flow diagram because the one that was shown above, many of the graphics highlight the information of the text in different steps separated by circles or squares.	After revising the graphic organizers posted by the students the one that prevails is the flow diagram, this time, two of them used the fish spine graphic and the central map.	Then they created the draft of the graphic organizers that they thought were correct for this text, most of them expressed that the correct one was a descriptive organizer or venn diagram in order to compare the two celebrations.
	Advantages and Disadvantages.	Which positive and negative aspects are found by the researcher and the students when implementing and creating graphic organizers.	Afterwards the pre-service teacher asked the students to analyze which type of graphic organizer they will create, in this part there were two main reactions, in the first some students looked the text again and expressed their opinion and chose based on it, and some others picked one randomly.  When it comes to the creation of the graphic organizer they expressed that they had to reread it in order to do so. Also, it is important to mention that the students show a lot of ingenuity when creating the graphics, specially when choosing the colors and shapes however it maintains its purpose.	After having upload the graphic organizers the students expressed how easy was the process with the web platforms and the creation of the graphic organizers. This time none of them expressed any problem with it.	While asking the students what kind of graphic organizer they will possibly use, the students took the time to analyze the aspects that should be highlighted in it, therefore it could be deduced that the creation of this type of organizers allow the students to carry out a deep thinking process and to avoid picking the type of graphic organizer.
	Creativity	Copley (2011) defines creativity as "creativity is nowadays widely defined as the production of relevant and effective novelty"		It is important to mention that the creativity was evidenced this time as one of the students created a flow diagram by shaping a hamburger using rectangles, this shows an imaginative process that still maintains the main purpose.	

Análisis de datos, análisis descriptivo (producciones de estudiantes)								
Categoría general	Subcategorías	Descripción teórica	Frases literales de las producciones ya sea mediante o cuadro (por lo que se refiere al contenido del participante que se le pide y al contenido de la producción). Se le hace un análisis de errores. PARTICIPANTE SEMERO 1	Frases literales de las producciones ya sea mediante o cuadro (por lo que se refiere al contenido del participante que se le pide y al contenido de la producción). Se le hace un análisis de errores. PARTICIPANTE SEMERO 2	Frases literales de las producciones ya sea mediante o cuadro (por lo que se refiere al contenido del participante que se le pide y al contenido de la producción). Se le hace un análisis de errores. PARTICIPANTE SEMERO 3	Frases literales de las producciones ya sea mediante o cuadro (por lo que se refiere al contenido del participante que se le pide y al contenido de la producción). Se le hace un análisis de errores. PARTICIPANTE SEMERO 4	Frases literales de las producciones ya sea mediante o cuadro (por lo que se refiere al contenido del participante que se le pide y al contenido de la producción). Se le hace un análisis de errores. PARTICIPANTE SEMERO 5	
Graphic organizers	Type of graphic organizers that the students used the most.	"Graphic organizers are visual displays of key content information designed to benefit learners who have difficulties organizing information" <ul style="list-style-type: none"> <li>☐ Concept map</li> <li>☐ Flow diagram</li> <li>☐ Venn Diagram</li> <li>☐ Cause and effect</li> <li>☐ Details chart</li> </ul> (Bandesdell, 2013) (Fisher and Schwanke, 1995).	Flow diagram (Graphic organizer 1 and 2)	Flow diagrams (Graphic organizers 1 and 2)	Main idea and details chart (Graphic organizers 2 and 3)	Main idea and details chart (Graphic organizers 1 and 3)	Main idea and details chart (Graphic organizers 1 and 3)	Flow diagram (1 and 3)
	Advantages and Disadvantages.	Which positive and negative aspects are found by the researcher and the students when implementing and creating graphic organizers.	The student doesn't write a lot, most of the time the participant write only short phrases. (Graphic organizer 1, 2 and 3)  The student is able to highlight the principal and main idea of the text (organizers 1,2,3)  There are some grammar mistakes in the organizer.	There are grammar mistakes within the text (Organizer 1, 2)  The student forgot to erase some of the words contained in the template, which demonstrates lack of attention (Organizer 2)	There are no grammar mistakes this time (1, 2,3)  The student was able to compare the two celebrations (día de muertos vs Día) by standing out the main characteristics of the holidays such as: date, decoration, gastronomy, etc. (Organizer 3)	The student has a vocabulary confusion (despising as wearing, organizer 1)  There are no grammar mistakes (organizers 1,2,3)	To explain the main subject which was bullying the student chose to formulate questions (what is it, how to fix it...), she pointed out the main ideas by answering the questions (Organizer 1)  There are no grammar mistakes (organizer 1,2,3)	Only a bit of text is presentational, however it stands out the main ideas (organizers 1,3)
	Creativity	Copley (2011) defines creativity as "creativity is nowadays widely defined as the production of relevant and effective novelty"	The student follows the templates proposed by canvas, organizer (1,2,3)	The student follows the templates proposed by canvas, organizer (1,2,3)	The student follows the templates proposed by canvas, organizer (1,2,3) however, she chose different fonts and background images.	The student follows the templates proposed by canvas, organizer (1,2,3)	The student follows the templates proposed by canvas, organizer (1,2,3)	The student used a hamburger to illustrate his flow diagram by choosing different colors and using them to connect the ideas (organizer 2)

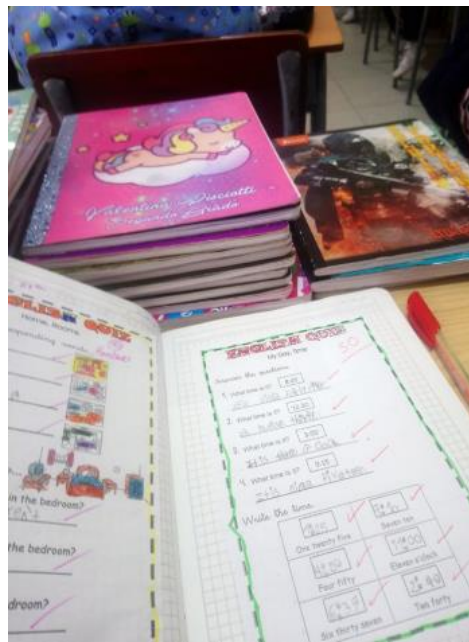
## Appendix 8

### Final product (Compressed folder)

### Students' organizers

## Appendix 9 (compressed folder)

### Photo evidence



## Appendix 10 (compressed folder)

### Photo evidence







**Appendix 11 (compressed folder)**

**Photo evidence**



## **Appendix 12**

**Students' corrections before and after the process (compressed folder)**





