

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK
THE INCORPORATION OF GRAPHIC AND SEMANTIC ORGANIZERS,
ANSWERING AND GENERATING QUESTIONS, RETELLING, AND MAKING
CONNECTION STRATEGIES TO FOSTER NINTH GRADE STUDENTS´ READING
COMPREHENSION SKILLS AT C.E. INSA, SANTA ANA, DURING THE YEAR 2019**

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ABSTRACT

This research study highlights the incorporation of different reading comprehension strategies to find out if its execution foster students' comprehension skills during the development of reading activities. Hence, the researchers set the objective of fostering students' reading comprehension skills through the incorporation of the strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection in ninth grade students at C.E INSA. To gather the information, the researchers will observe, interview and survey students and teachers by implementing the designed instruments to obtain results.

Consequently, the researchers will organize, analyze and interpret the information that was collected following their objectives, variables and indicators in order to tabulate results through graphs and tables obtained from the instruments.

The researchers expect to train students and therefore foster students' reading comprehension skills by leaving aside traditional methods and incorporating the strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection. This will generate development of interest on the field that will teachers and students know that the improvement on the skill is stimulated by reading in different strategic ways that undoubtedly will help in the improvement of reading comprehension skills.

Then, the information collected will be organized in order to see if the results obtained were the ones the researchers were expecting. Besides, this data will also provide valuable information that could be taken into account by the authorities of C.E INSA for the improvement of this problem.

INTRODUCTION

The present research study focuses on the topic “The Incorporation of Graphic and Semantic Organizers, Answering and Generating, Retelling, and Making Connection Strategies to Foster Ninth Grade Students, Section I, at C.E. INSA during the year 2019.”

The research design is divided into five chapters. In Chapter I, “Statement of the Problem,” the researchers described the struggle that ninth grade students at C.E. INSA have on comprehending texts due to the non-strategic way teachers use to develop reading activities. Then, this chapter contains a detailed description of what contributes students from fostering their reading comprehension skills by applying reading strategies in their English classes. In addition, it contains the research questions, the justification of the work, the scope of the work, and the research objectives which were the guide to follow the right path for getting the results to the research study.

Furthermore, in Chapter II, “State of Art”, the researchers described an important background of the phenomenon and the actual state of the problem. Besides, it contains key words and essential concepts to understand the route of the topic, and it gives a preview of the reading strategies that foster students’ improvement of reading comprehension skills.

Moreover, in Chapter III, “Methodological Design”, the researchers explained not only the paradigm and type of study but also the population, the instruments and the approach of the field to be studied. Additionally, it is presented a table to describe variables, indicators, and techniques to measure the results of the reading strategies used.

In addition, in Chapter IV, “Analysis and Interpretation of Data” the researchers present some of the graphs that were made based on the results of the instruments that the researchers used to collect the necessary information from ninth grade students, section I, at C.E. INSA. Thus, each graph contains its specific analysis and interpretation to end up in a result.

Finally, in Chapter V, “Conclusions and Recommendations” it is described the different conclusions that are related to each objective, and the answer to the corresponding research questions. As well, it presents the recommendations for teachers and future research to bring a better result and to contribute to the topic beyond of what this research study got to.

CHAPTER I: STATEMENT OF THE PROBLEM

1.1. Description of the Problem

The journey towards becoming an independent reader begins when one chooses to read in their own, and there are some strategies to accomplish this outcome. Chandler (2018) agreed that being independent readers let students choose not only what to read, but also which strategies to use, how to respond to the reading, and the autonomy to decide if a particular choice is worthy of continuing.

In a class observation carried out in ninth grade, section I, at C.E INSA it was noticed that students struggle with pronunciation, vocabulary and grammar structures which are aspects that are necessary when developing reading comprehension activities accurately. As an illustration, while working on reading activities students were not able to complete them since they did not know the pronunciation, the meaning of some words and the changes between tenses. The researchers considered that these struggles were due to the non-strategic reading comprehension activities developed by the teacher. Moreover, in an interview addressed to the English teacher the researchers could find out that her answers accurately matched with the observation checklist results since it proved that the teacher did not have a clear idea of what reading comprehension strategies are; for example, the teacher said that the only strategy that she applies in class is pre, during and post reading. However, according to Neher (2009), pre, during and post is an approach to let students know what they are going to read before they read, give them a reason to read, and then, ask them to do something with the information they get from the reading. Thus, their reading skills needed to be enhanced in order to get the best learning results. And that is why, it was strictly crucial to find out if students' reading skills improve by applying strategies such as graphic and semantic organizers, answering and generating questions, retelling, and making connection. In such case, students could empower their reading comprehension skills. Moreover, it was important to have a clear idea of what reading skills mean in order to get a better handling of the problem.

Hence, Lenz (2005) explained that reading comprehension is the process of constructing meaning from text, and that involves at least two people: the reader and the writer. Subsequently, reading strategies take explicit mental actions to develop reading comprehension skills. Additionally, Shia and Roberts (2016) stated that readers who can activate prior

knowledge (making connection), determine ideas (answering and generating questions), draw inferences from text (graphic and semantic organizers), and summarize (retelling) have developed a repertoire of reading skills.

Besides, it is commonly known that the reading activities used lack of strategic plans, and as a result, students showed little achievement of the reading objectives set by their teachers. In the words of Neese (2017), “reading strategies should not be confused with instructional activities such as completing worksheets”; this is because those types of activities lack of strategic mental actions to be developed. In contrast, reading strategies must offer explicit instruction on how to critically think while reading, and teachers should try the strategies that best fit with every kind of student in the classroom: visual learners, auditory learners, reading/writing learners, and kinesthetic learners. Undoubtedly, students may have reading skills that just needed to be fostered by using a set of reading strategies that could ensure their reading comprehension improvement.

1.2. Research Questions

- How can graphic and semantic organizers foster ninth grade students’ reading comprehension skills at C.E INSA during the year 2019?
- How can generating and asking questions foster ninth grade students’ reading comprehension skills at C.E INSA during the year 2019?
- How can retelling foster ninth grade students’ reading comprehension skills at C.E. INSA during the year 2019?
- How can making connection foster ninth grade students’ reading comprehension skills at C.E. INSA during the year 2019?

1.3. Scope of the Work

The aim of this research study was to incorporate different reading strategies in the English classroom in order to enhance students reading comprehension skills.

The research study was carried out in ninth grade students from C.E. INSA. This institution holds ten sections of ninth grade out of which section “I” was selected by the researchers since students in this section showed to have more eagerness to help and being helped in their learning improvement.

During this research study, the researchers incorporated four different strategies which are: graphic and semantic organizers, answering and generating questions, retelling, and making connection. Through the application of these strategies during the class, the researchers expected to stimulate and improve students’ reading comprehension skills.

1.4. Justification of the Work

This research study was focused on the strategies that can be implemented to ninth grade students at C.E. INSA in order to foster their reading comprehension skills. Thus, the researchers showed how this issue is shaped by the way in which students confront the development of the area under discussion in a strategic way. In fact, it is of great importance for ninth grade students in the English subject since metacognitive development on the reading skill plays an essential role in their learning process. In other words, this is what is going to lead them to approach their reading skills improvement and to discover their critical thinking through the significance they give to each reading aspect caught up. In addition, to point out the social relevance of this research project, it involved matters fairly related to what constantly happens in any learning environment.

Throughout the development of the English subject, it is commonly observed that students' reading skills are affected by the activities that teachers do regarding reading because the traditional methods used to train the area do not make an impact on their eagerness to learn. Therefore, it was extremely meaningful to identify if training reading comprehension by providing metacognitive reading strategies: graphic and semantic organizers, answering and generating questions, retelling, and making connection, students' reading comprehension skills were going to be empowered as well as their reading autonomy.

So, the value that this research study implied came to expose if such strategies created an impact on students' reading skills. Consequently, ninth grade students section "I" and teachers from C.E. INSA were benefited with this research study since it might change the perception and self-learning that students develop when a teacher puts into practice their reading comprehension.

Concerning the issue of how teachers and students face the problem, it was noticed the necessity of teachers to make students acquire the language by practicing reading comprehension skills because they tried to involve all students in the reading content; however, students had a lack of interest to develop it. Then, the environment gets hard for both sides since the class became an obligatory stipulation instead of an enjoyable experience. As a result, incorporating reading strategies to foster ninth grade students' section "I" reading comprehension skills might help to develop an enjoyable class that could be taught by using strategic reading activities.

Regarding to students' reading comprehension skills, the reality showed that students do not train it, for the traditional learning does not allow them to develop an interest on the field. Nonetheless, the ideal perspective should be that teachers and students must know that the improvement on the skill is stimulated by reading in different strategic ways that undoubtedly helped them achieve this main goal which is to improve reading comprehension skills. Thus, this should be executed by certainly incorporating graphic and semantic organizers, answering and generating questions, retelling, and making connection strategies while developing any reading activity.

1.5. Research Objectives

1.5.1. General Objective

- To foster students' reading comprehension skills through the incorporation of the strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection in ninth grade students at C.E INSA

1.5.2. Specific Objectives

- To demonstrate by means of an implementation plan if graphic and semantic organizers, answering and generating questions, retelling and making connection foster ninth grade students' reading comprehension skills at C.E. INSA

CHAPTER II: STATE OF ART

2.1. Historical background

It is not easy to create deep comprehension when developing reading activities, and it is due to the fact that reading goes beyond having a text to read; it is about constructing meaning and creating an imaginative comprehension of what is read.

Since many years ago, the improvement of reading comprehension has been under discussion as in a study called “Improving reading comprehension through vocabulary.” There, Berg (1998), explains in his project carried out in Central Illinois in which he discovered that elementary students were failing to meet their optimal levels of reading comprehension. It was due to their limited prior knowledge and the difficult vocabulary they found in texts. So, a review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of the following intervention: improving students' knowledge of vocabulary to increase reading comprehension by using graphs, charts, games, journals, and portfolios.

Besides, reading comprehension continues being studied nowadays to find the best deal to its improvement. In an investigation carried out at a school in Nigeria, Putri (2016), explains that based on an interview with some students and an observation conducted, there were several problems which caused the students difficulties in comprehending texts. All of those problems were caused because the teachers used the same teaching strategy almost all over teaching learning process.

As well, in the same year, Shea & Roberts (2016), conducted an investigation called “The fives strategy for reading comprehension” in which they followed five steps: Facts, Inferences, Vocabulary, Experiences, and Summary. Thus, the study agreed that there is a phenomenon regarding students' poor reading comprehension, and that it was necessary to find how the implementation of FIVES could be used strategically to meet the needs of the readers, texts and tasks. Then, as Roberts (2016), states that any strategy for understanding and learning will not be effective if only practiced in isolation with model texts and response sheets. This means that each step used to develop an activity must be empowered by strategically teaching to meet the bottom line in any reading interaction: comprehension.

Certainly, even though the improvement of students' reading comprehension skills has been discussed since many years ago and continues recently under discussion, there is one

common answer between the different reading comprehension studies: the application of strategies that motivates students to read in order that they can be aware of what they read to comprehend the text. And, to sympathize with it, Serravallo & Goldberg (2007), state that the way in which students perform reading skills in given situations constitute a reading strategy. In other words, students learn to construct meaning from texts by themselves just after being taught how to do the activities assigned in a strategic way.

2.2.1. Reading

The meaning of reading can be defined as a simple action of repeating words printed on paper without any mistakes of intonation, punctuation and fluency, etc. But it is more than that. According to Leipzig (2019), *reading is making meaning from print. It requires:*

- a) Identify the words in print – a process called word recognition*
- b) Construct an understanding from them – a process called comprehension*
- c) Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.*

Indeed, students have to develop these three processes: recognition, comprehension and fluency to have a real grasp of what they are reading; for example, when a chef wants to cook an excellent dinner, he must have all the necessary ingredients to cook it. If an ingredient is missing, the dinner would not taste very good. Likewise, the same happens when students are reading; first, they have to read and try to identify all the words on paper for they understand the meaning of the words, so that they will have a better comprehension of the reading. Finally, they will have the capacity of making connection of the words, and that connection will become in fluency.

In the words of Leipzig (2019), reading also means developing and maintaining the motivation to read. Similarly, teachers can adapt their classes with the idea that reading is not boring or complicated. Nowadays, it is quite difficult to get students motivated in going to the library to read books to clarify their doubts since they want all the information effortlessly without taking the time to read and understand it. Teachers could put into practice different strategies to help students understand this idea while reading.

2.2.2. Comprehension

Furthermore, comprehension is the ability to understand and get meaning from spoken and written language (National Institute for Literacy [NIFL], 2001). The best way to know new vocabulary and understand the meaning of the words is to have good reading comprehension skills. When students read and understand what the reading says, students' vocabulary improves, and their way of expressing and thinking changes totally. According to Sacramento County Office of Education (2019), "The more you read, the more input your brain gets about how the language works. When you read in English, you can improve your vocabulary, your grammar, and your writing skills at the same time." Hence, comprehension will be a key to understand all about a specific topic and the entire context of reading: when students read correctly, the brain starts to think and make connection of words. As a result the ideas can come out by themselves and those ideas can be shared with their own words.

2.2.3. Strategy

If students are not able to understand what they are reading, or if they do not have a path to follow, it is the teachers' responsibility to find the way to help them. That is why, teachers have a demanding job since all students have different personalities. Therefore, they catch the information in different manners, and teachers have to look for an accurate strategy in which each of their students can understand what they are been taught.

Then, according to Schumaker and Deshler (2006), learning strategy is an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes. Thus, teachers apply the most appropriate strategy for their students, and at the same time they expect to have a good response in the classroom.

2.3. Bloom's Taxonomy

In the words of Dr. Benjamin Bloom (1956), there are three major domains that involve learning such as the cognitive, affective and psychomotor. Based on that fact, teachers must apply the one that best fits in the different type of learners. It is well known that since many decades ago, teachers understood that the best domain to use in learning was the cognitive as it is composed of the following taxonomies: knowledge, comprehension, application, analysis, synthesis, and evaluation. Thus, it is important to mention that Anderson, a former student of Bloom, and Krathwohl (2001), revisited the cognitive domain in the mid-nineties and made

some changes. In that way the taxonomies for the cognitive domain were set as remembering, understanding, applying, analyzing, evaluating, and creating.

Talking about the affective domain, it is important to mention that Krathwohl (1964), established that affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility that involves the ability to listen and to respond in interactions with others. However, these attitudes are reflected in the following learning outcomes: receiving, responding, valuing, organization, and characterization of a value or value set. In the affective domain, teachers deal with the feelings or emotions that each student has, and that is probably a reason why this domain was setting apart; even though, the first two learning outcomes (receiving and responding) can play an important role while learning.

According to Harrow (1972), the psychomotor domain is developed by psychomotor objectives to discreet physical functions, reflex actions, and interpretive movements. Traditionally, these types of objectives are concerned with the physically encoding of information with movements or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. Anita Harrow's taxonomy includes some terms based on this domain: reflex movements, fundamental movements, perceptual abilities, physical abilities, skilled movements, and non-discursive communication. It is said that physical movement has the potential to enhance memory and recall information, but it is still a manner of planning something in a specific way, so it is kind of limited for learning to take place.

After analyzing each domain, it is crucial to end up with the reality that the cognitive one is the most accurate to use at the moment of teaching and evaluating students. All the taxonomies such as remembering, understanding, applying, analyzing, evaluating, and creating can be implemented when letting students know what they are doing. Later on, students will be able to understand a text based on well formulated questions from the reading. Then, teachers are able to measure students' comprehension by letting them go beyond than their brains normally go; this means to go deeper and scrutinize every single part of the text to assure they have clearly comprehended the reading's message by giving not a simple answer but a most concrete and analytic one. Additionally, students can diagram the most important facts inside the reading to make comparisons, so then, they will be able to think actively and to relate those

facts with real life situations. Finally, students can modify the events that occur in the text to change or create a new version of it.

2.4. Graphic and semantic organizers

Reading can be a very enjoyable and rewarding activity in anyone's life. When reading, one can not only enjoy a beautiful story, an interesting theory or a comical plot, but also get countless knowledge that will be of great use in any area of life. However, these benefits cannot be achieved if one does not comprehend the meaning of the texts. That is why, it is important to look for ways in which reading comprehension can be achieved to its fullest.

If a student has difficulties with reading comprehension, the use of reading strategies can be of great help for these situations. Sometimes it is very difficult to understand the ideas of what you are reading, and the easier way to understand it is to represent the ideas or to create graphic thinking tools that make pictures of your thoughts. One of these strategies is: graphic and semantic organizers which helps to remember or comprehend better the meaning of the reading.

In the words of Hall & Strangman (2008), graphic and semantic organizers are visual representations that create a relation between facts, terms and ideas in a text. Besides, according to Ausubel's cognitive theory of meaningful verbal learning (1960), the use of advanced organizers enhances students' learning and retention of unfamiliar but meaningful materials. Moreover, Zorfass, Gray, and PowerUp WHAT WORKS (2014), agreed that the purpose of creating a map is to visually display the meaning-based connections between a word or phrase and a set of related words or concepts. As well, this strategy inspires students to create and think differently to characterize what they read. It is easier to rewrite all the information printed on paper, but with this strategy, students need to find a connection between one idea to another, and that makes students think.

2.4.1. Teaching students to use graphic and semantic maps

There are also some instructions that can be shared to students in order to use the graphic and semantic organizers accurately.

- a) Pick a word you don't know from a text you are reading and mark the word. If you're using digital text, you can highlight, bold, or underline the word.

- b) Use a blank map or begin to draw a map or web (either on paper or using an online tool).
- c) Place the word you don't know in the center of the map.
- d) Pronounce the word. If necessary, use an online dictionary with audio to help you.
- e) Read the text around the word to see if there are related words you can add to your map. If you're using digital text, you can get the computer to read the text to you using the text-to-speech function (if necessary).
- f) Use an online dictionary or online thesaurus to look up the word and find a definition.
- g) Find words and phrases that fit with the meaning. Select pictures/images (online or from available resources) or draw pictures that fit with the meaning.
- h) Add these words, phrases, or images to your semantic map.
- i) If you're working online, print out the map.
- j) Read the text again, applying the meaning of the word to the text.
- k) Share and compare your map with your classmates. Zorfass, Gray, and PowerUp WHAT WORKS (2014)

There are some types of graphic and semantic organizers which can communicate different information and help students to foster their reading comprehension skills, for example:

2.4.2. Story Maps

According to Reading Rockets (2019), “a story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story.” Commonly, analyzing lots of ideas from a book is not an exciting way to learn details from the story; however, it is very helpful to let students know that the stories are divided in some parts depending on what is happening within their course and that each part is determined by the role that each character plays.

Thus, students can identify story characters, plot, setting, problem and solution by reading carefully and learning the details of the text in a more organized way; surely, this might

catch their attention and let them not only know about the story but also analyze its context deeply. Indeed, by using story maps, students improve reading comprehension skills and their abilities to organize information and ideas efficiently.

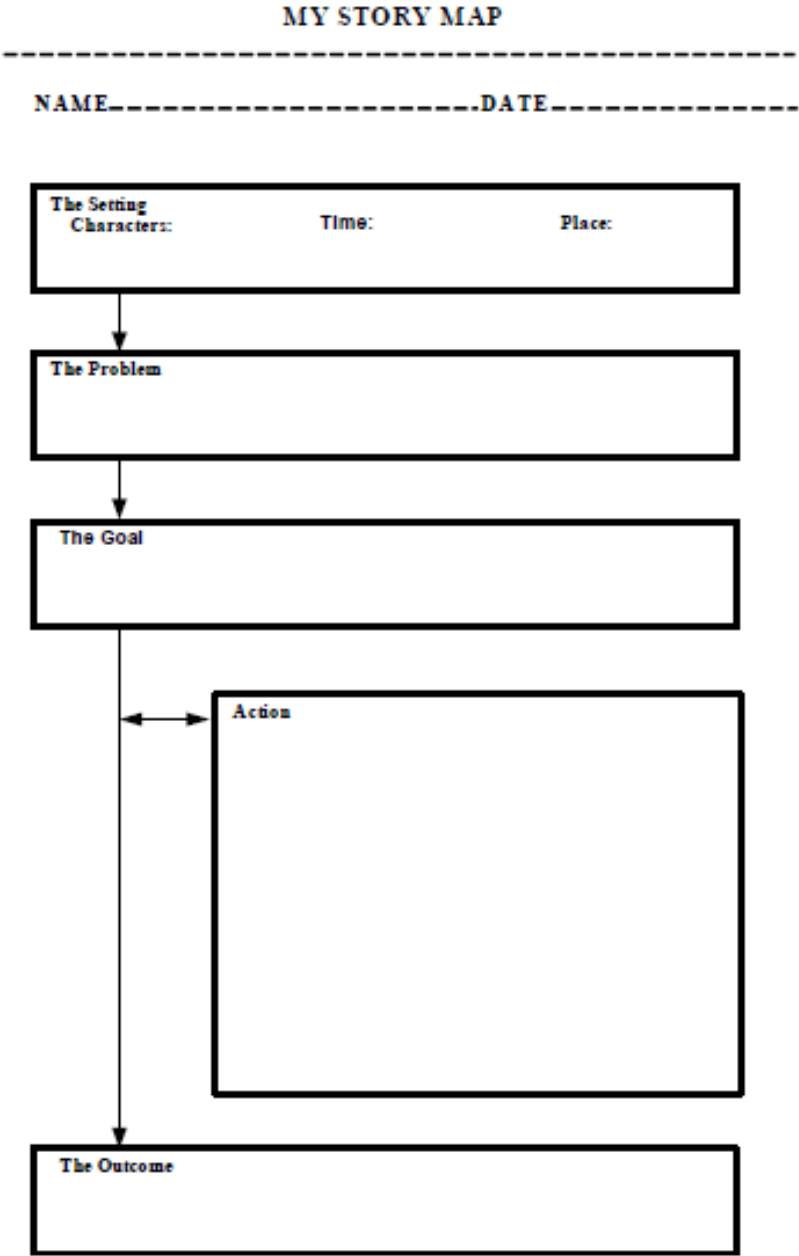


Figure 1: Story map Idol (1987)

2.4.3. Semantic Maps

In the words of Journal of English Language Teaching (2014), “semantic mapping is a visual display that demonstrates relationships between words.” In that way, semantic maps

represent meanings; therefore, the relationship between words can be taught strategically by organizing their significance and creating ideas to communicate the same message with different concepts.

Certainly, students will figure out a new world of meanings and will efficiently get more vocabulary by setting graphics to organize a word with its corresponding synonyms, meanings and derivate information within the same process. Then, with semantic maps, it is possible to foster reading comprehension skills since it can advantage represent ideas from a large group, generate more ideas, discover new concepts and clearly communicate ideas, thoughts, and information.

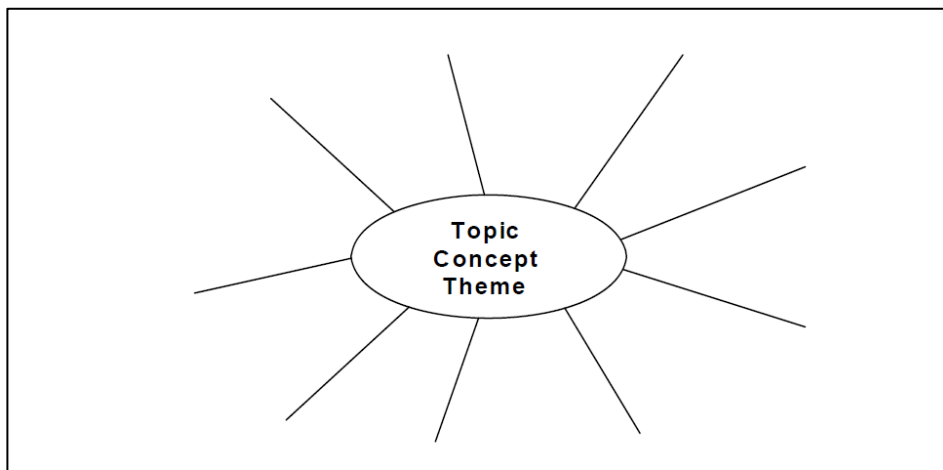


Figure 2: Semantic map Graney (1992)

2.4.4. Tree Diagram

As American Society for Quality (2019), states “a tree diagram is a new management planning tool that depicts the hierarchy of tasks and subtasks needed to complete an objective.” Tree diagrams are used by teachers in all levels to help students understand the rankings, grades, scales or classes in which a specific group or topic is organized and developed.

Usually, tree diagrams help students to categorize family members, social groups, professional roles in a corporate, etc. However, tree diagrams can also brunch up more complex ideas found in a text to make students think beyond general ideas. Undoubtedly, reading comprehension improves effectively since the tree diagram is used to break down broad categories into finer levels, and it helps students to think from a general way to a more specific one.

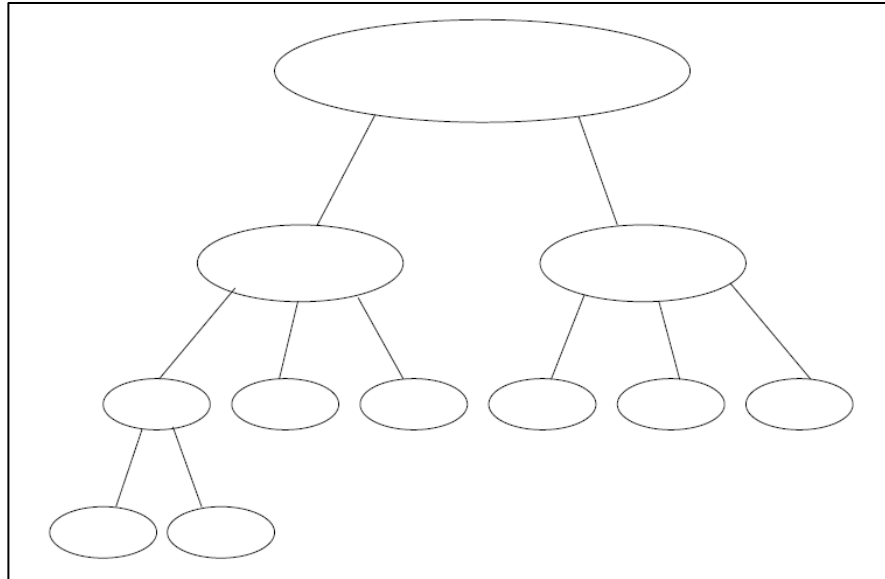


Figure 3: Tree diagram Jones (1989)

2.5. Answering and generating questions

As Betts (1910, p. 55) said in her book “Skill in the Art of Questioning Lies at the Basis of all Good Teaching,” good questions are central in learning and sometimes can be more important than getting the answers, particularly when the questions encourage students to think critically. Equally important is helping students use self-questioning to monitor their learning. According to this, teachers must be aware that getting good answers from students do not have to be the focus of a class while learning. Instead, the focus should be the act of making good questions to make students think outside the box.

Moreover, generating questions while reading a text is an important way for students to improve their comprehension. At the beginning, teachers can support and teach students step by step when and how readers ask themselves questions when they are reading. Students will understand that good readers are constantly questioning while getting engaged with texts. Consequently, students can practice by generating and asking questions for peers to answer. As their skills develop, students will develop awareness of their own cognitive processes and be able to generate questions independently as they are reading on their own. Then, asking appropriate questions during reading improves comprehension in several ways such as recall information, focus on important information, make connections to background knowledge and read actively.

In other words, students can improve their reading comprehension by putting into practice the act of questioning. When students answer and generate questions, they are developing their cognitive process because the mental area is playing an important role by producing not only critical thinking but also analytical response. Then, Students will have the capacity of generating thoughtful questions constantly when they are exposed to reading comprehension tasks.

Additionally, as Lewin (2010) affirms, by teaching students how to generate questions when learning new content information, we empower them to think. And if ever there were a century that demanded higher-level thinking to solve global problems, it is the 21st. Teachers must know that students are different in their minds as every mind is an entire world, so it is crucial to make students think actively.

2.6. Retelling

Retelling is a strategy that allows students develop comprehension of what has been read by requiring students to pay careful attention to details of the reading such as the setting, character and problems, plot, and solution. This is for students not to summarize, but to remember, organize, and reflect from the reading.

Retelling is considered as a post-reading approach since the action comes afterwards the reading itself. Teachers commonly take on that comprehension of texts is immediately developed during reading, and this contributes to the omission of post-reading. Gill (2008) points out that post-reading strategies are to let students interact with the text, extend understanding, and solidify strategies, vocabulary, and concepts. He also indicates that post-reading strategies include summarizing, retelling, or answering questions, among other strategies.

In 2013, Mohammad stated that “retelling is a word that starts with the prefix "Re" which refers to do something again. "Tell" is an ancient verb which means delivering a message to a listener” (p.11). Also, Dunick (2011) poses that the main basis of retelling is the story structure and that retelling makes students develop perception about their comprehension over assigned texts.

Therefore, retelling is rebuilding a message to transfer the meaning to someone. As retelling implies to rebuild a previous message, the subject must follow an order to convey meaningful information. So, the emisor or reteller recalls the information, understands and organizes it, and finally reflects and analyzes it from internal connections to explain as accurately as possible. Retelling is not only memorizing and listing events, but taking the main information of a text to a higher reading comprehension level. That is why Honig (1996) determines that “students have to synthesize and organize information, make inferences, and draw on prior knowledge”. This, attempts to not only remember characters and plots, but to be able to make conclusions based on prior experiences and still keeping original themes from texts.

Retelling is also a strategy that can be performed orally and written. Oral retelling is commonly directed interactively and unlike written retelling, the audience is typically present as the telling is executed (Baltes, 1996). Oral retelling asks students to read and afterwards to retell orally the most important details of the text while written retelling asks students to read texts afterwards to write down the most important details of the text that they have read. But, these retellings must demonstrate a clear and concise idea of what was read.

Robb (1996), establishes in her book the Strategy-in-action: Pause-Think-Retell in which she suggests to encourage students to make a pause after each chapter once or twice during reading. The teacher must ask students to make a pause after a chapter or section from a text, think to recall the information read, and if there is little recall, then reread. If after two readings the text still embrangles, students should ask the teacher for help. Many students read and have little recall, and this can be due to a lack a concentration, prior knowledge, or vocabulary.

In her book, Robb provides some components to look for when monitoring oral and written retellings:

Setting

- a) *Students can tell where and when the story takes place.*

Character and problems

- b) *Names main character and problems he/she faced.*
- c) *Names other characters and shows how these connect to main character*

Plot

- a) *Recalls the important events*
- b) *Sequences the events*
- c) *Includes rich details*
- d) *Includes beginning/middle/end of story*
- e) *Demonstrates an understanding of concepts and information*

Solution

- a) *Shows how problems were solved*
- b) *Presentation of retelling*
- c) *Speaks or writes fluently*

2.7. Making connection

In every area of life, it is easier for someone to remember things when there is a bond between the content being studied and the experiences in everyday life. Having this bond allows the person to create a relationship that can lead to an understanding that goes beyond the topics being studied during class. This is also applicable when someone is learning a foreign language since the activities developed in this subject require the use of diverse skills such as, listening, speaking, reading and writing which are skills that are also definitely applied in everyday experiences as well.

According to Tovani (As cited in Drapper, 2010), there are some reasons why connecting to text is an effective strategy for reading comprehension

- a) *It helps readers understand how characters feel and the motivation behind their actions.*
- b) *It helps readers have a clearer picture in their head as they read thus making the reader more engaged.*
- c) *It keeps the reader from becoming bored while reading.*

- d) *It sets a purpose for reading and keeps the reader focused.*
- e) *Readers can see how other readers connected to the reading.*
- f) *It forces readers to become actively involved.*
- g) *It helps readers remember what they have read and ask questions about the text.* Tovani (As cited from Drapper, 2010, p.6)

Talking specifically about reading activities, having a connection with the texts being read helps students to realize that what they see are not just words placed together by chance, but words that convey an actual message from the author. As stated by Keene and Zimmerman (1997), there are three different kinds of connections that contribute to students' learning: Text-to-self, Text-to-text, and Text-to-world.

2.7.1. Text to self

Text to self focuses on relating the content of the text to students' experiences. In order to make this relation, students may look for the similarities between the text and their lives or point out the differences between them. This connection contributes to students' understanding of the texts being read since it shows a bond with their own lives.

2.7.2. Text to text

Text to text encourages students to compare the content of the material being currently studied to previous ones they have read before. This allows students to refresh any background knowledge they may have and to create new ideas relating what they already knew to what is being studied.

2.7.3. Text to world

In Text to world, students relate the content of the reading material to current happenings in the real world. In this case, students can find either the similarities or the differences between the content of the reading and events in the real world.

According to Draper (2010), these are some examples of connecting statements that can be used in classroom discussions.

- a) *This part reminds me of...*
- b) *I felt like...(character) when I...*
- c) *If that happened to me I would....*

- d) *This book reminds me of...(another text) because....*
- e) *I can relate to... (part of text) because one time....*
- f) *Something similar happened to me when.... (Draper, 2010, p.6)*

In addition, as stated by Draper (2010) there are also some examples of questions that can be used to facilitate student connections:

TEXT TO SELF	TEXT TO TEXT	TEXT TO WORLD
What does this remind me of in my life? What is this similar to in my life?	What does this remind me of in another book I've read? How is this text similar to other things I've read?	What does this remind me of in the real world? How is this text similar to things that happen in the real world?
How is this different from my life?	How is this different from other books I've read?	How is this different from things that happen in the real world?
Has something like this ever happened to me?	Have I read about something like this before?	How did that part relate to the world around me?
How does this relate to my life?		
What were my feelings when I read this?		

Table 1: Questions to Facilitate Students' connections (2010)

By using these questions, the teacher will help students to create the connection necessary to comprehend the texts in an effective way either by having a text to self, text to text, or text to world connection, which is the main purpose of this strategy.

CHAPTER III: METHODOLOGICAL DESIGN

By tracing a designed methodology, the researchers carried out a research project that was guided by the following organized stages:

3.1. Research Paradigm and Type of Study

The researchers focused their attention on gathering and analyzing the data by conducting the aim of the research into a **mixed method research**. Thereby, the data was collected through the use of some research instruments that were subsequently explained in detail by the researchers. It is of great importance to mention that the researchers incorporated strategies such as graphic and semantic organizers, answering and generating questions, retelling, and making connection to foster ninth grade students' reading comprehension skills at Centro Escolar INSA during the year 2019. And due to the purpose of the research project, the researchers conducted an **action research** to make possible the incorporation of the reading comprehension strategies. So that, teachers, students, and to whom it may concern can take action about the problem and its findings.

3.2. Population and Setting

The present research study took place in the Central American country of El Salvador that borders the North Pacific Ocean to the south and southwest. This research study was implemented in the urban area of the country, tenth avenue south street San Marcelino Champagnat colonia El Palmar Santa Ana. The complete participants of the project were 326 junior high school students from Centro Escolar INSA, but the researchers took 31 students from ninth grade that were enrolled in the English subject, section I. The specific location where this phenomenon took place is in room 24 of the Campus already mentioned.

3.3. Operationalization of Variables

General Objective	Specific Objectives	Research Questions	Units of Observation	Variables	Definition of Variables	Indicators	Instruments	Time
To foster students' reading comprehension skills through the incorporation of the strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection in ninth grade	<ul style="list-style-type: none"> To validate if graphic and semantic organizers foster the reading comprehension skills in ninth grade students at C.E INSA To demonstrate if answering and generating questions 	<ul style="list-style-type: none"> How can graphic and semantic organizers foster the improvement of ninth grade students' reading comprehension skills at C.E INSA during the year 2019? How can generating and asking questions 	Ninth grade, Section I, C.E. INSA	Graphic and Semantic Organizers (Dependent clause)	Semantic organizers are visual representations that create a relationship between facts, terms and ideas in a text. Hall & Strangman (2008)	<ul style="list-style-type: none"> ✓ Represent ideas ✓ Graphic Thinking Tools ✓ Visual Representation ✓ comprehension 	<ul style="list-style-type: none"> ✓ Questionnaire ✓ Observation checklist ✓ Interview 	1 hour
				Answering and	The act of making good		<ul style="list-style-type: none"> ✓ Questionnaire 	1 hour

students at C.E INSA	foster the reading comprehension skills in ninth grade students at C.E INSA	foster the improvement of ninth grade students' reading comprehension skills at C.E INSA during the year 2019?		Generating questions (Dependent clause)	questions to make students think outside the box. Betts "Skill in the Art of Questioning Lies at the Basis of all Good Teaching," (1910, p. 55)	✓ self-questioning ✓ recall information ✓ comprehension	✓ Observation checklist ✓ Interview	1 hour 1 hour
	<ul style="list-style-type: none"> To detect if retelling fosters the reading comprehension skills in ninth grade students at C.E INSA To deduce if making connection fosters the reading comprehension 	<ul style="list-style-type: none"> How can retelling foster the improvement of ninth grade students' reading comprehension skills at C.E. INSA 		Retelling (Dependent Clause)	Rebuilding a message to transfer the meaning to someone.	<ul style="list-style-type: none"> ✓ comprehension ✓ vocabulary ✓ concepts 	<ul style="list-style-type: none"> ✓ Questionnaire ✓ Observation checklist ✓ interview 	1 hour 1 hour 1 hour

	<p>ion skills in ninth grade students at C.E INSA</p>	<p>during the year 2019?</p> <ul style="list-style-type: none"> •How can making connection foster the improvement of ninth grade students' reading comprehension skills at C.E. INSA during the year 2019? 		<p>Making Connection (Dependent Clause)</p>	<p>There are three different kinds of connections that contribute to students' learning: Text-to-self, which focuses on relating the</p>	<ul style="list-style-type: none"> ✓ story structure ✓ make conclusions ✓ retell ✓ Background Knowledge ✓ Relate content to real world events 	<ul style="list-style-type: none"> ✓ Questionnaire ✓ Observation checklist ✓ interview 	<p>1 hour 1 hour 1 hour</p>
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					content of the text to students' experiences, Text-to-text, which encourages students to compare the content of the material being currently studied to previous ones they have read before, and Text-to-world, in which students relate the			
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				<p>content of the reading material to current happenings in the real world. Keene and Zimmerman (1997)</p> <p>Student's reading comprehension skills (Independent Clause)</p>			
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3.4. Data Gathering Instruments

Before going through the implementation plan, the researchers designed the research instruments that helped them to measure the data collected. Then, in order to collect information about how reading comprehension strategies foster ninth grade students' reading comprehension skills at Centro Escolar INSA, the researchers designed an observation checklist (Appendix A) to collect information about students' improvement towards the application of the reading comprehension strategies. Thus, the observation checklist included questions that the researchers consciously answered based on their observation.

Besides, the researchers designed a questionnaire (Appendix B) that was administered to ninth grade students, section I, at Centro Escolar INSA. The questionnaire contained queries that gave students multiple choice to answer with a unipolar scale (Not Helpful, Slightly Helpful, Moderately Helpful, Very Helpful, and Completely Helpful) as they considered appropriate for each of the questions. Then, all the data collected through the administration of the questionnaire helped the researchers to gather information about students' notion of the incorporation of reading comprehension strategies during the intervention classes.

Moreover, after carry out the implementation plan with the complete set of sessions, the researchers made an interview for the teacher (Appendix C) in order to gather opinions related to what was perceived after applying the strategies through the intervention classes.

3.5. Diagnosis Phase

In this research study, the researchers analyzed the population of ninth grade students of the English subject at C.E INSA. Since the population was large, the sample for the research being carried out was chose under cluster random sampling procedure. Then, the researchers identified the clusters from the overall population of ninth grade (Section A, Section B, Section C, Section D, Section E, Section F, Section G, Section H, Section I, Section J), and worked specifically with one cluster (Section I) throughout the year 2019. This group was the representative from the population to be studied in order to get valid conclusions for the research study.

Having observed the phenomenon, the researchers came to the conclusion that all the overall of students enrolled in the English subject have the characteristics required for the research project. However, the researchers worked with section I since students in that section showed to have more eagerness to help and being helped in their learning improvement.

3.6. Planning Phase

The researchers identified that ninth grade students throughout the year 2019 of the English subject, section I, had problems with their reading comprehension skills towards the learning process. For that reason, the researchers considered that applying strategies such as graphic and semantic organizers, answering and generating questions, retelling, and making connection were necessary to help students improve their performance.

In that way, before conducting the research study, the researchers asked for permission to the teacher and students for them to be part of the research project. Thus, the researchers explained to students that they were going to carry out a research study about strategies to foster ninth grade students reading comprehension skills.

After elaborating and validating the research instruments that were used to collect the data, the researchers carried out a set of sessions in which they applied the strategies to foster ninth grade students' reading comprehension skills. Six of these sessions were executed individually by each researcher and the last two sessions were executed in pairs. After completing the sessions, the researchers filled in an observation checklist by observing students' performance while getting engaged in reading activities.

At the end of the set of sessions, the researchers also administered a questionnaire to students in order to collect information about their perception after incorporating reading comprehension strategies during their English classes, and subsequently, the teacher was interviewed to get further information about her acceptance or rejection on the strategies that were held during the sessions.

3.7. Literature Review

In this research study, the researchers found that reading is not well comprehended by ninth grade students in C. E. INSA since their reading comprehension skills were not well developed. As a result, there was the urgency of incorporating reading comprehension strategies to foster reading comprehension skills when getting involved in the English subject. If a student has difficulties with reading comprehension, the use of reading strategies can be of great help to overcome obstacles. Some of these strategies are: Graphic and Semantic Organizers, Answering and Generating Questions, Retelling, and Making Connection.

The importance of the research comes to play an essential role not only on students' reading comprehension but also on teachers' innovation of their own lessons. Thus, the researchers intended to bring the appropriate strategies that best fitted in students' improvement of the English language.

The researchers also brought to discussion a phenomenon that has been inside the English classes since many years ago; for example, in 1998, Berg investigated the improvement of reading comprehension through teaching students vocabulary. As well, in 2016, Shea and Roberts explained in a study how to improve reading comprehension by applying strategies such as Facts, Inferences, Vocabulary, Experiences, and Summary. Even though this problem has always existed among English classes, the emphasis that teachers have given to it has been almost null. Commonly, teachers' lessons are based on getting students to write little sentences; however, since starting the first school levels, children are taught to read before to write, and this is due to the fact that reading gives students the opportunity to recognize words and phrases, and then adapt them to be used when they are writing.

In general, as Sacramento County Office of Education (2019) states, "the more you read, the more input your brain gets about how the language works." Then, the incorporation of reading comprehension strategies comes to create a better perspective when talking about students' understanding at the moment of being exposed to the English subject. Consequently, students' reading comprehension skills will be fostered by engaging students and teachers in making reading more interesting when taking into consideration the reading strategies that contribute to the teaching and learning process.

3.8. Validity of Instruments

All instruments from this research study were designed, checked and validated. In order to guarantee the validation of the instruments, the researchers focused the design of each instrument on descriptive validity. Eventually, the researchers consulted two experts on the English language field for them to analyze the instruments that were going to be used and verify if the researchers were using the proper and well-developed research instruments to observe the target population. For the experts to provide a precise assessment of the instruments, the researchers attached a validation sheet that evaluates each characteristic from the instruments. Additionally, the experts were able to offer their suggestions to rectify and enhance every feature from the research instruments so that the researchers could measure what they pretended

to in the objectives. After considering the suggestions that were made by the experts, the researchers corrected and revised the research instruments to finally administer them to the sample population.

3.9. Ethical aspects

Since ethic was an aspect that played an important role in the research study, the researchers approached the principal of C. E. INSA to ask for permission of reaching the teacher and ninth grade students from the English subject. After having gotten the consent, the researchers first reached the teacher to explain the purpose of the research project, the nature, the extent, and the instruments that were applied for the teacher to understand and give or not her consent to carry out the research and approach students. Students were also informed about the aspects and the role they were going to develop in such research project. Afterwards, students were able to verbally agree or disagree to the implications of the research study, and give their consent.

The researchers guaranteed the principal, teacher and students no physical or psychological harm as a result of their participation in the research study. Consequently, the sample population got for granted their anonymity and confidentiality during the whole research study. To emphasize, the researchers made clear that the participants' names would not be used for any other purposes, nor will information be shared that reveals their identity in any way. Despite all the above mentioned, the researchers made clear to the participants that the research study was only for academic purposes and their participation in it was going to be absolutely voluntary. No one was forced to participate. Finally, the researchers followed a set of ethical guidelines to the data collected and the data analysis in order to provide honesty and trustworthiness to the research study.

3.10. Implementation Plan

In order to apply the different reading comprehension strategies presented during this research study, the researchers implemented a set of eight sessions with activities that contributed to this objective. These sessions were executed in ninth grade section I at C.E. INSA during the year 2019.

The sessions were carried out twice a week, on Tuesdays from three twenty p.m. to four p.m. and on Fridays from four p.m. to four forty p.m. The first session took place on August 2nd

and the last one on September 6th. Each session lasted 40 minutes and was developed by each researcher.

On Friday, August 2nd, 2019, the researcher Clarisa Peñate began the first session applying the strategies Graphic and Semantic Organizers and Answering and Generating Questions. The objectives for this session were that students show the comprehension of the text through the creation of a tree diagram and think critically and question themselves to clearly comprehend the text. During this session, students worked on tree diagrams, among other activities, in order to contribute to the implementation of these strategies. (Appendix D1)

On Friday, August 9th, 2019, the researcher Melissa Rodríguez continued with the second session applying the strategies Answering and Generating Questions, Retelling and Making Connection. The objectives for this session were that students Generate questions independently and Relate facts with real life situations. During this session, students were given texts regarding embarrassing situations. (Appendix D2)

On Friday, August 16th, 2019, the researcher Evelin Arana continued with the third session by applying the strategies Retelling and Graphic and Semantic Organizers. The objective for this session was that students built story structures and transfer meaningful information from assigned texts. During this session, students were engaged in a pre-teach vocabulary activity that made possible the understanding of the reading. (Appendix D3)

On Tuesday, August 20th, the researcher Gabriela Mazariego executed the fourth session by applying the strategies Retelling and Making Connection. The objectives for this session were that students comprehend the text clearly by creating ideas from the reading by using different concepts. In order to do this, the researcher used different activities that involved texts that were familiar to students since they were connected to current events in the world; such as, texts about series and movies. (Appendix D4)

On Tuesday, August 27th, 2019, the researcher Kevin Morán continued with the fifth session by applying the strategies Answering and Generating Questions, Retelling and Making Connection. The objective for this session was that students create ideas from the reading by using different concepts. During this session, students were asked to retell what they remember from the reading and to give their personal opinions. (Appendix D5)

On Tuesday, August 30th, 2019, the researcher Kevin Morán also developed the sixth session by applying the strategies Graphic and Semantic Organizers, Retelling and Making

Connection. The objectives for this session were that students make a connection between the reading and previous experiences and share their ideas through the use of a tree diagram. During this session, students read a text based on horror stories in El Salvador and retell what they read. Besides, students created a tree diagram about the story they liked the most. (Appendix D6)

On Tuesday, September 3rd, 2019, the researchers Gabriela Mazariego and Clarisa Peñate executed the seventh session by applying the strategies Making Connection and Graphic and Semantic Organizers. The objectives for this session were that students must order ideas and concepts in detail to get a better understanding of what was being read. The researchers applied these strategies by following the lesson plan that included a set of activities focused on these strategies. (Appendix D7)

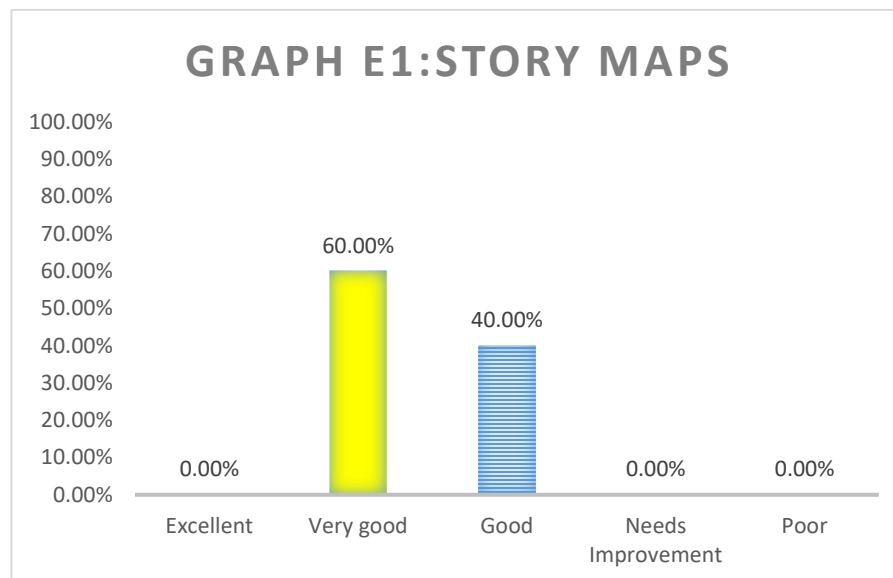
On Friday, September 6th, 2019, the researchers Evelin Arana and Melissa Rodríguez developed the eighth session by applying the strategies Graphic and Semantic Organizers, Answering and Generating Questions, Retelling and Making Connection. The objectives for this session were that students produce questions and answers according to their own experience and retell what they understand about a specific topic. During this session, students created a semantic map to organize their ideas and also discussed the text by connecting it to their own lives. (Appendix D8)

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

The general objective of this research study was to foster students' reading comprehension skills through the incorporation of the reading comprehension strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection in ninth grade students at C.E. INSA, during the year 2019. The researchers provided the results of each research instrument: a questionnaire addressed to the students, an observation checklist addressed to the researchers, and an interview addressed to the teacher in charge of ninth grade students section I in order to show their perception about the issues expressed in the instruments. The results were analyzed and interpreted by the research team by making use of the state of art to have a good management of the information collected.

4.1. CHECKLIST

- ✓ To what extent do students develop their reading comprehension skills when working with Story maps in reading comprehension activities?

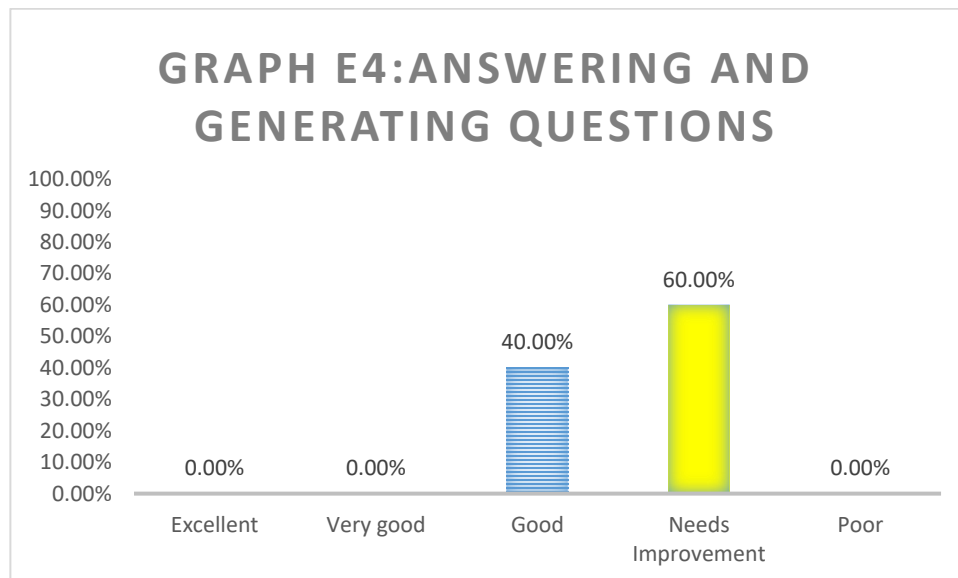


Source: Research study team

As perceived in Graph E1: Story Maps, 60% of the researchers considered that this strategy worked Very Good in helping students to comprehend the text since it let them not only know about the story but also analyze its context deeply. Besides, 40% of the researchers believed that this strategy was Good when it comes to helping students improve their reading comprehension skills and their abilities to organize information and ideas

efficiently. The graphs also presented a similar result with a percentage of 0% in the answers Excellent, Needs Improvement and Poor. This percentage entails that the researchers acknowledge that Story Maps contributed to students' comprehension of the texts.

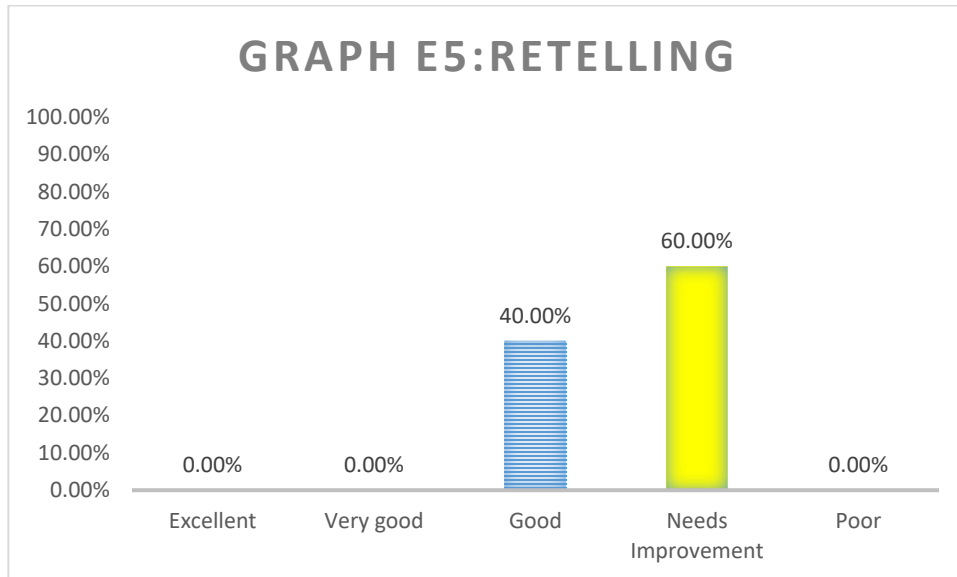
- ✓ To what extent do students show to comprehend reading better when applying the Answering and Generating Questions strategy?



Source: Research study team

As shown in this graph E4: Answering and Generating Questions, the 40% of the research team believed that the act of questioning while reading and being asked by a teacher is good to foster students' comprehension in a text. Besides, the 60% of the research team considered that it needs improvement since the focus of this strategy is to generate questions while reading and sometimes, students do not have the capacity of making questions if they do not have the vocabulary required to understand the message in a text. Thus, the scales of Excellent and Very Good were left in a 0% by the research team since it is know that generating questions while reading is an important way for students to improve their comprehension, but students' level in the language is a key factor that stops them at the moment of rising questions when they have doubts to be solved. Finally, 0% of the research team considered the scale Poor since students were constantly asking questions during the class.

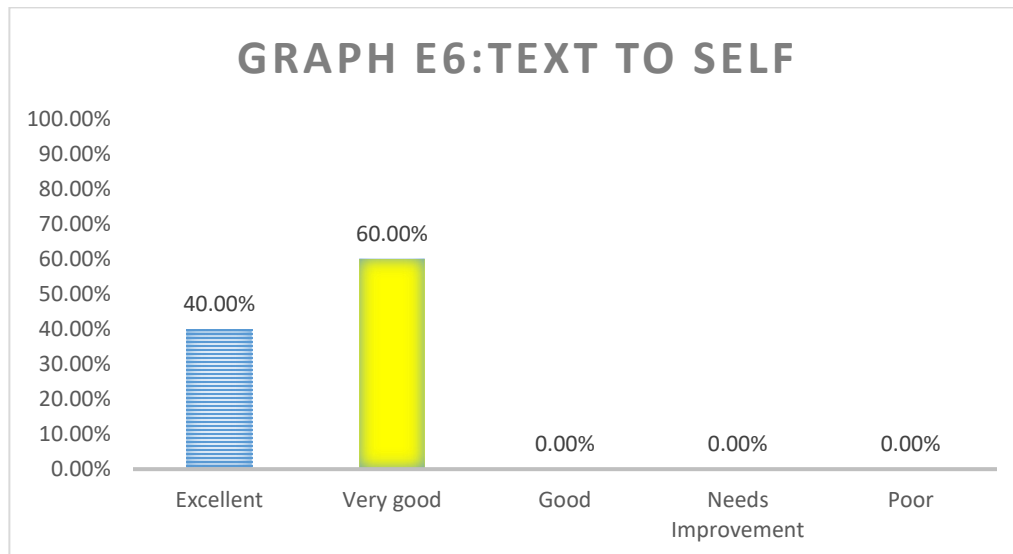
- ✓ To what extent do students show to comprehend reading better when applying the Retelling strategy?



Source: Research study team

As seen in graph B5: Retelling, the research team agreed in a 40% that this strategy is good for students to develop comprehension of what has been read. However, the 60% of the research team considered that the strategy needs to be improved since comprehension takes place only when students pay attention to details from the reading such as the setting, characters, plot, problems, and solutions. Thus, the similarity between Excellent, Very Good, and Poor is present since the 0% of the research team concluded that the scales did not make a big impact on students' reading comprehension skill, but still they were exposed to remember, organize, and reflect details from the reading.

- ✓ To what extent do students develop their reading comprehension skills when working with Text to self in reading comprehension activities?

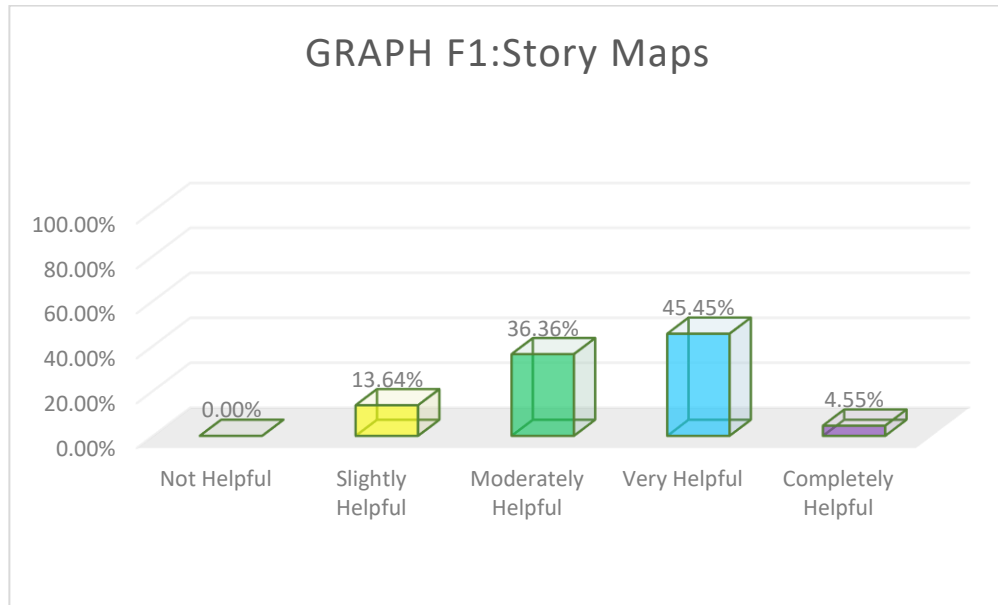


Source: Research study team

As seen in graph B6: Text to self, the 60% of the research team agreed that Making Connection strategy: Text to self was Poor for the students' development in their reading comprehension skills because students could look for the similarities between the text and their lives. In addition, the 40% of the research team agreed that Making Connection strategy: Text to self was Excellent, so this made a connection that contributes to students' understanding of the texts being read with their life. Moreover, the others three scales Good, Needs Improvement and poor got 0.00% this means that from the research team the students really had a bond between the content being studied and the experiences in everyday life.

4.2. QUESTIONNAIRE

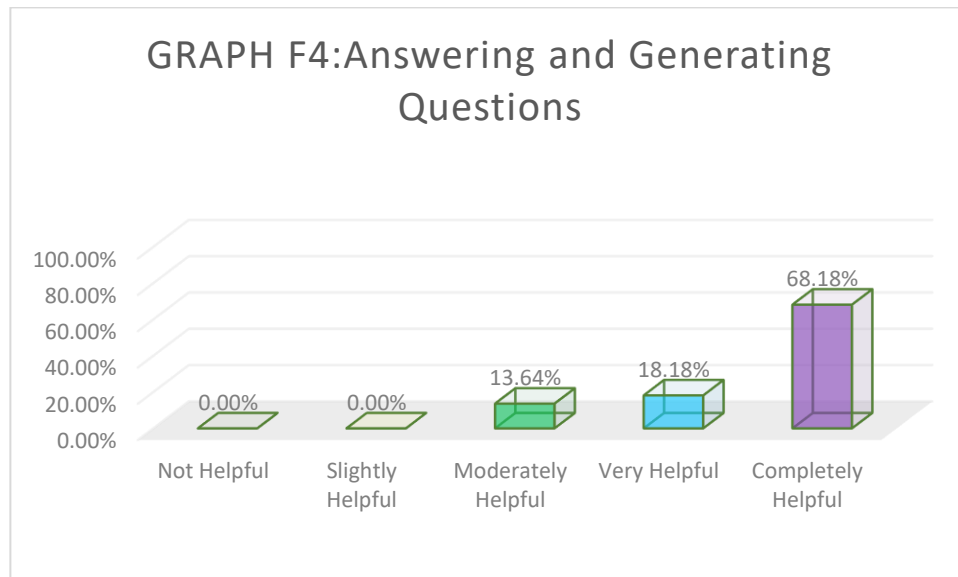
- ✓ How helpful was creating Story Maps to develop a clearer comprehension of the texts?



Source: Ninth grade students, section I at C.E. INSA

Graph F1: Story Maps shows that 45.45% of ninth grade students, section I, at C.E. INSA agreed that this strategy was very helpful to have a clearer comprehension of texts in a more organized way. According to this, students reflected that they have learned how stories and texts are divided in different parts to grasp ideas better and that this contributes to their reading comprehension skills. Moreover, there is 36.36% of students that consider that using this graphic thinking tool only provides them a moderately level of comprehension. In addition, there was also a 13.64% of students who believed this strategy to be slightly helpful which shows that this strategy has some details which should be improved in order to get positive results since only 4.55% stated that this strategy was completely helpful. In contrast, 0% of students considered that creating Story Maps which shows that students considered that understanding the elements of a book or story did help them to understand the text better.

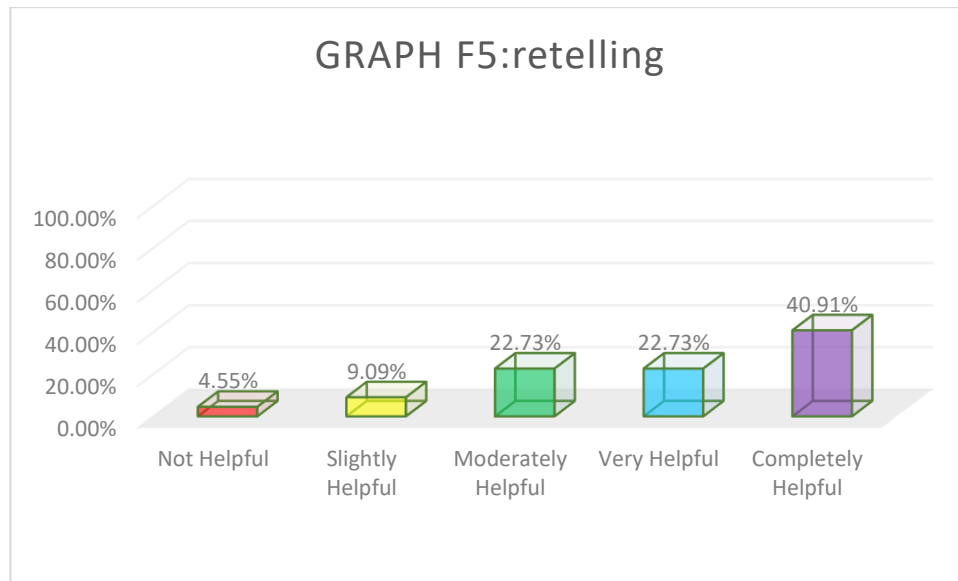
- ✓ How helpful was Answering and Generating Questions when improving reading comprehension?



Source: Ninth grade students, section I at C.E. INSA

As illustrated in graph F4: Answering and Generating Questions, the 68.18% from the target population supported that the Answering and Generating Questions strategy was found to be completely helpful since their skills developed awareness of their own cognitive processes and made them able to generate questions independently as they were getting engaged with texts. Preceding, the 18.18% of students agreed Answering and Generating Questions as a very helpful strategy that allowed them to ask appropriate questions during reading sets in order to recall information, focus on important information, make connection, and read actively. Previous to this graph, there is a 13.64% that considered this strategy as moderately helpful as answering and generating thoughtful questions when exposed to reading comprehension tasks developed not only their critical thinking but also their analytical response. As a positive inference, 0.0% of students thought of the strategy as a non-effective strategy to improve their reading comprehension and this led to prove that according to students' perception, this strategy helped them to reach all of its standards mentioned above.

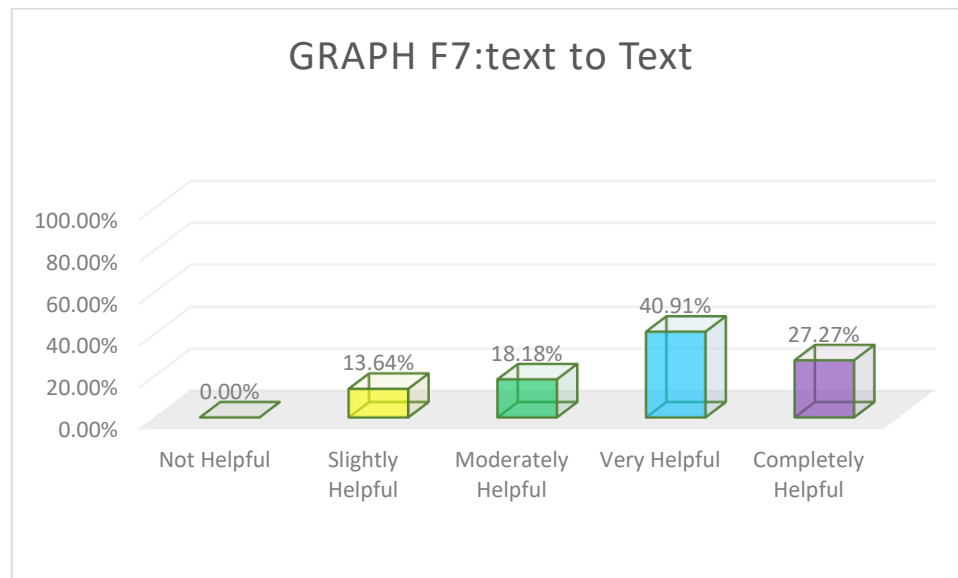
✓ How helpful was Retelling when improving reading comprehension?



Source: Ninth grade students, section I at C.E. INSA

In graph F5: Retelling, displayed above, students affirmed in a 40.91% Retelling as a completely helpful strategy given that it helped them out to recall, understand and organize information to finally reflect and analyze it from internal connections to explain accurately. Somehow, the scales of very helpful and moderately helpful show a resemblance between each other, supporting that the strategy accomplished its main basis which is to organize story structures by taking main information of a text and transfer its meaning by keeping original themes from texts. Opposed to these accomplishments, in the scale of slightly helpful with a 9.09% and not helpful with a 4.55%, students expressed that Retelling strategy did not develop their perception about their comprehension over assigned texts since for them to accomplish successfully such reading comprehension strategy it is required an intermediate level of the language that implies broad vocabulary and correct use of tenses.

- ✓ How helpful was having a connection between the texts you read during the classes and the texts you have read before to improve reading comprehension?



Source: Ninth grade students, section I at C.E. INSA

Graph F7: Text to Text, portrays that 40.91% of students considered that comparing the content of the material being currently studied to previous ones they have read before contributes to the comprehension of the text. Besides, there is a 27.27% of students who also gave a positive feedback to this strategy by answering that this strategy was completely helpful to refresh the background knowledge they had. Moreover, there was an 18.18% of students who believe that although the strategy was not completely helpful; it did moderately help them to understand the text clearer. Nevertheless, it was also noticed the existence of a 13.64% of students who perceived this strategy as not completely helpful to create new ideas and relate what they already knew to what was being studied by stating that it was only Slightly Helpful. Lastly, 0% of students considered this strategy to be not helpful to understand the text in a clearer way which implies that relating what they already knew to the new content they are reading did help them to some extent.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Based on the data gathered from the diagnosis phase, the main focus of this research study was to foster ninth grade students' reading comprehension skills through the implementation of different strategies due to the fact that students' reading skills are affected by the common methods that teachers used when working in reading activities or tasks. In that way, the necessity of making an impact on students' eagerness while learning was crucial. Therefore, this research study presented different reading comprehension strategies such as Graphic and Semantic Organizers, Answering and Generating Questions, Retelling, and Making Connection to be applied in ninth grade students, section I, at C.E INSA in order to determine if through their application during the English classes, students' reading comprehension skills are improved.

Subsequently, after collecting and analyzing the data gathered during the research study, The Incorporation of Graphic and Semantic Organizers, Answering and Generating Questions, Retelling and Making Connection Strategies to Foster Ninth Grade Students' Reading Comprehension Skills at C.E. INSA, Santa Ana, During the Year 2019, the following conclusions were pointed out by the researchers:

5.1 CONCLUSIONS

After incorporating graphic and semantic organizers strategy within the sessions and getting the results from the implementation of the same, the researchers found that this strategy was one of the most helpful ones; however, not all of the activities carried out when developing graphic and semantic organizers could provide successful results.

Thus, the researchers concluded that the use of story maps and semantic maps showed to be really functional and easy to apply not only for students but also for teachers. This was due to students could easily identify story details if they had a map that could guide them to complete the organization of ideas; and similarly, teachers could make students comprehend the texts better when they used visual displays that demonstrated relationship between concepts or other information. On the contrary, the use of tree diagrams showed to be poorly helpful when having a Basic English level because it was difficult for students to brunch up complex ideas and break down broad categories into more specific ones. Tree diagrams could be advantageous when having advanced English learners and readings that allow them to comprehend and

organize more complex knowledge as topics' pros and cons, or constructing their own ideas to go beyond general information.

Thus, the researchers could give answer to the research question: How can graphic and semantic organizers foster the improvement of ninth grade students reading comprehension skills at C. E. INSA during the year 2019?

Incorporating graphic and semantic organizers can foster the improvement of reading comprehension skills when instructing students on how the information can be organized by providing examples, roll modeling the activities to be developed and teaching them the vocabulary needed to comprehend the texts before going further. Giving ninth grade students the correct guidance on how to organize ideas and getting them to learn more vocabulary, they will proactively start thinking critically and well ordered to improve their reading comprehension skills.

The strategy answering and generating questions is considered as an important tool for students to have a clearer comprehension when reading since questions are central in learning and sometimes more important than getting the answers. This gave the researchers an idea of how students can improve their comprehension with the act of questioning because it encourages them to think critically and go beyond texts.

After incorporating the strategy answering and generating questions in the intervention sessions, most of the students showed to consider that this strategy was completely helpful because they needed to ask and answer ideas when getting involved in a text. However, the researchers concluded that the strategy needs improvement because students had to have a certain level of vocabulary for them to express their ideas. Even though students could experience the urgency of knowing more about the stories or giving answer to their own doubts, questions and answers could not come automatically from students because they did not have a natural management of the same. For students to get an optimal development while using this strategy, it is important that teachers support them step by step when and how to make questions while reading. Thus, students can practice in the future by generating questions for peers to answer, and solve problems they find in the reading.

Finally, the researchers gave answer to the research question: How can answering and generating questions foster the improvement of ninth grade students' reading comprehension skills at C.E. INSA during the year 2019?

The incorporation of answering and generating questions can foster students reading comprehension when teachers show them when and how to ask questions while reading. In that manner, students will understand that good readers are constantly questioning while getting engaged with texts. Additionally, it is necessary for teachers to understand that the level of students' vocabulary plays an important role in this strategy; for that reason, it is necessary to explain or give solutions to words that students may consider difficult in the reading. Then, students can have a clear perception of what is coming in the text, the meaning of words, and the message.

The development of retelling is a strategy very likely to succeed since it helped students to achieve a higher level of comprehension of texts as it could make them recall, understand, and organize information. But, the researchers concluded that, somehow, the strategy showed some deficiencies for students at the moment of expressing complete ideas on what they comprehended from the information; this was due to many students did not have the required English level that includes the use of grammar structures and broad vocabulary to perform the retelling with confidence.

Then, after getting the results from the implementation of retelling strategy, the researchers could give answer to the research question: How can retelling foster the improvement of ninth grade students' reading comprehension skills at C.E. INSA during the year 2019?

Retelling can foster the improvement of ninth grade students' reading comprehension skills when having students to construct concrete and complete ideas since the strategy requires that students think critically and create their own opinions about the information found in the texts. Moreover, retelling can be such a great help to students to increase their fluency and level of vocabulary, but it is necessary to teach them how to construct long ideas and express them naturally to let retelling happen spontaneously. By learning how to build concrete sentences and give meaning to what they have on texts, students will not hesitate to share their thoughts accurately in order to increase their reading comprehension.

Making connection strategy was expected to be one of the easiest ways to teach students to improve comprehension since it requires just the imagination from one's own experiences. However, this strategy was more than remembering things or feeling identified with the texts; it was about matching all of those feelings and experiences to understand why, how, where, and

when something on a text happened. Then, students could keep the information always in mind by having the ability to immediately establish a relationship between the text and their experienced situations.

Within making connection, there were three categories to take into consideration: text to self, text to text, and text to world. Thus, based on their implementation in the sessions, the researchers concluded that text to self and text to world were both a wonderful support to make students comprehend a reading. Students could automatically make a connection between the text and situations they were experiencing not only in their own lives but also in the real world. On the other hand, the researchers concluded that text to text was poorly advantageous in classrooms such as ninth grade, section I, at C.E. INSA because it is not common that students have a background knowledge on other texts. Nowadays, students live in a culture where people in general do not have the habit of reading, and it definitely worsen students' motivation to get in touch with the texts and their messages.

Consequently, the researchers gave answer to the research question: How can making connection foster the improvement of ninth grade students' reading comprehension skills at C.E. INSA during the year 2019?

Making connection strategy can foster the improvement of reading comprehension skills when having students that could relate background knowledge and experiences to situations found in the readings. This strategy cannot function to the fullest if one does not have any feeling, reminder or adventure that can highlight the contexts of the texts and own them. Besides, this strategy cannot work in isolation because it requires other strategies such as retelling or answering and generating questions to verify if students truly get a connection with the texts by letting them share their ideas.

5.2 RECOMMENDATIONS

After giving conclusion to the implementation of each strategy, the researchers pointed out some recommendations that could be of interest not only for students and teachers but also for future researchers that could go further on the topic and get new findings.

1. It is recommended to investigate how vocabulary makes an impact on students' learning of English as a foreign language and its outcomes to improve reading comprehension skills.
2. It is urgent to expose students to acquire English vocabulary since the first levels since it is well known that children are more capable to learn other languages during their first years. Thus, it will be totally helpful in the future for students to empower not only their reading skills, but also their listening, speaking, and writing ones.
3. When working with graphic and semantic organizers, it is recommended to investigate what activities could fit with each of the students' English levels since it was concluded on this research study that tree diagrams only work when having advanced learners.
4. When working with answering and generating questions strategy, it is recommendable to investigate how to incorporate as well activities that help students not only to answer what the teacher asks but also to question themselves. Commonly, this strategy is used just by having the teacher to create a question, and the students to give answer to it. But, it could be more advantageous if implementing new activities to carry this strategy out.
5. When working with retelling strategy, it is recommendable to analyze first if the size of the class, the class time, and the students' level of vocabulary comply with the strategy to be implemented. When having a large class and short time, retelling will not give everybody the opportunity to express. As well, if students still do not know how to construct sentences and ideas by using elaborated vocabulary, the strategy will not accomplish its goal.
6. When working with making connection strategy, it is recommended to investigate how to use it accompanied with other strategies in order to make all other strategies easier to be applied. Making connection surely provides a great comprehension of texts, so it could be more fruitful to always have this strategy to introduce any topic,

and then, let students work with other strategies based on the relationship they established at the beginning with the texts and their own experiences.

7. Finally, it is extremely recommendable and urgent to investigate the phenomenon of reading as part of students' habits to improve all of the learning process and guarantee successful results within the four macro-skills.

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APPENDICES

APPENDIX A: CHECKLIST
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES



Interview addressed to the research team.

Objective: To find out how many students from ninth grade section I at C.E. INSA foster their reading comprehension skills when being exposed to reading comprehension strategies during reading activities

Direction: Read the following statements. Then, mark one answer according to your criteria.

Scale: 5- Excellent 4- Very good 3- Good 2- Needs Improvement 1- Poor

1. To what extent do students develop their reading comprehension skills when working with Story maps in reading comprehension activities?

Excellent

Very good

Good

Needs Improvement

Poor

2. To what extent do students develop their reading comprehension skills when working with Semantic maps in reading comprehension activities?

Excellent

Very good

Good

Needs Improvement

Poor

3. To what extent do students develop their reading comprehension skills when working with Tree diagrams in reading comprehension activities?

Excellent

Very good

Good

Needs Improvement

Poor

4. To what extent do students show to comprehend reading better when applying the Answering and Generating Questions strategy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Very good	Good	Needs Improvement	Poor

5. To what extent do students show to comprehend reading better when applying the Retelling strategy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Very good	Good	Needs Improvement	Poor

6. To what extent do students develop their reading comprehension skills when working with Text to self in reading comprehension activities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Very good	Good	Needs Improvement	Poor

7. To what extent do students develop their reading comprehension skills when working with Text to text in reading comprehension activities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Very good	Good	Needs Improvement	Poor

8. To what extent do students develop their reading comprehension skills when working with Text to world in reading comprehension activities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent	Very good	Good	Needs Improvement	Poor

APPENDIX B: QUESTIONNAIRE
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES



Questionnaire addressed to ninth grade students, section I, at C.E. INSA.

Objective: To collect information about the development of students' reading comprehension skills after applying the different reading comprehension strategies

Direction: Read the following questions. Then, check one of the possible answers according to your own development during reading comprehension activities developed in classes

Scale: 1- Not at all helpful **2-** slightly helpful **3-** Moderately helpful **4-** Very helpful **5-** Complete helpful

1. How helpful was creating Story Maps to develop a clearer comprehension of the texts?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

2. How helpful was creating Semantic Maps to develop a clearer comprehension of the texts?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

3. How helpful was creating Tree Diagrams to develop a clearer comprehension of the texts?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

4. How helpful was Answering and Generating Questions when improving reading comprehension?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

5. How helpful was Retelling when improving reading comprehension?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

6. How helpful was having a connection between the texts you read and your personal life to improve reading comprehension?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

7. How helpful was having a connection between the texts you read during the classes and the texts you have read before to improve reading comprehension?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

8- How helpful was having a connection between the texts you read during the classes and the events happening in the real world to improve reading comprehension?

Not at all helpful Slightly helpful Moderately helpful Very helpful Complete helpful

APPENDIX C: INTERVIEW
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES



Interview addressed to the teacher in charge of ninth grade students, section I, at C.E. INSA.

Objective: to find out the teachers' perception about the reading comprehension strategies that were implemented in class

Direction: Answer honestly the following questions orally based on what you have observed during the sessions

1. What is the idea you have about making students think critically while reading?

2. To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Graphic and Semantic Organizers was useful? Support your answer by stating pros and cons of your choice.

3. To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Answering and Generating Questions was useful? Support your answer by stating pros and cons of your choice.

4. To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Retelling was useful? Support your answer by stating pros and cons of your choice.

5. To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Making Connection was useful? Support your answer by stating pros and cons of your choice.

**APPENDIX D: IMPLEMENTATION PLAN
APPENDIX D1**



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: CLARISA PEÑATE
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: JULY 2ND, 2019**

Strategy Implemented: Graphic and Semantic Organizers and Answering and Generating Questions

Topic: My family

Objectives:

- By engaging in different communicative tasks, SWBAT:
- Show the comprehension of the text through the creation of a tree diagram.
 - Think critically and question themselves to clearly comprehend the text.

Materials: White board, markers and copies

Time 10 mins	Warm up: Guess the number - Teacher will write a number in her hand, and students have to guess it from 1 to 10 - If the students guess the correct number; students will star reading first sentence of the material
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Then, the students will work in pairs to answer the questions that are below the reading.

1. How many members are in the family?

2. How old is the younger sister?

3. Where does the older sister work?

4. Why does not Danny like to go at the university?

5. What time does Peter's parents work?


6. what are the names of Peter`s siblings?

7. What do they do on weekends?

8. Who is Loki?

9. How old is Loki?

At the end the teacher will choose 9 students to answer those questions.

<p>Time 15 mins</p>	<p>The Lesson Structure: Activities MY FAMILY</p> <ul style="list-style-type: none"> - Teacher will give 10 minutes to read the material. - Teacher will provide definitions of unfamiliar words in text for students. - After that students will take out their ideas about the text and create a tree diagram to share with the class. <p style="text-align: center;">THIS IS MY FAMILY</p> <p>Hi! My name is Peter, and I have a big family. There are seven members in my family. I have two sisters and one brother. My older sister is twenty-six years old, her name is Sophia; she works in the hospital because she is a nurse. Besides, my younger sister is ten years old, her name is Marie, and she goes to school every day. My brother is twenty-four years old, his name is Danny; he is studying at the university, but he does not like to go because he is lazy. My father and my mother are teachers, and they work every day from 8:30am to 5:00pm. It is difficult to spend time with my family; however, we eat breakfast together on weekends, go to the super market and go to the movie theater. I really love my family. Oh, I almost forget it: I said that there are seven members in my family, and that means that one member is missing which is my dog. He is one year old, and he is the most adorable dog in the world. His name is Loki.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>her name is Sophia; she works in the hospital because she is a nurse. Besides, my younger sister is ten years old, her name is Marie, and she goes to school every day. My brother is twenty-four years old, his name is Danny; he is studying at the university, but he does not like to go because he is lazy. My father and my mother are teachers, and they work every day from 8:30am to 5:00pm. It is difficult to spend time with my family; however, we eat breakfast together on weekends, go to the super market and go to the movie theater. I really love my family. Oh, I almost forget it: I said that there are seven members in my family, and that means that one member is missing which is my dog. He is one year old, and he is the most adorable dog in the world. His name is Loki.</p> </div> </div>
<p>Time 15 mins</p>	<p>Closing/Assessment</p> <ul style="list-style-type: none"> - Teacher will divide the whole class in 7 groups (5 students in each group). - Students will share their tree diagram inside the groups. After that they have to choose a representative of the group that will share the tree diagram to the rest of the class.

APPENDIX D2



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: MELISSA RODRÍGUEZ
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: AUGUST 13TH ,2019

Lesson: Embarrassing Situations

Topic: Now, That's embarrassing!

Target Content:
Reading Comprehension about embarrassing moments.

Target Structure:
Simple Past

Objectives:

At the end of this lesson, SWBAT:

- ✓ clear their doubts about the reading by asking questions
- ✓ Comprehend the text by re-telling the stories to their classmates

Materials: white board, markers, copies

Time 10 minut es	<p>Warm Up Activity: " Match the vocabulary"</p> <p>Directions: Prepare pieces of paper with key words from the reading and their meanings. Then, paste on the board the papers with the meanings and give some students the papers with the key words. Ask students to come to the front and match the word with the meaning that they consider correct. After that, check with students if the key words are in the right places.</p> <p>Words:</p> <table><tr><td>Crossword</td><td>Carry</td><td>hit</td></tr><tr><td>Puzzle</td><td>Pregnant</td><td></td></tr><tr><td>Thief</td><td>smash</td><td></td></tr></table>	Crossword	Carry	hit	Puzzle	Pregnant		Thief	smash	
Crossword	Carry	hit								
Puzzle	Pregnant									
Thief	smash									

Reading Activity

Pre-reading activity

Tell students that today they are going to be reading about some embarrassing situations that have happened to different people. Then, ask students to share any embarrassing situation that has happened to them before.

During- reading activity

Give each student a copy of the reading and ask some of them to help you read it out loud. After that, give students some time to read the text by themselves.

Post-reading activity

Ask students to retell any of the story by giving them the name of the person in the reading. For example, "Can you tell me what happened to Linda Jameson?"

Time
20
minutes

NOW, THAT'S EMBARRASSING!



So, there I was, sitting at the station waiting for my train. I was doing a crossword puzzle and wasn't really paying attention to what was going on around me. The train approached and when it stopped, I picked up my bag and quickly got on. Then I heard a woman shouting, "Stop, thief!" I looked around and saw the woman get on the train and walk straight up to me. I couldn't believe my ears! She kept saying that I was a thief and that I had stolen her bag. That's when I realized I had my bag on my shoulder, and her bag in my hand. I apologized and told her that I hadn't done it on purpose, but I don't think she believed me. Luckily, she didn't call the police.

Linda Jameson



I was sitting on the bus the other day, and I hadn't noticed an old lady standing near me. Someone eventually gave up their seat and as she sat, she looked at me angrily. I felt really bad. A little later, a large lady got on the bus. She was carrying lots of shopping bags and I wanted to do something to help her. I offered her my seat and told her she shouldn't carry heavy bags in her condition. "What do you mean?" she asked. I told her it wasn't good for the baby. "What baby? You think I'm pregnant?" she replied and refused to sit in my seat. When I realized my mistake, I went red as a beet.

Amy Winters



This happened during one of my lunch breaks from work. I was eating a sandwich in the park, and some kids were playing soccer nearby. They were kicking the ball in my direction and almost hit me a couple of times. I tried to ignore them but they were really driving me up the wall. I told them I wanted some peace and quiet, but they didn't go away. Finally, the ball hit me right on the head. I was furious. So, I took the ball and kicked it in the opposite direction. Unfortunately, it smashed into a store window. It was a ridiculous reaction, I know. I just wanted the ground to open up and swallow me!

Henry Walker

Time
10
minutes

CLOSING/ ASSESSMENT

Provide students a worksheet for them to answer "T" for True or "F" for False according to the reading.

APPENDIX D3



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: EVELIN ARANA
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: OCTOBER 16TH, 2019

Topic: Currency

Target Content: Talking about present, past and posible changes in events

Objectives:

By engaging in different communicative tasks, swbat:

- Question themselves to answer by connecting to actual events or situations
- Build graphic and semantic structures to transfer meaningful information from assigned reading

Materials: board, paper, markers, box, charts, photocopies, masking tape, pennies, candies,

4:00 to 4:05	<p>Warm-up / Pre-Teach Vocabulary</p> <p>Zip-Zap-Zup Students will be asked to stand up. Explain students the dynamic of the game. Students will be asked to place their right hand on top of the left palm. Select one player to start the round. The beginner will slap his or her palms in direction to the person he or she wants and say "zip". The next player will slap his or her palms in direction to another person and continue with "zap". The next will continue the pattern with "zup". The speed should pick up as the game continuing with the pattern of "zip, zap, zup". If a player breaks the pattern or interrupts the rhythm, they will have to pick a word from a box and will be asked to match the word (vocabulary from the assigned reading to develop during the class) with its meaning by pasting it to the chart on the board with definitions. The game continues until there are no words left in the box. As soon as each student matches the word, he or she will receive a penny that will be useful later on for an activity.</p> <p>Vocabulary from the reading:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">lucky</td> <td style="padding: 2px;">producing or resulting in good by chance, favorable</td> </tr> <tr> <td style="padding: 2px;">bother</td> <td style="padding: 2px;">something that causes discomfort or worry</td> </tr> </table>	lucky	producing or resulting in good by chance, favorable	bother	something that causes discomfort or worry
lucky	producing or resulting in good by chance, favorable				
bother	something that causes discomfort or worry				

throw out	to remove from a place, office, or employment usually in a sudden or unexpected manner
mine	a pit or excavation in the earth from which mineral substances are taken
taken out	to separate, eliminate or extract something
dirty	not clean or pure, contaminated with infecting organisms
go up	to move higher , rise , or increase
give away	the act of giving something away free
nickels	the U.S. 5-cent piece regularly containing 25 percent nickel and 75 percent copper

4:05 to 4:20

During-Reading Activity

- Have students scan the text.
- Have them identify the words in bold to compare their definitions to the context.
- Ask student to pay careful attention to pronunciation during the reading.
- Ask students to follow the reading with you by repeating after you.
- Have them make a pause after each paragraph to reflect what was read and to answer and generate questions (questions to be asked are in a box below each set, some with possible answers to provide feedback).
- After each pause, have a student say a number from one to five and start counting that number from a random column until the mentioned number is assigned.
- Have the student selected answer the question below the reading.
- After each contribution, students will be given a penny for their participation (to use at the end of the class).

A Penny for Your Thoughts

Some people think that pennies are lucky. Others think they are just a bother. Today, you can't buy anything for a penny. A long time ago people could buy a piece of candy for a penny. That same piece of candy costs ten cents now. People are left to ask if it is even a good idea to make pennies anymore.

1. Do you know any belief about money?

- Some people believe it's only good luck to pick up a penny if heads is showing.
- According to the Greeks, money attracts more money, so it's bad luck to completely empty your pockets, wallet, or bank account. When giving a wallet or purse, they consider it good luck to include a coin or two inside for the recipient.
- According to [Turkish superstitions](#), a scratched left palm means you will receive [money](#), while a scratched right palm means you will spend money.

It costs the United States almost two cents to make one penny. Some people don't even use pennies. They throw them out.

Also, pennies are made of metal that come from mines. As the metal is taken out of the earth, it makes the air dirty.

2. Do you know the metal pennies are made of?
- In 1962, the cent's tin content, which was quite small, was removed. That made the metal composition of the cent 95 percent copper and 5 percent zinc. The alloy remained 95 percent copper and 5 percent zinc until 1982, when the composition was changed to 97.5 percent zinc and 2.5 percent copper (copper-plated zinc).

If we didn't have pennies, it might cost more to buy some things. If bread was \$1.99, for example, the price could go up to \$2.00. However, stores could instead lower the price of bread to \$1.95.

3. Do you consider that with the elimination of pennies stores would raise or lower prices? Why?

Others think that places that raise money to help people might have a problem if there were no pennies. These places often ask people to give them their pennies. Without pennies, people could give away their nickels instead.

4. Do you think people would be in disposition to give their nickels instead of cents/pennies?

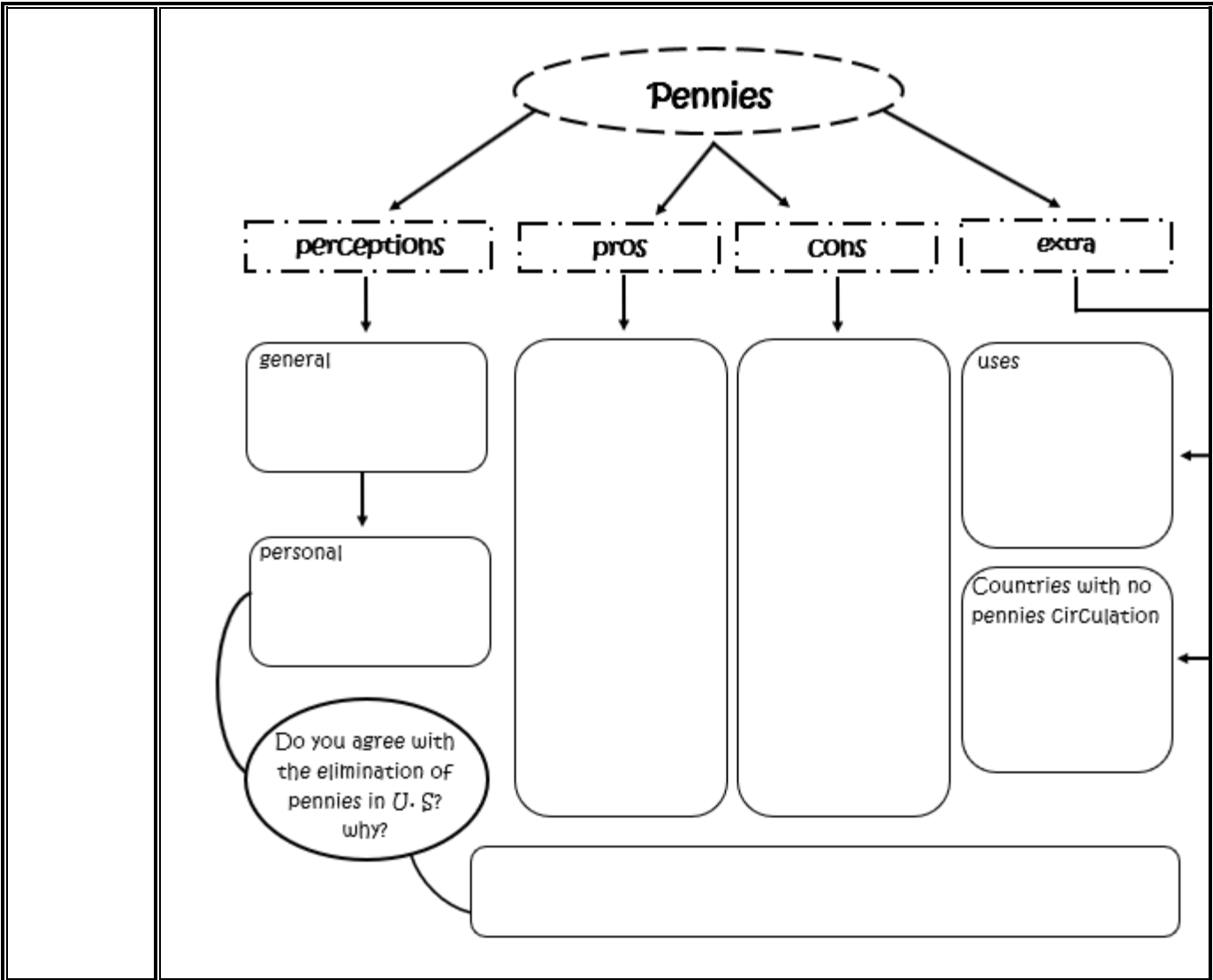
Many people think that it is not a good idea to make pennies anymore. Other countries no longer make pennies. The United States should stop too.

Source: https://www.readinga-z.com/comprehension/close-read-passages/?close_read_passage_id=12839

4:20 to
4:30

After-Reading Activity

- Have students re read the text and fulfill the following graphic organizer (students may use background personal knowledge for fulfilling the extra set).



4:30 to
4:40

After-Reading Activity/ wrap-up

- Have students volunteer to retell the story with the help of the graphic organizer previously developed.
- Provide students pronunciation or grammar feedback after each volunteering performance.
- Give volunteer students two pennies for performance.
- After ending the volunteering, have students buy from “a penny for your thoughts store” some sort of candies with the pennies collected during the whole session.

APPENDIX D4

UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 DEPARTMENT OF FOREIGN LANGUAGES
 SUBJECT: ENGLISH GRADE: NINTH SECTION: I
 STUDENT TEACHER'S NAME: GABRIELA MAZARIEGO
 COOPERATING TEACHER'S NAME: KARLA PORTILLO
 DATE: AUGUST 20TH, 2019



Topic: Movies

Target content: Relating reading events to real world

Objectives:
 By engaging in different communicative tasks, swbat:

- Think critically and comprehend the text by connecting its content to the real world.

Materials: board, paper, markers, box, charts, photocopies, masking tape

<p>3:20 to 3:30</p>	<p>Warm-up / Pre-Reading Activity</p> <p>MEMORY GAME</p> <p>Divide students into two teams and ask one person per each team to choose two pictures from a chart. Students will try to match the pictures with their corresponding pair. The team who gets more points is the winner.</p> <p>Ask students what words they can relate to each picture.</p>
<p>3:30 to 3:50</p>	<p>During-Reading Activity</p> <ul style="list-style-type: none"> • Have students read a text based on a movie called “Coraline” • Read the text along with students to help them with pronunciation • Give students a paper with a famous person’s name written on it. While reading, the teacher will say the name of a famous person, and the student who gets that name will continue with the reading. <p style="text-align: center;">C raline</p> <p>This is about a very different girl named Coraline Jones. The story begins with Coraline asking for her parents’ attention, but they are always too busy to play</p>

	<p>with her. Then, she gets angry and decides to ignore her parents, for she could not understand the duty they had to give her a good life.</p> <p>During a rainy day she discovers a locked door in the drawing room, which has been bricked up. One day, Coraline decides to unlock the door when she is home by herself and finds the brick wall behind the door gone. In its place is a long passageway, which leads to a flat identical to her own, inhabited by her Other Mother and Other Father, who are replicas of her real parents. They have button eyes and exaggerated features. In this “Other World”, Coraline finds everything to be better than her reality: her Other Parents are attentive, her toy box is filled with animate toys that can move and fly.</p> <p>The Other Mother offers Coraline a chance to stay in the Other World forever, if Coraline will allow buttons to be sewn into her eyes. Coraline is horrified and escapes back through the door to go home, much to the disappointment of the Other Mother.</p> <p>In the darkness, she meets three ghost children, each from a different era, who had let the beldam (the Other Mother) sew buttons in their eyes. They tell her how she eventually grew bored of them, ate their bodies, and cast their spirits aside. The ghost children implore Coraline to avoid their fate, and to help find their souls so that they can leave the Other World and pass on.</p> <p>Thus, Coraline understands that it was an irrational idea to leave her real world, and that her real parents could never hurt her. Coraline returns home, and prepares to go about the ordinary life she has come to accept and love.</p> <p>Ask some students to retell what they remember of the reading</p>
3:50 to 4:00	<p>After-Reading Activity/ wrap-up</p> <ul style="list-style-type: none"> • Let students choose a paper from a box • Each paper will contain either a question or a prize • Students who get a question will answer based on real world’s situations <p>Questions:</p> <ol style="list-style-type: none"> 1. How is this text similar to things that happen in the real world? 2. How is this text different from things that happen in the real world? <p>How did the story relate to the world around you?</p>

APPENDIX D5

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: KEVIN MORÁN
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: AUGUST 27TH, 2019



Topic: Comics

Target Content: Answer and generate questions through the use of a reading material, retell what you read.

Objectives:

By engaging in different communicative tasks, swbat:

- Answer and generate questions while reading
- Retell what they have read

Materials: board, paper, markers, charts, photocopies, masking tape

10 min	<p>ICE-BREAKER LET'S KNOW ONE ANOTHER</p> <p>Have students participate in this activity. Students must share their names and what they like to do. Ask the question what's your name and what do you like to do? to each person until all students participate. The purpose of this activity is to get along with students to make them feel comfortable before the class begins.</p>
10 min	<p>Pre-Reading Activity</p> <ul style="list-style-type: none">• Have students read a text based on comics• Provide each student a paper with a reading text that includes famous characters about comics• Read the text with students, so you can help them if they have problems <p style="text-align: center;">Top ten Superheros</p>

Top 10 Superheros



10. Captain America

Steven Rogers, a small and weak soldier was made into Captain America and became the perfect American soldier. He was given special medicine called a 'super serum' to make him as strong and powerful as a man can be. He doesn't really have super powers. His weapon is a super shield.



9. Green Lantern

The Green lantern has actually been three different men at different times. The Green lantern's superpowers come from his magic ring which needs to be charged from his lantern every day.



8. The Hulk

When scientist Bruce Banner gets angry, he becomes The Hulk. The Hulk is an enormous green giant that has super strength and can smash everything. The Hulk doesn't have any weapons only his fists.



7. Thor

Thor is the god of thunder and has super human strength. His weapon is his hammer called Mjolnir which can be used to open passageways through space and time, or use the power of nature.



6. Superman

Clark Kent comes from a planet far away called Krypton, he grew up on the Earth. The Earth has weaker gravity than Krypton, so it means that Superman has super strength, speed, and hearing. Superman can also fly and has x-ray vision, so he can see through objects. Nowadays some people consider that Superman has too many powers. That is why he has become less popular.



5. Iron Man

Rich inventor Tony Stark made a powered metal suit to become Iron Man, the most high-tech super hero. Tony Stark doesn't have any super-powers but his suit has many weapons such as rockets. Wearing the suit means that he can fly and have super-strength.



4. Wonder Woman

her enemies.

Diana Prince is Wonder woman, and is a Princess. She has the skills of flight, incredible strength, speed, wisdom, and beauty. Her weapons include the Lasso of Truth, a pair of indestructible bracelets, and a tiara to throw at



3. Wolverine

Wolverine is a mutant and his weapons are his super claws. Wolverine can get better from nearly any wound given enough time. Sometimes Wolverine can be bad, which means he can be called an anti-hero or a rebel.



2. Spider Man

High school student Peter Parker is Spider man. One day peter was bitten by a radioactive spider and gained incredible superhuman powers. Spider man is a very good superhero and always tries to use his powers to help people. Spider man has many powers including the ability to make super-strong spider-webs, speed, superhuman strength, and powerful senses like eyesight and hearing.



1. Batman

After seeing the murder of his parents as a child, young Bruce Wayne decides to spend his life protecting the citizens of Gotham City from criminals. Batman is for many the number one superhero because he has no special powers, but he uses his intelligence, science, technology, a strong mind, special weapons and martial arts.

10
min

During-Reading Activity

- Ask students some questions about the reading
- Answer questions from students if needed

Questions:

1. Which superheroes do not have super-powers?
2. Which superheroes have weapons?
3. Which superheroes use animals for their costume?
4. Which superhero has become a little less popular recently?
5. Which Hero is an anti-hero sometimes? Post-Reading Activity (10 minutes)

- Choose two or three students randomly.

Ask them to retell what they remember from the reading text.

APPENDIX D6

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: KEVIN MORÁN
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: AUGUST 30TH, 2019**



Topic: Horror Stories in El Salvador

Target Content: Understanding and relating horror events to real world by the use of a semantic map.

Objectives:

By engaging in different communicative tasks, swbat:

- Relate the reading content to the real world.
- Make a semantic map with keywords.

Materials: board, paper, markers, photocopies

10 MIN	<p>Warm-up THE HOT POTATO Give students a ball for them to pass it one another. Students must pass the ball until the teacher says “STOP.” Then, the person who has the ball must answer a question given by the teacher.</p> <p>Possible questions:</p> <ol style="list-style-type: none">1. Have you ever heard a horror story? If so, which one?2. Do you believe in ghosts?3. Have you ever experienced a scary situation?4. Do you know something about horror stories in our country?
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<p>10 MIN</p>	<p>Pre-Reading Activity</p> <ul style="list-style-type: none"> • Provide students a reading about two common horror stories in El Salvador. • Let students read the text once. <p>TWO COMMON HORROR STORIES IN EL SALVADOR</p> <p>LA LLORONA</p> <p>This sad, ghostly woman can be heard crying along the riverbanks at night, looking for any children that may be unfortunate enough to cross her path. In an attempt to get back at the man she loved who chose another woman, La Llorona decided to drown her children in an act of revenge; once she realized the horror that she had committed, she drowned herself as well. However, she was not allowed to pass on into the afterlife, and was sent back to the earth to find her children and gain their forgiveness. Trapped between the living world and the spirit world, she now wanders around crying and searching for her children, and is not afraid to take any random children in the hopes of passing them off as her own. Never, ever follow the sound of her cries in the night, she may try to drown you next.</p> <p>EL CADEJO</p> <p>This story comes in the form of two huge dogs, one with black fur and one with white, one represents the good while the other represents evil. The black Cadejo is an evil spirit who appears to those who wander alone late at night. Using his red eyes to hypnotize his victims in an attempt to steal their souls. Meanwhile, the white Cadejo is there to provide protection for his faithful believers, especially children. Regardless of the origins of El Cadejo, it is safe to say that the story inspires children to avoid wandering about after dark.</p>
<p>20 MIN</p>	<p>During-Reading Activity</p> <ul style="list-style-type: none"> • Read the text again along with students. • Ask them to make a semantic map using keywords from the text. <p>Post-Reading Activity</p> <ul style="list-style-type: none"> • Choose 3 students randomly. • Ask them to pass to the front with the semantic map they made to share what they know about the stories previously read.

APPENDIX D7



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: GABRIELA MAZARIEGO, CLARISA PEÑATE
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: SEPTEMBER 3RD, 2019

Topic: Story Maps

Target Content: Identifying story title, author, characters, setting, solution, and problem

Objectives:

By engaging in different communicative tasks, swbat:

- Order ideas and concepts in detail to get a better understanding of what it is read

Materials: board, paper, markers, box, charts, photocopies, masking tape

3:20 to 3:30	Warm-up / Pre-Reading Activity <ul style="list-style-type: none">• Teacher will give some words relative with the reading• Students will have to use the dictionary to find synonyms of those words. Students will use semantic map to find relationship between those words
3:30 to 3:40	During-Reading Activity <ul style="list-style-type: none">• Have students read a story based on the horror movie “IT” by Stephen King• Ask students what they understood from the story and let them share ideas with the whole class

“IT” by Stephen King

During the summer of 1958, the small town of Derry, Maine is terrorized by a mysterious child-killing creature. The shape-shifting entity is encountered by seven individual children—Bill Denbrough, Richie Tozier, Beverly Marsh, Mike Hanlon, Eddie Kaspbrak, Ben Hanscom and Stan Uris. The children unite as the "Losers' Club" and decide to seek and destroy the creature they call "It", which often takes on the appearance of a clown named Pennywise. Bill, in particular, has a personal stake in the form of his younger brother Georgie, who was killed by It the year before. In addition to It, the Losers are pursued by the local bully, Henry Bowers, and his compatriots. The Losers realize that the adults in the town are unable to help them, as they are ignorant and unaware of It's presence. Taking a fresh look



at their hometown, the Losers understand that their union is beyond that of a simple friendship between children. The Losers confront It deep within the sewers underneath Derry and engage in battle. While the Losers do not kill It, they manage to force It into an early hibernation. The Losers swear a blood oath to return to Derry, should It rise again in the future. As they return to a normal life, the Losers gradually forget these events and each other, and eventually leave Derry.

Twenty-seven years later, in the summer of 1985, Derry is again shaken by a wave of horrific murders. Mike Hanlon, the only Loser to remain in Derry, understands that It has returned and reminds the other now-wealthy and successful Losers of the oath that they had given in their childhood. Only five of the other Losers gather the strength to return to Derry and continue the fight; Stan commits suicide immediately after conversing with Mike. The reunited Losers begin recollecting their childhood



memories, and each of them encounters It in the process. Driven by a thirst for revenge, It draws in a pair of minions in a bid to kill the Losers—the adult Henry, who escapes from a psychiatric ward with It's aid and seriously injures Mike, and Beverly's abusive husband Tom Rogan, who kidnaps Bill's wife Audra. The Losers Club takes another descent into the sewers to destroy It completely. As the Losers Club battles with It in its lair, Derry is partially flooded and destroyed by the worst storm in its history. At the cost of Eddie's life, the Losers Club manages to defeat It. The Losers again return to a normal life and leave Derry and their memories behind.

3:40 to 4:00	<p>After-Reading Activity/ wrap-up</p> <ul style="list-style-type: none">• Have students work on a story maps for them to identify story title, characters, setting, problem and solution <p>Game: TAKE IT FASTER</p> <ul style="list-style-type: none">• Choose two students each time to pass to the front and sit in front of each other• Students will have a candy on the middle of their desk• The teacher will count from one to three and students will have to take the candy• The one who takes it faster wins and the other share what they just created on their story maps
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APPENDIX D8



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: ENGLISH GRADE: NINTH SECTION: I
STUDENT TEACHER'S NAME: EVELIN ARANA. MELISSA RODRIGUÉZ
COOPERATING TEACHER'S NAME: KARLA PORTILLO
DATE: August 13th ,2019

Lesson: Reading Time

Topic: Strange Traditions around the world/ Reflection

Target Content:
Simple Present

Target Structure:
Simple Present

Objectives:

At the end of the lesson SWBAT:

- ✓ Produce questions and answers according to their own experience
- ✓ State what they understand about a specific topic
- ✓ Create a semantic map using the information in the text

Materials: white board, markers, copies

Time 5 minutes	<p>LEAD-IN ACTIVITY Have a little discussion with students about traditions around the world. Which ones do they know? Would they like to be a part of these traditions?</p>
	<p>Activity 1 Reading</p> <p>Pre-reading activity Tell students that today they are going to be reading about some strange traditions around the world.</p>

Time
15
minutes

During- reading activity



Give each student a copy of the reading and provide them some time for they to read the complete text. Then, give students a worksheet in which they will fill-in the circles to create a semantic map.

Post- reading activity

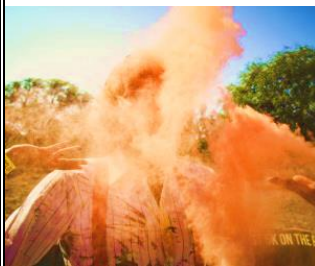
Through the game of categories, in which students have to say a word that fits in the category provided by the teacher, choose 2 students to share their semantic maps with the class.

Time
15 minutes

3 strange traditions in the world

1. La Tomatina in Spain

Always dreamed of a real-life food fight? Well your dream might come true at this tradition in Spain. La Tomatina is the biggest tomato fight in the world, annually held in the Valencian town of Buñol in Spain on the last Wednesday of August. Everyone on the streets throws tomatoes to each other, just for fun. You need to buy a ticket in advance to join the tomato fight.



2. Cheese-rolling in England

This tradition is already held for 200 years in Gloucester. Each year on the last Monday in May, participants stand on top of the Coopers Hill waiting for an enormous wheel to roll a Double Gloucester Cheese off the hill. When the cheese starts rolling, everyone tries to chase it while slipping, tripping and tumbling down the way. The first one who catches the cheese can keep it!

3. Throwing cinnamon at single people in Denmark

When you turn 25 years old, are unmarried and celebrating it in Denmark we advice you not to wear your best cloths. In Denmark it is a tradition that your friends ambush you on your birthday with a cinnamon shower all day. If that isn't already

bad enough, you should see what happens 5 years later when you turn 30 and you still haven't been married. The spice is upgraded to pepper!

Activity 2

pre-reading

-have the class to form two groups

-students will be asked to match the words assigned to their group with the post cards pasted on the board

-the winner group will be the one with more right matches

vocabulary:

anger

nail

hammer

fence

temper

dwindle down

pull out

draw out

hole

scar

knife

wound

Reading

Bad Temper

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day, the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry. The wound is still there."

A verbal wound is as bad as a physical one.



during-reading

-have students scan the text and familiarize with the vocabulary to identify the use of it in grammatical structures

-read the text paragraph per paragraph along with students making a pause in each paragraph to assure their comprehension over the text questions:

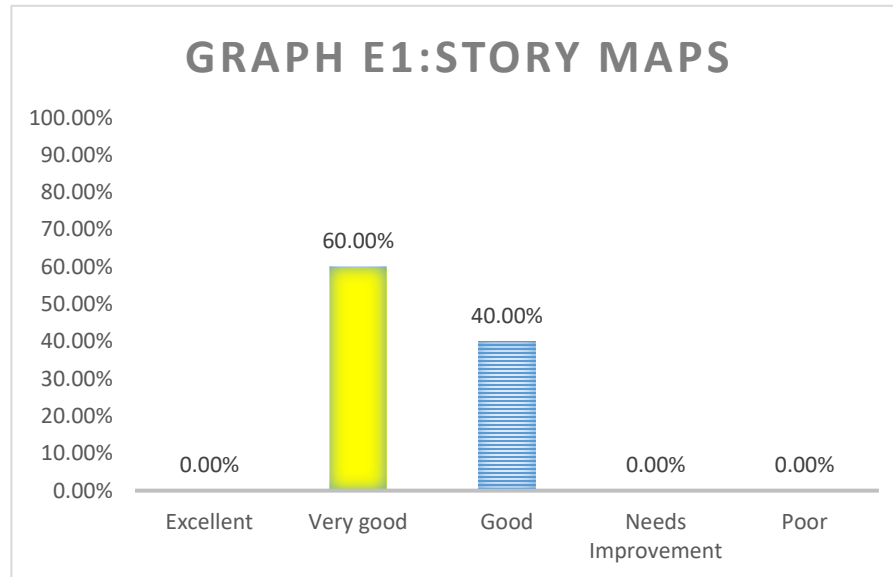
1. approximately, how many times in the day do you get in bad temper?
2. what is the main reason that drives you to anger?
3. have you hurt people when you are in bad temper?
4. do you think that you may change your bad temper for better?

-have students reflect on the last sentence of the paragraph and give their opinion from it

-have students think of three tips to avoid acting bad when angry.

APPENDIX E: CHECKLIST GRAPHS

1. To what extent do students develop their reading comprehension skills when working with Story maps in reading comprehension activities?

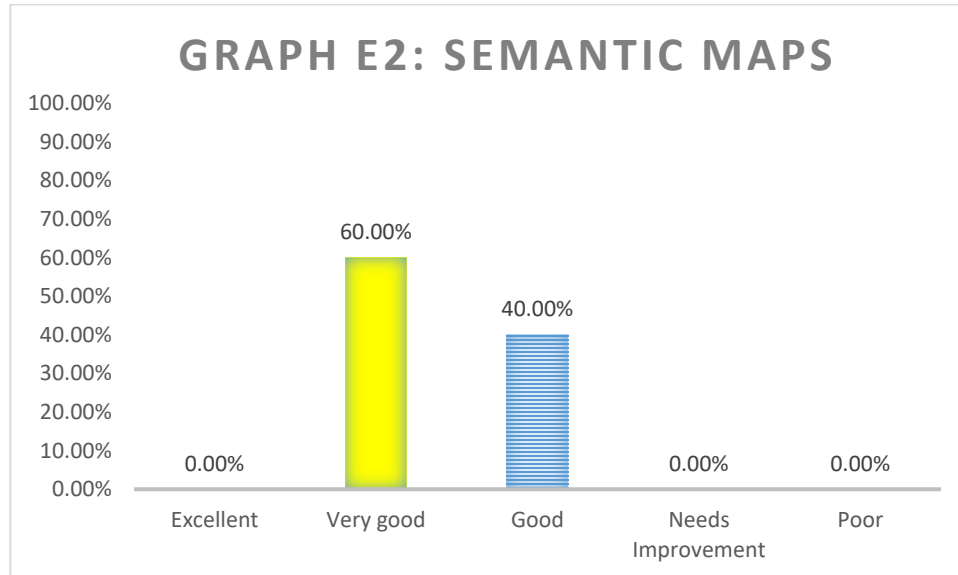


Source: Research study team

GRAPH CHECKLIST 1 STORY MAPS

As perceived in Graph E1: Story Maps, 60% of the researchers considered that this strategy worked Very Good in helping students to comprehend the text since it let them not only know about the story but also analyze its context deeply. Besides, 40% of the researchers believed that this strategy was Good when it comes to helping students improve their reading comprehension skills and their abilities to organize information and ideas efficiently. The graphs also presented a similar result with a percentage of 0% in the answers Excellent, Needs Improvement and Poor. This percentage entails that the researchers acknowledge that Story Maps contributed to students' comprehension of the texts.

2. To what extent do students develop their reading comprehension skills when working with Semantic maps in reading comprehension activities?

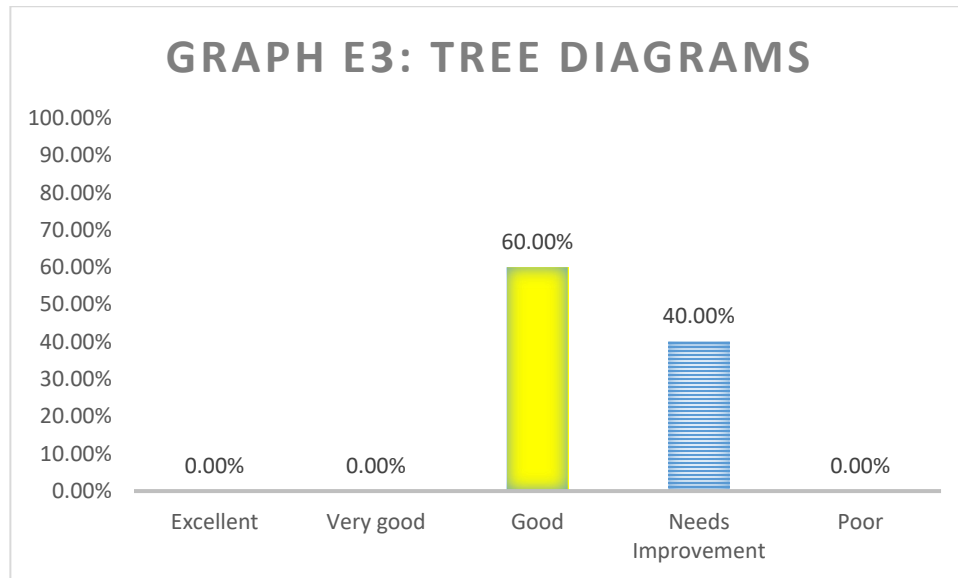


Source: Research study team

GRAPH CHECKLIST 2 SEMANTIC MAPS

As seen in this graph E2: Semantic Maps, it is perceived by the research team in a 60% that the use of this strategy was very good at improving students' reading comprehension since the relationship between words can be taught strategically by organizing their significance and creating ideas to communicate the same message with different concepts. Thus, the 40% of the research team considered the strategy as a good tool to foster students' comprehension because it helps them to add more vocabulary and connect ideas. Then, it is noticed that the scales Excellent and Needs Improvement showed a 0% of the research team that believed this strategy as a tool to fully comprehend a text since the scales did not meet the research team's expectation for students to represent ideas from a large group of words, generate more ideas, discover new concepts and clearly communicate ideas, thoughts, and information. Besides, 0% of the research team considered the scale Poor because students' comprehension in texts met at some point their capacity of adding new words.

3. To what extent do students develop their reading comprehension skills when working with Tree diagrams in reading comprehension activities?

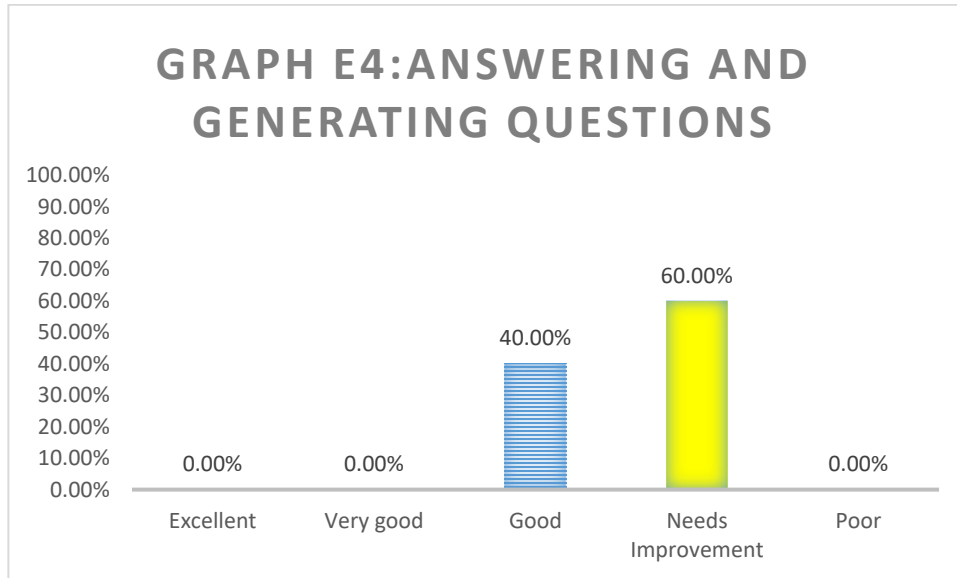


Source: Research study team

GRAPH CHECKLIST 3 TREE DIAGRAMS

In graph E3: Tree Diagram, 60% of the research team considered it as a good strategy for students to brunch up complex ideas found in a text; this means to go beyond general ideas. Meanwhile, the 40% of the research team saw the strategy as something that needs to be improved for students to have a clear comprehension and break down broad categories presented in a text into finer levels of it. Then, it is present the similarity between the scales Excellent, Very Good, and Poor since the 0% of the research team trusted the activity as a tool to have a clearer comprehension in a text as Tree Diagram helped students think from a general way to a more specific one.

4. To what extent do students show to comprehend reading better when applying the Answering and Generating Questions strategy?

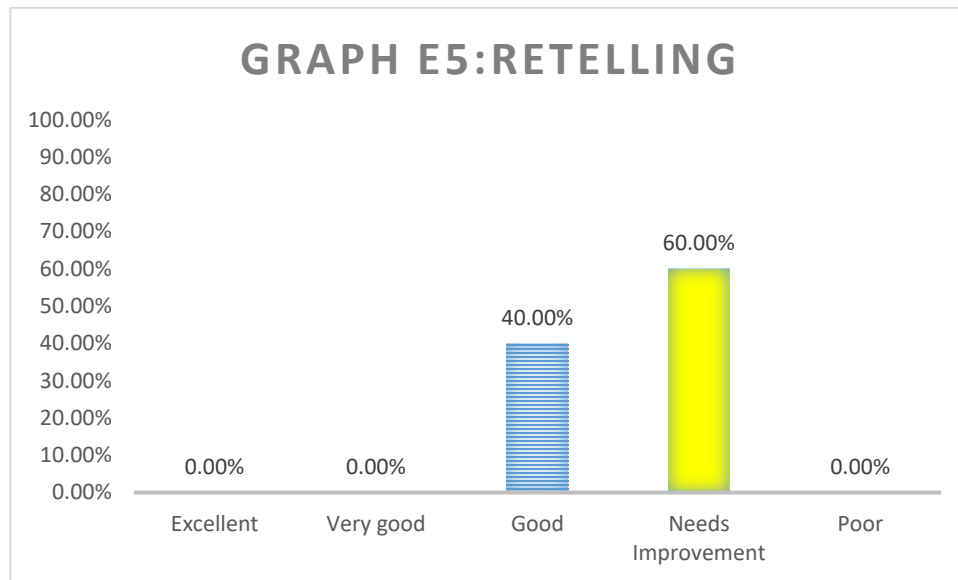


Source: Research study team

GRAPH CHECKLIST 4 ANSWERING AND GENERATING QUESTIONS

As shown in this graph E4: Answering and Generating Questions, the 40% of the research team believed that the act of questioning while reading and being asked by a teacher is good to foster students' comprehension in a text. Besides, the 60% of the research team considered that it needs improvement since the focus of this strategy is to generate questions while reading and sometimes, students do not have the capacity of making questions if they do not have the vocabulary required to understand the message in a text. Thus, the scales of Excellent and Very Good were left in a 0% by the research team since it is known that generating questions while reading is an important way for students to improve their comprehension, but students' level in the language is a key factor that stops them at the moment of rising questions when they have doubts to be solved. Finally, 0% of the research team considered the scale Poor since students were constantly asking questions during the class.

5. To what extent do students show to comprehend reading better when applying the Retelling strategy?

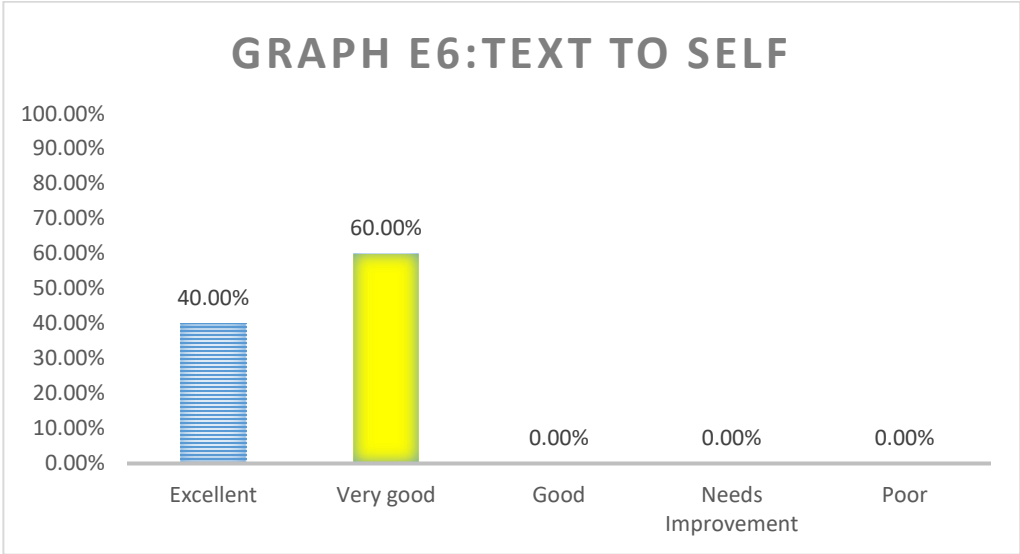


Source: Research study team

GRAPH CHECKLIST 5 RETELLING

As seen in graph E5: Retelling, the research team agreed in a 40% that this strategy is good for students to develop comprehension of what has been read. However, the 60% of the research team considered that the strategy needs to be improved since comprehension takes place only when students pay attention to details from the reading such as the setting, characters, plot, problems, and solutions. Thus, the similarity between Excellent, Very Good, and Poor is present since the 0% of the research team concluded that the scales did not make a big impact on students' reading comprehension skill, but still they were exposed to remember, organize, and reflect details from the reading.

6. To what extent do students develop their reading comprehension skills when working with Text to self in reading comprehension activities?

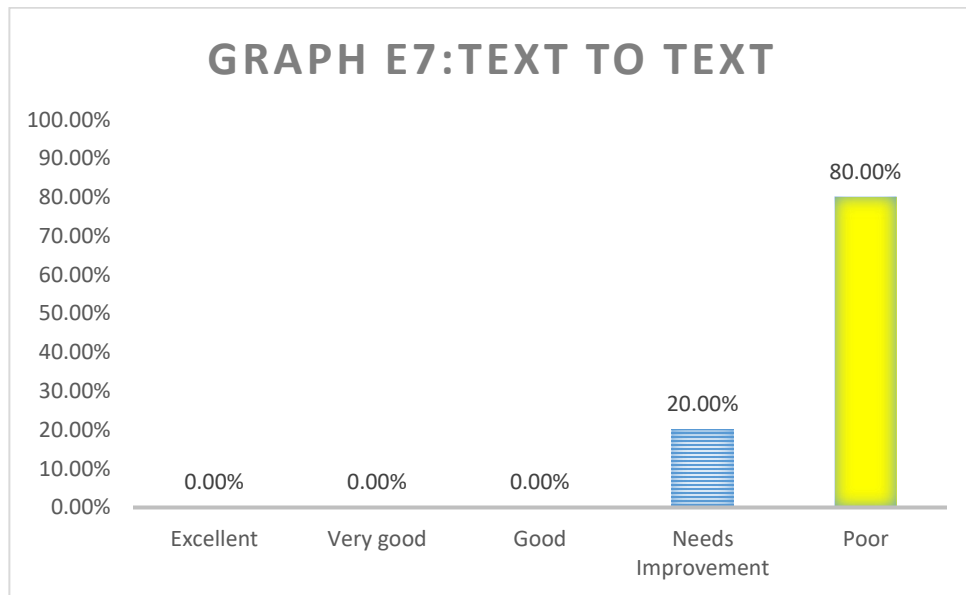


Source: Research study team

GRAPH CHECKLIST 6 TEXT TO SELF

As seen in graph E6: Text to self, the 60% of the research team agreed that Making Connection strategy: Text to self was Poor for the students’ development in their reading comprehension skills because students could look for the similarities between the text and their lives. In addition, the 40% of the research team agreed that Making Connection strategy: Text to self was Excellent, so this made a connection that contributes to students’ understanding of the texts being read with their life. Moreover, the others three scales Good, Needs Improvement and poor got 0.00% this means that from the research team the students really had a bond between the content being studied and the experiences in everyday life.

7. To what extent do students develop their reading comprehension skills when working with Text to text in reading comprehension activities?

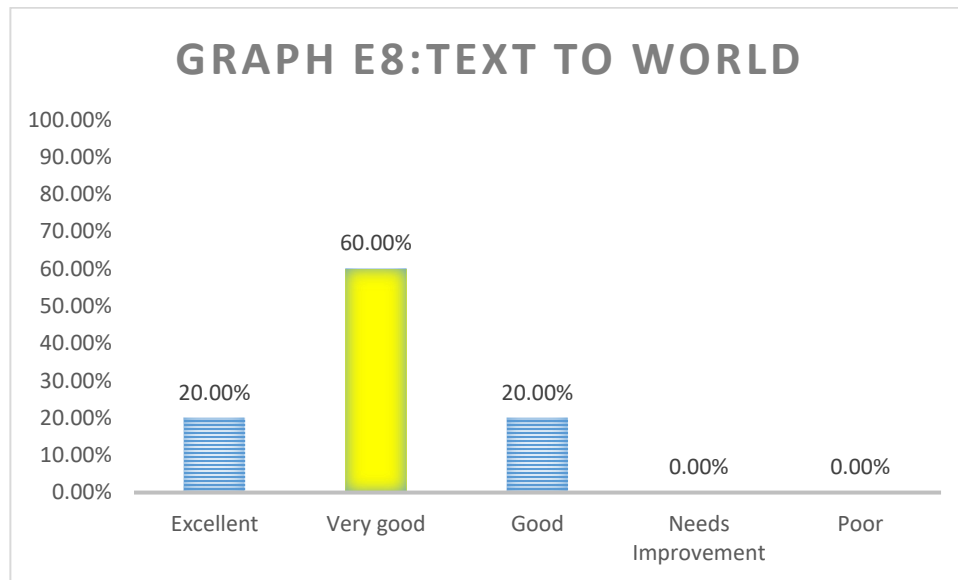


Source: Research study team

GRAPH CHECKLIST 7 TEXT TO TEXT

As seen in graph E7: Text to text, the 80% of the research team agreed that Making Connection strategy: Text to text was Poor for the students' development in their reading comprehension skills since It was difficult for students refresh any background knowledge .Also, the 20% of the research team agreed that Making Connection strategy: Text to text Needs improvement because it was hard for them to have and to create new ideas relating what they already knew to what is being studied. Moreover, the others three scales Excellent, Very good and Good got 0.00% from the research team this means that students could create new ideas relating what they already knew to what is being studied.

8. To what extent do students develop their reading comprehension skills when working with Text to world in reading comprehension activities?



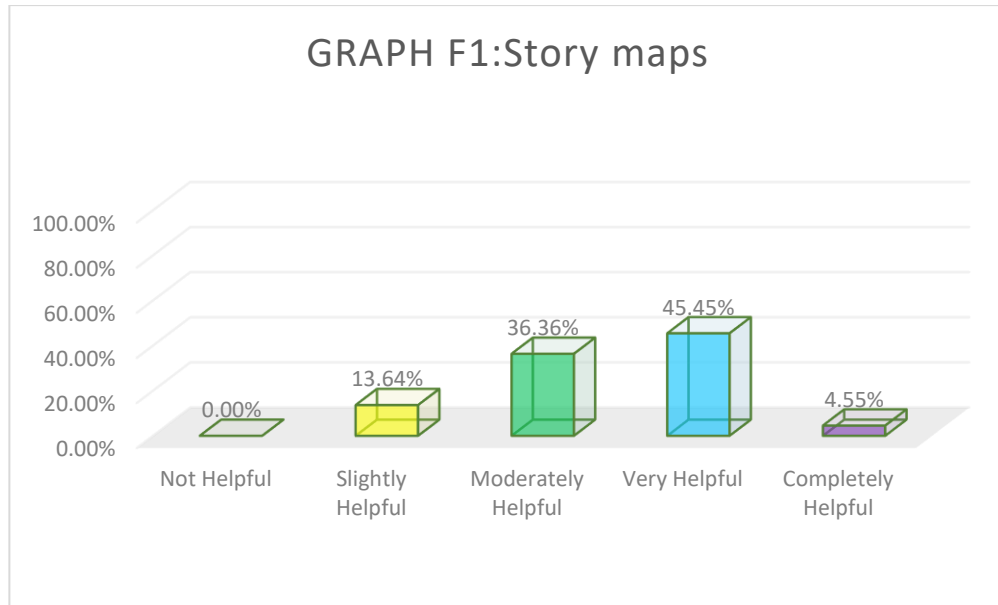
Source: Research study team

GRAPH CHECKLIST 8 TEXT TO WORLD

As seen in graph E8: Text to world, the 60% of the research team agreed that Making Connection strategy: Text to world was Very good for the students' development in their reading comprehension skills because students could relate the content of the reading material to current happenings in the real world. Moreover, there is a similarity between the scales Excellent and Good. Both answers show a percentage of 20% which implies this strategy provided positive results because students could find either the similarities or the differences between the content of the reading and events in the real world. In addition, the others two scales Needs improvement and Poor got 0.00% from the research team this means students realized that what they see are not just words placed together, but words that convey an actual message from the things that are happening and affecting the world.

APPENDIX F: QUESTIONNAIRE GRAPHS

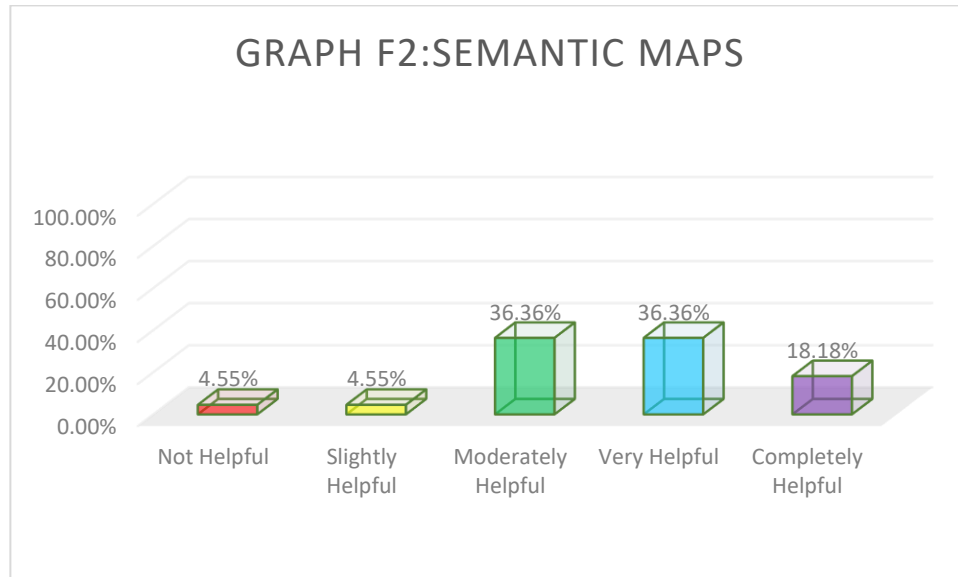
1. How helpful was creating Story Maps to develop a clearer comprehension of the texts?



*Source: Ninth grade students, section I at C.E. INSA
GRAPH QUESTIONNAIRE 1 STORY MAPS*

Graph F1: Story Maps shows that 45.45% of ninth grade students, section I, at C.E. INSA agreed that this strategy was very helpful to have a clearer comprehension of texts in a more organized way. According to this, students reflected that they have learned how stories and texts are divided in different parts to grasp ideas better and that this contributes to their reading comprehension skills. Moreover, there is 36.36% of students that consider that using this graphic thinking tool only provides them a moderately level of comprehension. In addition, there was also a 13.64% of students who believed this strategy to be slightly helpful which shows that this strategy has some details which should be improved in order to get positive results since only 4.55% stated that this strategy was completely helpful. In contrast, 0% of students considered that creating Story Maps which shows that students considered that understanding the elements of a book or story did help them to understand the text better.

2. How helpful was creating Semantic maps to develop a clearer comprehension of the texts?

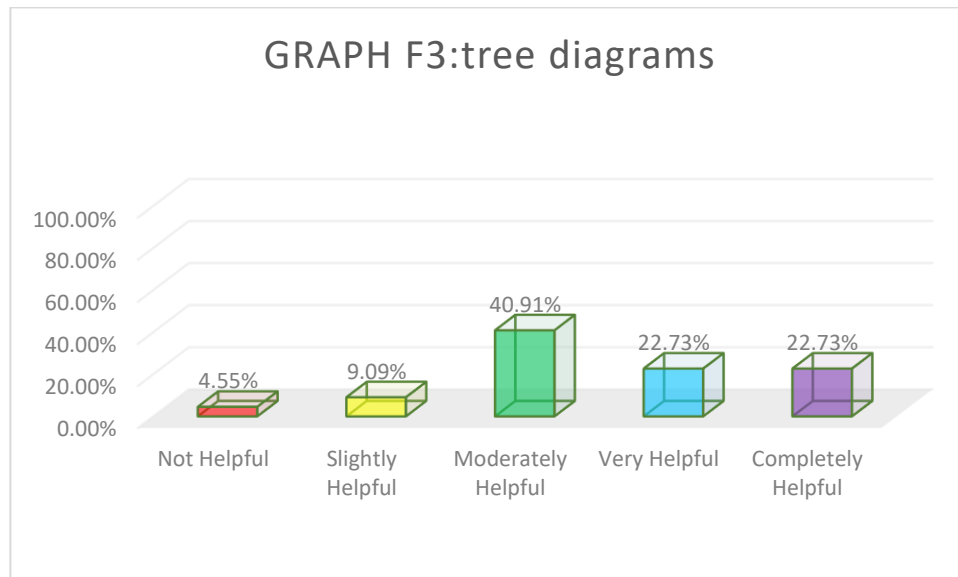


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 2 SEMANTIC MAPS

As seen in graphic F2: Semantic Maps, there is a resemblance between the scales moderately helpful and very helpful. Both answers show a percentage of 36.36% which implies that students consider this visual display as an efficient tool improving their comprehension since it can advantageously represent and generate more ideas, discover new concepts and clearly communicate ideas, thoughts, and information. Besides, 18.18% of students thought that this strategy completely helped them to get more vocabulary by setting graphics to organize a word with its corresponding synonyms, meanings and derivate information within the same process. In contrast, there is also a similarity between the scales Not Helpful and Slightly Helpful. Both answers show a percentage of 4.55% which represents students that did not find this strategy.

3. How helpful was creating Tree Diagrams to develop a clearer comprehension of the texts?

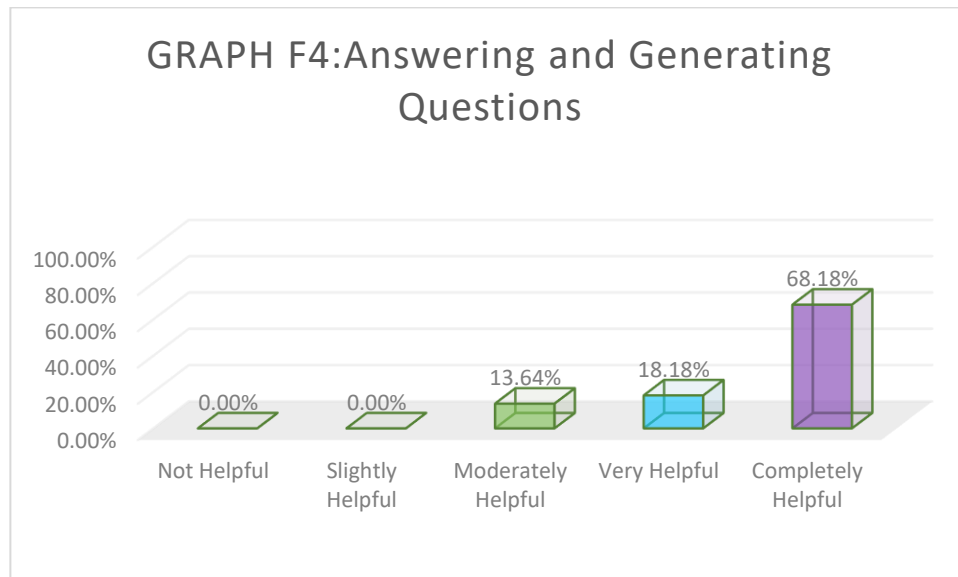


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 3 TREE DIAGRAMS

In the above graph F3: Tree Diagrams, students agreed in a 40.91% in the scale of moderately helpful supporting that tree diagrams helped students to break down broad categories into finer levels forcing them to think from a general way to a more specific one. Following up the achievement of such tool, students concurred in a 22.73% in the scales of very helpful and completely helpful sustaining that this tool helped them to brunch up more complex ideas. Differing from the outstanding results, there is a 4.55% of students affirming that tree diagrams were not helpful, and a 9.09% affirming it was slightly helpful. Both percentages represent tree diagrams as a non-effective management planning tool to achieve the objectives from reading comprehension activities since only few students showed struggles in building phrases or sentences to create well developed tree diagrams.

4. How helpful was Answering and Generating Questions when improving reading comprehension?

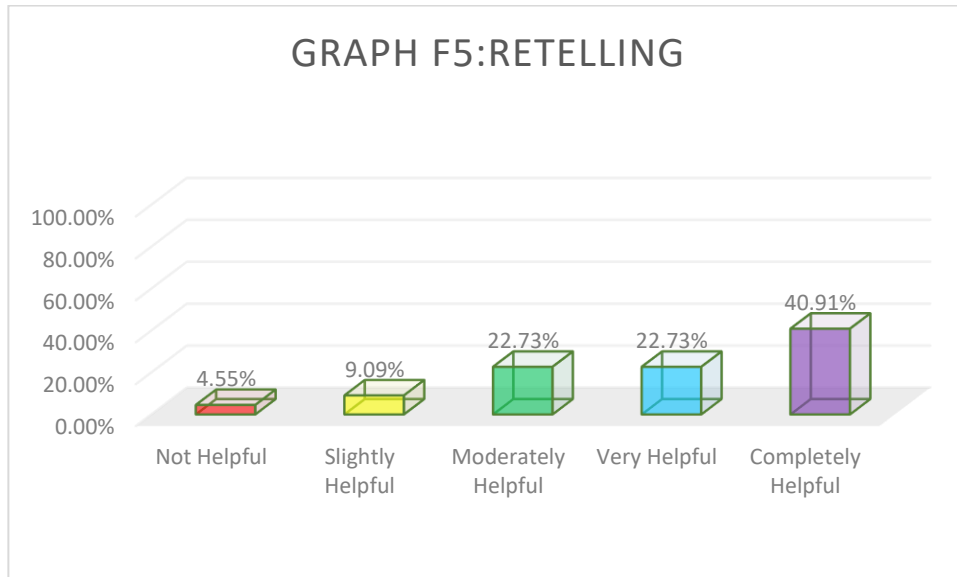


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 4 ANSWERING AND GENERATING QUESTIONS

As illustrated in graph F4: Answering and Generating Questions, the 68.18% from the target population supported that the Answering and Generating Questions strategy was found to be completely helpful since their skills developed awareness of their own cognitive processes and made them able to generate questions independently as they were getting engaged with texts. Preceding, the 18.18% of students agreed Answering and Generating Questions as a very helpful strategy that allowed them to ask appropriate questions during reading sets in order to recall information, focus on important information, make connection, and read actively. Previous to this graph, there is a 13.64% that considered this strategy as moderately helpful as answering and generating thoughtful questions when exposed to reading comprehension tasks developed not only their critical thinking but also their analytical response. As a positive inference, 0.0% of students thought of the strategy as a non-effective strategy to improve their reading comprehension and this led to prove that according to students' perception, this strategy helped them to reach all of its standards mentioned above.

5. How helpful was Retelling when improving reading comprehension?

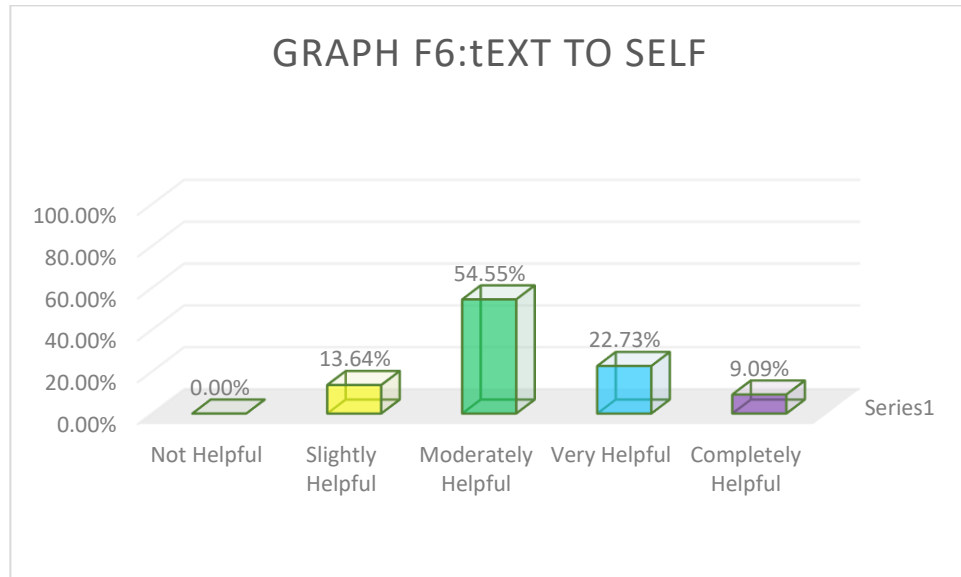


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 5 RETELLING

In graph F5: Retelling, displayed above, students affirmed in a 40.91% Retelling as a completely helpful strategy given that it helped them out to recall, understand and organize information to finally reflect and analyze it from internal connections to explain accurately. Somehow, the scales of very helpful and moderately helpful show a resemblance between each other, supporting that the strategy accomplished its main basis which is to organize story structures by taking main information of a text and transfer its meaning by keeping original themes from texts. Opposed to these accomplishments, in the scale of slightly helpful with a 9.09% and not helpful with a 4.55%, students expressed that Retelling strategy did not develop their perception about their comprehension over assigned texts since for them to accomplish successfully such reading comprehension strategy it is required an intermediate level of the language that implies broad vocabulary and correct use of tenses.

6. How helpful was having a connection between the texts you read and your personal life to improve reading comprehension?

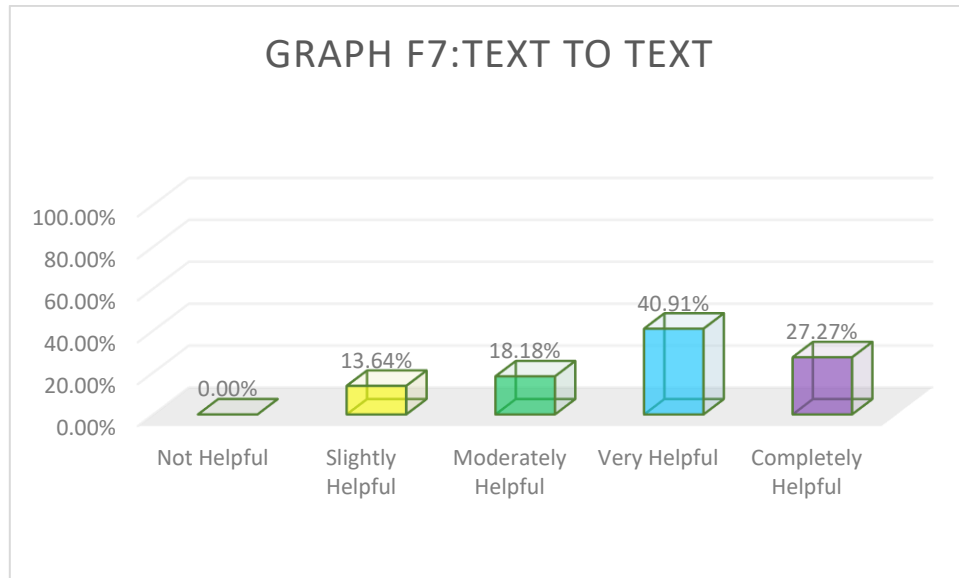


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 6 TEXT TO SELF

As showed in the above graph F6: Text to Self, students agreed in a 54.55% of moderately helpful since the strategy helped them to look for similarities between text and their lives to contribute to their understanding. Following up, then scale very helpful reached a 22.73% supporting that this connection of texts being read shows to bound the reading comprehension successfully. Contrarily, the scale slightly helpful with a 13.64% and not helpful with a 0.0% showed that some students did not find this connection to be sustainable on relating the content of the text to their experiences to foster their reading comprehension given that some of them have no matches from texts to their own life. This makes the strategy text to self not to be fully bounded in their cognitive process.

7. How helpful was having a connection between the texts you read during the classes and the texts you have read before to improve reading comprehension?

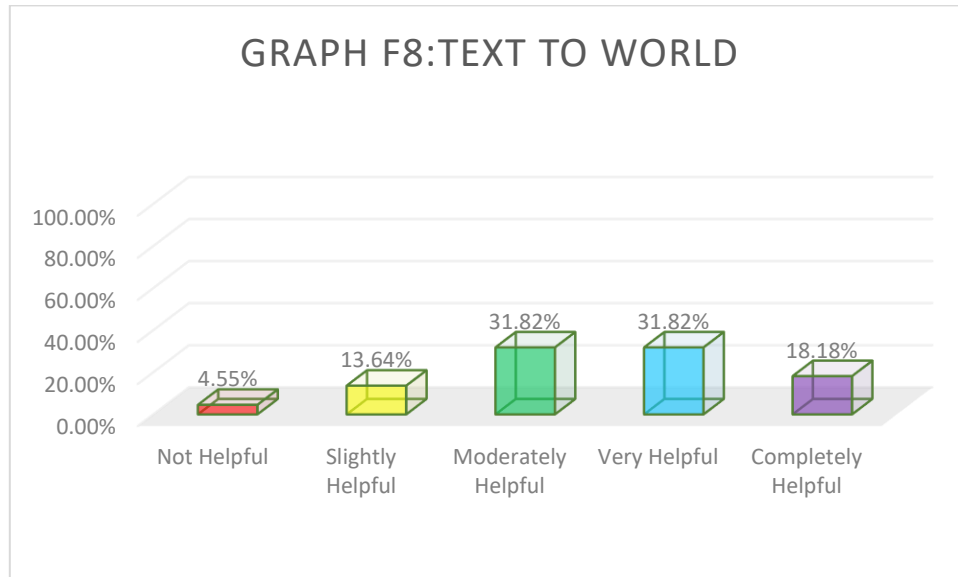


Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 7 TEXT TO TEXT

Graph F7: Text to Text, portrays that 40.91% of students considered that comparing the content of the material being currently studied to previous ones they have read before contributes to the comprehension of the text. Besides, there is a 27.27% of students who also gave a positive feedback to this strategy by answering that this strategy was completely helpful to refresh the background knowledge they had. Moreover, there was an 18.18% of students who believe that although the strategy was not completely helpful; it did moderately help them to understand the text clearer. Nevertheless, it was also noticed the existence of a 13.64% of students who perceived this strategy as not completely helpful to create new ideas and relate what they already knew to what was being studied by stating that it was only Slightly Helpful. Lastly, 0% of students considered this strategy to be not helpful to understand the text in a clearer way which implies that relating what they already knew to the new content they are reading did help them to some extent.

8. How helpful was having a connection between the texts you read during the classes and the events happening in the real world to improve reading comprehension?



Source: Ninth grade students, section I at C.E. INSA

GRAPH QUESTIONNAIRE 8 TEXT TO WORLD

Graph F8: Text to World displays that there is a similarity between students who believed this strategy to be Moderately helpful and Very Helpful. Both answers showed a percentage of 31.82% which represent students who believed that relating the content of the reading material to current happenings in the real world helps them to comprehend the text better. Additionally, there is an 18.18% of students who considered that finding the similarities or the differences between the content of the reading and events in the real world contributed to their understanding of the text. Nonetheless, there is also 13.64% of students who perceived this strategy to be just slightly helpful in the comprehension of the text. The graph also reflects a percentage of 4.55% of students who did not consider this connection between events in the real world and the text being studied as a helpful strategy to understand the text clearer.

APPENDIX G: INTERVIEW TABLES

APPENDIX G1

Question 1	Answer	Indicator	Objective	Interpretation
<p>What is the idea you have about making students think critically while reading?</p>	<p>“It is a great opportunity to have them express their opinions about what they are reading. Sometimes, they feel like shy when they have to share their thoughts, but I think that letting them create their own ideas helps them to understand the texts better.”</p>	<p>-Vocabulary -Critical thinking</p>	<p>To foster students’ reading comprehension skills through the incorporation of the strategies graphic and semantic organizers, answering and generating questions, retelling, and making connection in ninth grade students at C.E INSA</p>	<p>Teachers will be able to measure students’ comprehension when letting them go beyond than their brains normally go. As the teacher mentioned, “letting them create their own ideas helps them to understand the texts better”. So, students can go deeper and scrutinize every single part of the text to assure they have clearly comprehended the reading’s message by giving not a</p>

				simple answer but a most concrete and analytic one.
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Source: Teacher in charge of ninth grade students, section I at C.E. INSA
TABLE INTERVIEW 1

APPENDIX G2

Question 2	Answer	Indicator	Objective	Interpretation
To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Graphic and Semantic Organizers was useful? Support your answer by stating pros and cons of your choice.	“Well, I think that it was satisfied the use of graphic and semantic organizers because it helps teachers to go step by step to conduct students to work orderly. It was easier for them to see a graphic and put the information inside to	- Representation of ideas -Graphic thinking tools -Visual representation -Comprehension	To validate if graphic and semantic organizers foster the reading comprehension skills in ninth grade students at C.E INSA	The use of graphic and semantic organizers enhances students’ learning and retention of unfamiliar but meaningful materials. As stated by the teacher “it helps teachers to go step by step to conduct students to work orderly”; then, this strategy inspires students to

	order the concepts and ideas.”			create and think differently to characterize what they read.
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Source: Teacher in charge of ninth grade students, section I at C.E. INSA

TABLE INTERVIEW 2

APPENDIX G3

Question 3	Answer	Indicator	Objective	Interpretation
To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Answering and Generating Questions was useful? Support your answer by stating pros and cons of your choice.	“Satisfied. You were asking from the beginning of each class what the text was about, what they thought about it. And, I think those questions let them have an idea about the reading. Then, if one of the students had a doubt, they could feel	-Self questioning -Recall information -Comprehension	To demonstrate if answering and generating questions foster the reading comprehension skills in ninth grade students at C.E INSA	Teachers must be aware that getting good answers from students do not have to be the focus of a class while learning. It is important to take into consideration what the teacher said “if one of the students had a doubt, they could feel comfortable to ask and answer their own questions as well.” Thus,

	comfortable to ask and answer their own questions as well. It is helpful for them.”			the focus of answering and generating questions strategy should be the act of making good questions to make students think outside the box.
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Source: Teacher in charge of ninth grade students, section I at C.E. INSA

TABLE INTERVIEW 3

APPENDIX G4

Question 4	Answer	Indicator	Objective	Interpretation
To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Retelling was useful? Support your answer by stating pros and	“Neutral. I think that retelling has a lot of advantages for those who like to speak English because they were opened to express their opinions. But, I have	-Vocabulary -Concepts -Story structure -Make conclusions -Retell -Comprehension	To detect if retelling fosters the reading comprehension skills in ninth grade students at C.E INSA	Retelling is not only memorizing and listing events, but taking the main information of a text to a higher reading comprehension level. In agreement with this, the teacher explained that this is a strategy

cons of your choice.	also students that don't like to speak, and even though you were pushing them to do it, they just said one sentence.”			that give advantages just to the ones that like to speak. Then, it is necessary to teach students how synthesize and organize information, make inferences, and draw on prior knowledge to make retelling happen.
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Source: Teacher in charge of ninth grade students, section I at C.E. INSA

TABLE INTERVIEW 4

APPENDIX G5

Question 5	Answer	Indicator	Objective	Interpretation
To what extent, from unsatisfied, neutral, or satisfied, do you consider the strategy Making Connection was useful? Support	“I think that it was satisfied because you could give clues for them to know what you as teachers want them to understand. They are	-Background knowledge -Relate content to personal and real world's events - Comprehension	To deduce if making connection fosters the reading comprehension skills in ninth grade students at C.E INSA	As the teacher mentioned, it is important to give students clues to understand what they are reading by giving them the chance to relate the texts with other events

<p>your answer by stating pros and cons of your choice.</p>	<p>basic students, so they need a guidance from any type of source that help them to understand.”</p>			<p>that may be remarkable for them. Having a connection with the texts being read helps students to realize that what they see are not just words placed together by chance, but words that convey an actual message from the author.</p>
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Source: Teacher in charge of ninth grade students, section I at C.E. INSA

TABLE INTERVIEW 5

APPENDIX I: BUDGET

SUPPLIES				
Type of supply	Name	Cost per item	Quantity	Total
Office Supplies	Pens	\$0.15	8	\$1.20
	Pencils	\$0.15	20	\$3.00
	Folders	\$0.15	15	\$1.50
	Stapler	\$1.00	1	\$1.00
	Staples	\$1.00	1	\$1.00
	Pages	\$0.05		\$6.25
Services				
Service	Cost	Quantity	Total	
Prints	\$0.10	1000	\$100	
Photocopies	\$0.02	279	\$5.58	
Internet	\$35.00 a month	10	\$350	
Food	\$200.00 a month	10	\$2,000	
Transportation	\$80.00 a month	10	\$800	
Electricity	\$25.00 a month	10	\$250.0	0
	TOTAL BUDGET EXPENSES: \$3,519.53			

APPENDIX J: TIMELINE

CHAPTERS	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
CHAPTER I: STATEMENT OF THE PROBLEM									
CHAPTER II: STATE OF ART									
CHAPTER III: METHODOLOGICAL DESIGN									
INTERVENTIONS									
CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA									
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS									
REVISING									