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MODALITY: RESEARCH REPORT

Theme:

Visual Intelligence in the development of reading comprehension of third year of BGU students at “Belisario Quevedo” Educative Unit.

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled VISUAL INTELLIGENCE IN THE DEVELOPMENT OF READING COMPREHENSION OF THIRD YEAR OF BGU STUDENTS AT "BELISARIO QUEVEDO" EDUCATIVE UNIT, investigated by Lcda. Alvear Jiménez Tania Elizabeth, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, May 17th, 2021



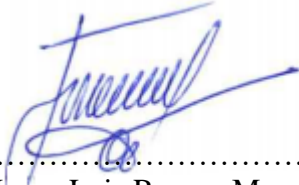
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COMMITTEE APPROVAL

This research dissertation: VISUAL INTELLIGENCE IN THE DEVELOPMENT OF READING COMPREHENSION OF THIRD YEAR OF BGU STUDENTS AT “BELISARIO QUEVEDO” EDUCATIVE UNIT, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; this meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

With all my heart, I want to dedicate this work to my parents Nely and Felix, who have taught me the value of modesty, and whose words of encouragement have always been present, there are no words to express my gratitude to my beloved family, Rodrigo, Daniel and Paula who have been my support and inspiration during this process.

Tania

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Tania Elizabeth

AUTHORSHIP

I, Alvear Jiménez Tania Elizabeth, declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, May 17th, 2021

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GRADUATE DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

THEME: Visual Intelligence in the development of reading comprehension of third year of BGU students at “Belisario Quevedo” Educative Unit.

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ABSTRACT

The research focused on the study, analysis and application of visual intelligence in the development of reading comprehension of students of third year of BGU at “Belisario Quevedo” Educative Unit, this research has a mix method approach design as well as a qualitative design, since, during the exploration we work with two groups, one control group (30 students) and one experimental group (30 students); both groups were applied a pretest and a posttest. The main objective of this research was the development of reading comprehension in visual learner, therefore the proposal: Graphic organizers strategies handbook to develop reading comprehension was designed and applied; the results showed a significant improvement in the development of reading comprehension skills, the experimental group who received the proposed intervention, showed better results compared to the control group who were instructed with traditional methods. Therefore we can conclude and assert the effectiveness of the use of graphic organizers as a visual strategy for the development of reading comprehension.

KEYWORD: Graphic Organizers (GO), Visual intelligence, skills.

**UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: Inteligencia visual en el desarrollo de la comprensión lectora de los estudiantes de tercer año BGU en la Unidad Educativa “Belisario Quevedo”.

Autor: Alvear Jiménez Tania Elizabeth

Tutor: Nelly Patricia Mena Vargas M.Sc.

RESUMEN

La investigación desarrolló el estudio, análisis y aplicación de la inteligencia visual en el desarrollo de la comprensión lectora en los estudiantes de Tercer Año BGU de la Unidad Educativa “Belisario Quevedo”, la investigación tiene un enfoque mixto cuali- cuantitativo y a su vez descriptivo ya que durante la exploración se trabajó con 2 grupos uno de control (30 estudiantes) y otro experimental (30 estudiantes) a quienes se les aplicó un pre test y un post test; El principal objetivo de esta investigación fue el desarrollo de la comprensión lectora en los estudiantes con inteligencia visual para cual se diseñó y aplicó una propuesta con el tema: Manual de estrategias de organizadores gráficos para el desarrollo de la comprensión lectora, los resultados mostraron un avance significativo en el desarrollo de la habilidad de comprensión en el grupo experimental quienes recibieron la intervención propuesta, a comparación del grupo de control con quienes se usó métodos tradicionales, por lo que se llegó a la conclusión la efectividad del uso de organizadores gráficos como estrategia visual para el desarrollo de la comprensión lectora.

PALABRAS CLAVE: Organizadores gráficos, inteligencia visual, habilidades.

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INTRODUCTION

Learning a new language can be easy for someone and uninspiring for others, however the way a language is taught; makes a big difference when speaking and learning it. The research report Visual – Spatial Intelligence in the Development of Reading Comprehension is an **Educational Proposal related to the English language learning** in accordance with **education and communication for human and social development** line of research. The contents of this research report include a number of visual techniques, for the development of reading comprehension in visual spatial learners, because developing reading comprehension or understanding texts is a basic skill in literate people, thus enhancing and approaching it affectively will be a plus in second language learners in Ecuadorian classrooms.

In 2012, the Ministry of Education proposed the new national English curriculum and a number of associated international rules, (British Council, 2015) during the 10 past years English became a primary subject in Ecuadorian classrooms, many efforts have been made to increase the opportunities to learn English in Ecuadorian schools and everybody concedes the advantages of learning a second language, speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world; but in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people.

The Ecuadorian curriculum for teaching a foreign language is based in five concepts: first the Communicative language approach, which emphasizes the need of interaction between the learner and the content; second the CLIL methodology, this approach allows teacher to integrate areas of knowledge such as arts, geography, history, etc. and teach them in the new language; third the international standards, it is not new that the CEFR guides the teaching and learning of languages this method tells us, what should be learnt in a determined level and what students should know to show their proficiency; fourth the learner of the language should not only learn a series of contents but also develop a critical thinking to connect their L1 with the L2. Finally the last principle explains the role of the teacher to

motivate or encourage their students to learn, because these principles state that teachers should understand that their students are different and as teachers we should approach our student's needs. (Ministerio de Educación, 2017).

Being English an important subject in the Ecuadorian curriculum, the study of Visual Intelligence in the Development of Reading Comprehension has been addressed with research purposes, in this way the **problem formulation** will be: How does the visual spatial intelligence improves the development of reading comprehension of students of third year of BGU at "Belisario Quevedo" Educative Unit?. If students are offered intelligence-oriented learning tools, visual- spatial learners could develop a better sense of reading texts with comprehension or even read texts easily, they are able to demonstrate their knowledge and abilities.

(Ministerio de Educación, 2017) The Ministry of education abiding the Ecuadorian government amendments looks for the advancement of English learning along the country by providing teachers and students with new technologies, materials and methodologies that warranty the acquisition of a second language in public schools as well as the development of a citizenship sense in individuals who will face the new challenges of the world. The Ministry of Education in alliance with some international institutions have been making many affords to further the advancement of English learning, the regulation of English teachers standards are now based on the CEFR however still needs to be done in order to warranty this advancement, we want to see classrooms that assure a successful language learning and students want to experience real English practices.

English is one of the most spoken languages around the world, its acquisition has been growing in the last ten years. Ecuador is one of the countries in South America that has national guidelines regarding private language institutions. Without these parameters, the quality of private language institutions in most countries differs extensively (British Council, 2015). Non English Speaking countries have been making efforts to introduce an effective model and curriculum to teach English and other foreign languages, however there are many aspects that limit the development of English and its skills.

There are many concerns that still need to be considered when teaching the reading skill, as the lack of printed material, the fact that we are not potential readers in our first language as well as the diversity of students that we face every day in our classrooms. Those students whose visual abilities and preferences are not treated equally or valued when teaching reading, with this in mind **the problem statement under study** was that students whose learning style is the visual spatial were not effective readers because there was not an availability of visual resources. There was a need of a visual tool to enhance and motivate the reading comprehension, to make it more effective.

In the Cotopaxi province as well, teachers encountered students with different learning preferences, there were students whose learning style was the visual intelligence; however these students faced many difficulties when they learnt to read in English, because their learning style was not incorporated in the classroom, they were given the same kind of tasks and activities not taking into account their preferences when it comes to develop a good reading comprehension.

Many researches evidence the importance of the development of reading skills in early childhood especially on second language learners and with self-directed resources according students' needs and preferences, during my experience as an English teacher, I have evidenced the struggles that students have in understanding books, printed information and worksheet instructions, and even more difficulty in completing reading tasks and answering comprehension questions, teaching reading skills is one of the most difficult tasks for many EFL teachers, we know that reading is a difficult skill to reinforce because students sometimes refuse the idea of reading in the target language, sometimes students are provided with material that does not point out their learning profiles, so less or non-importance is placed to reading, therefore making reading practice a non-prior ability to enhance in classroom or outside of it.

In the Educative Unit "Belisario Quevedo" in the 3rd year of BGU, the English subject is taught as one of the subjects belonging to the National Curriculum with a three hour assignation, being this an essential subject for students, it deserves an special attention by the teachers and learners, it was seen that students make a lot

of effort in learning it specially in understanding texts and short readings, nevertheless there was a lack of an specific material that allows them to have a visual interpretation that accompanies their visual perception used in the development of reading comprehension, an skill that is considered compulsory when learning a foreign language.

The **general objective** of this research was to analyze the development of reading comprehension skill in visual students of third year of BGU at “Belisario Quevedo” Educative Unit, in achieving the main objective of this research, a set of four specific objectives were defined, the first step was to analyze the theoretical information concerning visual intelligence and reading comprehension in learners. Every individual recognizes and evaluates their learning preferences so it was important as a second step to identify the problems that visual learners had in order to develop reading comprehension, then as a third objective to implement the graphic organizers handbook as a visual tool for the development of reading comprehension; this objective provided a practical solution for the development of reading comprehension in visual spatial intelligent students, finally this last objective was the validation of the proposal by experts in the field of language teaching as well as the students as beneficiaries of it.

SYSTEM OF TASKS IN RELATION TO THE SPECIFIC OBJECTIVES

<p>To analyze the theoretical information concerning visual intelligence and reading comprehension in learners.</p>	<ul style="list-style-type: none"> • Develop an extensive reading about the most important topics regarding visual intelligence and reading comprehension. • Selection of the most remarkable information about the researched topic.
	<ul style="list-style-type: none"> • Extract the most valuable theories about the topic.

To identify the problems that visual learners have in order to develop reading comprehension	<ul style="list-style-type: none"> • Observe students while reading and answering comprehension questions.
	<ul style="list-style-type: none"> • Apply a pretest to determine the reading comprehension skills of students.
To implement the handbook of graphic organizers as a visual tool for the development of reading comprehension.	<ul style="list-style-type: none"> • Evaluate new and old strategies to develop reading comprehension.
	<ul style="list-style-type: none"> • Propose the use of Graphic Organizers as a visual instrument for the development of reading comprehension.
To validate the proposal with the endorsement of experts and users.	<ul style="list-style-type: none"> • Apply a posttest to determine the improvement of reading comprehension in the second test.

STAGES OF RESEARCH

<p>Stage 1</p> <p>Grammar Translation Method</p>	<p>Tugrul (2013) states “Translation is a useful device in the learning process of ESL learners; furthermore, it is an aid to enhance foreign language proficiency. It has a facilitating function in the comprehension of the foreign language. The Grammar-Translation method has a supportive role in foreign language learning, and allows students to notice the</p>
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	<p>differences and similarities between L1 and L2 that will make the students understand the language system better.”(p. 103).</p>
<p>Stage 2</p> <p>Traditional Method</p>	<p>(Phajane, 2014) “The traditional method in teaching beginning reading was supposed to walk together with the child. But in essence, the teacher was not on the side but ahead of the child, and she or he determined the place and the direction with little or no input from the child on this journey to learning to read.”(p. 213)</p>
<p>Stage 3</p> <p>Communicative Approach</p>	<p>For (Robiana, 2020) the application of the communicative approach in teaching reading using visuals or imagery is widely used. The media is very useful for providing comprehension to the students when they need to discover the answers for questions from descriptive text” (p. 130). The communicative approach is the ultimate methodology for teaching English and reading can be furthered by its application, using visual materials which promote student’s discovering and thinking abilities.</p>

Elaborated by the author

The present research is a collection of the most important theoretical information regarding Visual Learning as well as the process of reading comprehension, the research was focused on, how students can be effective readers using their visual learning style, additionally it provides teachers with a guide to help their visual learners in order to be successful readers and text examiners.

Every classroom is shaped differently, the environment, as well as the culture, varies in every teaching setting, however, the diversity of students we face every day make it a box of surprises where you will find students with an analytical, interactive and introspective intelligences that are by their nature heuristic, social and affective processes, respectively (McKenzie, 2005). These students are demanding teachers to make something entertaining directed for them every class, with this research we wanted to discover the learning difficulties that visual learners have when it comes to reading comprehension, we approached to understand how visual learners read and comprehend reading input, and how could we help them with their reading problems, being this the principal **justification** in developing this research.

The principal aim of this research project was to analyze the development of reading comprehension skills in visual learners, this information can be meaningful used to comprehend reading texts, how teachers can use it as an advantage in their reading classes; not only teachers will be furthered, but students as being the principal protagonists in the education process. Ecuadorian students need 21st- century teachers that can adapt and create new learning tools and materials, they need teachers who are ready to take risks and scaffold those risks to students, teachers that connect with their experiences offering qualitative self-directed activities, consequently preparing them to be potential and successful EFL readers.

This research work had a mixed-method approach design, it used the qualitative approach on one hand, because we wanted to determine the difficulties relating to visual-spatial intelligence in learners and how the development of reading comprehension had been previously studied and analyzed to get a better understanding of the problem; on the other hand, the quantitative approach will guide us to the data collection, thus a survey was applied at “Belisario Quevedo”

Educative Unit, located in Pujilí city, in the Cotopaxi Province; this survey inquired students as well as teachers about related topics denoting reading comprehension skill and visual learning, its concerns and difficulties in the reading process and some suggestions about the ideal way of acquiring reading comprehension. This data was critically analyzed to propose a visual or learning tool that will enable reading comprehension in students with visual intelligence.

For the application of the research proposal in chapter II a pretest and a post test was applied to a control and experimental group with a rubric as the instrument to evaluate the results, the researcher applied a convenience sampling whose data was evaluated in order arrive to the results of the proposal. Additionally the research had the characteristic of descriptive because I analyzed the theoretical information concerning visual intelligence as well as the reading comprehension process, also the data obtained clearly explained the difficulties that students had when developing reading comprehension activities. In order to get better results, I made use of the exploratory research method; with this methodology I was supported on the study of this problem that has been previously addressed by other authors, studying and citing previous researches made this an exploration into a different and innovative proposal.

CHAPTER I

1.1 BACKGROUND

In order to provide a scientific premise to this research, I want to introduce a series of previous investigations about the visual spatial intelligence in the development of reading comprehension, which, give a scientific foundation of the importance to develop reading comprehension in second language learners, the information that was analyzed give reason to the need of investigating and give possible solutions to the problem of: the lack of an effective reading strategy in order to develop reading comprehension in visual learners. The following researches explain and describe what has been done in the field of teaching reading comprehension to different kinds of learners and its scope.

Izurieta Santillán (2019) *The Use of Visual Spatial Intelligence to develop reading skill in fifth grade students at UE Andres Bello*, unpublished graduate thesis, Universidad Laica Vicente Rocafuerte de Guayaquil, Guayaquil, Ecuador. The author developed her graduate research investigation, which was carried out in Guayaquil in 2019, her objective was to determine the treatment given to reading activities with visual aids, she applied a pre and post reading test and an observation checklist, and she concluded that the use of visual aids in the classroom has multiple benefits for children as well as for teachers. The author said that children are more confident in reading activities, they are motivated when there is a connection between their visual spatial intelligence and what they read, and additionally she noticed that visual aids help teachers to provide students with meaningful content.

In another investigation, Nemat Tabrizi (2016) performed his research with 117 adult English learners participants in Iran, his objective was to identify the relationship between MI and reading comprehension in Iranian students,

interviewees were applied a multiple intelligence test, as well as, a reading comprehension activity resulting in a wide range of learners, most of them having a linguistic ability and on the second scale the visual spatial as a predictor of reading comprehension, additionally the research conclude that teachers should provide learners with the possibility to exhibit their linguistic abilities “They should encourage students to remember written and spoken information, enjoy reading and writing, or give persuasive speeches be able to explain things well and use humor when telling stories.”, he shows that Visual Spatial learners are more capable of understanding if they are provided with a mental images like posters, charts, videos among others , thus it will ignite students’ abilities to understand and decode information.

The results of a study called “Visual Aids and Multimedia in Second Language Acquisition”, conducted by (Halwani, 2017) in Frank Corey High School in Franklin Squire, Sewanaska Central School District, whose objective was to analyze the effectiveness of multimedia as a visual aids in the classroom to improve communication skills, concluded that: it was noticeable the motivation of students, during class they were more engaged in discussions and activities, the support received by multimedia visual aids resulted in student’s performance, He suggested the use of pictures, books and web tools when teaching English, additionally the researcher expresses the need of a well-trained teacher in the use of visual aids in order to help students to develop their communication skills.

According to (Shabiralyan, Shahzad Hasan, Hamad, & Iqba, 2015) “Visual aids arouse interest of learners and help teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to encourage students learning process.” (p. 226). Visual aids help learners with limitless models and illustrations to achieve the learning goal activating their visualization, on the other hand visual aids will also help teachers to give clear lessons consequently achieving the purpose of education which is provide students with information to increase their knowledge.

(Gardner, Frames of Mind, 2011) argues that educators should apply some implications related to multiple intelligences “By individualizing, I mean

the educator should know as much as possible about the intelligences profile of each student for whom he has the responsibility; and, to the extent possible the educator should teach and assess in ways that bring out that child's capacities, By pluralizing I mean that the educator should decide on which topics, concepts or ideas are of greatest importance and should then present them in a variety of ways.” (p.16)

Teachers should work with multiple intelligences and adapt the material and the activities to their different learners, they should take into consideration how a student learn, what they want to learn but most of all what motivates students learning, taking this directions the visual spatial learners will feel that the class is designed for them, thus making learning and reading rewarding and satisfying activity.

1.2 Literature Review

Learning Styles theory

In our classroom settings we will encounter different types of students, or better described as different ways in which students address learning, several authors have argued the need of a students directed instruction according to the diversity of learners for (Jaleel & Thomas, 2019) Students can learn in their own way “Learning styles” is a word used to distinguish people differences when acquiring knowledge, when we consider students differences we are considering the learning styles and it is particularly important because we are promoting students learning by applying different strategies. When we reflect about how our student's thinks and process information we are thinking about changing or switching our teaching practices, if we are empathetic with their preferences likes and dislikes we will create a better environment in our classrooms.

Furthermore recognizing and supporting student's ways of understanding and retaining new information will make your classroom more engaging giving learners the opportunity to success, teachers will be better instructors if they understand about student's aptitudes towards learning, knowing our students will avoid students from feeling overwhelmed and teacher from feeling disappointed, these feelings can be easily eluded if we accept and apply the seven styles of learning.

As stated by (Pashler, McDaniel, Doug, & Bjork, 2008) the theory of learning styles refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Proponents of learning- style assessment contend that optimal instruction requires diagnosing individuals learning style and tailoring instruction accordingly. There is also plentiful evidence arguing that people differ in degree to which they have some fairly specific aptitudes for different kinds of thinking and for processing different types of information. (p.105)

As stated in this and many other articles there is enough evidence or study about the theory of learning styles, there are different practices that students can made in order to acquire and understand information, and we can conclude by stating that there is a lot of scientific evidence about this theory, it has been and is still used in the field of education because not only the teacher should recognizes learning styles but students should reflect on their preferences too, (Jaleel & Thomas, 2019) if students can categorize and recognize their learning style they will make the most of their learning.

Multiple Intelligences Theory

Most of us have grown in a culture where parents rejoice the abilities that their children possess, it is not new to hear people, specially moms saying that their children are good at puzzles, riddles, dancing or arts, defining them as “good for that”, or entire families which love playing with numbers, others that like songs or languages, all of these arguments is what (Gardner, 2011) categorized as Multiple intelligences, in his book Frames of mind he says that “These intelligences are routinely seen at work in ordinary activities of no specialized individuals, but their most illustrious realizations will be properly noted in those gifted in artistic or scientific production” (p. 301). For the author the theory of multiple intelligences gives the appreciative that since the start of our days this theory has being immerse in our society.

Back in the days, Scientists like Newton, musicians as Mozart, leaders like Simon Bolivar, doctors, politics, authors, and the Incan architects, were the symbol of the multiple intelligences, these professionals revolutionized and perfected their skills,

their parents and teachers unknown the theory of multiple intelligences, nevertheless their works were not worthless, their outstanding abilities give light to the most significant discoveries, inventions and revolutions that contributed to the development of our society, they develop special abilities settled in their intelligences, they utilized them with academic and scientific purposes for the welfare of human kind and education itself.

This research worked under the statements of the seven multiple intelligences, the Visual-spatial, in the development of reading comprehension, the theory of multiple intelligences is part of the field of Psychology which arises awareness of how the mind and learning work (Gardner,2011) explained “the reason to call it a psychobiological theory first because it is a concept of how human mind works and second because it explains important facts about the brain and its neurological connections” (p.7). The theory of multiple intelligences has been a scientific evidence that help educators to personalize learning by identifying student’s motivations, when students are captivated by their intelligences achieving knowledge will be easier.

Additionally many educators have experimented the use of MI in their classroom to encourage learning, according to Gardner (2011) “The seven types of intelligences can be asservively used when teaching,we can count on seven ways of adreesing students limitations, in that way students will used it as an asset rather that as a obligation“ (p.38). It could be argued that classrooms can be a rainbow of opportunities for students, if teachers focus on their strenghts rather that in student’s weaknessses they can acompany their learning applying the theory of multiple intelligences in that way studnets will feel that they have a purpose learn with authonomy.

Especially when I recall those learning experiences of my childhood and youth, many feelings of thankfulness come to my mind, one of them is to my high school science teacher, who used to deliver their lessons using different didactic materials as posters, lab projects, and crosswords, multiple choice tests, videos, mind maps, among others. My science teacher was a clear example of a multiple intelligence focused teacher, her class was supplied patiently and creatively by concentrating in

the multiple intelligences of her students, she was always attentive of what their students like and enjoy best. Thus incorporating seven styles of activities, seven types of strategies and seven types of caring about their students.

We can identify 7 intelligences proposed by

Linguistic Intelligence:

- Auditory sensitive.
- Must have the ability to language.

Visual Spatial Intelligence

- Highly developed visual perception.
- See the world as a whole.

Bodily Kinesthetic Intelligence

- Use body language to denote meaning.
- Body intelligent people.

Musical Intelligence

- Develop an active listening.
- Skilled musical learners that work with rhythm and tone.

Logical Mathematical

- Very practical
- Enjoy working with numbers.
- They account on the exact operations.

The personal intelligences:

Interpersonal

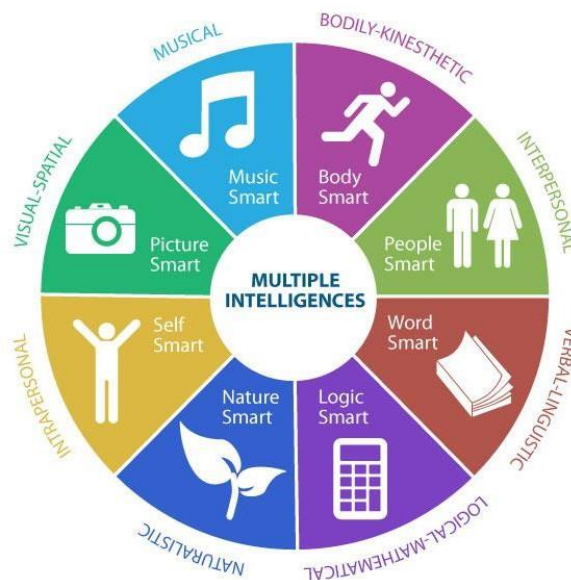
- Look closely to others moods and motivations.
- Create positive relationships with others.
- Resolve conflicts in group settings.

Intrapersonal

- Reflect on his own behavior.
- They are sharpened by culture
- Can explore their actions and behaviors

Not surprisingly, educators nowadays claim the use of multiple intelligences to design their lessons, from the beginning to end, using them in the pre, during post and evaluation tasks; teachers trust their efforts in the fact of having designed their teaching practices directly aided by a student's focused education, which will activate students capabilities and desires for learning. From my own point of view using the multiple intelligences framework has helped me to understand that every individual is a different world, people are moved by motivations as workers wake up in the morning thinking in their salaries because their family's needs are their motivation, or as teacher's go to school thinking about how they will provide a meaningful lesson, students go to school picturing how his teacher will guide his learning.

Multiple Intelligences by Howard Gardner



OSTWALD T, (2013). Multiple-intelligences-learning-styles. Ilustración. Rerievedfrom:<https://www.connectionsacademy.com/support/resources/article/understanding-your-students-learning-style-the-theory-of-multiple>.

According to (Gardner, 2011) the multiple intelligences depend upon one another, so it will be difficult to identify their own characteristics or independence. Nowadays we live in an unstoppable growing world, where a need of risk taking, decision making, and creativity development is imperious. The tight labor market makes it necessary people who can express themselves in the context of different situations, people that develop a series of skills, depending on the circumstances, the characteristics of a multi task person better exemplify the concatenation of the multiple intelligences as a whole, because there are learners that can not only develop one activity but rather two or three at the same time. If we train students with multiple abilities they will be successful prospects for the future.

Visual- spatial intelligence

For (Armstrong, 2018) Visual intelligence is a gift for learners who are sensible to objects that exist in the space, materials that can have a shape or color, they enjoy working with pictures; visual learners can place objects and information in a graphical dimension furthermore teachers can get the best of them if they visually ignite their learning, there are many materials that can be used for example big images, games, manipulative, maps, graphic organizers and everything they can use to place understanding in their memory.

Besides there are lot of people with a photographic memory or with the ability of remembering places and directions, these people have a strong connection with what they have been shown or witnessed with their mind, their visual spatial intelligence help them to recall and store information in their brains, people with a spatial intelligence may not be god at language or math's but they perfectly fit in careers where they put their imagination and retention in practicing, becoming experts in the field of arts, and design.

As stated by (Babu, 2019) "The visual spatial processing is an individual's ability to process visual stimuli to comprehend spatial relationships between objects and to visualize different scenarios or images" (p.69). Visual learners tend to prefer imagery or visual information, they have a better understanding if the teacher uses graphic input; visual spatial students are always curious, they are expecting

colorful and eye-catching activities, something where they can stylize in order to promote their learning, these actions will their attention.

As we can see these two authors have different concepts about learners who are visual - spatial gifted, however both of them emphasis about the way they learn and the dynamic that a class should have, they said that teachers need to understand that every student is able to learn, not all students will learn in the same way and with the same material, it is the duty of the teacher to identify students special competences that are essential for each individual to be immerse in the education process.

Consequently, practicing English with multiple and diverse activities encourages leaners to be an active part in the learning process, when teachers diversify the tasks in the classroom, the strategies encourage active participation and enrolment in the class, when using the multiple intelligences learners feel that there is a link with their capacities and the learning experiences provided by the educator.

Visual aids

As a definition for visual aids expressed by (Shabiralyani1, Shahzad, Hamad, & Iqbal, 2015) we have: “Visual aids are those instructional aids which are used in the classroom to encourage students learning process” (pag.226). The author considers that visual aids are an extrinsic motivation for leaners, they animate students into the learning process for a successful acquisition of the information, and visual materials can be applied with many strategies depending on the goal that the teacher wants to get at the end of the class.

As detailed by (Shabiralyan, Shahzad Hasan, Hamad, & Iqbal, 2015) “Visual aids are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support him to make learning more actual, active, motivating, encouraging, significant and glowing.”(p.226).This suggests that it is not under any doubt the fact that a good application of visual resources in our teaching practices will make them more attractive for our students, many innovative approaches of the 21st century are assisted by the use of visuals thus increasing the enthusiasm for knowledge in learners.

(Adamu Tairu & Abraham Aminu, 2018) State that “Audio-visual is defined as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.”(p.33). It can be proven that the focus into the use of audio visual materials has changed over the years, because technological tools in their many classifications have varied as society applies them with different purposes, nowadays the implementation of audio visuals is not exclusively of any subject and less luxury tool, but a need for reaching our students at home and teleconferencing them.

Characteristics of visual aids

(Ramirez, 1975) States that visual aids should consider the following characteristics.

- The visual aid should be linked with the teaching objective as well as the topic of the lesson with which it will be used.
- The visual aid should have accurate and straight representations of what is being studied.
- The visual aid should be visible so the teacher and students can see it.
- The visual aid should have a standard size.
- The visual aid should not require the knowledge of an expertise person to be manipulated.

Visual aids are intended to help both the teacher and the students they do not require a training course on how to make them or how to arrange information into them in my opinion teachers just need to be familiar with them. Graphic Organizers are adaptable to change and form they can be used as an interdisciplinary tool for organizing and summarizing information, they can take many shapes and directions. Sometimes the absence of an adequate resource limits the capacity of students to interact with the text, on that account, the application of visuals in the development of reading makes readers handle better comprehension.

Visual aids in the classroom

In (MACWAN, 2015) opinion “Visual aids are a great tool for seeing and understanding. Visual aids allow learners the time they need to process what they are being asked to do” (pag.92). Visual Aids activate student’s brains and help them to have a clear picture of what they have to do. However, from the point of view of (Nalliveettil & Hammoud, 2013) when teachers do not know how to effectively use audio visual resources students tend to find them inappropriate (pag.91). According to the authors point of view for many students and teachers, the term “visual aids” refers to the use of videos, however in some cases, videos tend to cause boredom in learners; the unsuccessful use of visual aids corresponds to the lack of a class implementation or plan, where the teacher’s practices and intentions fail in making the class enjoyable.

In theory visual aids should be considered a support in English Language Teaching. Teachers must be able to incorporate them in the EFL classroom as a tool to encourage students in the development of speaking, reading listening, writing and vocabulary, because as quoted by Napoleon Bonaparte “A picture is worth a thousand words”. The manipulation of visual aids in the classroom can help teachers as well as students, in different ways, teachers can maintain the student’s engagement in the lesson and keep their attention, and students can use them to retain information and in some cases summarize what was given.

According To (Willis 2007, as stated by Herrera, Kavimandan, & Holmes , 2011) When using visuals teachers offer additional opportunities for stimulating student’s abilities and retention as they make efforts to place those concepts and vocabulary in their brains. When students later try to recall the conceptual information their brain has multiple pathways for locating the related memory. (p.14) when visual learners capacities are encouraged they can experience the lessons with an intensive input, using heavily illustrated material will provoke their active participation and engagement.

There are different forms that visual aids can take, they vary depending on the purpose of the activity. Visual Aids can help teachers to achieve reading goals by letting students setup the key information, conclusions, and summary of the text.

Depending on the task and the teacher's goals students can create their graphic representations to keep in mind vocabulary, phrases, main ideas, and thoughts and conclusions, these will be useful in future reading assignments, thus increasing their reading comprehension.

Reading comprehension skill

The activity of reading has switched the way it was used before, years ago it was an act of ensuring children's literacy to promote a better living, nevertheless today children read in order to find new ways of interacting with texts in their tablets, phones, computers and e-readers, which ensures them a new concept of better living, developing reading comprehension is and should be guaranteed by the educative system, because it is the way students will thrive as citizens of a particular community.

Reading comprehension is an ability that is closely related to the student's capacity to discern information, where the reader has close communication with the text. According to (Nunan 1991) "Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation" (p. 72). As declared by (Elleman, , Olinghouse, Gilbert, Spencer, & Compton, 2017) "Reading comprehension is a complex topic to understand and teach comprehension is a cognitive endeavor that uses many skills as well as knowledge about the topic and certain vocabulary contained in a text" (p. 234). This supports the idea that, when students read, they enter in a fascinating and challenging activity where they have to connect what they know with what they read, making these connections help them to find the interesting side of reading, however having vocabulary knowledge will be better to achieve comprehension.

In addition reading can be defined as a bridge between the student's knowledge and the material expressed in the text, this interpretation of a text in second language learners relies upon an early development of the reading skills of the individual in his L1. (Hamer, 2007) States that "Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something different from the skills skim and scan"(p.101). Reading skills have to go hand in hand with other skills we could

say that an EFL student will be a good reader if he has developed a good reading comprehension in his L1, however, we should consider that reading is not a mere act of pronouncing words and phrases. When we provide reading materials we expect that students understand what the text is saying, reading does not mean repeating words mechanically, and it means analyzing the content of the text.

Types of reading

(Hamer, 2007) In his book *How to teach English* purposes two different kinds of reading:

Intensive Reading. - Intensive reading is the act of getting information from a text with educative purposes, this type of reading takes place in a classroom and it is accompanied by activities or tasks where students need to use the information that was read.

Extensive Reading. - Extensive reading usually involves reading for pleasure, it takes place out of a classroom, and students may be pleased by reading different texts like novels, poems, magazines, among others.

There are other ways in which readers can develop this skill according to (Nunan, 1999 as cited by Ngoc, 2015) “There are different types of reading: receptive reading, which is the rapid, automatic reading that we do when we read narratives, reflective reading in which we pause often and reflect on what we have read; skim reading, in which we read rapidly to establish in a general way what a text is about; and scanning, or searching for specific information”. (p. 196)

In relation to the author point of view I consider that teachers should encourage readers to use different techniques according to the purpose of the reading task, teachers should also take into account student’s English proficiency level because, there are many prerequisites that an individual should possess in order to develop a good comprehension. In our class settings we will find different kinds of readers first the ones who read for pleasure and who have found appealing texts according to his likes, second the one who only read in class, those who are forced to read in order to accomplish a task and finally the students who want to find a purpose but have not been motivated enough, and cannot decide if keeping up the reading of a

book or looking for another. Since reading has the aim of getting information we should promote it no matter the style.

Essential components of reading

We all know that learners need some prerequisites for starting the path of reading, the (U.S. Department of Education Office of Career, Technical, and adult education, 2015) argues that there are four principal components of reading, learners should hold them before starting to read, these are:

- **Alphabetic.** – It includes the phonological consciousness to decode words, it means putting words in order.
- **Fluency.** - Which is defined as having the ability to connect phrases or sentences in a text rather than repeating words out loud.
- **Vocabulary.** - It is a primary predictor of reading success which is related to the lexical awareness.
- **Reading comprehension.** - It is defined as the procedure which will have a final result usually assessed in a Q and A activity.

Consequently the professionals in charge of these areas of knowledge in the pre - K, Kinder, and basic education, have the arduous work of developing essential life skills in children at their early years, (Hudson, 2016) argues that “Preschools teachers play an important role in building a child’s success in their first years of school. Teachers do more than facilitate arts and crafts projects throughout the day. They provide structure and help children grow in their reading and writing skills, teach science and help children understand themselves” (n/p). Undoubtedly, if student’s skills are nurtured at an early age and in accordance with the essential knowledge of the age and level, we will have potential and motivated readers in our classrooms, these students will have essential abilities to improve their reading skills.

Reading strategies

Nunan (1991) in his book *Language teaching Methodology* explains the strategies to develop reading comprehension. The process of comprehension begins before we start reading and continues even after the reading is finished. Good readers use

pre-reading strategies like skimming the text and use post-reading strategies like summarizing and answering questions, in addition to the many strategies they use to make the reading meaningful during reading like connecting ideas and extracting main points. One of the main reasons for teachers in applying reading tests or reading activities is with the intention to define the degree of understanding that students possess when reading a text, thereby students use many strategies to get the most relevant information to solve a problem or to provide a response to a determined question.

Brown (2001) states that students who have already developed a good reading comprehension in one language, should adapt the most effective reading strategies to learn another language, He proposes many strategies as a general guide to developing reading, the most remarkable are: the bottom-up strategy, skimming, scanning, imply and infer, semantic mapping, among others. He also suggests the introduction of the topic before reading the text as a way to ignite the student's attention. The author emphasizes that teachers should give students a purpose while reading so they bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage. But after reading, besides comprehension questions, it should allow students to look at the semantic and lexical figure of the text.

(Banditvilai, 2020) Explains that reading strategies are mainly used for understanding the message that the author wants to express in a text, the author proposes four strategies.

- **Skimming.** - students skim the text when they want to know the most relevant information from a text, when using this strategy the reader will directly go to the first statement of a paragraph.
- **Scanning.** - Students use scanning strategy in order to search for a particular piece of information.
- **Making predictions.** - When students make predictions, they can use the graphics and the topic of the reading as well as their previous knowledge in order to guess the main idea of a text.

- **Questioning.** - It is an essential strategy when reading because it keeps the reader attentive and motivated as they develop their comprehension, also it promotes the solving problem skill.
- **Visualization.** - it serves as a attention guide to help students with being effective while developing reading comprehension, it has a positive effect in students learning tendencies, when counting on pictures students can get engaged in the reading. (Muna, 2019)
- **Making connections.** - (Gajeton, 2016) “One important strategy incorporated by critical literacy is the ability to make text to self-connections” (p.9). Making connections help students to find a link between what they read and what they know, valuing what students bring from home and their social background will help them constructing meaning from a text.
- **Inference** as stated by (ReadingRockets , s.f.) making inferences mean that the reader uses their prior knowledge and logic abilities as a premise for their understanding, the inference strategy for reading comprehension suggest that the reader should use his or her knowledge about the topic as well as the facts provided in the text. In my personal point of view relying on your own capacities of making inferences can sometimes be tricky because our prior knowledge may differ from what the author wants to emphasize in the reading, so this strategy trust on the personal point of view of the reader as well as the author.

Additionally, the American English State in his magazine Teacher's Corner suggests a good way to promote reading comprehension is to supply students a graphic organizer in order to write down their understanding as they read. The strategy of pre, during, and after reading determines that: before instruction students use an organizer to show relations with prior ideas while reading to identify general and specific ideas and post-reading to join prior knowledge with what was learned. Teachers from all education levels can use Graphic Organizers along the reading process, they can account for the multiple benefits of their use in the pre-reading while reading, and after reading process, as well as, to develop comprehension.

Graphic organizers to develop reading skill

Graphic organizers are visual representations that help students to summarize and deepen their knowledge. Ciascai (2019) expresses the importance of their use in structuring meaning saying that graphic organizers are devices of illustration, and ways in which information can be displayed. In the educational practice, they are used for building, and systematization of knowledge” (p.1). Therefore, using graphic organizers for lessons is said that integrate students’ knowledge because they provide opportunities to do, transfer, and process the information, the use of GO in a reading class helps students to recall previous information because they tend to see it in an organized way.

The Ecuadorian Ministry of Education in its national curriculum suggests “Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note-taking and finding words in a dictionary” (p.23) According to the guidelines provided in the national Ecuadorian curriculum in order to improve student’s reading skills, teachers should use different strategies in the classroom including the graphic organizers, reading is a skill which enables us to get a message from a written text, reading helps students to discriminate information critically and, using graphical organizers have been discussed as one of the most effective approaches to develop literacy in visual spatial learners.

(Kılıçkaya, 2019) “When classes and learners are provided the opportunity to integrate graphic organizers into their learning, learning seems to be facilitated as it is enhanced with visual representations.” (p.9). the development of good reading comprehension is the key to learning, because through reading students gain and retain knowledge; additionally having an adequate apprehension of information relies upon the selection of a good reading strategy, consequently manipulating a graphic organizer will promote learning.

Finally, taking into account these ideas about how a visual spatial learner can be furthered with the use of a graphic organizer when carrying out any reading activity, we can conclude that graphic organizers help student`s constructing meaning and understanding, because, through blending ideas and portions of information, they

can have a better comprehension of what is being read, thus using the information for communication purposes, also, graphic organizers have been commonly applied for educative purposes as an strategy to summarize, record , gather and interpret information provided in a text.







Types of graphic organizers

Based on my experience as an English teacher I consider that here are different forms that graphic organizers can have, they vary depending on the purpose of the activity. Graphic organizers can help teachers to achieve reading goals by letting students setup the key information, conclusions, and summary of the text. Depending on the task and the teacher's goals students can create their graphic representations to keep in mind vocabulary, phrases, main ideas, and thoughts that will be useful in future reading assignments, thus increasing their reading comprehension.

(CADAL, 2001) “Although, there are many variations and possible combinations of graphic organizers used in the classrooms, most of them fall into four categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers (p.8). The author cited before has one of the most accurate classifications of graphic organizers, this taxonomy is relevant in determining the form, the purpose and the way information is arranged in them. By using graphic organizers students can establish sequences of events, present concepts, discuss cycles or organize information according to their importance, they are versatile tools that make their leaning more interactive and visually appealing, that’s is way the researcher proposes the use of graphic organizers as an strategy to enhance the reading activities in visual spatial learners .

Graphic organizers

Six common designs

design		function	example activities
	spider	adding more details to a single topic	organising a party
	fishbone	cause-and-effect factors associated with a complex topic	effects of banning smoking from public paces
	cluster or cluster	a network of ideas based on a stimulus	brainstorming
	cycle	recurring cycle of events, with no beginning and no end,	life cycle of a butterfly
	continuum	topic with a definite beginning and end and a sequence in between.	important events in a person's life
	venn diagram	similarities and differences	comparing a book and the film of the book

Darn. S. Graphic organizers. Illustration. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/graphic_organisers_designs_and_functions.pdf.

(Darn. S n/d) in his article for the British Council states that using graphic with visual learners derive in some benefits.

- Learners will focus on the development rather than in the final product.
- Graphic organizers allow students to summarize big pieces of information in a picture.
- By summarizing students will transform big pieces of information into an easy to read diagram that include their own thoughts thus developing their critical thinking.
- Students can develop many skills as planning, decision taking and summarizing.

In conclusion, using different types of graphic organizers can help students with a visual spatial ability to summarize recognize and discriminate pieces of information, however teachers should take into consideration student's preferences when drawing or selecting them, there is not an actual classification of visual aids with an investigative fundamental however we can include hear the use of technological tools such as power point and its similar charts and graphs.

1.3 State of the art

The present research has the characteristic of a documental investigation, consequently, the importance of an intense revision of previous investigations that maintain a close relation with the topic being investigated; one of the advantages of this research topic is the vast interest that it has aroused in educational researchers that's why the most recent and relevant investigations have been analyzed and summarized in this stage, on the other hand after having developed an extensive reading the researcher considers important to write down the researches that advocate similar or the same variables of the study.

The research that is being analyzed in this paragraph was developed by (Zarei, Roohani, & Akbar, 2015) This research was developed in Iran with a sample of 80 EFL male and female learners from language institutes, the participants were administrated three types of the tests; the first the ILS questionnaire to determine the type of learning style of the participants, the second was the Oxford Placement test and the third corresponds to a reading comprehension test, these three instruments helped the researchers to accomplished the objective of the investigation that was to establish the effect of learning styles on reading comprehension on multimedia tests. They arrive to the conclusion that learning styles have a significant effect on the students' reading comprehension of the students, however visual and well as visual/verbal learners specify better results in reading comprehension.

With a similar point of view but with a different social organization of the study (Khalili Sabet , 2016) conducted his study in the in the University of Guilan – Iran where 157 medical students participate, the purpose of this investigation was to determine the relationship between Multiple intelligences of a L2 group of students

and their reading comprehension, the methodology used in this examination was a descriptive ex-post-facto design used to determine relationships between variables, one of the discriminations of this investigation was the matter of differentiating the multiple intelligences that might have the participants according to its gender, the author concludes that there is not such a difference of MI between male and female students, another conclusion was that If teachers design reading materials which foster students preferences and intelligences, they can positively encourage their reading abilities and comprehension.

Taking this into consideration that teachers should incorporate different teaching techniques when addressing students with different learning styles, we should equate our student's preferences with our reading lesson objectives. Reading is an imperative skill that EFL learners should develop if they want to achieve a communicative competence. Reading skill will guarantee them the integration of English language with other fields of study.

(Gardner, Frames of Mind, 2011) states that "All humans possess not just a single intelligence, rather as a species, we human beings are better described as having a set of relatively autonomous intelligences" (p. xii). Given that Gardner describes a combination of seven intelligences along his works, he emphasizes that we can legibly work with many of them at the same time. In this research project the visual spatial intelligence will be addressed as an indicator to work with the student's ability to read and comprehend texts, according to Garner this intelligence is one of the most important multiple intelligences.

A lot of research has been done about the influence of visual intelligence in the development of reading comprehension, some of them conclude that fostering visual learning can significantly improve reading comprehension in visual students, most of the investigations reach the point of the teacher's role in designing the appropriate materials to address the students learning needs, also the students necessities, which differentiated materials or activities that promote engaging participation in the reading process should be as a special consideration, this because the arrangement of our classes varies according the students preferences and enjoys when it comes to learning.

1.4 Chapter I conclusions

- The theory of multiple intelligences has arisen the motivation of researchers, who suggest the need of a methodology based on students' intellectual needs.
- We can address the visual learners' way of achieving knowledge by providing them visual aids that can have a graphic impact in them.
- The multiple intelligence theory suggests the eventual teachers' participation by designing visual materials to foster reading.
- The researchers analyzed in the present investigation provide a background for the present investigation, from that analysis we can conclude that there is a close relation between Multiple Intelligences and student's performance in reading comprehension.

CHAPTER II

2.1 Proposal topic

Graphic Organizers strategies handbook to Develop Reading comprehension skill in visual- spatial learners of third year of BGU at “Belisario Quevedo” Educative Unit.

2.2 Objectives

- To implement the graphic organizers handbook as a visual tool for the development of reading comprehension.

2.3 Justification

After some years of experience as an English teacher in Ecuadorian classrooms, as well as part of the educative community and based on my own background experience, I have witness student’s disappointment and demotivation towards reading skills, caused by the lack of a pedagogical tool to visually access knowledge and information detailed in texts and books, as well as a regression in the development of English language, the situation seems to be worst in visual learners, whose type of learning is focused in how pictorial and attractive is the text or the strategy delivered by the teacher, motivated by these and many other observations the researcher wants to make a contribution to the development of reading comprehension by providing a booklet of graphic organizers to enhance and activate the students enjoyment for reading, in this way they can be assisted by a visual tool in order to improve their reading comprehension skill.

The proposal is a contribution for teachers as well as students, because it provides direction and a template for the application of graphic organizers in a reading class, this proposal may not seem new for teachers, however it is new in the sense that the

researchers want to refresh teachers' knowledge about one of the most inspiring and versatile strategies used in the classroom, that may be overlooked, nevertheless they have provided over the years a visual stimuli of organization for any learner and teacher.

In this context this proposal will highly contribute to students' reading ability, thus as good readers they will be able to contribute to the development of the society and our country by being able to mentally have a talk with themselves and then expressing it to others. Reading can build critical thinkers and supporters that soon will be the future leaders. This proposal sells itself, and there is no doubt that it will give readers strategies to engage in reading comprehension, this graphic organizers handbook is the additional help that visually gifted students need in order to succeed when working with reading comprehension activities, as a result becoming better English language learners.

2.4 Proposal development

When it comes to reading comprehension there have been multiple types of research that suggest strategies to develop comprehension, most of them confirm the positive effects of graphic organizers in reading comprehension of EFL learners. Sharpe, (2013) in his investigation *Graphic organizers in the EFL reading classroom* determined that "Using GOs can improve comprehension of expository text among L2 readers" (p. 10). A lot of research has been done about the use of graphic organizers as a tool to improve reading comprehension some of them conclude that GO can significantly improve reading comprehension in students, depending on the purpose of their application graphic organizers can undoubtedly increase students' motivation in the reading process.

The *Graphic Organizers handbook to Develop Reading comprehension skill in visual- spatial learners* at "Belisario Quevedo" Educative Unit will provide a direction to teachers on how to use graphic organizers creatively to encourage students' reading comprehension, in order to build students' understanding of texts the graphic organizers will focus on summarizing, identifying main ideas, comparing and contrasting, determining cause and effect, note taking, vocabulary building, and going from the general to specific information.

2.4.1 Proposal components

The aim of this research proposal is to implement graphic organizers into the teaching and learning of reading comprehension skills, in order to pursue this goal the handbook provide a definition, a procedural basis that teacher should follow as well as some tips about the use of every graphic organizer. In the following paragraphs you will find a description of the most commonly used graphic organizers, as well as, some variants which are infrequently used, but the author considers it will provide a new vision of building graphic organizers which will make the reading activity relevant for students.

Reading comprehension may seem frustrating for our students, especially for those who have a low English proficiency, they can feel overwhelming, resulting in a lack of understanding and evaluation failure that is way with the use of Graphic organizers to help our visual learners will build students confidence when developing reading comprehension in class, the author wants to highlight a free design of Graphic organizers in terms of color and shapes, where visual students feel free of exploring their imagination and creativity, I encourage that the teacher should be a guide and model rather than a restrainer of the designing.

Pre reading

- Before the reading lesson ask students to pick up a graphic organizer that fits the reading purpose remember that graphic organizers have a top to bottom or left to right format that should be follow. .
- Once they have choose their graphic organizers encourage them to share it with their peers, this will help students to strength their decisions.
- Tell students what they are going to read, this creates a link with what they know activating their prior knowledge.
- If your students have just begging to read in English provide them useful vocabulary.

During reading

- Ask students to read the text encourage them to use the reading strategy that best suits them.

- Have students add the new and meaningful information in their graphic organizers, suggest them that this information will be useful for future activities
- Tell them that they can write complete sentences or single words, bear in mind that as their proficiency increases they will add more and accurate information. Be patient!
- Monitor students understanding by closely observing the new information added, offer your support if needed.
- Encourage students to use their imagination and creativity when designing coloring and outlining their graphic organizers, remember that visual –spatial students are motivated by pictures and graphic input.

After reading

- At the end of the reading activity teacher can add to the graphic organizers information that could be missing, this will provide students feedback about key learning and concepts.
- Have your students share their graphic organizers with their peers with you or even the whole class, this will foster their self-confidence as well as their capacities.
- Encourage students to use the information to develop their reading comprehension activities.

Graphic Organizers

Mind Map

The mind map is an instructional strategy that can be used as a tool for documenting student`s linguistic and academic growth throughout the lesson. Mind maps can be extremely helpful in providing students with a way to express their understanding through linguistic and nonlinguistic representations. (Herrera, Kavimandan, & Holmes , 2011) Mind maps are very common, their application and design won't need an expert individual because most of us have used it before in our academic growth.

Time Line

Digital timelines have been both transformational and supportive in enhancing the ways in which information is shared through text, images interaction and creativity to achieve course goals and objectives across numerous disciplines. (Isha, 2020) Timelines can be used to summarize and organize information in a chronological order, it is a flexible tool because students can assign them a personal design, the lines shapes, colors and connectors can differ according to the creativity of the designer. Time lines graphic organizer is a visual framework that help students to record events that will be easy to find if they are questioned about times years and actions.

Concept Mapping

Concept mapping basically involves connecting the ideas that were read, it has a circular shape, where students transcribe the most important ideas connected between each other, and this graphic organizer develops student's critical thinking, because they should be thinking about how things are related. The interaction with the text makes the reader develop a real reading understanding. (Hossfeld, 2014) Concept mappings, if not have been very common and the most easy to handle of the Graphic Organizers, they ought to be in my opinion the starting point to implement them into any learning process.

Venn diagram

Perhaps is the most known and used of the graphic organizers to compare and contrast events, things, or situations, the Venn diagram takes the shape of two intersected circles, where your write the similarities in the middle and the differences on the sides. (Cleveland, 2005). According to the author's opinion Venn diagrams provide multiple opportunities for students to manipulate information, even though they limit student's imagination in certain ways, they are a great opportunity to challenge students understanding and critical thinking.

Spider Map

The spider Map or also known as the web map is another useful Graphic organizer used to take notes or write notes as you read, it helps to analyze information from

general to its divisions, it takes has a circle in the middle where the topic should be written by then writing the details along the sides joined with lines. (Cleveland, 2005) This multi-scale graphic organizer develops student's ability to segregate information or ideas from the central topic it will be supporting when reading long texts.

Story Map

A definition given by (Davis & McPherson, 1989) says the story map as a graphic organizer of all or part of the elements of a story and the relationships between them (p. 323). A story map will allow readers to identify the events and characters from a story and establish relationships for a better understanding of the story.

Chain of Events

(Hossfeld, 2014) "These graphic organizers are great for keeping track of the order in which things happened in the story. The organizer is basically a series of boxes or circles connected by arrows going from left to right, implying a sequence. In each box, the child would either write or draw important events in the order that they occurred in the reading. Again, this causes the reader to stop, process, and think about what is important." The Chain of Events graphic organizer gives students the opportunity to eliminate bounds between events, they are very helpful to organize ideas chronologically, by importance, by structures, etc.

Herringbone graphic organizer

As stated by (Ningrum & Widyawati, 2016) Herringbone technique is a graphic organizer that helps student's identify the main ideas of a text and determine the supporting ideas, the aim of this tool is to aid student's comprehension. The herringbone strategy can be used with different texts, students will be able to identify essential ideas as well as secondary ideas which will enhance their individual reading comprehension development.

Extension wheel

The Extension Wheel strategy lends itself to exploration of numerous of text structures, including cause /effect, problem solution, description and point of view. (Herrera, Kavimandan, & Holmes , 2011). By using this strategy students will have

their own perspectives and thoughts. This graphic organizer builds risk takers because readers gradually increase their understanding, at the beginning it will be challenging however as times passes students will put down their understanding and ideas into the wheel.

KWL Chart

As stated by (Ogle, 1986) KWL char stand for What I know, what I want to learn and what I learned, it developed throughout a process, where students are asked their previous knowledge about the topic, the information they want to uncover by asking questions, finally the report their understanding by answering their questions or writing new ideas; the studies report a great advance in students thinking abilities and enthusiasm for reading along the time. This supports the idea that the KWL charts are very dynamic, they make take a little time to develop and a higher level of student's English skills but it is worth the risk.

2.4.2 Proposal Explanation

The investigation studied the problem of reading comprehension difficulties that students of 3rd Bachillerato have at Belisario Quevedo school, most of them refuse doing reading activities, we can evidence that they feel their condition of conformity or shelter has been invaded, their expressions of aversion against reading is evident, however we cannot fall in the paradigm of the conventional teacher, and let it happen over and over, because reading should be an action of pleasure and delight.

Given that reading is a critical skill that should be develop by English learners, and that it helps them to demonstrate an academic dominance of the language, which will lead them to acquire new information from different foundations, understanding the challenges that visual student's meet when they develop comprehension activities was the central aim of the research; some of the encountered problems were:

- Visual students feel unmotivated because they are exposed to long texts where, some or most of the content have only words, this causes frustration and boredom in readers.

- Visual students felt that they are not given enough opportunities to demonstrate their reading abilities, they think that they will perform better if they are provided with interesting material.
- Students continuously struggle with the texts because they are not supported by a visual techniques, consequently they avoid participating in the reading activities proposed by the teacher.

For these reasons, developing the handbook of Graphic Organizers to improve reading comprehension in visual learners was the treatment for these big problems. The graphic organizers, its purpose along with some tips for its implementation and the teacher tasks, are proposed in this research. Graphic organizers are an excellent visual instrument that motivates reading; Due to their versatility learners can use them to interact with texts, they can manipulate them, create new designs, but specially develop their comprehension to make sense of what they are reading while having a visual support.

2.4.3 Premises for its implementation

Implementing the Graphic organizers

Graphic organizers are a great tool for the reading classroom because they help visual students to have a graphical depiction of the text which students will use to make personal connections, thus understanding the text in a holistic way. By implementing graphic organizers teachers not only foster reading but also become a facilitator of the reading process, by providing students with multiple visual dynamic tools such as graphic organizers, teachers will help students find the enjoyment and pleasure to reading, while they visually organize their ideas to recall them when needed.

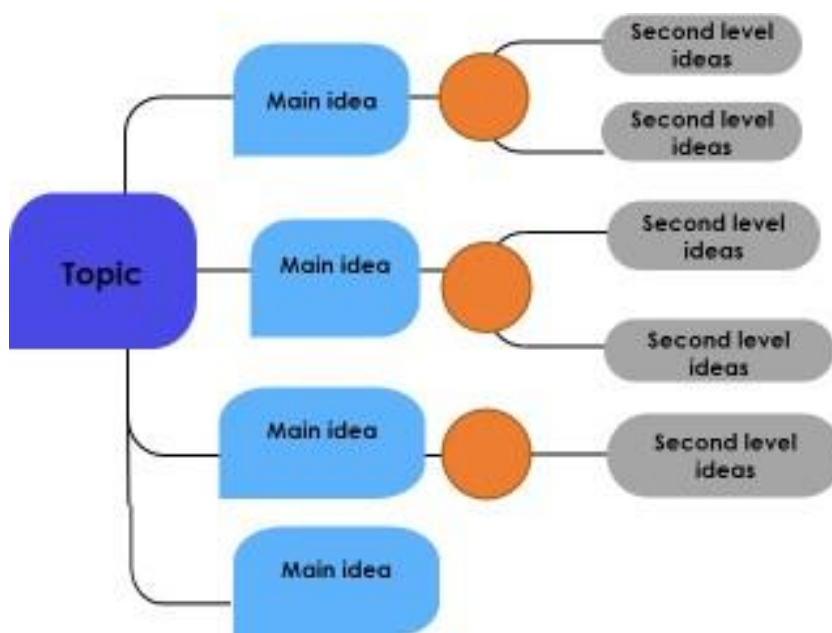
It is important to mention that in order to apply graphic organizers in the reading comprehension activities teacher will carefully identify the reading activity, which should be selected according students' needs and proficiency level if students feel that it is too difficult and the vocabulary is not acquainted to them they will lost the focus of the task, besides, it is important to understand that's their implementation in the reading process will be challenging at the beginning, however as students

gain confidence and with the teacher guidance they will soon will use graphic organizers as their best strategy for reading comprehension.



**GRAPHIC ORGANIZERS
STRATEGIES HANDBOOK
TO DEVELOP READING
COMPREHENSION**

Mind Map



*Figure 3 Mind map
Elaborated by the Investigator
Source: Owner*

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas.
<ul style="list-style-type: none"> - Introduce the concept of a Mind map. - Tell students the organization of a mind map instruct them about where the topic, main ideas and secondary ideas go. - Ask students to create a Mind map with the topic of the reading activity. 	<p>The purpose of the mind map is that students can register the information provided in texts in a way that they can write their understanding.</p>	<ul style="list-style-type: none"> - Students can categorize the information as characters, places events, concepts, subtopics, etc - Students can read multiple times to look for details. - Students can scan the text to gaze for specific ideas,

<ul style="list-style-type: none"> - Ask students to identify and write down the main ideas and secondary ideas. - Give students a model to follow. - Do not limit student's creativity. 		
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Suggested Reading

Owls

Owls are night birds, that live in the forests, they are carnivorous and catch their preys at night, they eat mice, rats and rabbits, owls also are predators of insects and frogs owls are big birds they have long feathers, a sharp peak, and big claws that help them to survive, their body has an adaptable neck that turns around which makes easy for them to look for their preys silently. In Ecuador, owls are not very common however we can find them in some dry parts of the Sierra Coastal and Subtropical Region, there are many types of owls but people know them as “Lechuzas”; because of their appearance many people fear them, but the Ministry of Environmental matters has been making many efforts protects this bird species in our country.

Elaborated by the Investigator

Source: Owner

Time Line

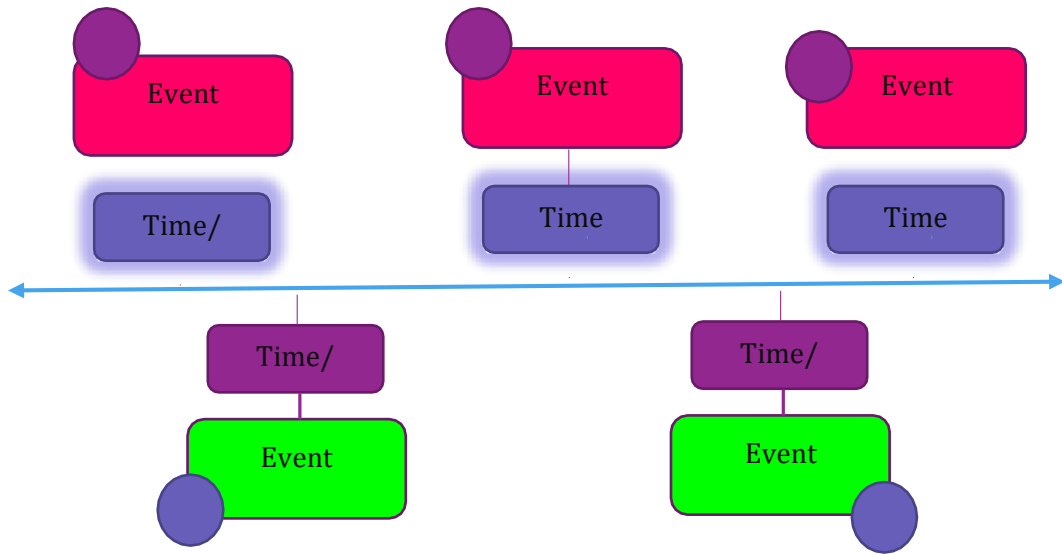


Figure 4 Time Line

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Explain students that Time Lines are used to organize events chronologically. - Model a time line asking them what has happened during this year? Answer students doubts - Ask students to read and underline years, months or days, etc and the 	<p>Time lines can be used to understand the chronological order of an event,they allow learners to gain confidence as they acquire new vocabulary.</p>	<ul style="list-style-type: none"> - Look for signal words: next, after, two years after/before, etc. - Students should also pay attention to years, months, hours, numbers can be easily visualized.

<p>possible events in the text.</p> <ul style="list-style-type: none"> - Ask students to create a Time Line. - Help students to organize their ideas in the correct order. 		
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Suggested Reading

Roberto Manrique Filmography



Manrique R. 25 de marzo del 2020 Trailer oficial revelaciones del camino Retrieved from <https://www.instagram.com/robertomanrique13/?hl=es-la>

Roberto Manrique is an Ecuadorian actor and model, He was born in Guayaquil in 1979, He is an attractive and good looking Ecuadorian icon, In 2003 he made his first Show opera called “La Hachicera” then in 2004 he starred in “Yo vendo unos ojos claros” In 2008 he became international, He acted in the Colombian Soup Opra “Victoria” two years later he acted in “Los Victorinos” as Victorino Manjarrés During 2011 and 2012 he participate in several productions of the TV serie “Decisiones”, In 2016 he acted in the Ecuadorian production “Enchufe TV” His most famous soup opera was “Sin senos sí hay paraíso ” and “El final del paraíso”, he is well known for being an environmental activist demonstrating his commitment to the environment in his posts on Instagram.

Elaborated by the Investigator

Source: Owner

Concept Mapping

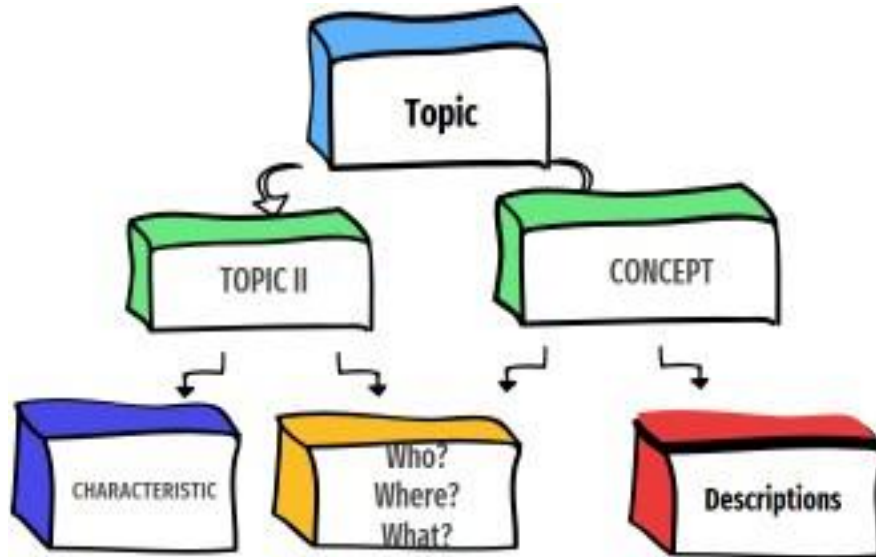


Figure 5

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Introduce the idea of a concept map by previously designing one. - Ask students to read the text carefully. - Model students on how to identify main ideas, concepts, characteristics, etc. from the text. 	<p>Concept maps are visual organizers that will let students document and summarize a text with the purpose of answering questions, Questions are one of the best ways to test comprehension.</p>	<ul style="list-style-type: none"> - Students should scan the text to find main ideas and secondary ideas. - Students will identify main ideas at the begging of the paragraph or at the end as a concluding sentence. - Using connectors help students to have

<ul style="list-style-type: none"> - Encourage students to use the Concept map to summarize the information of the reading. - Let students use their imagination, some visual students prefer to use bright colors. 		<p>a better organization of the Concept Map.</p>
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Suggested Reading

Movie Genres

There are many different types of movies. These types are called genres. Some scare us, like horror movies or thrillers. Others make us fall in love, like romantic movies that have a love story. There are also science fiction movies that take us to outer space or some futuristic planets. Animated movies tell stories through drawings or cartoons, like Nemo and Mickey Mouse. Documentaries teach us about history and biology or a famous person life. Comedies make us laugh! Action movies keep us on the edge of our seats, waiting for the exciting thing to happen. We can travel to unknown places with the characters in adventure movies. Dramas involve us in the story with many twists and turns, Magic or supernatural events happen in fantasy movies. Musicals make us sing and dance throughout the story. There is a type of movie for everyone. (MINISTERIO DE EDUCACIÓN, 2019)

Venn diagram

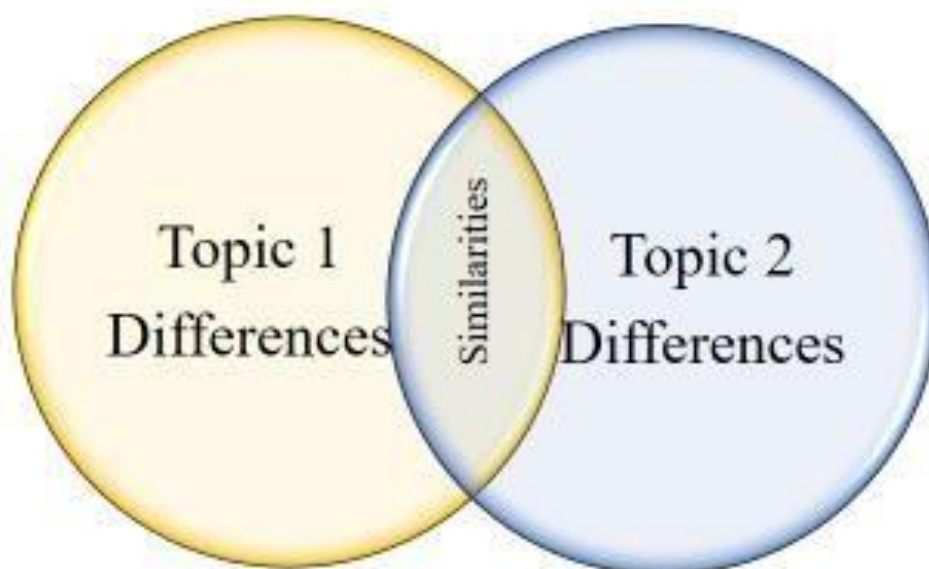


Figure 6 Venn diagram

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Explain students what a Venn diagram is. - Tell students that we are going to use it to establish similarities and differences of a texts. - Exemplify the GO by telling students where the similarities and differences should be places. 	<p>Allows readers to identify distinctive information form a text. Organizing the information in a contrastive way will help them comprehend what is been said in the text.</p>	<ul style="list-style-type: none"> - Students have to closely look at the text. - Students should look at phrases such as: in contrast, however, similarly, in the same way, on the other hand, etc. - Students will determine crucial facts that illustrate

<ul style="list-style-type: none"> - Establish what categories are going to be contrasted and what signal words should students look for. - Let students work on their own, so they can visually represent their conceptions. - Walk around and correct minimal errors and provide assistance if needed. - Remember that Venn diagrams can use multiple interconnections in order to compare and contrast more than two elements, which usually happen in reading texts. 		<p>similarities and differences.</p> <ul style="list-style-type: none"> - Students can sketch the Venn diagram before having a final draft. - Students can work in groups to define their ideas and make possible changes.
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Suggested Reading

E- Reader vs. Paper Book

When it comes to reading, the publishing market offers many ways to access a good book or an app to read them, there are two options that are chosen by people according to their needs, if you are a tech person you will prefer an E – reader but if you are the traditional one you will prefer our live long learning friend the paper book.

E- readers offers many advantages, one of them is their portability they are easy to take and do not use to much space you can keep thousands of books in one device,

another reason to choose an E – reader is because e- books are cheaper than actual paper books you can find books priced as little as 1 dollar.

On the other hand, if you like having the experience of moving from page to page and feeling the crisp of the new pages, you will choose a traditional paper book which has many advantages too, the first one is the sensory experience, researchers suggest that reading a paper book is better for your retention and memory, second is that you can have access to them anytime without worrying about subscriptions or battery charging, The question here is are they having the same use? Do they accomplish their goal?

Spider Map

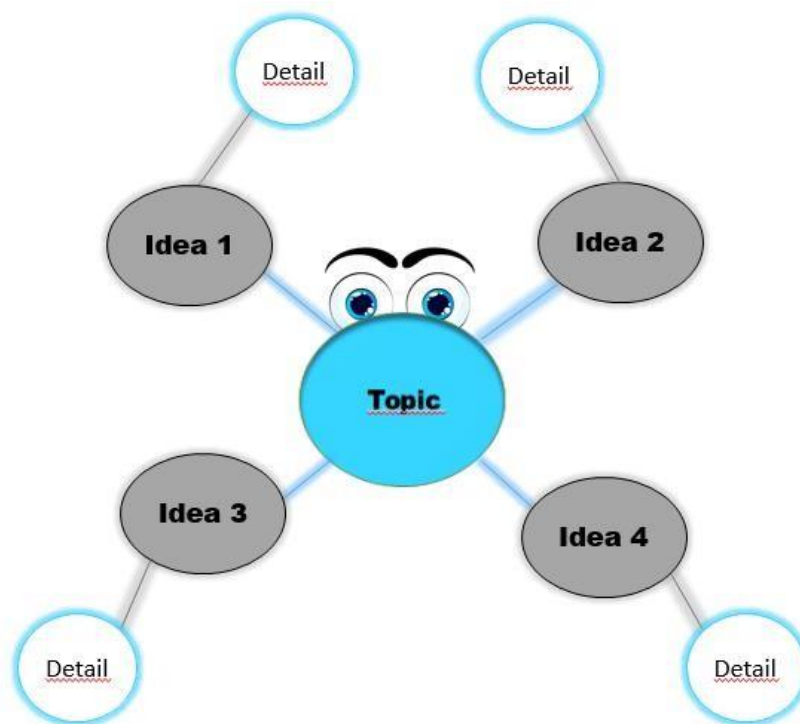


Figure 7 Spider Map

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Have students look at an example of a spider map. - Invite students to speculate about the use of a spider map when developing reading comprehension. - Provide a text distributed by paragraphs. - By looking at the map invite students to level some parts and what information should they have. - When the map is completed help them by checking their understanding, reduce teacher assistance as they get familiarized with it. 	<p>The spider map is an attractive mind map which will contribute to student’s analysis of text, by handling a visual appealing strategy they will creatively take notes that will be needed in the reading process.</p>	<ul style="list-style-type: none"> - Students should look at the development of the text. Introduction, Body paragraphs and conclusion. - They will search the details provided in each paragraph. - They can brainstorm ideas and record them in their spider maps.

Suggested Reading

Living with an Indigenous Family

Jayson McNamara is an Australian journalist, writer, and a TV production editor who lives in Buenos Aires. He is passionate about traveling and history. In his blog he shares his experience living with an indigenous family in Ecuador. He says that South American indigenous communities are very distinct and provides some tips to keep in mind when you live with an indigenous host family in Ecuador.

Faith

In Ecuador, many types of mixed religious expressions are possible. They have their roots in both history and nature, with the Spanish having implanted their European religion and the indigenous population having maintained a strong spiritual connection to the land.

Pachamama

The Pachamama, otherwise known as Mother Earth and also referred to as Mama Pacha, is an Andean spiritual figure from ancient Incan society where she was considered the bearer of fertility, as seen in her influence over the harvests. Throughout the year in Ecuador, spiritual practices in indigenous communities see the Pachamama help with good harvests.

Gender

Gender roles are different in indigenous families, especially when it comes to the role of women. Native women have important leadership roles within indigenous families and communities, taking charge of household finances, participating actively in agriculture, and taking on the role of curanderos, or spiritual healers.

Medicine

In indigenous Ecuador, traditional and natural medicine dominates. They rely on a variety of plants to cure common illnesses. In the culture of Otavalo, for example, people believe that illness is caused by four things: fright, evil wind, evil spirits, or foreign objects. (MINISTERIO DE EDUCACIÓN, 2019)

Story Map

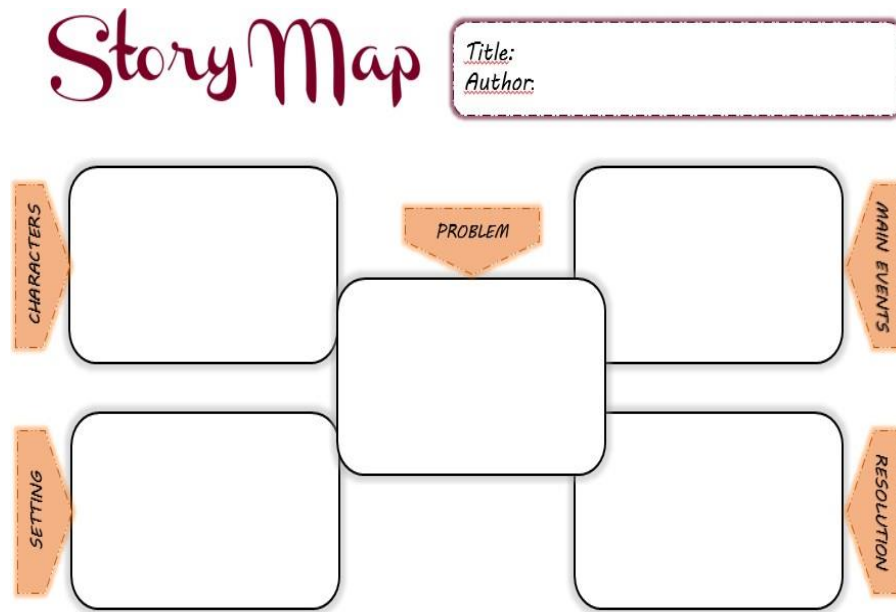


Figure 8 Story Map

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Teacher should explain students that in any story there is a problem and a solution. - Present the Story map and outline its parts. - Discuss and define each part, allow them to discuss with their peers. - Ask student's to read and text as their record the possible answers. 	<ul style="list-style-type: none"> - Story maps are seen to be a useful technique to develop reading comprehension of narrative texts, this graphic organizers help students to identify main characters events and to establish conclusion, its organization make 	<ul style="list-style-type: none"> - Students should read the text carefully. - Start by identifying the easiest sections: topic and author. - As they read they will easy identify the characters and setting most of the time they will be nouns and places respectively.

<ul style="list-style-type: none"> - Ask students to write their findings - Place students in pairs or groups to share their answers. - Again do not frustrate students creativity, show them a pattern but let them create their own schemata, 	<p>students develop a problem solving criteria.</p>	<ul style="list-style-type: none"> - Then they will find the problem by identifying the purpose of the characters. - Finally they will find the solution, which generally is at the end of the text.
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Suggested Reading

An email to my friend Sara

To: Sara

From: Gabriela

Subject: How did my meeting go?

March 16th 2021

Hi Sara,

Sorry I am writing this late I was very busy with my new job.

Last Monday, I had a meeting at 8 am on La Prensa Avenue with my new boss, that day I woke up very early I had breakfast and get ready, when I was on the bus a man was standing behind me, he was acting very strange, when I got into my stop I left the bus, but I did not felt my phone on my pocket. Someone stole it! I was really upset and I start crying because I did not write the office number nor the building. I thought I lost my chance to find a job. I had no more options that came back home. Luckily the meeting was canceled and they send me an email. Now I am the new director of the project in the company. Tell me about you How is college going in Guayaquil?

Take care

Gabriela

KWL chart

Name:

Date:

KWL CHART

Topic

What I know	What I want to learn	What I learned
<ul style="list-style-type: none"> • Previous knowledge • Initial ideas 	<ul style="list-style-type: none"> • Students inquiries and desires 	<ul style="list-style-type: none"> • Student's insights after reading.

Figure 9 KWL Chart

Elaborated by the Investigator

Source: Owner

Teacher /Assignments	Purpose	Graphic Organizer Tips to connect ideas
<ul style="list-style-type: none"> - Train students about the use of a KWL chart. - Start by defining what K W and L stand for. - Provide students with an example. 	<p>KWL charts allows students to keep track of their understanding, by activating their knowledge, questioning themselves and</p>	<ul style="list-style-type: none"> - Students will think about their knowledge and questions as they read, this will help them to find new information.

<ul style="list-style-type: none"> - Ask students to fill in the K part, students can do it in groups. - Then move to what they want to learn the W part of the chart. - Ask them to write questions or ideas. - Have students read the text and complete the L chart using simple statements. 	<p>reporting what they have learned, they can use it not only to write down ideas of a text but also as a study guide.</p> <p>It a la lab where students will experiment with their knowledge.</p>	<ul style="list-style-type: none"> - Students can use the topic as well as the introduction to make predictions in order to complete the chart. <p>Note: this activity will be developed during a week or at least during 3 lessons because it requires students thinking skills.</p>
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Suggested Reading

International Day of Friendship

The International day of friendship is an initiative that follows on the proposal made by UNESCO and take up by the UN General Assembly in 1997. In its resolution of 1998, the General assembly recognized that enormous harm and suffering are caused to children through different forms of violence. It emphasized promoting a culture peace and non-violence in children through education. If children learn to live together in peace and harmony that will contribute to international peace and cooperation.

The UN declared July 30 as the International Day of Friendship. It is based on the recognition of the relevance and importance of friendship as a noble and valuable sentiment in the lives of human beings around the world. The resolution involves young people, as future leaders, in community activities that include different cultures and promote international understanding and respect for diversity.

For the International Day of Friendship, the UN encourages governments, organizations and civil society groups to do activities that contribute to promoting

dialog among civilizations, solidarity, mutual understanding and recognition.
(MINISTERIO DE EDUCACIÓN, 2019)

Limitations and Recommendations

In working with visual spatial students, teachers may find difficulties with those students whose intelligence is directed to another interests and, below you will find some tips for encouraging them to work with the proposed material.

- Get to know your students, by addressing their needs you will promote a better environment, a classroom of opportunities for a spark to liven up learning.
- You can group students according their likes and dislikes, it will take you some time but it will be worth it
- You can adapt the lesson to the multiple intelligences, by switching the activity to their interests, where all the class work together giving visual spatial students the opportunity to support their peers.
- Even if the activity is not compatible with your student's interests, they will need to participate in a wide variety of experiences to learn about their preferences. Remember that our desire of learning make as adapt to every situation.
- The activities proposed can perfectly match the visual spatial, linguistic and intrapersonal intelligences, it is up to the teacher to use it and design activities that can adapt to student`s preferences.

2.5 Chapter II conclusions

- The proposal explains key points for the implementation of graphic organizers when developing reading activities, it contains the methodological information for their application in the context of English language learning.
- By using graphic organizers students developed reading comprehension activities with a higher performance, they appreciate the visual help to give answer to the questions in the reading activities.

CHAPTER III

3.1 Experts Evaluation

In order to evaluate the proposal stated in chapter number II, with the topic “A Graphic Organizers strategies handbook to develop reading comprehension skill in visual- spatial learners of third year of BGU at “Belisario Quevedo” Educative Unit.” the researcher has asked some the validation of some experts whose experience as well as their academic development have been relevant in the process of proof, a survey was applied to these professionals, they were asked about the contribution to the field of study, the pertinence, the originality and a personal comment about the proposal, the experts who were requested to develop this subtle task were the following:

MsC. José Ignacio Andrade Moran with ID number 0503101040. Master in Teaching English as a Foreign Language, with 13 years of experience who is currently teaching at Technical university of Cotopaxi the professional has rated this proposal as “Excellent”, the expert states his personal comment, he said that the proposal is a nice work and that it should be used because it helps students to develop their reading skills, through the use of this resource they will become active learners and readers, his remarks were that the proposal was clear to understand and the content has a specific content to follow, he also expressed that this proposal should be shared with other professionals, its content and organization is well designed and has a local impact.

MsC. Veronica Alexandra Rosales Pijal with ID number 1003106984. Magister en Linguística y Didáctica de la Enseñanza de Idiomas Extranjeros, with more than 16 years of experience in the field of language teaching working with young and adult learners, she is currently working at ESPE Latacunga, She has a lot of experience

teaching young learners, the expert rates the proposal as “Excellent” in her comments she said that the proposal has a methodological organization containing the problem to be solved, the methodology and the application itself. She detailed that the content is based in the empirical and practical ideas, that will promote students reading comprehension skill, however the experts suggest a deep investigation about the topic, providing optimal and specific strategies to teachers.

Finally, the researcher counts on the experience of MsC. Angel Gustavo Vaca Alarcon with a Master degree and with 13 years of experience, who is currently working as an English teacher at “Primero de Abril” Educative Unit. The expert graded the proposal as “Excellent” in the functional part of the proposal, however in the structural part he graded it as good, he said that there are some things that the author needs to correct or take into consideration as the methodology and the contributions of the author, The professional specified the relevance of this proposal as an important tool to develop the ability of synthesizing information in students, because they will be able to apply them when they are asked to take tests in English or in Spanish.

3.2 User’s Evaluation

The graphic organizers strategies handbook is an innovative scheme, even though it has been broadly applied and used as a reading tool in many investigations, this proposal resulted as an aid for students, because they are close to finish school and the need a reading strategy that can help them understand texts in English as well as in Spanish.

The proposal was applied to students of 3rd BGU at “Belisario Quevedo” Educative unit they belong to a group of students between the age of 17 and 18, considering this, the author contemplates that they are capable to express their opinions without being affected by an affective filter, consequently in validating this handbook they were asked five questions related to the use of graphic organizers to improve their reading comprehension, in this particular case only the experimental group take part in this inquiry.

The student’s responses reflect the effectiveness that the graphic organizers had when doing reading activity, the interviewed students rated the use of this proposal

as excellent, they said that by using the graphic organizer they could have a visualization of the information, which make it easier for them to give answer to the questions; in their comments they express the utility of the proposal for future reading activities, it is the case, they are willing to use it for future academic activities, that is the case of the standardized test they are applied by the end of high school.

However, in their personal comments some of them emphasize that they should be given short texts, other express the need of texts with easy vocabulary, and a few said that teachers should give them more time to understand the reading activities; with these comments we can understand that it is the job of teachers to measure the level of English in the texts, many reading activities do not take into account the level of proficiency of our students this is another reason why students fail in reading tasks.

3.3 Proposal Results

In order to determine the validity of this proposal the researcher applied a pretest and a posttest to a control and experimental group, both groups made of 30 participants, the intervention last for eight weeks for the pretest and eight weeks for the post test evaluation, students were applied two different reading activities from the proposal, the control group developed the pretest by using the traditional methodology, and the experimental group developed the reading activity by using graphic organizers, it is important to mention that students had a vague prior knowledge of what are the purposes of graphic organizers, at before the application of the pretest and the posttest both groups where instructed with the proposal.

Rubric used to determine the results of the pre and posttest.

Rating	Question 1	Question 2	Question 3	Question 4	Question 5
Interpretation	Affective Comprehension	Lexical comprehension	Literal comprehension	Interpretive Comprehension	Applied comprehension
Fluent Reader 4-5					
Developing Reader 2-3					
Struggling Reader 1-0					

Table 1 Pretest Control group

<i>Students</i>	<i>Reading comprehension score /5</i>
<i>Student 1</i>	4
<i>Student 2</i>	3
<i>Student 3</i>	4
<i>Student 4</i>	3
<i>Student 5</i>	2
<i>Student 6</i>	5
<i>Student 7</i>	3
<i>Student 8</i>	4
<i>Student 9</i>	2

<i>Student 10</i>	3
<i>Student 11</i>	3
<i>Student 12</i>	2
<i>Student 13</i>	3
<i>Student 14</i>	4
<i>Student 15</i>	5
<i>Student 16</i>	3
<i>Student 17</i>	2
<i>Student 18</i>	1
<i>Student 19</i>	2
<i>Student 20</i>	4
<i>Student 21</i>	3
<i>Student 22</i>	3
<i>Student 23</i>	4
<i>Student 24</i>	4
<i>Student 25</i>	5
<i>Student 26</i>	3
<i>Student 27</i>	4
<i>Student 28</i>	3
<i>Student 29</i>	4
<i>Student 30</i>	2
	X = 3.2333

Elaborated by the investigator

Source: Owner

Table 2 Pre Test Experimental Group

<i>Students</i>	<i>Reading comprehension score /5</i>
<i>Student 1</i>	3
<i>Student 2</i>	3
<i>Student 3</i>	4
<i>Student 4</i>	2
<i>Student 5</i>	3
<i>Student 6</i>	4
<i>Student 7</i>	5
<i>Student 8</i>	2
<i>Student 9</i>	4
<i>Student 10</i>	1
<i>Student 11</i>	2
<i>Student 12</i>	3
<i>Student 13</i>	4
<i>Student 14</i>	4
<i>Student 15</i>	2
<i>Student 16</i>	3
<i>Student 17</i>	2
<i>Student 18</i>	2
<i>Student 19</i>	3
<i>Student 20</i>	3
<i>Student 21</i>	3
<i>Student 22</i>	4
<i>Student 23</i>	4
<i>Student 24</i>	5

<i>Student 25</i>	1
<i>Student 26</i>	2
<i>Student 27</i>	3
<i>Student 28</i>	4
<i>Student 29</i>	3
<i>Student 30</i>	3
	X = 3.0333

Elaborated by the investigator

Source: Owner

The first step taken in the application of the research was the application of a pretest to the control and experimental group, there were thirty participants in each group, the analysis of the results were made based on the responses that participant`s give to the questions asked in the pretest, the scores marked on the table above show the number of correct responses they have, the results obtained show that at the beginning of the treatment both groups have similar marks control group X= 3,23 while the experimental group marked 3,03, although there was not a slightly difference it was in favor to the control group.

Pre Test data Interpretation

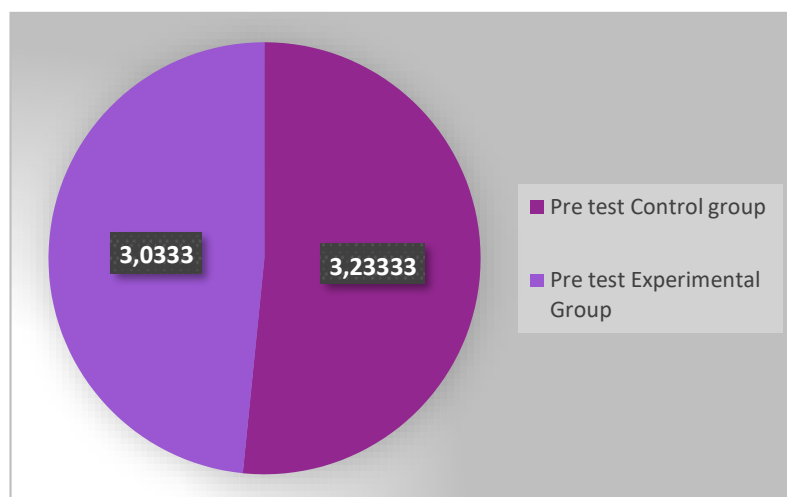


Figure 10 Pretest Control and Experimental group

Elaborated by the investigator

Source: Owner

The results obtained in the pretest applied to the control as well as the experimental group show that both groups have a similar arithmetic average, in order to determine this numerical value a reading activity was applied to students based on a rubric where the five levels of comprehension were assessed, Both groups have a similar average considering that the same strategy was used with the control and experimental group. The control group has an arithmetic average of $X = 3,23$ while the Experimental group has an arithmetic average of $X = 3,03$.

Table 3 Post Test Control group

<i>Students</i>	<i>Reading comprehension score /5</i>
<i>Student 1</i>	4
<i>Student 2</i>	3
<i>Student 3</i>	4
<i>Student 4</i>	4
<i>Student 5</i>	2
<i>Student 6</i>	4
<i>Student 7</i>	4
<i>Student 8</i>	5
<i>Student 9</i>	3
<i>Student 10</i>	3
<i>Student 11</i>	3
<i>Student 12</i>	4
<i>Student 13</i>	3
<i>Student 14</i>	4
<i>Student 15</i>	5
<i>Student 16</i>	3
<i>Student 17</i>	2

<i>Student 18</i>	2
<i>Student 19</i>	2
<i>Student 20</i>	3
<i>Student 21</i>	4
<i>Student 22</i>	3
<i>Student 23</i>	4
<i>Student 24</i>	4
<i>Student 25</i>	3
<i>Student 26</i>	4
<i>Student 27</i>	3
<i>Student 28</i>	3
<i>Student 29</i>	3
<i>Student 30</i>	2
	X = 3.2333

Elaborated by the investigator

Source: Owner

Table 4 Posttest Experimental Group.

<i>Students</i>	<i>Reading comprehension score /5</i>
<i>Student 1</i>	4
<i>Student 2</i>	5
<i>Student 3</i>	4
<i>Student 4</i>	3
<i>Student 5</i>	5
<i>Student 6</i>	5
<i>Student 7</i>	4

<i>Student 8</i>	4
<i>Student 9</i>	4
<i>Student 10</i>	3
<i>Student 11</i>	5
<i>Student 12</i>	4
<i>Student 13</i>	4
<i>Student 14</i>	5
<i>Student 15</i>	4
<i>Student 16</i>	2
<i>Student 17</i>	4
<i>Student 18</i>	4
<i>Student 19</i>	3
<i>Student 20</i>	4
<i>Student 21</i>	5
<i>Student 22</i>	4
<i>Student 23</i>	5
<i>Student 24</i>	3
<i>Student 25</i>	4
<i>Student 26</i>	3
<i>Student 27</i>	5
<i>Student 28</i>	5
<i>Student 29</i>	4
<i>Student 30</i>	4
	X = 4,06

Elaborated by the investigator

Source: Owner

As well as in the pretest, in the application of the post test the control and the experimental group were tested using the same rubric, 30 participants from the control and the experimental group were applied this posttest, the table shows the percentage of correct answers that they provided.

Reading Comprehension Pretest and Posttest Control and Experimental groups

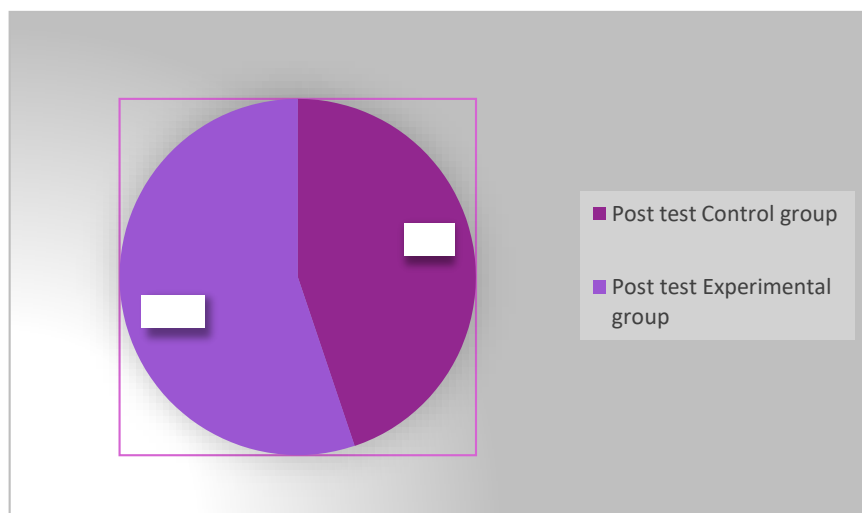


Figure 11 Posttest Control and Experimental group

Elaborated by the investigator

Source: Owner

As showed in the chart above the results obtained in the posttest applied to the control as well as the experimental group shows that the control group average rate was $X = 3,3$ while the experimental group was $X= 4,06$. The difference was $0,76$ decimals in favor to the experimental group, for the post test a reading comprehension passage was used and a rubric that assesses the five levels of comprehension, in this posttest the experimental group was instructed in the use of the Venn diagram graphic organizer.

Pretest and Posttest Results

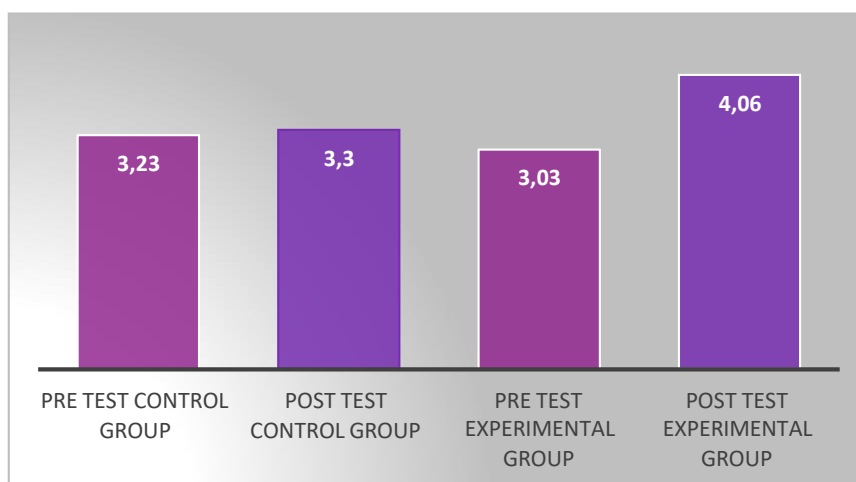


Figure 12 Pretest and Posttest Results Control and Experimental group

Elaborated by the investigator

Source: Owner

The bar graph above shows a summary of the results obtained after the pretest and a posttest evaluation where the experimental group marked a higher score compared to the control group, consequently the experimental group improved their reading comprehension skills with the use of graphic organizers, with this results, we can conclude that the proposal “A booklet of Graphic Organizers strategies to Develop Reading comprehension skill in visual- spatial learners of third year of BGU at “Belisario Quevedo” Educative Unit was useful and very productive for students improvement of reading comprehension.

3.4 Chapter III Conclusions

- After the application of graphic organizers as a visual tool to improve reading comprehension skill, there was a student’s attitude change towards reading activities, expressed in the results of the post test.
- The users as well as the experts considered the proposal an excellent tool in order to develop reading skill, the experts consider that it should be spread with other teachers and students as users’ expresses their predisposition for future academic uses.
- The students expressed their personal opinions about the reading activities, they said that sometimes the readings are too long and the vocabulary is too difficult.

General Conclusions

- The theoretical information that was analyzed and assembled from different sources provide the researcher a clear view of the problem of study.
- The proposal provide a positive experience to students because they could process the information contained in the text by using graphic organizers.
- The results obtained after the application of the posttest were positive because the arithmetic value increased after the use of a graphic organizer for the reading activity.

Recommendations

- It will be advisable for future researches to address the skill of reading from the semantic and pragmatic point of view because in our classrooms we face problems related to these fields.
- Before applying any reading strategy it would be appropriate to measure students reading level.
- It is recommended for teachers to use graphic organizers in order to help students develop English skills, teachers need to be updated on their application for different purposes.

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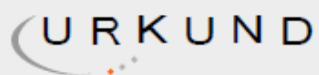
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APPENDIX



Urkund Analysis Result

Analysed Document: Tesis Tania Alvear.docx (D104060599)
Submitted: 5/7/2021 2:48:00 AM
Submitted By: nelson.guagchinga5@utc.edu.ec
Significance: 5 %

Sources included in the report:

TESIS-VERONICA-para urkund.docx (D55460111)
TESIS ELIZABETH TAYO.docx (D47670501)
DIANA_CRUZ DISSERTATION.docx (D56427758)
<https://www.science.gov/topicpages/a/academic%252Breading%252Bcomprehension>
http://repository.icesi.edu.co/biblioteca_digital/bitstream/10906/83478/1/T01285.pdf

Instances where selected sources appear:

12

TECHNICAL UNIVERSITY OF COTOPAXI



DIRECCIÓN DE POSGRADO

MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Students name:

Date:

Class:

Pre test

The following activity will assess your reading comprehension abilities, the results will help the researcher to determine if graphic organizers influence in the development of reading comprehension skills of visual learners

Instructions

This reading test will be developed in two stages, the first task will take 15 minutes and the second task will take you 15 minutes as well. Follow your teacher's directions, and answer them responsibly.

Task	Instruction	Time	Evaluation criteria
Task 1	Read the interview to Henry Smiles	15 min.	Rubric
Task 2	Answer the questions.	15 min.	

Elaborated by the investigator

Source: Owner

Read the text “An email to my friend Sara”

An email to my friend Sara

To: Sara

From: Gabriela

Subject: How did my meeting go?

March 16th 2021

Hi Sara,

Sorry I am writing this late I was very busy with my new job.

Last Monday, I had a meeting at 8 am on La Prensa Avenue with my new boss, that day I woke up very early I had breakfast and get ready, when I was on the bus a man was standing behind me, he was acting very strange, when I got into my stop I left the bus, but I did not felt my phone on my pocket. Someone stole it! I was really upset and I start crying because I did not write the office number nor the building. I thought I lost my chance to find a job. I had no more options that came back home. Luckily the meeting was canceled and they send me an email. Now I am the new director of the project in the company. Tell me about you How is college going in Guayaquil?

Take care

Gabriela

1. What did she do when she noticed that her phone was stolen?

- a) She cried
- b) She shouted
- c) She acted strange

2. What does the word *upset* in line 11 means?

- a) Frustrated
- b) Sad
- c) Angry

3. What happened to Sara`s phone?

- a) Someone stole the phone
- b) She missed it in the bus

c) She left it in the bus

4. How did she know the meeting was canceled?

a) She received a phone call

b) She received an e mail.

c) Someone told her

5. What does Sara is more likely to write as a reply?

a) A greeting letter.

b) A congratulations letter.

c) A complaint letter.

Reading comprehension Rubric

Rating	Question 1	Question 2	Question 3	Question 4	Question 5
Interpretation	Affective Comprehension	Lexical comprehension	Literal comprehension	Interpretive Comprehension	Applied comprehension
Fluent Reader 4-5					
Developing Reader 2-3					
Struggling Reader 1-0					

*Taken and adapted from (Männamaa , Uibu, & Kärbla, 2019)
Elaborated by the investigator.*

TECHNICAL UNIVERSITY OF COTOPAXI



DIRECCIÓN DE POSGRADO

MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Students name:

Date:

Class:

Posttest

The following activity will assess your reading comprehension abilities, the results will help the researcher to determine if graphic organizers influence in the development of reading comprehension skills of visual learners

Instructions

This reading test will be developed in two stages, the first task will take 15 minutes and the second task will take you 15 minutes as well. Follow your teacher's directions, and answer them responsibly. Read the interview to Henry Smiles and answer the questions.

Task	Instruction	Time	Evaluation criteria
Task 1	E- Reader vs. Paper Book.	15 min.	- Rubric - Number of Questions responded.
Task 2	With the help of your teacher complete the Venn Diagram	15 min.	
Task 3	Answer the questions.	15 min	

Elaborated by the investigator.

1.- Read the text E- Reader vs. Paper Book.

E- Reader vs. Paper Book

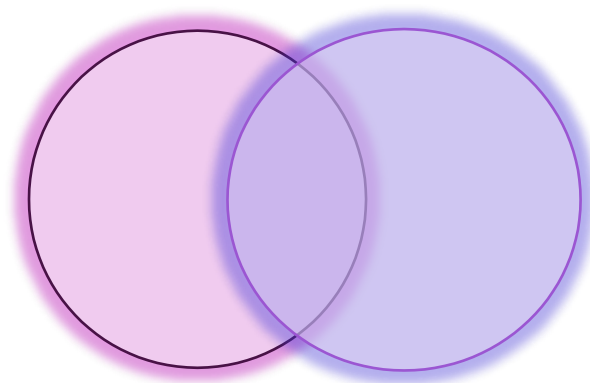
When it comes to reading, the publishing market offers many ways to access a good book or an app to read them, there are two options that are chosen by people according to their needs, if you are a tech person you will prefer an E – reader, but if you are the traditional one you will prefer our live long learning friend the paper book.

E readers offer many advantages, one of them is their portability, they are easy to take and do not use to much space, you can keep thousands of books in one device, another reason to choose an E – reader is because e- books are cheaper that actual paper books, you can find books priced as little as 1 dollar.

On the other hand, if you like having the experience of moving form page to page and feeling the crisp of the new pages, you will chose a **traditional** paper book which has many advantages too, the first one is the sensory experience, researchers suggest that reading a paper book is better for your retention and memory, second is that you can have access to them anytime without worrying about subscriptions or battery charging, The question here is are they having the same use? Do they accomplish their goal?

2. - Using the information above complete the Venn diagram graphic organizer.

Venn Diagram



Elaborated by the investigator

Source: Owner

3. - Based on the text and using your notes from the Venn diagram answer the following questions.

1. - If you like technology what will you prefer?

- a) An E-reader
- b) A paper book
- c) Both

2. - What does the word traditional in line 11 means?

- a) Old
- b) New
- c) Common

3. - According to the reading how much does an e- book may cost?

- a) 20 dollars
- b) 1 dollar
- c) 10 dollars

4. - What does the author suggests about E- readers and paper books?

- a) They accomplish the same goal.
- b) They are expensive.
- c) They look the same.

5. - According to the text paper books promote:

- a) The reception
- b) The retention
- c) The concentration

Reading Comprehension Rubric

Rating	Question 1	Question 2	Question 3	Question 4	Question 5
Interpretation	Affective Comprehension	Lexical comprehension	Literal comprehension	Interpretive Comprehension	Applied comprehension
Fluent Reader 4-5					
Developing Reader 2-3					
Struggling Reader 1-0					

Elaborated by the investigator

Source: Taken and adapted from (Männamaa , Uibu, & Kärbla, 2019)

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT



Master's degree in Applied Linguistics to
Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. - Research proposal data:

Author: Tania Elizabeth Alvear Jiménez

Theme: “VISUAL INTELLIGENCE IN THE DEVELOPMENT OF READING COMPREHENSION OF THIRD YEAR OF BGU STUDENTS AT BELISARIO QUEVEDO EDUCATIVE UNIT”

Objective: To develop reading comprehension skill in visual spatial students of third year of BGU at “Belisario Quevedo” Educative Unit.

2. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Senescyt registration number	
Current job:	
Phone number:	
e-mail:	

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.			
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.			
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.			
d) The originality of the contributions and reflections of the author give added value to the proposal.			
e) The references are relevant and up-to-date.			
f) The research topic is appropriate.			
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.			
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.			

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>

<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>

4. Impact. What is the impact of this research? (Place an X on the square)

Local	<input type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. General comments and recommendations for the Author.

Evaluator's signature

I.D.....

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT



Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

1.- Research proposal data:

Autor: Tania Elizabeth Alvear Jiménez

Título: “VISUAL INTELLIGENCE IN THE DEVELOPMENT OF READING COMPREHENSION OF THIRD YEAR OF BGU STUDENTS AT BELISARIO QUEVEDO EDUCATIVE UNIT”

2. Evaluator's information

Student's name:	
ID number:	
Phone number:	
e-mail:	

3. - Evaluation

Place an X on the square.

Criteria	Excellent	Acceptable	Deficient
a) The reading activity was....			
b) The graphic organizers helped me to understand the text			
c) The graphic organizers helped me to visualize and organize the information provided in the text			

4. - I will continue using GO for future reading comprehension assignments.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Disagree

5.- General comments and recommendations for the Author.

Evaluator's signature

I.D.....

Post test Tesis - Word (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA

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1 Normal 1 Sin espa... Título 1 Título 2 Título 3 Título 4 Título 5

reading a paper book is better for your retention and memory, second is that you can have access to them anytime without worrying about subscriptions or battery charging. The question here is are they having the same use? Do they accomplish their goal?

2. - Using the information above complete the Venn diagram graphic organizer.

Venn Diagram

Reunión actual 47:12:34

PÁGINA 2 DE 4 555 PALABRAS INGLÉS (ESTADOS UNIDOS)

Escribe aquí para buscar

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Salir

Post test Tesis - Word (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA

Times New Ro - 12 A Aa

1 Normal 1 Sin espa... Título 1 Título 2 Título 3 Título 4 Título 5

Class

Posttest

The following activity will assess your reading comprehension abilities, the results will help the researcher to determine if graphic organizers influence in the development of reading comprehension skills of visual learners

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Task	Instruction	Time	Evaluation criteria
Task 1	E-Reader vs. Paper Book.	15 min.	
Task 2	With the help of your teacher complete the Venn Diagram	15 min.	- Rubric - Number of Questions responded.
Task 3	Answer the questions.	15 min	

Elaborated by the investigator.

ALVEAR JIMENEZ TANIA ELIZABETH

9 MN AV ZD TA OD TA JG

ZAMBRANO RIERA PA... TASIPANTA VILLARRO... ORTIZ CALERO JOSUE... TAYO VACA JHORDY A...

Activar Windows
Ver la configuración para activar Windows

705 23/4/2021

11:33 Solicitar control

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ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA

Times New Roman 12 A A

Portapapeles Fuente Párrafo Estilos Edición

Class:

Posttest

The following activity will assess your reading comprehension abilities, the results will help the researcher to determine if graphic organizers influence in the development of reading comprehension skills of visual learners

Instructions

This reading test will be developed in two stages, the first task will take 15 minutes and the second task will take you 15 minutes as well. Follow your teacher's directions, and answer them responsibly. Read the interview to Henry Smiles and answer the questions.

Task	Instruction	Time	Evaluation criteria
Task 1	E-Reader vs. Paper Book.	15 min.	<ul style="list-style-type: none"> - Rubric - Number of Questions responded.
Task 2	With the help of your teacher complete the Venn Diagram	15 min.	
Task 3	Answer the questions.	15 min	

Elaborated by the investigator.

ALVEAR JIMENEZ TANIA ELIZABETH INGLÉS ESTADOS UNIDOS

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ZAMBRANO RIERA PA... TASIPANTA VILLARRO... ORTIZ GALERO JOSUE... TAYO VACA JHORDY... ALVEAR JIMENEZ TANIA ELIZABETH