

Graphic organizer as a Model of Teaching and its influence on Iraqi collage learners ' Development in Reading Comprehension

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ABSTRACT

Graphical organizers (GOs) are visual frameworks that help learners understand a text. Studies of literature confirm a shortage of empirical surveys on the learning effects of GOs on L2 readers. The objective of current study is to explore the impacts of GOS on Iraqi collage learners ' reading comprehension accomplishment. In the research, The experimental model has been used with the control group. (62)First year collage students in the department of English at Imam Al Khdhum collage created the research group of respondents. Reading Achievement Test has been given to the respondents before the therapy. GOs have been researched in reading chosen passages with the experimental group. The same reading materials have been studied. After eight weeks of therapy, the Reading Comprehension Achievement Test was again provided to both groups. During the statistical analysis, it was noticed that the reading comprehension achievement test differed significantly for the experimental one. The findings confirmed that GOs ' training in EFL reading lessons allow students to understand English reading materials.

Keywords: *Graphic organizer (GO) Reading Comprehension(RC)*



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1. INTRODUCTION

1.1 The Dilemma of The Study and its Significance

Studies on second language reading have been carried out on a continuous basis of The importance of using actually up-to-date and new teaching models and methods that working on developing reading skills of students linguistic. As Salinger says (2005) “reading comprehension does not just understand words, sentences, or even texts, but it involves a complex integration of the reader prior knowledge language proficiency and metacognitive strategies”. Sa'ad (2006) is in agreement with Salinger “Reading comprehension is the result of visionary, auditory, linguistic and cognitive data”. Several researchers highlight the importance of RC and see it as the heart of the process of teaching and learning. Therefore, Many studies were performed to tackle learning weaknesses in RC. Some of these studies have already been observed that learners are unable to formulate private opinions during the debate in the classroom. The use of traditional methods and techniques to teach comprehension of reading can have an impact on the inability to improve understanding of reading (Sayhood ,1988:91 ; AlRufai,1994:43 ; Al-Jaf, 2009:46) Therefore, adopting fresh teaching methods and techniques will be crucial. There may be more strategies for better understanding, but the use of **graphic organizers(GO)** is one of the most widely used. “Good readers automatically extract main ideas and build connection between main ideas when encountering an oral or written message, while less successful readers do not” (Chiang, 2005).

A group of researchers agreed that there can be impacts, problem-solving, comparison-contrast, or classifications structures beyond sentences in written texts. And to see this structure enables the reader to correctly comprehend the text. "Graphic organizers" are visual paradigms that assist to see text constructions and thus assist to understand a text" Jones, Pierce and Hunter (1988-1989: 20) described the word graphic organizers merely as "visual illustrations of verbal statements." A very well designed organizer of graphics represents a text's primary points, their relationships with each other, and helps to holistically understand the text. GOs can often be specific or generic. They can be flexible so that comparable text structures can be used. Some of them, however, do not operate with certain documents. In many shapes and sizes, they can also be provided (Grabe&Stoller, 2001).

1.2 The purposes of the study:

The purpose of this research is: to specify the impact of GOs teaching model on the accomplishment of Iraqi college learners in RC .

1.3 Study's hypotheses:

The study's null hypothesis says no statistically significant differences between the experimental team given the GO teaching model and the control model taught by the standard manner in reading comprehension ratings..

1.4 Study's scope

The research is restricted to: 1. Five reading comprehension texts are taught in the prescribed textbook (Select Reading) During the academic year(2018-2019) in the second half ,for first-year Iraqi university learners at the department of English / Imam Al Kdhum university.

1.5 Study's value

1.To assist Iraqi college students overcome their obstacles in learning how to read and comprehend English text using GO,results of this study expects to be very important.

2. It also expects to assist teaching staff to generate helpful RC teaching methodologies.

1.6 Procedures:

To accomplish the goals of this research, the investigator will implement the following procedures for obtaining information:

1. Performing a reading comprehension test prior to the application of the experiment to experimental and control group.
2. Choosing randomly two groups composed of 62 first year college learners. Although the experimental team is instructed to comprehend the reading
3. texts using the GO teaching model, the control group is taught using the instructor's normal teaching method
4. Perform a post-test for both groups at the end of the research.

2. THEORETICAL BACKGROUND

2.1 Definition of Reading Comprehension

Reading is the capacity to properly comprehend and interpret data in a text. Reading also is the ability to read a written material, processing its meaning to a level of understanding.(Grabe&Stoller, 2002) Reading is the manner in which information encoded in language is acquired and interpreted through the print media. "Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (Grabe, 2003).

2.2 Graphic Organizer (GO) Teaching Modal

Graphic Organizer (GO) is merely a visual or perceptual representation of the concept of text. It is an educational device that can assist learners arrange, organize and link data and ideas to the other ideas.Furthermore, the spatial structure of GOs encourages learners to identify missing data or missing links in their strategic thinking. (Ellis, 2004). GOs have many names including Visual maps, visual organizers and mind mapping.GO used as an educational instrument to demonstrate the previous understanding of learners about a subject or text section that was strongly suggested for use in schools.GO are visual depictions, designs or images that depict relationships between the main ideas of a lesson, unit or learning assignment (Braselton & Decker, 1994) while Meyen et al (1996) stated that GOs are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn".

The concept of GO is based on the concept of cognitive teaching assimilated by Ausebel(Ausebel et al., 1978). According to them "the information is organized by mind in a hierarchical top-down fashion. The cognitive approach to learning seeks to understand how incoming information is processed and structured into memory" (Weinstein & Mayer, 1986). "Cognitive learning theory is that the memory system, with its short term and long-term sorting and encoding components, guide the learning process. Learning is the best achieved when the information is presented systematically and stored in the student's brain in an organized, meaningful and useable manner" (McElroy & Coughlin, 2009). Clarify and organize data into categories (primary idea, supporting details, theme phrase, facts, opinion, etc.). They are helping RC learners:

- Organize data for better comprehension in a paragraph
- Build the significance of hard phrases and phrases divided into lexias
- Recognize the background by mixing knowledge and comprehension
- Detect cognitive and perceptual mistakes that may happen when a passage is read.

3. METHODOLOGY

4.1 The Experimental Design

Since the purpose of the current research was to determine the possible impacts of GO training on Iraqi collage learner's reading comprehension . This research used an experimental design with a control group. It was a sort of quantitative research. A coin flip hired the groups.The experiment was conducted between February 2019 and April 2019

for two months. The topics of this research were the English Department's first stage students at Imam Al-Kadum University College, composed of six classes (morning and evening studies.) With 280 learners in total. The investigator took only two classes in this studies with complete number(62) learners one as a control group with (32) and the second class as an experimental group with (32). The investigator used a pre-test and post-test writing test as the tool for collecting the information. The information collection steps were the preparation of the tool, pre-testing, therapy, post-testing, and information evaluation. The investigator used descriptive and inferential statistics to analyse the data. See Table (1):

Group	Test	Treatment	Post test
Experimental 1	Pre-test	Graphic organizer	Post-test
Control 2	Pre-test		Post-test

TABLE (1) THE EXPERIMENTAL DESIGN (ABBOT AND MCKINNY,2013: 76)

3.2 Management of populations and samples

3.2.1 Population

Richard and et al. (1992: 282) assert that population denotes any collection of items, individuals, etc. that are observably similar in terms of their sampling characteristics. The population of the present study covers the first-year college students of English Department in Imam AL-Khadum College in Baghdad for the second half of the academic year 2018-2019.

3.2.2 Sample

This research was attended by a sample of learners from four courses studying English, attending Imam Al-khidum College in Baghdad. The full amount of learners is (64) split into two groups or sections: Section A consists of (32) students selected as the experimental group receiving the graphic organizer technique and Section B consists of (32) assigned as the control group receiving traditional teacher reading methods

3.3 Instruments of the Study

To validate the original pre-test and post-test requires input from Linguistics and ELT experts. These experts provided a view on all the items and judged all but one of the items to be valid; therefore that invalid viewpoint was replaced. The final version of the test comprises of two items.

To guarantee clarity of the test instruction, students need to estimate the time needed to decipher the test items. To determine the participants' achievement in reading comprehension, a reading achievement test developed by the researcher was used. There were 26 issues of various choices in the pre-piloted exam. The exam is not very vague, and the study's pilot sample took place with 33 first-year learners on 17 February 2019, section "A" Department of English, Imam Al-Khudum College. The length of the exam is 50 minutes. The test reliability is extracted from The Pearson Correlation Coefficient Formula, which obtains a correlation between the odd-numbered student coefficient results and the even-numbered test item scores-the resulting reliability coefficient is (0.92).

3.4 The application of experiments:

The experiment began on February 17, 2019, lasting six weeks in the second half of the academic year (2018-2019), so concluded on April 25, 2019. On Sunday, lectures were arranged for the Experimental and Control Groups.

3.5.1 The Control Group:

The researcher herself taught the control group using a traditional way to teach RC for two hours per week. The prescribed textbook, 'select reading', provided the entire basis for the material used to teach reading skills to the control group. Typically, the instructor explains and states the passages and explained the reading skill in each chapter that found in their textbooks and then ask the student to do exercises.

3.5.2 The Experimental Groups:

The study was carried out during the second half of the academic year 2018-2019. At the beginning, random sampling was used to select the study groups. Then, pre-tests were provided to both groups. Four hours of instruction on GOs were provided to the learners in the experimental team. Participants were provided data about the GOs during these sessions and examples were studied with the teacher. The GOs outlined in the experimental group included spider maps, fishbones, GOs type comparison and contrast, continuum, network trees, problem and solution as GO kinds, event chain series, venn diagram, and story board. Without guidance from GOs, without instruction from GOs, the control group investigated the same reading material. The experimental group respondents organized their own graphic organizers for reading texts studied in the following 12 weeks during the class hour and presented them to their colleagues in groups. By drawing on the board, the learners also presented some of the graphic organizers to the whole school. Finally, the participants answered questions about understanding and verified by the instance. The respondents read the texts in the control group and the teacher replied and verified the learning questions. Both groups were provided the posttest after 8 weeks of therapy. The information were analyzed statistically.

4. RESULTS

There was no significant difference between the experimental group and the control group just before GOs were treated, as seen in Table 2. At the beginning, the mean of the control group was slightly larger than the experimental group, but this distinction was not statistically significant. After 8 weeks of treatment, the respondents were again provided the test of reading understanding accomplishment. The outcome of t:

Table (2) T-Values of the achievements of the experimental and control subjects in the pre-test reading comprehension

Group	Test	N	Means	SD	DF	T value		Level of Significance
						Calculate	Tabulate	
EG1	Pre-test	32	4,00	2,170	31	-6,5662,0420.5		
CG	Pre-test	32	3.91	2.263	31			

Table (3) T-Values of the achievements of the experimental and control subjects in the post-test reading comprehension

Group	Test	N	Means	SD	DF	T value		Significance
						Calculate	Tabulate	
EG1	Post-test	32	33.3	75.5	58	2.992.000.05		
CG	Post-test	32	25.2	144.6	58			

As shown in Table 3, the Mean of experimental group was much greater than the Mean of control group. This was a statistically significant distinction. 8-Week therapy in the experimental group using GOs learning modal has positively impacted learners' reading comprehension accomplishment.

5. Conclusion

The purposes of this study was to figure the effects of RC achievement of GOs' instruction on Iraqi collage learners. Study results indicate that clear guidance and long-term training assist enhance the success of text understanding and reading understanding. Reading is a complicated method. Particularly for those who read in a foreign language. EFL learners face many problems in attempting to understand a text,. Using GOs can be helpful for readers of foreign languages to enhance their understanding of text and be better readers. However, it is essential that GOs are instructed

Recommendation

The results from this study may have some pedagogical consequences for learners from Iraqi collage.

1. The current study's first implication is that graphic organizers are efficient instruments to promote understanding of reading by EFL learners.
2. Second, when used as pre-reading, while and post-reading operations, distinct kinds of graphic organizers are an efficient approach to Long-term memorization through rotating strategy avoidance.
3. Thirdly, the training method plays a vital role in promoting this strategy..
4. In addition, learners' duties in organisations and individually during and after the class help create confidence between them. Building GOs in organizations and working as a mediator independently, as a teacher, and their reactions make it an enjoyable atmosphere to learn and easily solve learners' issues. Other important observations were like the students (in the experiment group) different kinds of graphical organizer diagrams were created and during treatment. Using this strategy, students also showed great interest in other subjects.

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