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Investigating the Role of the Frayer Model in Developing English as a Foreign Language Learners' Reading Comprehension

The case of First Year EFL Students at Mohamed Kheider University of Biskra

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilments of the Requirements for the Master's Degree in Sciences of Language

Submitted by:	Supervised by:
Miss GUERRAICHE Selma	Mrs. BENCHAREF Sakina

Board of Examiners

Dr. BECHAR Ahmed	MCA	University of Biskra
Mrs. BENCHAREF Sakina	MAA	University of Biskra
Mrs. BEKHOUCHE Rime	MAA	University of Biskra

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Dedication

I dedicate this work to:

The memory of my father for whom I pray every day, whom once told me that I would always be his little princess, and whose soul never left mine. May he rest in peace.

My superhero, the woman who taught me to fight and never stop until I am proud; my precious mother whose prayers, love, support made me the woman I am today.

My brother and his wife for their attempts to ease the burden and cheer me up whenever I felt demotivated. Their encouragement helped me finish this work.

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Abstract

The majority of EFL learners face problems in achieving a successful reading comprehension. Hence, the present study investigates the role of the Frayer Model as a vocabulary technique in developing first year learners' reading comprehension skill at Mohamed Kheider University of Biskra. The hypothesis of this research states that EFL learners' reading comprehension would improve if the Frayer Model is used. To confirm this hypothesis, the study was conducted through a qualitative approach and descriptive method to collect and to analyse data. Moreover, the data were gathered using three tools. Firstly, a teacher's interview was made with one reading module teacher who applied the Frayer Model and could provide valuable information concerning the effect of the strategy on reading comprehension. In addition, a learners' questionnaire was addressed to a purposive sample of first year EFL learners (n° 36), who tried the Frayer Model in class, to know their opinion about it. Furthermore, a non-participant classroom observation took place with one class of first year learners in order to observe their attitude and assess their performance during the reading session. Based on the obtained findings which show that vocabulary deeply affects the process of reading comprehension, the aforementioned hypothesis was proved. Therefore, the use of the Frayer Model as a vocabulary strategy indeed affects positively learners' reading comprehension.

Keywords: Graphic organizers- Vocabulary teaching strategies- Frayer Model- reading comprehension- EFL learners

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List of Abbreviations

EFL: English as a Foreign Language.

e.g.: exempli gratia (for example).

et al.: at alia (and others).

etc.: et cetera (and so forth).

i.e.: id est (in other words).

N: Number of Population.

p: page.

&: and.

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Introduction

Learning a foreign language requires English as a Foreign Language (EFL) learners to be aware of the language learning skills which are speaking, listening, writing, and crucially reading. This latter, according to Johnson (2008), is a constantly developing skill. It means that reading necessitates practice; otherwise, this skill may deteriorate. In addition, the success of the reading process is deeply associated with reading comprehension. However, to comprehend any material, the reader may encounter some difficulties such as a lack of background knowledge, a failure to decode and recognize words, an inability to recall words, and a deficiency in vocabulary knowledge.

Moreover, vocabulary plays an important role in reading because the mastery of the reading skill requires a full knowledge of vocabulary. Once the learners are familiar with the terminology used in the text, they can process the meaning easily. Thus, to assure that EFL learners have comprehended what they have read, different strategies can be used in order to trigger the learners' prior knowledge and word retention. Using graphic organizers (GOs) as teaching instruments, researchers believe that these visual representations facilitate vocabulary acquirement, and, consequently, improve reading comprehension.

Therefore, teachers are advised to implement some techniques in the classroom to develop EFL learners' reading comprehension skill. Among these strategies, teachers may use the Frayer Model (FM). It is a visual organizer which helps learners build meaning and connect what they know and what they learn about the target concept. Thus, this study will investigate the use of the Frayer Model to develop EFL learners' reading comprehension.

1. Statement of the Problem

Reading is the core skill of learning a language, and the basic outcome of such a process is to fully comprehend the material being read. However, effective reading demands

understanding, evaluation and reflection on the written text. Therefore, reading comprehension is essential to develop a new knowledge.

Based on personal experience, first year EFL learners at Mohamed Kheider University of Biskra may face some difficulties in understanding when reading texts. These obstacles may be mainly due to the length of texts, types of vocabulary, sentences structure, or learner's knowledge base. To add more, the lack of vocabulary dearly affects learners' ability to build the meaning while reading. Moreover, it becomes a difficulty for learners to obtain and extract meaning from texts with a shortage of words. Thus, to successfully comprehend a written material, learners need to develop their vocabulary and word knowledge.

Therefore, teachers need to apply different methods to enhance reading comprehension in EFL classrooms. One of these strategies is called the Frayer Model. This model is designed to help learners think, write, discuss, clarify and develop words for a successful reading. In consequence, this study is conducted to advocate the use of Frayer Model in improving EFL learners' reading comprehension.

2. Aims of the Study

This study aims to:

- ➢ Raise EFL learners' awareness about the importance of the reading comprehension skill.
- ➢ Explore the different vocabulary teaching strategies used to develop learners' reading comprehension.
- ➢ Investigate the effectiveness of the Frayer Model as a means to improve EFL learners' reading comprehension at Mohamed Kheider University.

3. Significance of the Study

This study is significant for both EFL learners and teachers as it tries to contribute to the amelioration of the reading comprehension skill using the Frayer Model. It also provides teachers with instructions and insights of the use of this strategy and its application in EFL classrooms to improve learners' reading comprehension.

4. Research Questions

The current study attempts to answer the following questions:

➢ Why does reading comprehension skill need to be improved?

➢ What are the vocabulary teaching strategies that can be use to improve EFL learners' reading comprehension?

➢ What is the Frayer Model strategy? How does it work?

➢ How can the Frayer Model enhance EFL learners' reading comprehension?

5. Research Hypothesis

The current study hypothesizes that EFL learners' reading comprehension would improve if the Frayer Model is used.

6. Research Methodology

6.1. Research Method

The present research was conducted through a descriptive method (qualitative approach) for its appropriateness to gather data about learners' difficulties in reading comprehension. More specifically, it helped to describe the effectiveness of the Frayer Model in improving EFL learners' reading comprehension.

6.2. Population and Sampling

The target population of this study is first year LMD students at Mohamed Kheider University of Biskra in the academic year 2019/2020. The total number of population is (N336) divided into 10 groups of 32-36 students in each. This specific population has been chosen because the Frayer Model is appropriate for intermediate learners to help them develop their vocabulary, and therefore, their reading comprehension.

The study included only one group of 33 learners as a representative sample. The selection was purposive as it was the only class that has been working with the strategy under investigation, namely the Frayer Model.

6.3. Data Collection Tools

In order to investigate the hypothesis and to answer the research questions, three research instruments were used. First, an interview with a teacher of reading module was conducted to know his point of view about the strategy and its effects on learners' reading comprehension. Moreover, the teacher was particularly chosen because he applied the technique, so he was more familiar with the Frayer Model than other teachers were. Second, a questionnaire was given to the sample of first year LMD students of English at the University of Biskra to know their opinion about the importance of vocabulary and reading comprehension as well as to collect their attitudes and reactions about the use and impact of the Frayer Model in class and its impact on developing their reading comprehension. Second, a classroom observation was used to evaluate EFL learners' reading comprehension and to observe the application of the Frayer Model in the classroom.

7. Structure of the Study

This dissertation is divided into three main chapters. The first two chapters tackle the theoretical background of the study while the third chapter deals with the fieldwork. The first

chapter consists of the definition of reading as well as reading comprehension. In addition, it discusses the levels of reading comprehension and the factors that affect such a process. Moreover, it suggests different reading comprehension strategies and explores the relation between reading comprehension and metalinguistic awareness besides cognitive processing.

The second chapter provides a background definition of different types of graphic organizers. Moreover, the chapter sheds the light on the Frayer Model by providing various definitions, steps and by discussing the strengths of this strategy. Moreover, it shows the rationale of using the Frayer Model in developing reading comprehension.

The last chapter is concerned with the practical work of the study. It focuses on analysing the data obtained from the data gathering tools, namely the teacher's interview, the learners' questionnaire, and the classroom observation in order to confirm whether the Frayer Model can develop first year EFL learners' reading comprehension at Mohamed Kheider University of Biskra.

Chapter One:

Reading Comprehension

Introduction

Learning to read is one of the priorities that should be addressed in every educational institution. With such skill, learners are able to enrich their minds and develop their thinking. Still, reading without meaning is pointless as learners will not engage with the text or make links among text information. In accordance, this chapter gives different definitions about the reading skill and reading comprehension process. It also tries to enumerate the main levels of comprehension that learners should be aware of. Regarding the problems learners face in reading, the present chapter sheds the light on some factors that influence comprehension to take place. Then, it provides some strategies which are estimated to enhance learners' reading comprehension. Moreover, it focuses on the importance of metalinguistic awareness in achieving comprehension as well as the role of cognition in the process.

1. Definition of Reading

Reading, like other skills, is vital in the process of learning. It is viewed as a means of communication between the writer and the reader. ''Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey'' (Lakshmi, 2000, p. 3). It means that reading requires visual and mental processing in order for the reader to decode the writer's message.

Moreover, Nutall (1996 as cited in Darmawan, 2011) defines the reading process as follows:

> In this process, the writer has the message in mind (it may be an idea, a fact, a feeling, etc.) which she wants somebody else to share. To make it possible, she must put it into the words: that is, she must encode it. Once encode, it is available outside her mind as a written text. A text is accessible to the mind of another person who reads it, and who might decode the message it contains. After being decode, the message enters the mind of the decoder and the communication is achieved. (p. 8)

It means that reading is receiving messages from the text. Thus, the reader transfers the written form his/her mind to obtain the writer's message for a successful communication.

More precisely, Mostafa, Dadour, and Qoura (2019) focus on the importance of reading for learners. They confirm that this particular skill improves learners' performance in terms of education, occupation as well as social environment. Similarly, Graham and Hebret (2011) believe that learners' educational success depends on their abilities to read, comprehend and critically analyse information presented in textbooks and other classroom materials.

Additionally, Cain (2010) asserts that ''reading is much more than a single skill: it involves the coordination of a range of abilities, strategies and knowledge.'' (p. 1). In other words, reading can be a challenging activity since readers should, firstly, access the meaning of the individual words and then combine those words to form meaningful clauses and sentences.

However, readers who have insufficient understanding of the relationship of words within sentences are likely to face problems while reading (Rahmawti, Rosmalina, & Anggraini, 2020). Thus, reading requires readers to be aware of the connection between words, clauses, and sentences within the text. To conclude, reading can be a difficult skill to master for its complexity and requirement for comprehension.

2. Definition of Reading Comprehension

Researchers view that reading is incomplete without comprehension due to its significance to the reading skill. McNamara (2007) defines reading comprehension as the ability to derive meaning and make links between the ideas conveyed in the text. Readers should not rely on the literal meaning because they do not only decode words, but also develop deeper meaning of the sentences, paragraphs and the text as a whole.

Similarly, Darmawan (2011) defines reading comprehension as a complex process that requires the interaction between the reader, the text, and the context. Besides interpreting meaning, he continues to add that readers should be able to link their prior knowledge to the text in order to extract meaning, grasp the writer's intentions, and go beyond what is written to speculate the implied meaning.

Another claim comes from Kafipour and Jahansooz (2017) who declare:

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader… Decoding without comprehension is simply word barking - being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading; they can also use the information it contains. (p. 423).

In other words, the success of this complex skill depends on the readers' interpretation of the text and the use of their background information. Besides, reading comprehension prompts the readers to think and construct meaning; it is a cognitive process. Readers who expound words in their basic sense are likely to fail to comprehend the text. On the other hand, effective readers tend to grasp information, analyse them, and, then, deduce the meaning in an accurate way.

Furthermore, Johnson (2008) argues that reading comprehension ''integrates visual and nonvisual information'' (p. 4). The reader relates the existing data in the text (i.e., visual information) with what the reader already knows (i.e., nonvisual/prior information). In this respect, Pollatsek and Treiman (2015) state that readers who are able to fluently decode the text are competent readers. They can construct deep meaning and succeed to comprehend the

text. However, ''Reading comprehension is often a challenge for many learners'' (Wong & Butler, 2012, p. 192) because the two reasons to cause reading comprehension failure are limited vocabulary and lack of background knowledge (Sidik, 2019).

Away from just being a means of communication, reading comprehension is more complicated. It requires learners to be knowledgeable about the vocabulary as well as to have background information in order for the comprehension to take place. Consequently, Kalmane (2010) claims that to achieve reading comprehension, it is important to differentiate between its four levels.

3. Levels of Reading Comprehension

According Basaraba, Yovanoff, Alonzo, and Tindal (2013), the reading comprehension levels require the readers to interact with the text differently. In he same vein, Westwood (2001) elicits four levels of reading comprehension which are the literal, the inferential, the critical, and the creative.

3.1. Literal Level

At this level, readers can understand, retell, and recall the basic information presented in the text (e.g., names of characters or details of the setting) (Brassell & Rasinski, 2008). This level deals with word meaning and the explicit meaning of the text (i.e., what is directly stated).

3.2. Inferential Level

Brassell & Rasinski (2008) continue to add that ''Inferential comprehension is more sophisticated than literal comprehension'' (p. 17). It means that readers need to extract the inferred meaning within the text. They believe that readers should integrate and manipulate the information form the text and their background knowledge.

3.3. Critical Level

Westwood (2001) asserts that this level necessitates readers to assess and judge the reading material. Reading critically refers to giving comments on the text's clarity, accuracy, exaggeration or bias.

3.4. Creative Level

According to Labarrete (2019) the creative level refers to the reader's response to the content of the text. Based on the information presented in the reading passage, readers develop new ideas and information as they merge the writer's ideas to generate new thoughts and concepts. Moreover, this level urges readers to think in an original and new way.

As a conclusion, reading comprehension occurs through different levels, namely the literal, the inferential, the critical, and the creative. The knowledge and application of these levels permit learners to understand the hidden meaning of the text and decipher the writer's message. However, learners may face some difficulties that influence their comprehension of the text.

4. Factors Affecting Reading Comprehension

Reading Comprehension is a highly complex cognitive process which learners need to master. For this purpose, learners should be aware of the factors that affect reading comprehension (Bates, 2019). The latter presents different factors such as vocabulary, background knowledge, fluency, active reading, and critical thinking which he believes they influence learners' reading comprehension.

4.1.Vocabulary

Several studies have shown the correlation between vocabulary and reading comprehension. In this respect, effective reading comprehension depends on vocabulary knowledge (Oakhill, Cain, & Elbro, 2015). Moreover, Tennent (2015) argues that

''vocabulary has a pivotal role in the comprehension of text… Intuitively, we might indeed see the relationship between vocabulary and comprehension as reciprocal.'' (pp. 45–46). Thus, reading comprehension is incomplete without vocabulary knowledge which – if not sufficient – can impede the understanding of the text.

In this respect, Ali (2010) argues that the knowledge of adequate amount of vocabulary helps learners to know the vocabulary meaning within a specific context as well as it prevents them from making comprehension mistakes. Moreover, he believes that learners will not comprehend what they read if they cannot have a full knowledge of the word meanings. However, he adds, some learners tend to skip and ignore difficult words - which may be key terms - which they encounter during reading. This is because they think that such terms are not important, but they, eventually, fail to understand the text.

4.2. Background Knowledge

Another factor that influences reading comprehension is background knowledge. Different researchers consider it as a predictor of reading comprehension. Accordingly, McCarthy, et al. (2018) assert that: "learners who have more background knowledge, or prior knowledge, about the topic of a text are able to process the information more quickly, remember more of the information, understand the information at a deeper level, and more effectively ignore irrelevant information. (p. 3). Simply put, background information fosters the learners' cognitive abilities and mental representation of the text as it enables them to attain meaning in a rapid way. In addition, they are able to recall previous information and link it to the one being constructed. Besides solidifying the information, efficient readers who use their background knowledge are capable of managing the information and separating the important ideas from the unnecessary ones.

Furthermore, Al-Noori (2014) confirms that the less background knowledge the learners have of the text content the more they fail to understand the text. Learners who make

advantage of their prior knowledge have better chances in achieving effective reading comprehension and evaluating their understanding ability. In addition, learners' reading ability is related to their efficiency in using their prior information. Therefore, the use of background knowledge involves the learners' competence in the reading comprehension (Sari & Atmanegara, 2018).

4.3. Fluency

In addition to vocabulary and background knowledge, fluency is considered to have major effects on the reading comprehension process. According to Bates (2019), fluency refers to ''one's ability to read fast, accurately, and with proper expression and pronunciation.'' (p. 12). In other words, fluency is the learners' phonological skills in readability, precision, and articulation of the text.

Furthermore, Schwanenflugel and Knapp (2016) believe that learners with good fluency are able to comprehend the text while learners with poor fluency face difficulties constructing meaning and deducing comprehension from what they read. They add that fluency supports comprehension where learners can decode the text automatically and meaningfully.

4.4. Active Reading

A further factor which influences reading comprehension is active reading. The latter's role in reading comprehension is undeniable. Accordingly, Bates (2019) claims that active readers plan their purpose for reading, question the validity of the information they read, and make personal connections with the text. This way, they engage with the text and master reading comprehension.

In the same vein, Brozo (2010) urges teachers to teach active reading because it makes learners more enthusiastic about reading, involves them in the learning process, and makes reading comprehension a more pleasant activity. He, moreover, believes that active reading

allows learners to read the text thoroughly and carefully to capture main ideas by actively thinking what the text means.

4.5. Critical Thinking

Lastly, Bates (2019) suggests that critical thinking is crucial for successful reading comprehension. He states:

Learners who possess good critical thinking skills are able to interact with texts more effectively. They are able to easily deduce the main idea of a given text as well as auxiliary ideas that support it. It also enables them to quickly draw comparison and connections between ideas, which further enhance their comprehension abilities. (p. 13)

It means that this effective factor helps learners with their reading in different ways. Critical thinking does not only stimulate learners' mental abilities, but also develop their awareness concerning the text's structure and ideas. Besides, critical thinkers process texts more easily because they tend to compare and relate information presented in the passage with each another. Thus, critical thinking paves the way for comprehension to take place.

Similarly, Cleaver (2020) asserts that critical thinking requires thinking deeply about a topic and going beyond memorizing facts or retelling stories. To add more, she claims that this factor develops through asking questions and making predictions. Learners, however, should not only ask questions, but also try to answer them based on the text information. Moreover, Aghajani and Gholamrezapour (2019) add that learners who think critically are able to understand the explicit meaning of the passage, analyse text information, evaluate the content of the text, and use their imagination to draw conclusions. Thus, critical thinking is a significant factor for learners in order to succeed in reading comprehension.

To conclude, reading comprehension is an important skill in the learning process. Nevertheless, learners are likely to face problems when it comes to understanding the text regardless of its type. These difficulties emerge from factors that learners may lack and should have to develop their comprehension. According to Bates (2019), the factors that affect reading comprehension are vocabulary, background knowledge, fluency, active reading, and critical thinking. Consequently, teachers and learners need to be aware of such factors to know what strategy to use to enhance reading comprehension.

5. Reading Comprehension Strategies

For decades, researchers have been trying to think of effective strategies for enhancing reading comprehension. According to Lekota (2014) reading comprehension strategies can be cognitive or behavioural actions that aim to improve reading comprehension. She adds that such strategies include graphic organizers, text structures, etc.

Zwiers (2010), on the other hand, suggests six strategies that enhance reading comprehension. Based on his analysis and synthesis of resources, the following comprehension strategies appeared: organizing text information, connecting to background knowledge, making inferences and predictions, generating questions, understanding word meaning, and finally, monitoring one's own comprehension.

5.1. Organizing Text Information

For the first strategy, Zwiers (2010) asserts that in order to organize text information, readers need to be able to extract the main idea of the text and summarize text information. He continues to argue that despite the fact that getting the main idea and summarizing text content can be difficult for readers, they are still important steps to understand a text.

The main idea, according to Rollins (2010), is ''what the author wants you to understand or remember about the selection.'' (p. 8). Simply put, the main idea of a text is the message

the writer sends to the readers. If the readers succeed to decode the message, they effectively determine the main idea of the text they encounter. Zwiers (2010) adds that text components such as the title of the text, contextual, or initial visual clues can help the learners formulate the main idea.

After eliciting the important ideas, learners, in their own words, summarise the content of the text. Higher Education Sustainability Initiative (HESI, 2017) states, ''Identifying the best summary of a reading selection is a skill most learners find frustrating.'' (p. 45). It means that summarising can be challenging for learners especially when it comes to decide which ideas are important and which are not. However, learners should focus to the essential ideas instead of retelling the interesting ones.

5.2. Connecting to Background Knowledge

In addition to organizing text information, Deshpande (2016) believes that ''without prior knowledge, a complex object, such as a text, is not just difficult to interpret; Strictly speaking, it is meaningless'' (p. 192). This shows the importance as well as the influence of the prior knowledge on the reading comprehension process.

Moreover, Kilpatrick, Joshi, & Wagner (2019) assert that reading comprehension occurs when readers link information between different sentences in the text and integrate their background knowledge to decipher the implied meaning.

In other words, readers refer to their previous information which is considered as a raw material in developing meaning besides the information presented in the text. Mostly, the background knowledge consists of facts, concepts, experiences, values, and ideas.

In this respect, Alfaki and Siddiek (2013) state:

Our understanding of a text depends on how much related schema we, as readers, possess while reading. Consequently, readers' failure or confusion to make sense of a text is due to their lack of appropriate schemata that can easily fit with the content of the

text. This lack of appropriate schemata can be either formal or content-based on schemata that includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure. (p. 43)

In other words, readers with insufficient background knowledge are likely to confuse or misinterpret the meaning of the text. Furthermore, the readers' previous information can result from their experiences, information, emotions, beliefs, and culture as well as vocabulary and text structure.

Furthermore, the use of background knowledge creates mental pictures and associations that facilitate for the readers the comprehension process. Additionally, Zwiers (2010) confirms that visualization has a vital role in comprehending a text. When reading, skilled learners visualize and develop mental images which they obtained from life, television, videos, graphic organizers, or other sources. In addition, he asserts that learners who visualize text images perform better in recalling text information, organizing their ideas, and making successful inferences and predictions.

5.3. Making Inferences and Predictions

Another strategy for reading comprehension is making inferences and predictions. Both inferring and predicting are mental processes which readers use to draw conclusion and speculate information to be further presented in the text (Harvey & Goudvis, 2007).

According to Klein and Stuart (2013), inferring is ''the process of creating a personal and unique meaning from text. It involves a mental process that combines information gleaned from the text and relevant prior knowledge (schema).'' (p. 59). It simply means that readers who infer develop deeper and personal understanding of the text. In addition, they interpret and combine the literal information with their background experiences to build meaning from the text. Although inferences can be expressed with a sudden jump of recognition (e.g., saying ''Ah ha!''), they are ordered and not random (Jumiaty, 2014). It means that inferences

develop along with the reading process, the more the readers continue to read, the more inferences they make.

As for predictions, they are inferences about future information in the text. Readers make use of contextual clues and prior knowledge to know ''what will happen next in a story or what we will learn later in a text.'' (Zwiers, 2010, p. 99). Thus, predictions are not random guesses; they are based on evidence in the text.

Moreover, predicting requires previewing and flexibility. Learners should analyse the title, graphs, headings, and so on, as a base for generating predictions. Additionally, Learners should be able to confirm, discard, modify and develop new predictions relying on the new information they encounter as they continue to read (Gunning, 2010).

5.4. Generating Questions

Besides organizing text information, connecting to background knowledge, and making inferences and predictions, Zwiers (2010) includes generating questions as an effective strategy in reading comprehension.

Generally defined, generating questions is a process by which readers ask themselves questions before, during, and after reading to clarify meaning and interpret with the text (Klein & Stuart, 2013). Additionally, Guthrie, et al. (2004) believe that ''Self-generated questions come from [learners'] own knowledge and desire to know more about a topic. In this way, questions function as a bridge between [learners'] interests and curiosities and new knowledge contained in text.'' (p. 294). In other words, questions generation engages learners in reading and deepens their understanding. Moreover, these self-generated questions are the combination of the learners' background knowledge and the information presented in the text. Asking themselves, learners are attentive as they go through the text and focus on the important ideas. Such questions like ''what do I really know about this topic?'', ''what will

happen next?'', or ''why did the author write this?'' give learners a purpose for reading and motivate them to continue reading and search for answers (Zwiers, 2010).

5.5. Understanding Word Meaning

Another strategy readers and learners need to use to comprehend a text is understanding word meaning. Zwiers (2010) believes that poor comprehension is the result of learners' lack of vocabulary knowledge. In this regard, being aware and knowledgeable of word meaning is an important aspect in reading comprehension.

Understanding word meaning does not necessarily refer to knowing the meaning of each word in the text isolated from the other. Instead, learners should deduce the meaning from the context because some meanings are explicitly explained in the text (Oakhill, Cain, & Elbro, 2015). Accordingly, Srisang (2017) asserts that ''In order to be a skilled reader, the ability to understand words alone is not sufficient for the comprehension processes, because the meaning of words generally depends upon the context within which they appear.'' (p. 4). Differently stated, interpreting words alone may hinder comprehension because words in isolation can have different meaning from those in a specific context.

However, extracting meaning from the context can be difficult and may interrupt the flow of reading. Not to mention that readers who do not know the meaning of sufficient amount of words in the text will fail to comprehend the text. As a solution, Stahl and Nagy (2009) suggest that learners need to be flexible with word meanings. It means that since one word can have various interpretations, learners should be able to adjust the meaning of one word to fit new contexts. This way, learners can assess their performance and monitor their own comprehension.

5.6. Monitoring One's Own Comprehension

As a final strategy, Zwiers (2010) and different researchers trust that monitoring one's own comprehension is crucial when it comes to understanding a text.

Broadly defined, monitoring one's own comprehension or self-monitoring refers to the process by which learners self-assess whether they have engaged in the reading comprehension or not (Conderman, Hedin, & Bresnahan , 2013). Moreover, Myers (2007) affirms that:

Self-monitoring is the mental act of knowing when you do or do not understand what you are reading. Learners can learn to monitor their own behaviours and use appropriate strategies to decode and comprehend texts effectively. It is important to be aware so that when there is confusion, it can be clarified.'' (p. 132).

Simply stated, self-monitoring is a cognitive process that urges learners to observe and control their own comprehension. In addition, they check their understanding to avoid being confused by the text. This way, learners assess their reading performance for which they use effective decoding and text comprehension strategies.

In the same vein, Borvall (2019) claims that when learners monitor their own understanding, they are responsible for noticing and correcting their errors by themselves. This action develops learners' sense of self-evaluation and promotes their motivation. Respectively, Zwiers (2010) asserts that ''if a learner is motivated to genuinely understand something in a text, he/she often will expend the energy to monitor comprehension in the reading process and work through problems.'' (p. 175). This implies that self-monitoring while reading makes learners feel excited to deeply engage with the text. Thus, they express positive attitude towards reading; consequently, develop their comprehension.

To conclude, even though reading comprehension is a complex activity, learners need to be aware of its different strategies. Accordingly, Zwiers (2010) proposes different effective strategies to promote one's reading comprehension. He believes that strategic learners are able to organize the text information in terms of generating a main idea and summarizing text information besides connecting their background knowledge to the new one. Furthermore,

efficient learners, infer and predict the information to be introduced in the text than aim for generating questions to elicit meaning. Moreover, they try to understand word meaning and eventually monitor their comprehension by themselves. Following this strategies, learners succeed to understand the text.

6. Metalinguistic Awareness and Reading comprehension

According to Gillon (2004), metalinguistic awareness is thinking about and reflecting upon language. It illustrates the knowledge of the structural features of language. Similarly, Wagner, Muse, and Tannenbaum (2008) believe that metalinguistic awareness refers to one's ability to reflect on or manipulate the order of words in a sentence that can be written or spoken.

They claim that: ''Reading comprehension depends on metalinguistic awareness because understanding text requires attention to its linguistic form.'' (p. 62). This implies that learners should be linguistically skilled, so they can manage the text.

Moreover, Stahl and Nagy (2009) aassert that metalinguistic awareness involves various abilities that play an important role in reading comprehension. Among these abilities, phonological awareness and morphological awareness are considered the two fundamental components that are crucial in reading comprehension.

6.1. Phonological Awareness

Phonological awareness, according to Fletcher, Lyon, and Fuchs (2019), is one's ability to recognize and manipulate the segments of sounds in words. They state that this ability enables learners to read and understand what they are reading. In addition, learners need to be able to distinguish individual sounds which are called 'phonemes' in words, print letters of the alphabet, and corresponding sounds for each letter. Moreover, phonological awareness is breaking words down into smaller parts such as rhymes, syllables, and sounds. Learners who

are competent in this metalinguistic ability perform better in word identification and become skilled in reading comprehension (Kilpatrick, Wagner, & Joshi, 2019).

6.2. Morphological Awareness

Morphological awareness is a language skill which is fundamental in reading comprehension. Amirjalili and Jabbari (2018) say: ''Morphological awareness helps to decode the words, infer their meaning, and facilitate both word reading and understanding of words in texts'' (p. 2). In other words, the knowledge of morphemes (i.e., individual units of words) helps learners examine and control words in different ways. Furthermore, Memiş (2019) believes that learners who are conscious about the structure of words are able to manipulate morphemes, apply word formation rules, produce and decompose complex words, and recognize the roots, prefixes, and suffixes. Simply put, such a skill (i.e., morphological awareness) helps learners to scan, decode, and reformulate words they encounter in reading. This manipulation of morphemes facilitates reading and fosters reading comprehension.

Overall, reading comprehension requires various skills and abilities. For example, learners should be able to reflect upon language, identify word sounds, and manipulate word units.

7. Reading Comprehension and Cognitive Processing

Research in reading comprehension has presented solid evidence regarding the relationship between reading comprehension and cognitive processes. As stated by Papadopoulos, Panayiota, and Spanoudis (2012), a successful reading comprehension encompasses coherent mental representation of the text in the reader's memory. Using these mental representations, learners can perform different tasks such as recalling the text, applying the knowledge gained from the text, and so on.

In the same vein, Broek, Helder, and Karlsson (2014) believe that the ability to execute and integrate different cognitive processes produces effective reading comprehension. They

add that understanding the text requires learners to be aware of processing and linking ideas to formulate coherent mental illustration of the text content. This means that learners need to interpret words, sentences, and their relations within a text.

Considering reading comprehension as a complex process, several cognitive factors interfere in the process as learners use their prior knowledge to decode the written text. One of these cognitive factors is metacognition which is considered efficient in understanding the whole process of reading comprehension (Shen & Park, 2018).

7.1. Metacognition

 Roe and Smith (2012) define metacognition as the ability of ''knowing what is already known, knowing when understanding of new material has been accomplished, knowing how that understanding was reached, and knowing why something is or is not known'' (p.453). Differently put, metacognition is one's awareness of thinking, tracking of thoughts, and monitoring the construction of ideas.

Another point of view asserts that learners who perform well in metacognitive activities are aware and can evaluate the effectiveness and efficiency of their comprehension as they read. Moreover, they think about the content they read and concurrently think about their reading and comprehension processes (Bagci & Unveren, 2020). Thus, metacognition is a strong predictor of reading comprehension success.

To conclude, the effectiveness of reading comprehension is related to the ability to manage the text using cognitive procedures and metacognitive abilities. In addition, cognitive and metacognitive processes enable learners to understand word meaning and sentence construction (Alturki, 2017). He suggests that one way to encourage metacognition and foster reading comprehension is the use of graphic organizers.

Conclusion

In conclusion, the reading skill is considered as a pillar stone in the process of learning. Both teachers and learners should pay more attention to this skill. However, the ultimate goal of reading is comprehension. The latter is a more complex process which necessitates learners to be skilled to manage and interpret with the text. Although reading comprehension is important in EFL classrooms, it may still be a difficult skill for learners to master. In addition, learners should be aware and strategic for better reading and successful comprehension. In this respect, teachers should shed the light and focus on some strategies to develop the EFL learners' reading comprehension.

Chapter Two:

The Frayer Model

Introduction

Research has been trying to provide teachers and learners with strategies to facilitate the teaching and learning processes. Among various instruction techniques, graphic organizers seem to be the most appropriate in delivering knowledge. There are numerous visual representations such as diagrams, charts, tables, and other types of graphics mainly the Frayer Model. The latter tends to help learners build full knowledge of vocabulary instead of giving basic definition.

This chapter introduces an overview of the graphic organizers and presents their different types. Moreover, it sheds the light on the definition, process, and the strengths of the Frayer Model. Besides, this chapter tackles the relationship between the Frayer Model and teaching vocabulary in addition to its cognitive processing. Finally, this chapter ends with generating the rationale of using the Frayer Model in reading comprehension.

1. Graphic Organizers

1.1. Definition

Different researchers have defined graphic organizers to be interesting teaching and learning tools. First, graphic organizers are visual templates that assist students in grouping and categorizing information. These visual representations promote comprehension by providing a concrete picture of the organization of miscellaneous information (Browder & Spooner, 2011). Furthermore, they argue that graphic organizers are organizational tools that utilize visual and spatial displays that facilitate text comprehension through "the use of line, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships." (p. 229).

Moreover, graphic organizers are flexible instructional tools used to improve learners' comprehension of stories, organization of their own written stories, and understanding

difficult concepts (Fisher, Schumaker, & Deshler, 1995). Furthermore, these instructional tools can be used in various content areas to which they are designed accordingly. In addition, Housel (2008) implies that graphic organizers are considered visual tools that learners use to learn new concepts and understand the relationship between them. Thus, they are helpful for visual, auditory, and kinaesthetic learners to construct knowledge.

Additionally, graphic organizers are designed to follow knowledge patterns: hierarchical, conceptual, sequential, and cyclical (Longhi, 2006). They come in different shapes, sizes and for various purposes. Cleveland (2005) adds that graphic organizers can help learners in reading a poem, a story, a biography or an informational article. Therefore, graphic organizers help learners in different types of reading.

1.2. Aims of Using Graphic Organizers

Despite the variation of graphic organizers types, they all share the same goal which is to aid learners develop concepts and organize information. Research has shown that visual aids improve learners' creative, analytical, and critical thinking skills since they assist learners to process and sort information. According to Drapeau (2016), graphic organizers provide teachers with tools to help learners increase their achievement. Therefore, these visual displays tend to facilitate both the teaching and learning processes.

To add more, Hyerle and Alper (2014, p. 09) state: "When learners repeatedly associate a concrete visual pattern with an abstract thought process, they learn patterns for what thinking looks like." Thus, visual representations aim to help learners construct mental models from which they can organize and classify information. Furthermore, Drapeau (2016) believes that graphic organizers are designed to promote deep learning where learners thoroughly understand the information and easily apply it in the given context.

Rakes, Rakes, and Smith (1995) confirm :

Using strategies that increase learner efficiency with graphic aids is particularly
impressive because they can quickly help students learn how to learn. These strategies
can demonstrate to [learners] that they can control the ways in which they learn and
remember. They can also emphasize the value of organization and active involvement in
the learning process. (p. 52)

Simply put, graphic organizers facilitate the process of learning and enable learners to
recall the information faster. Moreover, such visual aids help learners to be more organized
and active in terms of processing their ideas.

However, the vague explanation of the use of the graphic organizer leads learners to
misinterpret its purpose; they fail to organize information. Longhi (2006) insists that the
effectiveness of graphic organizers is affected by the instructional context in which they are
used. Studies suggest that in order to maximize the impact of graphic organizers on learners'
learning, teachers need to state the purpose of the organizer, model how to use it, and provide
learners with multiple opportunities for guided and independent practice.

1.3. Types of Graphic Organizers

1.3.1. Venn Diagram

McKnight (2010) defines the Venn diagram to be a graphic organizer which visually
highlights differences and similarities by comparing two subjects or topics. According to this
diagram, the compared items usually share one common area. Moreover, such strategy
enables learners to think about and organize their information.

McKnight (2010) states that this graphic organizer consists of two intersecting circles in
which one overlaps the other. The overlapping part represents the points shared by the

compared elements (i.e., the common area). The following figure illustrates this.
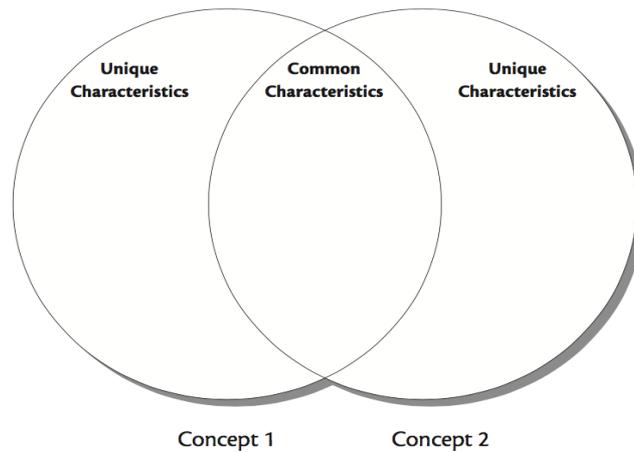
Figure 1: Venn diagram (Swinney & Velasco, 2011, p. 119)

Moreover, the Venn Diagram promotes higher-level thinking skill since it requires learners to separate similar ideas from different ones. However, learners may confuse where to write similarities, differences, and common area; therefore, they can use colors and highlighters to avoid such confusion.

1.3.2. Word Splash

Costa and Kallick (2008) define the word splash as a collection of key terms, synonyms, and phrases that express a similar meaning to a specific term. In other words, this graphic organizer urges learners to use their paraphrasing skills and to communicate with one another using common terminology. Moreover, Orr, Stack, Kleckova, and McCloskey (2018) add that this graphic organizer activates learning about certain subject; all terms are related and given under a specific topic. The word splash template is illustrated in the figure below.
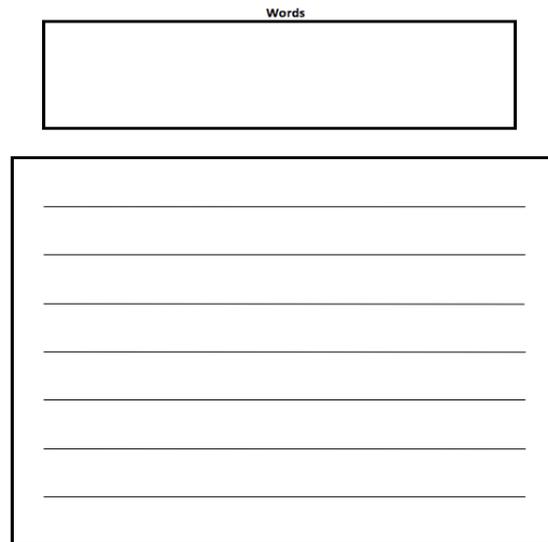
Figure 2: Word Splash Graphic Organizer (Macceca, 2006, p. 104)

According to Macceca (2006), learners start by brainstorming terms which are related to a topic that is similar to the text's that they will read. Before reading the text or giving learners any background knowledge about it, the teacher asks the learners to place the terms at the top of the graphic organizer and try to predict how the words are related to one another and to the topic. Moreover, the teacher should mention that the words have no particular order, so learners can write different words with no particular order. At the end, learners use as many words as possible to write a paragraph in the box at the bottom of the word splash template. In addition, learners can share their answers and make classroom discussions about the topic.

Furthermore, this type of organizers challenges learners to discover relationships between words in a text. Thus, the word splash is flexible and provides learners with a group of terms rather than being restricted to use a single word.

1.3.3. Cornell Notes

This type of graphic organizers assists learners to effectively take notes during lectures according to Mcknight (2010, p. 76) who states, "Cornell Notes is used and accepted strategy for taking notes". In addition, it helps learners organize and classify their notes for better

understanding.

According to Brummer and Clark (2008), the Cornell Notes organizer is divided into two columns; the right column is for notes taken during the lecture while the left column (i.e., the recall column) is used for writing key words or phrases that summarize the notes recorded. A sample is represented in the following figure.

Recall	Notes

Figure 3: Cornell Notes Graphic Organizer (Brummer & Clark, 2008, p. 101)

2. Graphic Organizers and Reading Comprehension

The ability to successfully comprehend a reading passage is considered as the ultimate goal for English language learners. Thus, improving learners' reading comprehension has become a major concern for English language teachers (Pruitt, 1993). Accordingly, research has provided both learners and teachers with strategies and tools that facilitate the reading comprehension process.

As reported by Drapeau (2016), graphic organizers are effective strategies to promote reading comprehension. These instructional strategies attempt to help learners better understand their reading through visualization and organization of concepts. Dunlap and Weisman (2007) add that visual representations facilitate the processes of understanding,

summarizing, and synthesizing information. They also guide learners to select important ideas and to make relationships among pieces of a text by developing content knowledge.

Graphic organizers can be implied before, during, or after reading depending on the organizer's purpose (Drapeau, 2016). She continues to add that these visual tools check learners' ongoing comprehension. For example, during reading a story, the learners can make inferences and judge the characters' actions.

However, McNamara (2007) believes that the learner's grade and reading level should be taken into consideration while using graphic organizers; otherwise, their use would be ineffective. He argues that the application of visual organizers should take place with a text in which learners can develop sufficient sentence-level understanding. Additionally, learners should be able to create their own reading graphic organizers according to particular reading goals of individual readers.

Moreover, Drapeau (2016) believes that visual representations can be used as a summative activity to assess comprehension after learners finish reading. For instance, after reading a story, learners might be asked to analyse the actions of the antagonist from the protagonist's point of view. Macceca (2014) considers graphic organizers to trigger learners' background knowledge by relating information from different texts to the prior knowledge and belief. So, the use of graphic organizers facilities the learners' recall of information related to the passage.

Finally, vocabulary is another aspect which is developed through using graphic organizers. Frumkin (2010) believes that teachers need to use visuals that enable learners to illustrate relationships between target vocabulary words. Furthermore, learners become engaged in activities designed to reinforce and to expand their understanding of target terms;

consequently, they process the text easily. To add more, Robb (2003) supports the claim by saying, "applying reading strategies (i.e., graphic organizers) deepen learners' comprehension and enlarges their vocabulary background" (p. 57). Thus, visual displays allow learners to build and expand reading terms by collecting new ones. In addition, learners review and gain facility with terms in various content areas.

3. Types of Reading Comprehension Graphic Organizers

According to their importance, different graphic organizers are used to improve the reading comprehension skill. Moreover, Sam and Rajan (2013) believe that graphic organizers enable learners identify the main idea of a passage, classify text information, and avoid fragmentary understanding. Therefore, visual aids like KWL chart, story map, and the Frayer Model attempt to develop learners' comprehension.

3.1. KWL Chart

It is a three-part graphic organizer which was developed by Donna Ogle in 1986 (Burns, 2006). This reading strategy encourages active reading and is suitable for each of the reading process stages: before, during, and after reading. Furthermore, the KWL chart is divided into three columns: K (what I know), W (what I want to know), and L (what I learned).

Macceca (2014) explains the steps of the strategy as follows: firstly, at the pre-reading stage, learners brainstorm and recall what they already know about the topic. Thus, the K column activates the learner's prior knowledge. However, "many students consider their misperceptions to be truths even when the text does not validate them." (Ganske & Fisher, 2010, p.78), so teachers need to be flexible and advise learners to ask each other to clarify any uncertainty they may have. Secondly, during reading, learners list what they want to learn in further reading. Learners make speculations about the knowledge they expect the text to deliver in addition to what they look forward to learn. Finally, after reading, learners discuss

what they have learned, which questions have been answered and if any new questions emerged after the reading activity. Moreover, the KWL chart engages each learner in the learning process especially at the final stage since it gives learners the opportunity to assess and to reflect on what have been read (Robb, 2003). A sample is demonstrated in the figure bellow.

Figure 4: KWL Graphic Organizer (Bellanca, 2007, p. 07)

3.2. Story Map

Urquhart and Frazee (2012) assert that story map graphic organizers refer to a story's structure, literary elements (e.g., character, setting, problem/conflict, major events, resolution, and theme) and their relationship to one another. It helps readers select, sequence, and explain the elements of the story. Furthermore, teachers are advised to start with creating some story maps that are based on familiar stories, so learners feel comfortable using this strategy. In fact, providing learners with models helps them become accustomed to using story maps (Dunlap & Weisman, 2007). The figure bellow illustrates a sample of the story map organizer.
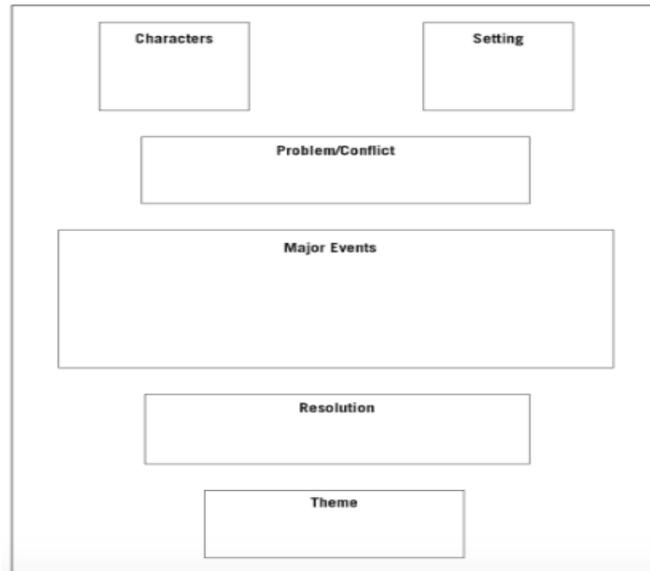
Figure 5: Story Map Graphic Organizer (Urquhart & Frazee, 2012, p. 188)

As for the use of such an organizer, learners firstly read a narrative text then try to orally answer the teachers' questions about the characters, setting, problem, major events, resolution, and theme. Such questions can be "who are the main characters of the story?", "when/where does the story take place?", "how does the problem affect the characters?", "what important events that change the plot of the story?", "how is the conflict resolved?", and "what is the author's morale/theme?" Nevertheless, the teacher should model the strategy for the learners before asking them, so they understand better the use of the story map template.

Furthermore, Dunlap and Weisman (2007) recommend the usage of the story maps with English language learners as a basis for retelling. Thus, this strategy can assist learners to develop effective oral and written summaries. Before writing a summary, the story map helps learners list the main ideas and key vocabulary in a written form. It facilitates the process of writing instead of searching for the ideas and terms at the middle of summarizing.

3.3. Frayer Model Graphic Organizer

The Frayer Model is a four-quadrant organizer which intends to analyse and understand vocabulary. It requires learners to define the term, suggest its characteristics, and present both examples and non-examples of the word. Moreover, it necessitates learners to firstly analyse the term's meaning, and then apply the meaning to give examples and non-examples. In addition, it enables learners to understand the meaning of unfamiliar words and concepts, so "they will have the ability to incorporate words or concepts so that they become part of their daily vocabulary" (Alashry, Qoura, & Gohar, 2018, p. 15).
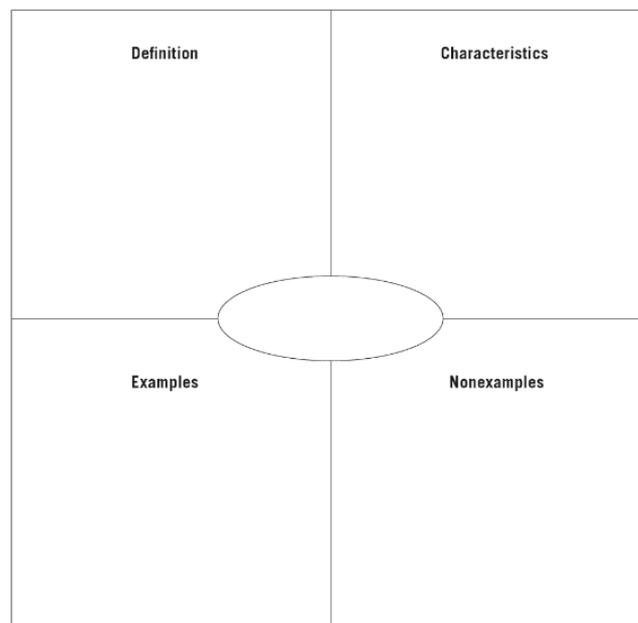
Figure 6: Frayer Model (Urquhart & Frazee, 2012, p. 105)

Generally, learners, individually, complete their Frayer Model worksheet by suggesting a definition of the target concept or word using their own words, listing characteristics of the term, giving its examples and non-examples. Nevertheless, learners can work, collaboratively, in pairs or small groups and provide collective answers to the Frayer Model (Keeley, 2014). Thus, this graphic organizer can be used as a strategy to promote collaboration and interaction among learners.

As a conclusion, different researchers and teachers advocate the use of graphic organizers as they believe that such instruments improve the teaching and learning processes. They, moreover, suggest three types of graphic organizers namely KWL chart, story map, and the Frayer Model which develop learners' reading comprehension.

4. Frayer Model: An Overview

4.1. Definitions of the Frayer Model

Dorothy Frayer and her colleagues designed the Frayer Model (FM) in 1969 at the University of Wisconsin. Frayer (1969 as cited in Tracy, 2018) states that readers need to be aware of the definition of concepts and terms besides being able to provide examples and non-examples of specific terms. Accordingly, the Frayer Model has been designed to define concepts as well as vocabulary.

Furthermore, Turner, Russell, and Waters (2013) state that this graphic organizer develops concepts and builds vocabulary. It urges learners to describe, analyse and synthesize concepts. Consequently, the Frayer Model helps learners to effectively grasp the meaning and deeply understand new terms. In the same sense, to precisely understand what a concept is, learners need to know what it is not (i.e., giving examples and non-examples).

In addition, this instructional strategy assists learners to clarify and to distinguish one concept from another which they may already know but cannot clearly define (Macceca, 2014). Moreover, the Frayer Model is useful for helping learners categorize and classify confusing words which they encounter in a passage. Therefore, it is beneficial for aiding learners differentiate between concepts of which the definition may be complex.

Moreover, Urquhart and Frazee (2012) confirm that this word-categorization activity allows learners to develop their understanding of concepts by studying those concepts in a

relational manner. Therefore, the Frayer Model permits learners to establish relationships between the terms learned during reading. Although this strategy may requires time and effort from both teachers and learners, it enables teachers to assess their learners' comprehension as it helps learners to comprehend concepts (Macceca, 2014).

Pearson, Hiebert, and Kamil (2007) argue that vocabulary are complex entities which "connect with experience and knowledge, and their meanings vary depending on the linguistic contexts in which they can be found" (p.286). Accordingly, the Frayer Model triggers the learners' prior knowledge to build connection among new concepts or terms they come across while reading. Additionally, it gives learners the chance to interpret concepts and vocabulary and discuss their understanding by providing a definition, describing characteristics, and listing examples and non-examples from their own prior knowledge of the concept or familiarity with the term (Keeley & Tobey, 2011).

4.2. The Process of the Frayer Model

As explained by Rozzelle and Scearce (2009), the Frayer Model can be implemented before, during, or after reading.

4.2.1. Pre-reading

The Frayer Model is a teacher-guided graphic organizer that should be presented via explicit modelling by the teacher. The latter should have already selected the text related to the current unit of study; he/she is required to model and explain each of the Frayer Model's sections (i.e., definition, characteristics, examples and non-examples) to the learners. Next, the learners follow the teacher's instructions and modelling of the Frayer Model and complete the graphic organizer after reading a short passage as an example. After that, the instructor uses the Frayer Model as a tool to activate the learners' prior knowledge about the targeted concept. By doing so, learners develop their background on the concept through answering

questions such as what is it? What is it not? This step encourages learners to share their previous knowledge and become more active in the classroom.

4.2.2. During Reading

After modelling the Frayer strategy, learners read the text to identify key terms and important ideas. Later, the teacher presents the words which he/she has chosen from the text and for which learners create a Frayer Model. Individually, in pairs, or in small groups, learners read the text again and complete the four sections of the Frayer Model worksheet. ''The reader establishes the purpose for each part of the reading, visualizes the text, summarizes, confirms or rejects his predictions, identifies and clarifies key ideas'' (Pullupaxi, 2012, p. 51). Furthermore, Berger et al. (2014) argue that the teacher should consider some aspects such as what words are critical to learners' understanding of the text, what words learners likely do not know, and what words they can learn by inferring from text. Berger et al. (2014) further add that vocabulary is taught through text-dependent questions. Thus, teachers are advised to ask questions related to the vocabulary used in the text.

4.3.2. Post-reading

With the teacher's monitoring, learners fill in any missing information and revise incorrect answers. In addition, the Frayer Model can be used as an assessment tool as it provides the learners with the opportunity to self-evaluate their understanding of the text. Moreover, learners are engaged to make reflections on the text to check if they met the purpose of reading after incorporating whet they have just read into their prior knowledge.

5. Using the Frayer Model in Teaching Vocabulary

Learners need to be aware of the relationship between vocabulary and reading comprehension in addition to how the former affects the latter. Kinberg (2007) believes that understanding vocabulary is crucial for learners to extract meaning from the text. In most

cases, teachers consider that explaining the meaning of important terms and writing the definitions of words on the board can be an effective way of introducing vocabulary. However, learners are likely to ignore or forget those terms. As a solution, teachers need to use each word in a context to enable learners to relate the importance of the words to the text (Turner et.al, 2013).

In fact, searching for words and writing their definitions does not allow learners to deeply understand vocabulary. Preferably, teachers should provide learners with opportunities to interact with words. It means that the use of pictures and vocabulary visual representations enable learners to compare and contrast words, categorise them, and build relationships between them (Shoob & Stout, 2008).

Moreover, graphic organizers can be used to elicit the learners' background knowledge and to illustrate relationships within the concept or the text (Smith, 2009). It means that visuals do not only define words but also help learners build new information based on their prior knowledge. Besides, Shoob and Stout (2008, p. 43) state: "in addition to building background knowledge, explicit vocabulary instruction increases reading comprehension." This means that the learners' background knowledge helps them construct meaning and understand the text.

Accordingly, the Frayer Model was adopted as it provides a definition, characteristics, examples and non-examples of the chosen vocabulary. In 1997, Monroe and Pendergrass made a comparison between the Definition-only Model and the Frayer Model in teaching vocabulary. The Definition-only Model required the learners to write the definition of the new word after an oral review of the word. After two weeks of instruction, the Frayer group exceeded the control group. The experiment led Monroe and Pendergrass to affirm the Frayer Model is effective for teaching vocabulary (Gore, 2004).

6. Frayer Model and Cognitive Processing

For over three decades, researchers have examined the efficiency of graphic organizers in enhancing learners' comprehension. In this respect, Wills and Ellis (2008) believe that the use of graphic organizers helps learners process and retain information. Thus, graphic organizers such as the Frayer Model develop the cognitive processing in different ways.

To begin with, Drapeau (2016) believes that graphic organizers which target critical and creative thinking help develop learners' cognitive abilities and allow them to process their thinking about text content. Furthermore, she declares: "When Frayer Model is used, learners show increases in retention and comprehension". It means that the Frayer Model activates the learners' memory to recall prior information to build new knowledge. In other words, when the learner's existing knowledge expands by incorporating new information, learning happens.

In addition, Ilter (2016) claims that graphic organizers, especially the Frayer Model, promote language and cognitive skills in word learning by providing connections among and between key concepts. Moreover, the use of such graphic template develops learners' cognition and logical thinking by providing visual assistance for learners to assimilate and accommodate newly acquired knowledge (Conley, 2012). It means that when learners generate a definition, list characteristics and provide examples and non-examples of a term relating what they already know and what they are learning, the processes of building vocabulary knowledge and comprehending the text becomes easier.

Therefore, the Frayer Model, besides different graphic organizers, promotes learners' cognitive skills as they process and recall information faster and easier. To add more, the use of the Frayer Model as a reading comprehension strategy enables learners to think logically as they connect their prior knowledge to the new one. Hence, the Frayer Model develops

learners' cognitive processes.

7. Strengths of the Frayer Model

The Frayer Model has numerous advantages concerning building word knowledge and developing reading comprehension. Firstly, unlike other graphic organizers, it demonstrates different aspects of a term (i.e., definition, characteristics, examples and non-examples) to deliver an integral understanding rather than just a definition. Furthermore, Marzano (2004, pp. 71-72) affirms, "For information to be anchored in permanent memory, it must have linguistic (language based) and non-linguistic (imagery-based) representations". Referring to the Frayer Model, it adheres to Marzano's explanation as it integrates both linguistic and non-linguistic features. The definition, characteristics, examples, and non-examples all refer to the linguistic representations while the visual illustration of four squares with an oval in the middle addresses the non-linguistic representations, so learners memorize the term easily.

An additional strength of the Frayer Model is that it works as a graphic organizer itself. Besides visualizing text information, "graphic organizers help classify facts […] as well as facilitate for learners to integrate what they learnt" (Sumniengsanoh, 2013, pp. 3-4). It means that with visual representations, learners are able to arrange and to incorporate the acquired knowledge. Moreover, the visual aids permit learners to organize information into several sections, so the brain processes and stores the gained information effectively. Thus, functioning as a graphic organizer, the Frayer Model prompts the brain to connect new information to existing information in the brain.

Another reason that advocates the use of the Frayer Model is its role in motivating learners to interact among each other. Estacio and Martinez (2017) assert that learners become more active in learning using the Frayer Model; they learn best through active involvement in learning new words. Consequently, learners exposed to the Frayer Model perform better as

they develop deeper understanding of concepts rather than giving mere definitions of words.

Therefore, the Frayer Model proved its effectiveness in the learning process. It helps learners build word knowledge and classify information besides motivating them to engage in reading.

8. The Rationale of Using Frayer Model in Developing Reading Comprehension

The Frayer Model is advised to be adopted in developing reading comprehension for several reasons. Firstly, the Frayer Model enhances learners' perception as it connects new concepts with those previously encountered. Besides activating prior knowledge, this vocabulary graphic organizer intends to build a full comprehension of the text by associating concepts with broader and more encompassing details especially in listing examples and non-examples of the concept (Wooley, 2011). Simply put, processing text information using the Frayer Model enables learners to develop more deep meaning than the meaning obtained by merely reading a text.

Besides enhancing vocabulary knowledge, the Frayer Model "has recently received considerable attention as a critical element of successful reading" (Klingner, Vaughn, & Boardman, 2015, p. 48). In a broad sense, using the Frayer Model as a vocabulary instruction is an important aspect of comprehension instruction due to the fact that vocabulary development highly influences understanding a text. Furthermore, research authenticates that learners will fail in reading unless they develop their vocabulary. For example, learners tend to use the terms they already master for the purpose of decoding new words while reading, and a lack of vocabulary storage can prevent reading success (Bender & Larkin, 2003).

Another aspect of the Frayer Model is that it functions as an assessment tool for learning.

Benjamin (2013) argues: "This formative assessment is easily manageable and yields important information…that [learners] will need for both comprehension and vocabulary" (p. 46). It means that this graphic organizer allows teachers to gather evidence about how learners process texts and permits them to assess their reading performance. Moreover, using the Frayer Model as an instructional device helps learners understand abstract concepts and process reading comprehension as it checks their vocabulary development and assesses their reading performance (Lynch, 2019).

Conclusion

To conclude, many factors contribute to one's ability to read effectively. Vocabulary is one important factor that enhances reading comprehension. Accordingly, the Frayer Model was designed to develop learners' vocabulary background knowledge. Moreover, it helps learners synthesize, process, and link prior knowledge to construct deep reading comprehension. Therefore, the Frayer Model is considered an effective strategy to develop reading comprehension.

Chapter Three:

The Fieldwork

Introduction

Among different graphic organizers, the current study investigates the affect of the Frayer model on first year EFL learners' reading comprehension. For this reason, this chapter focuses on the practical part of the research. Moreover, it begins with providing a theoritical background of the research methodology (i.e., research method, sample and population, and data gathering tools). Later on in the chapter, an analysis of the teacher's interview, learners' questionnaire, and the classroom observation was made to obtain credible data. In addition, the results of the data collecting tools were synthesized at the end of the chapter.

1. Research Methodology: Theoretical background

1.1. Research Method

The descriptive method is the appropriate for this research approach (i.e., qualitative approach). Moreover, the results obtained from the data gathering tools are descriptively analysed.

1.2. Population and sampling

The population of this study was first year LMD learners at Mohamed Kheider University of Biskra in the academic year 2019/2020. The population (N336) was divided into 10 groups which contained 32-36 learners in each. However, one group was chosen to be the sample of the study in order to save time. Moreover, the choice of the population was due to the fact that first year learners study the reading module besides the teacher of this group used the Frayer Model in his reading sessions. Moreover, first year learners are intermediate learners who need to improve their reading comprehension. Thus, the Frayer Model is the appropriate strategy for first year learners to aid them to build word knowledge and deeply engage with texts.

1.3. Data Collection Tools

This research was conducted using three data gathering tools. Firstly, a teacher's interview which aimed to know the teacher's opinion concerning the use of the Frayer Model and its effect on reading comprehension. Moreover, the teacher was chosen because he applied the strategy; hence, he was familiar with it. This way, the teacher's interview provided valuable information for this study.

Secondly, a learners' questionnaire was given to first year learners at Mohamed Kheider University. The questionnaire addressed learners who used the Frayer Model in their reading sessions. Moreover, it sought to determine their attitude and points of view regarding the Frayer Model. In addition, their responses were significant as they are the target sample in this research.

Lastly, the third tool was a classroom observation. It took place during reading sessions with first year learners from group (09). The aim of this tool was to observe the teacher's role and learners' performance using the Frayer Model. Moreover, the observation revealed important data about the role of the Frayer Model in developing first year learners' reading comprehension.

2. Analysis of the Results

2.1. Teacher's Interview

2.1.1. The Aim of Teacher's Interview

Aiming to collect data from different populations, a teacher's interview was made. The latter tended to answer the main questions of the research. Moreover, the teacher's opinion and observation regarding the use of the Frayer Model in developing reading comprehension were beneficial for the present study.

2.1.2. Administration of Teacher's Interview

The interview was conducted with one reading course teacher at the department of foreign languages- English division- at Mohamed Kheider University of Biskra. Furthermore, the teacher applied the Frayer Model with English as Foreign Language (EFL) first year learners, so he was aware of the strategy. For this reason, he was the suitable interviewee because he could provide valuable information for the research.

2.1.3. Description of Teacher's Interview

The current interview consists of thirteen (13) questions that vary from one (01) closed-ended question to twelve (12) open-ended ones. In addition, the interview addresses two (02) major points.

The first eight (08) questions attempted to educe the teacher's point of view concerning the importance of the reading skill and the reading comprehension process. Besides, the teacher was asked about the difficulties that often face EFL first year learners during the process of reading comprehension.

However, the last five (05) questions were designed to shed the light on the teacher's perspective regarding the effectiveness of the Frayer Model in reading comprehension. Moreover, this part of the interview objected to explore the learners' performance and attitude towards this vocabulary strategy from the teacher's viewpoint.

2.1.4. Analysis of the Interview

The teacher's answers were concise and precise. As the questions tried to gather data that could not be observed like the teacher's attitude and impression, his responses were as follows:

<u>Question 01</u>: **How many years have you been teaching at University?**

The objective of this question was to know the teacher's experience in teaching English especially at University.

Teacher: 5 years

Such duration is sufficient for the teacher to be acquainted with the reading comprehension problems that face EFL first year students. In addition, he could provide helpful answers concerning the topic.

Question 02: **Why do you think that reading is an important skill to develop?**

This question sought to indicate the significance of the reading skill. Besides, it tried to determine the reasons for which reading should be promoted.

Teacher: It is the corner stone of learning especially when it comes to foreign language learners.

The teacher insisted on the role of reading in the learning process. He believed that such a process is incomplete without the involvement of reading. Moreover, he focused on EFL learners who, in his opinion, need to read in order to develop their English Language Learning (ELL).

Question 03: **How do you motivate your learners to become good readers in your classroom?**

This open-ended question tried to investigate the teacher's methods in encouraging his learners to practice reading in the classroom.

Teacher: By assigning them research works that involve reading.

From the teacher's reply, it was clear that he used extensive reading assignments. This way, learners became more engaged in the reading process. Furthermore, the teacher was aware of the significance of the reading skill, so he tried to instill this value in his learners. Once more, this shows the essentiality of reading in the learning process.

Question 04**: How would you describe the learners' performance in reading comprehension?**

The aim of this question was to determine the learners' attitude towards reading comprehension, whether it was positive or negative. In addition, the aim was to shed the light on the learners' interaction with the text.

Teacher: The majority of them are so impatient; they get bored easily.

According to the teacher's response, learners tended to lose focus and got distracted during the reading course. Moreover, learners felt demotivated, so their comprehension was affected.

Therefore, a successful reading comprehension requires the implementation of techniques that motivate learners. In addition, such techniques encourage them to deeply engage with the text.

Question 05: **What type of texts do you often rely on in your reading sessions?**

The fifth question of the interview attempted to review the teacher's choices regarding reading materials. Moreover, it investigated the teacher's criteria while selecting texts.

Teacher: There is no specific type; however, I try not to get very far from their interests and within their major.

The teacher varied his choices and used different types of texts to deliver more knowledge and to avoid repeating same topics. Nevertheless, he would be selective in his choice of texts according to the learners' correspondences, so they stay attentive. Furthermore, the teacher was aware of the necessity to adjust texts according to learners' level, requirement, and field of study.

Thus, the pre-selection and well preparation of texts is an important step for teachers to take. Focusing on texts that interest learners and trigger their prior knowledge is an effective way to motivate learners to proceed reading; consequently, to achieve comprehension.

Question 06: **What do you think is the greatest challenge(s) EFL learners face in their reading comprehension?**

The question aimed to explore the struggles that EFL learners encounter in reading comprehension.

Teacher: Mainly vocabulary.

The teacher confirmed that vocabulary was the main reason that caused reading comprehension failure.

Accordingly, the lack of vocabulary affects the success of the comprehension process. Moreover, learners who tend to forget or confuse meanings of words are prone to fail in reading comprehension.

Question 07: **How can developing learners' vocabulary help them improve their reading comprehension?**

The question sought to reveal the relationship between vocabulary and reading comprehension. In addition, it investigated the affects of the former on the latter.

Teacher: Comprehension is strongly related to vocabulary.

According to the teacher's belief, terminology plays a vital role in the process of comprehension. The latter requires learners to have some knowledge about sufficient amount of words to understand the text being read. Moreover, vocabulary is the basic unit that constructs texts; thus, teachers need to apply strategies that build learners' vocabulary knowledge.

Question 08: **What strategies do you apply is your classroom to develop your learners' vocabulary?**

The purpose of such a question was to know the methods the teacher used to enhance his learners' vocabulary.

Teacher: I tend to vary the strategies between guessing meaning from context to the use of dictionaries while recently I adopted the Frayer model.

The teacher used different techniques to help his learners acquire new words. He, sometimes, opted for using the context to deduce the words meaning, or relied on dictionaries that provide numerous words' definitions and uses. Furthermore, the teacher mentioned that he started applying a new strategy named the Frayer model.

Therefore, there are several vocabulary techniques that boost the learners' performance in reading and develop their comprehension.

Question 09: **After using the Frayer model, how would you describe the importance of the teacher's role in the strategy (i.e., modelling and giving explicit description of the strategy)?**

The question was designed to illustrate the significance of the teacher's performance in applying the Frayer Model.

Teacher: the teacher's role is very important, without his guidance, learners may get lost and use such a strategy in wrong way.

The teacher found his role to be fundamental as he presented and gave detailed instructions about the use of the Frayer model. His explanation helped the learners to comprehend the four-square strategy. Additionally, learners might get confused while filling in the sections of the Frayer model; for that reason, the teacher's modelling is a crucial step in the Frayer model.

Therefore, the aim of the teacher's instructions is to clarify any ambiguities learners may have concerning the use of the Frayer Model. Moreover, the modelling of the technique paves the way to the learners to perform well and use the strategy accurately.

Questions 10: **How would you evaluate your learners' performance in reading comprehension using the Frayer Model?**

The question tried to compare and assess learners' ability to comprehend the text after using the Frayer Model.

Teacher: A noticeable progress was observed.

It was clear that learners' performance had improved with the use of the Frayer Model. They were able to process the meaning of words and construct a new vocabulary knowledge based on their prior one.

Thus, the Frayer model showed its efficiency in providing deep understanding of terms. Besides, it was proven that the Frayer model helped learners ameliorate their reading comprehension.

Question 11: **How would you describe your learners' attitude towards the Frayer model strategy?**

The objective of this question was to shed the light on the teacher's perspective concerning learners' impression towards the Frayer model.

Teacher: In the beginning, they showed some kind of resistance, but they could quickly discover how beneficial it is.

As it was noticed by the teacher, firstly, learners were reluctant and expressed some lack of enthusiasm for the strategy. Such attitude was due to the fact that most of the learners were not familiar and had no previous knowledge of the Frayer Model. Nevertheless, they soon understood the technique's concept and grasped the teacher's modelling; consequently, they were satisfied and pleased using this strategy. Moreover, learners found this graphic organizer helpful to engage with the text and build vocabulary knowledge. For that reason, they became eager to complete the Frayer model.

Therefore, the usefulness of the Frayer model cannot be observed only by the teacher but also experienced by the learners. Despite the fact that learners may not be familiar with such technique, they will eventually appreciate its use. Once more, this shows the importance of the teacher's role (i.e., modelling) which helps learners comprehend the application of the Frayer Model.

<u>Question 12</u>: **In what way(s) can the Frayer model be different from other vocabulary teaching strategies?**

The question tended to elucidate the teacher's opinion concerning the differences between the Frayer Model and other vocabulary teaching strategies. Additionally, it tried to list the advantages of this new technique.

Teacher: It is very systematic and has some kind of flexibility that makes it easy to adopt by any type of a learner.

It was evident that the Frayer Model surpassed other vocabulary teaching strategies. It enabled learners to integrate their previous knowledge with the one being formulated. Moreover, the Frayer Model did not restrict learners to one answer but to various possibilities. For this, it was a flexible strategy to adopt.

According to what have been mentioned before, the Frayer Model is an easy, yet efficient vocabulary teaching technique. In addition to teachers, learners can adopt this strategy to develop vocabulary in a systematic way.

<u>Question 13:</u> **Would you consider using the Frayer model for further reading comprehension sessions? Why?**

The last question investigated the efficacy of the Frayer model in enhancing EFL learners' reading comprehension skill.

Teacher: Yes, I would since it proved its efficiency.

The teacher certainly appreciated the use of the Frayer model in his reading class. From his attitude and the learners', this graphic organizer was a functional and an exciting vocabulary teaching technique. Moreover, it provided learners with the opportunity to acquire new words and construct new knowledge.

Thus, not only used for teaching vocabulary, the Frayer model is also applied to develop EFL learners' reading comprehension.

2.2. Learners' Questionnaire

2.2.1. Aim of the Questionnaire

The basic tool to acquire information was the questionnaire addressed to first year EFL learners. This data gathering tool emphasised the learners' points of view regarding the use of the Frayer model in improving their reading comprehension. They were the target population of the study; hence, their involvement was crucial for the study. Moreover, their participation provided various responses which enriched the present research.

2.2.2. Administration of the Questionnaire

The questionnaire was planned to be administered to first year EFL learners during their reading session. The researcher would have clarified any question and explained what needed explanation. However, due to the current circumstances (Corona virus), the questionnaire was posted online. Still, the learners were comprehensive and answered the questionnaire.

2.2.3. Description of the questionnaire

The questionnaire was designed to gather data about the learners' reading behaviours and the obstacles that impede their comprehension. Additionally, this data-collecting tool investigated the learners' attitude towards the Frayer Model and its effects on their reading comprehension.

The questionnaire consists of twenty (20) questions divided into three (03) sections. The questions differ; some are open-ended which require learners to expand on their opinions about both Frayer model and reading comprehension. On the other hand, multiple-choice questions are also present in the questionnaire; they demand the respondents to select what appears to be the appropriate choice for them.

The first section tackles the learners' general background information. In addition to their level, a question was asked about the reason(s) for which learners chose to study English at the University.

However, the second section addresses the learners' perception regarding the reading comprehension skill. It discusses their reading preferences and attitude towards the reading skill. Moreover, this section sheds the light on the reading comprehension problems and the way learners try to overcome such difficulties.

Lastly, the third section is devoted to the Frayer Model. It questions the learners' awareness and use of such a vocabulary strategy. In addition, this section explores the benefits of this graphic organizer in acquiring new vocabulary and improving reading comprehension.

2.2.4. Analysis of the Questionnaire

Section One: Background Information

Question 01: **Why did you choose to study English?**

Option	Number	Percentage
For academic purposes	07	50%
For communication purposes	01	7.1%
For personal purposes	06	42.9%
Total	14	100%

Table 1: The Purpose for Studying English
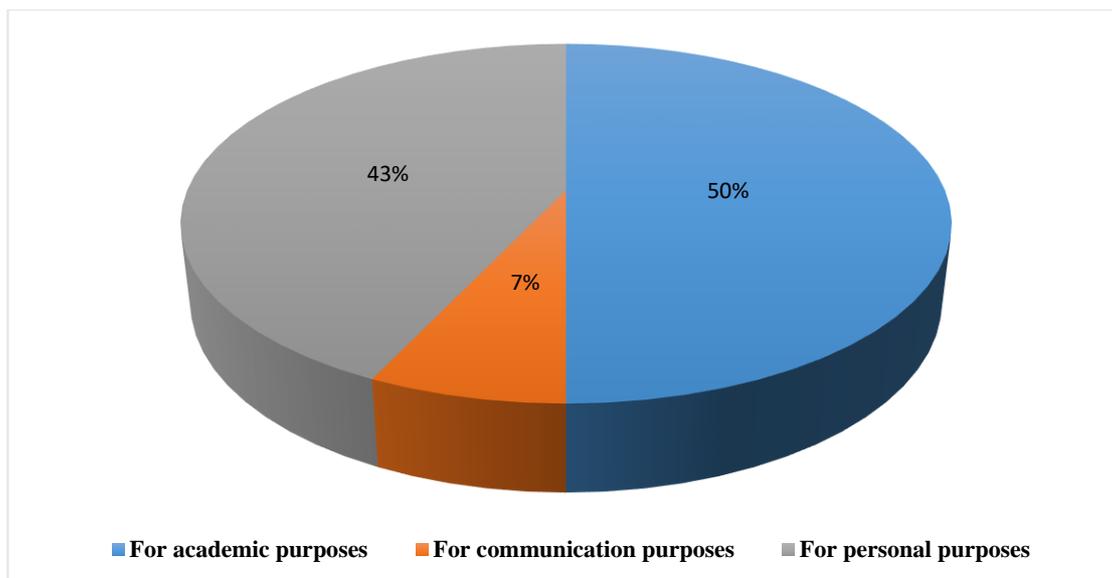
Figure 7: The Purpose for Studying English

The question investigated the reason(s) behind which first year EFL learners chose to study English at University. As illustrated in the table 1 and graph 7 above, learners' choices were almost balanced. Half of the sample (50%) chose to study English for academic purposes while six (6) participants who represent (42, 9%) decided to fulfil their personal aims by studying English. On the other hand, one (1) participant (7, 1%) preferred to study English to achieve communication purposes.

This shows that learners have different goals which they aim to fulfil. Thus, studying English at University helps learners to realize their ambitions.

Question 02: **How do you classify your level in English?**

Option	Number	Percentage
Poor	0	0%
Good	12	85.7%
Very good	02	14.3%
Total	14	100%

Table 2: Level Distribution
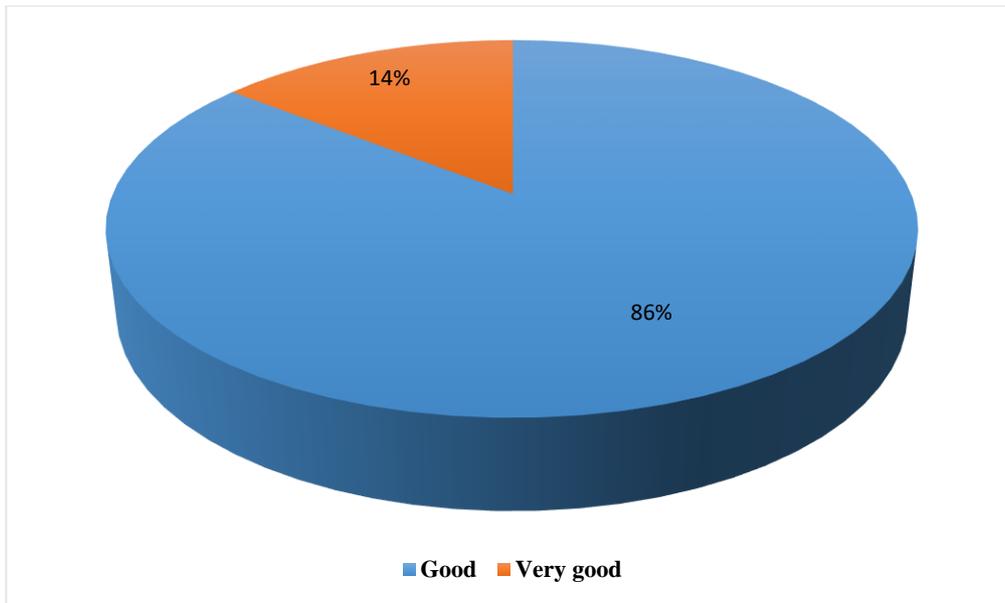
Figure 8: Level Distribution

The question attempted to indicate what learners think about their level in English. The table 2 and graph 8 show that twelve (12) of the participants with a percentage of (85, 7%) considered their level to be good. On the other hand, two (2) participants (14, 3%) found themselves to be very good while none of them (0%) declared to have a poor level in English.

This means that the majority of learners are motivated and self-confident about their efforts and work.

Section Two: Reading Comprehension

<u>Question 01:</u> **How often do you read in English?**

Option	Number	Percentage
Always	01	7.1%
Occasionally	09	64.3%
Rarely	04	28.6%
Total	14	100%

Table 3: Learners' Reading Habit
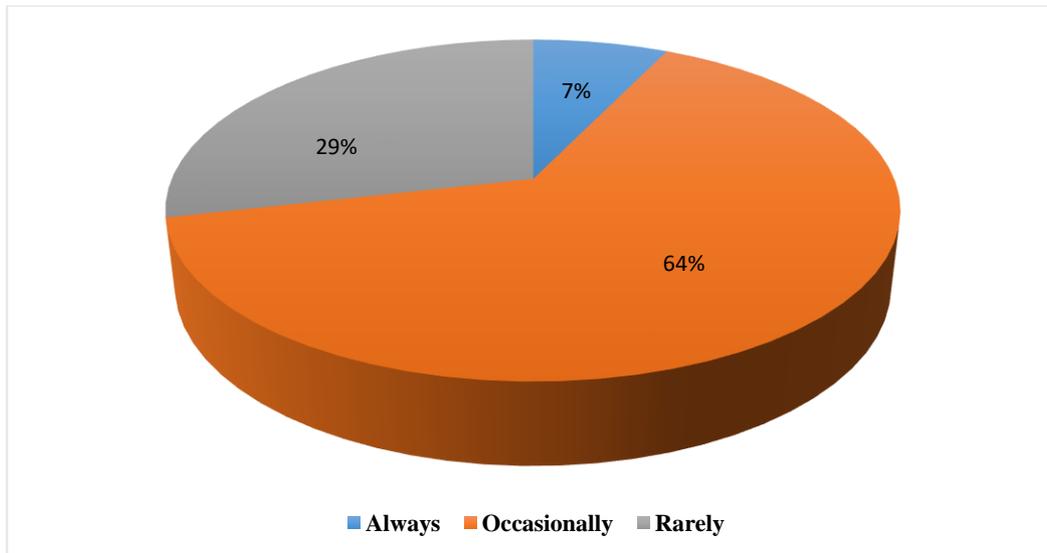
Figure 9: Learners' Reading Habit

The table 3 and graph 9 show that most learners prefered to read in English occasionally; they were 9 out of 14 participants with a percentage of (64, 3). The rest of the participants were divided into one (1) who always read in English (7,1%) and four (4) who rarely did (28,6%).

Accordingly, the plurality of learners read in English from time to time. Hence, they are aware of the importance of the reading skill.

<u>Question 02:</u> **Why do you read in English?**

Option	Number	Percentage
For Pleasure	1	7.1%
To become familiar with the English culture	1	7.1%
To improve your study level	12	85.8%
Total	14	100%

Table 4: Learners' Reasons of Reading in English
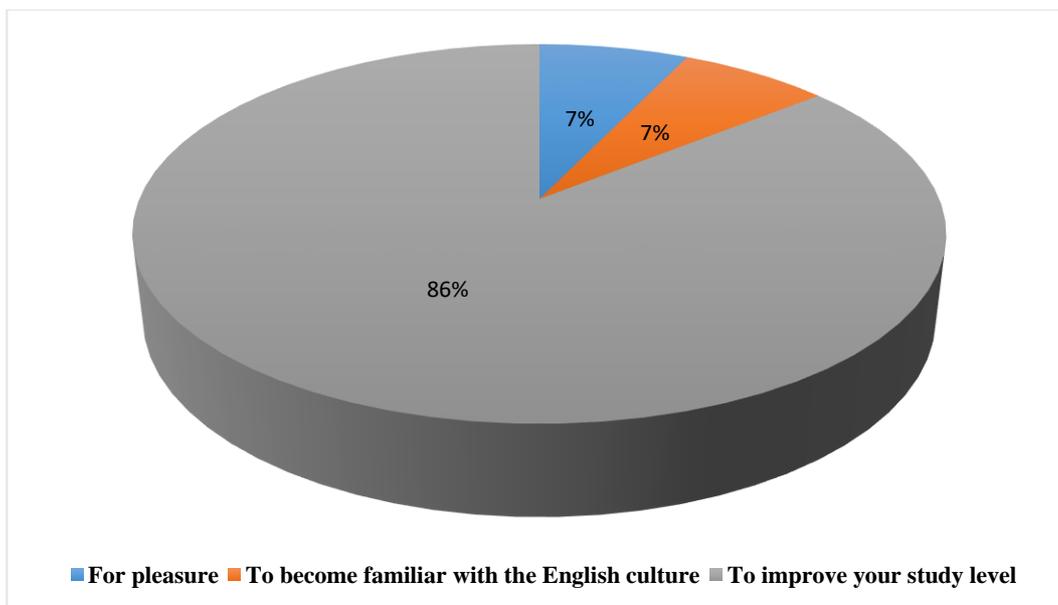
Figure 10: Learners' Reasons of Reading in English

For the sake of improving their study level, most of the respondents (85, 8%) read in English. One participant who read for pleasure and another one who aimed to become familiar with the English culture presented the lowest percentage (7, 1%).

Simply put, the majority of first year EFL learners persist to ameliorate their study level through reading in English.

Question 03: **What do you prefer to read?**

Option	Number	Percentage
Novels/Short stories	10	71.4%
Scientific texts	4	28.6%
Total	14	100%

Table 5: Learners' Preferable Text Type
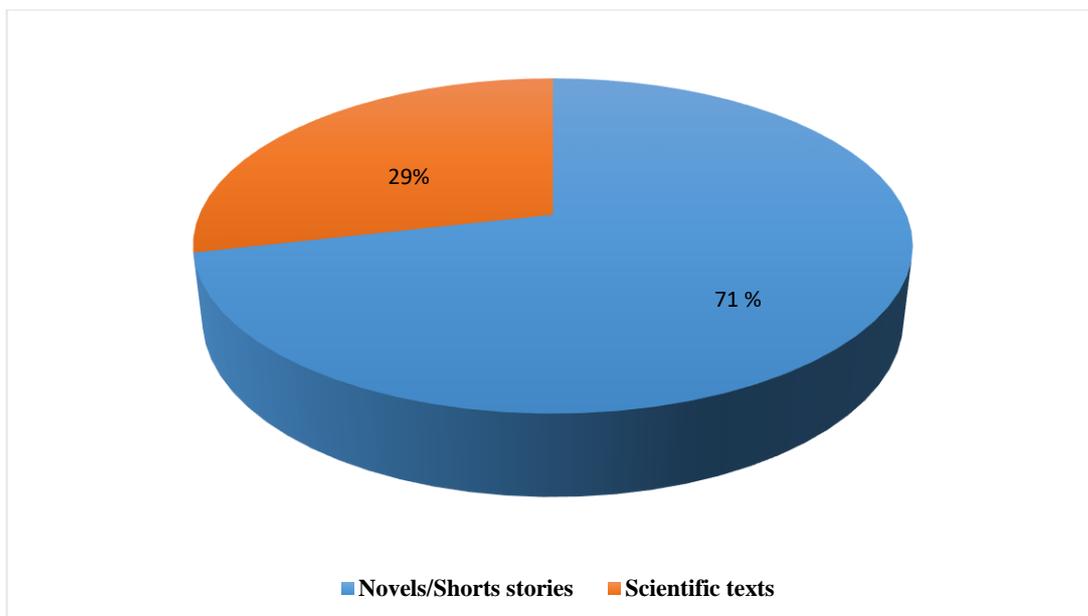
Figure 11: Learners' Preferable Text Type

The aim of the question was to know what type of texts learners like to read. Mostly, they preferred to read novels/short stories or scientific texts. (71, 4%) of learners read the former whereas (28, 6%) tended to like the latter.

Novels/short stories are more preferable for learners to read more than scientific texts which learners may find difficult to understand.

Question 04: **How do you feel when you read in the classroom?**

Option	Number	Percentage
Excited	11	78.6%
Bored	3	21.4%
Total	14	100%

Table 6: Learners' Attitude towards Reading in the Classroom
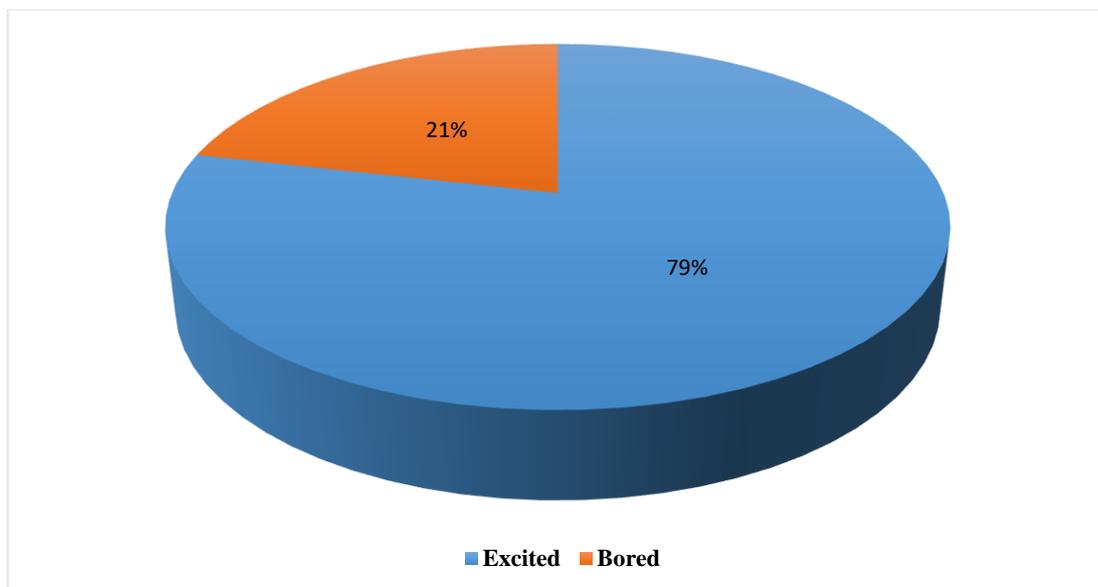
Figure 12: Learners' Attitude towards Reading in the Classroom

Learners tend to have different attitudes towards reading in the classroom. For this reason, the question tried to reveal what first year EFL learners feel during their reading module. According to the table 6 and figure 12, excitement was the dominant feeling which was expressed by 11 participants with a percentage of (78, 6%). On the other hand, only three (3) participants who represent (21, 4%) felt bored when they read in the classroom.

The participants claimed that reading inside the classroom helps them improve their pronunciation and spelling of words. Moreover, reading increases their general knowledge and through texts that discuss cultures around the world. Mainly, learners affirmed that learning new terms is the reason for which they like to read inside the classroom. Nevertheless, the minority of learners who expressed negative attitude towards this skill stated that being tired or in a bad mood were the reasons behind their boredom during the reading session.

This means that the majority of learners enjoy reading during the reading course since they learn new vocabulary.

<u>Question 05:</u> **While reading, you mostly have problems with…**

Option	Number	Percentage
The meaning of words (difficult vocabulary)	10	71.4%
The structure of the text (complicated text)	1	7.1%
Background knowledge of the text	3	21.4%
Total	14	100%

Table 7: Learners' Reading Problems
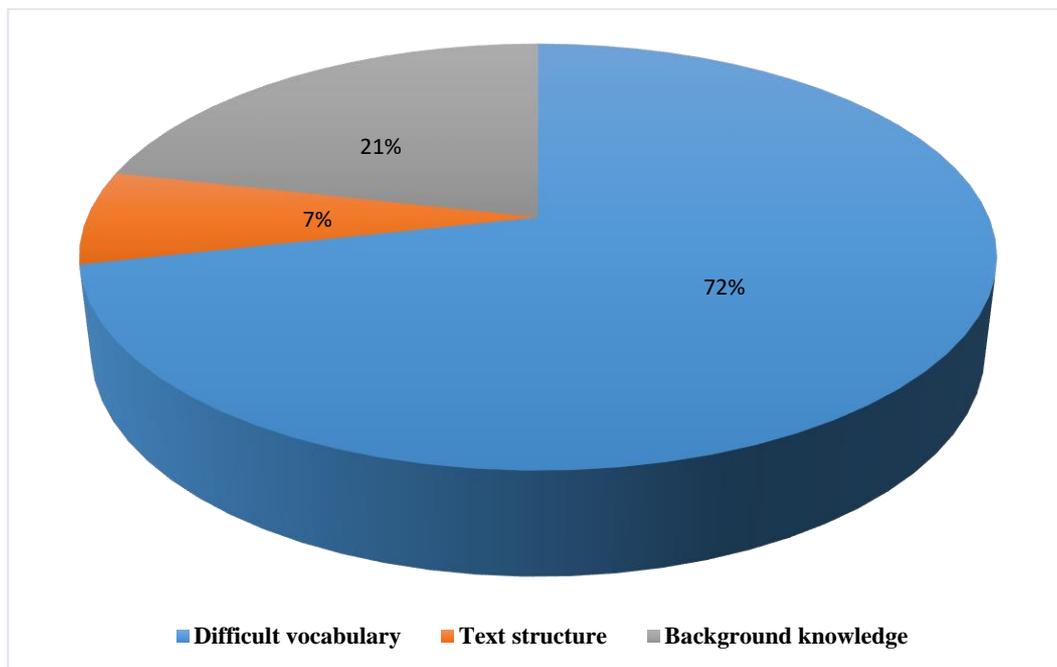
Figure 13: Learners' Reading Problems

The question investigated the reading comprehension problems with which learners struggle. Ten (10) of the participants (71, 4%) had problems with the meaning of words. To them, difficult vocabulary was the main reason behind their reading comprehension failure. However, background knowledge impeded the comprehension of the text for (27, 4%) of the learners while (7, 1%) of them declared that the complicated structure of the text made the text difficult to process.

Consequently, most of first year EFL learners at Mohamed Kheider University have problems with difficult words. Thus, a successful reading comprehension is related to learners' vocabulary knowledge.

Question 07: **When reading, you…**

Option	Number	Percentage
Stop reading because some words are difficult	7	50%
Only look for the main idea in the text	4	28,6%
Try to understand the hidden message of the text	3	21,4%
Total	14	100%

Tableau 8: Learners' Reading Behaviours
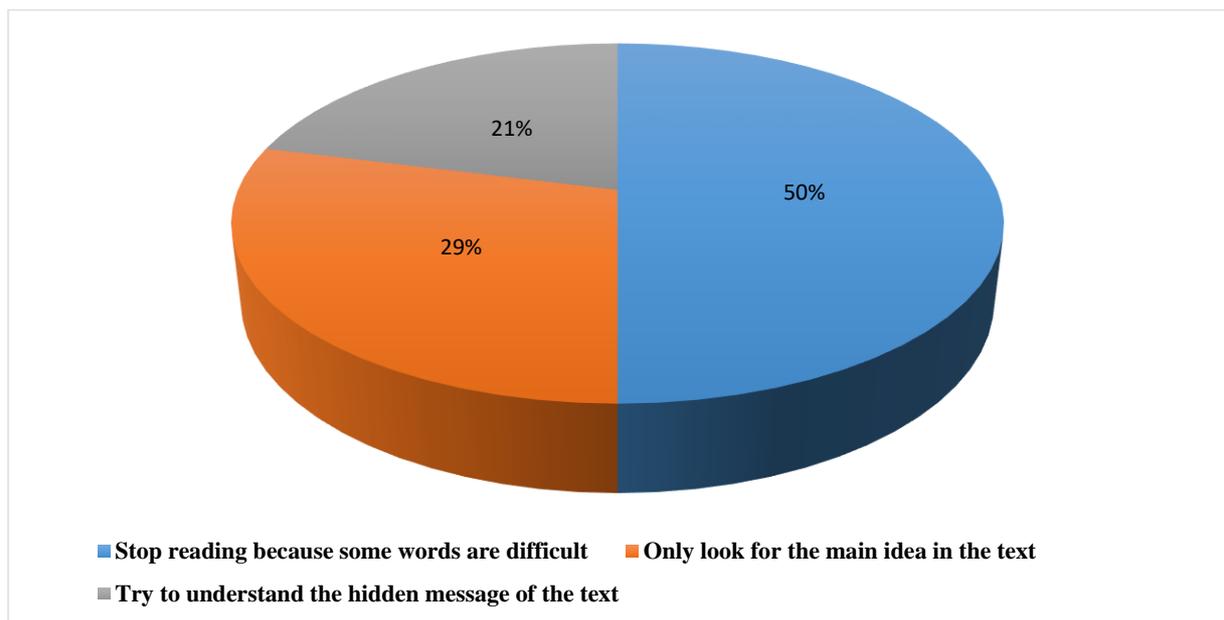
Figure 14: Learners' Reading Behaviours

The question aimed to know how learners act when they encounter new or difficult words. The obtained results revealed that seven (7) participants (50%) stopped and could not continue reading due to difficult vocabulary. On the other hand, 4 participants (28, 6%) attempted to only search for the main idea of the text while 3 participants (21, 4%) tried to understand the hidden message of the text.

Thus, most of the learners fail to continue reading texts that contain difficult vocabulary. Again, vocabulary knowledge is important since it helps learners in their reading comprehension.

What do you do when facing new words in a text?

Option	Number	Percentage
Use a dictionary	9	64.3%
Ask the teacher	0	0%
Ask a classmate	0	0%
Try to understand the meaning from the text	5	35.7%
Total	14	100%

Table 9: Learners' Method with New Words in a Text
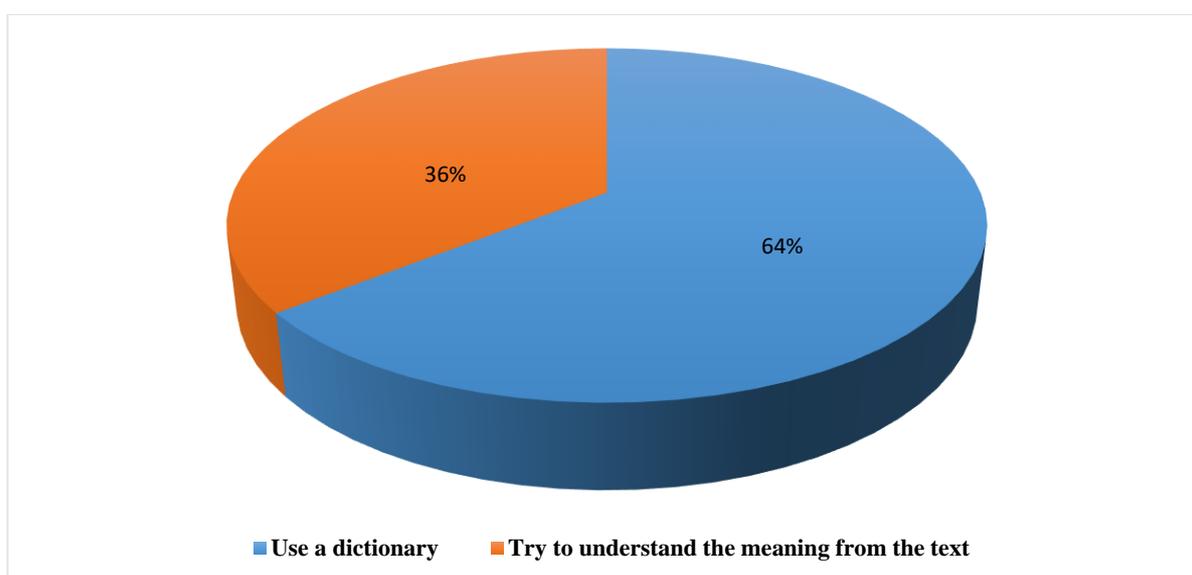
Figure 15: Learners' Method with New Words in a Text

When facing new words in the text, learners tend to handle them in different ways. In this respect, this question tried to shed the light on learners' methods when dealing with new words. Based on the respondents' answers, (64, 3%) opted for the traditional way in defining words which is using a dictionary. The others (35, 7%) preferred to count on their own understanding of words from the context. Besides, none of the participants (0%) considered asking the teacher or their classmates to be helpful strategies in explaining new words.

So, most of the learners rely on the dictionary to clarify the meaning of new or difficult vocabulary. This may be due to their unfamiliarity with efficient vocabulary strategies that improve their reading comprehension.

Section Three: The Frayer Model

Question 01: **Did you have any knowledge about the Frayer model before it was introduced by your teacher?**

Option	Number	Percentage
No	11	78.6%
Yes	3	21.4%
Total	14	100%

Table 10: Learners' Familiarity with the Frayer Model
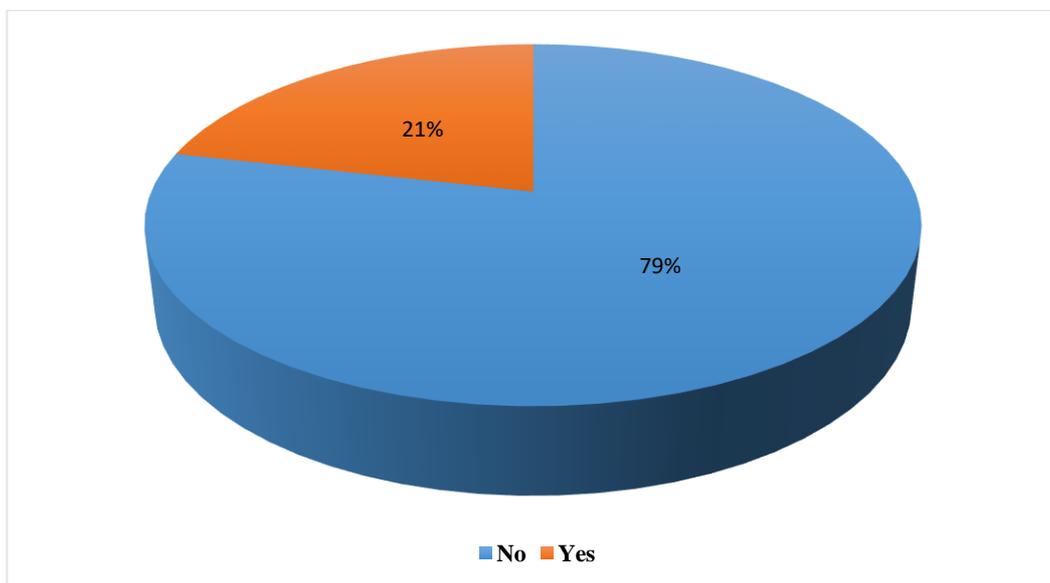
Figure 16: Learners' Familiarity with the Frayer Model

The question aimed to know if the learners were aware of the Frayer Model or not. According to their answers, 11 participants (78, 6%) disclaimed their knowledge about such a strategy. Despite that, (21, 4%) respondents confirmed that they were familiar with this vocabulary technique.

Thus, the Frayer Model is considered as a new vocabulary strategy for first year EFL learners.

Question 02: **Using the Frayer model was…**

Option	Number	Percentage
Easy	12	85.7%
Somehow difficult	2	14.2%
difficult	0	0%
Total	14	100%

Table 11: The Use of the Frayer Model
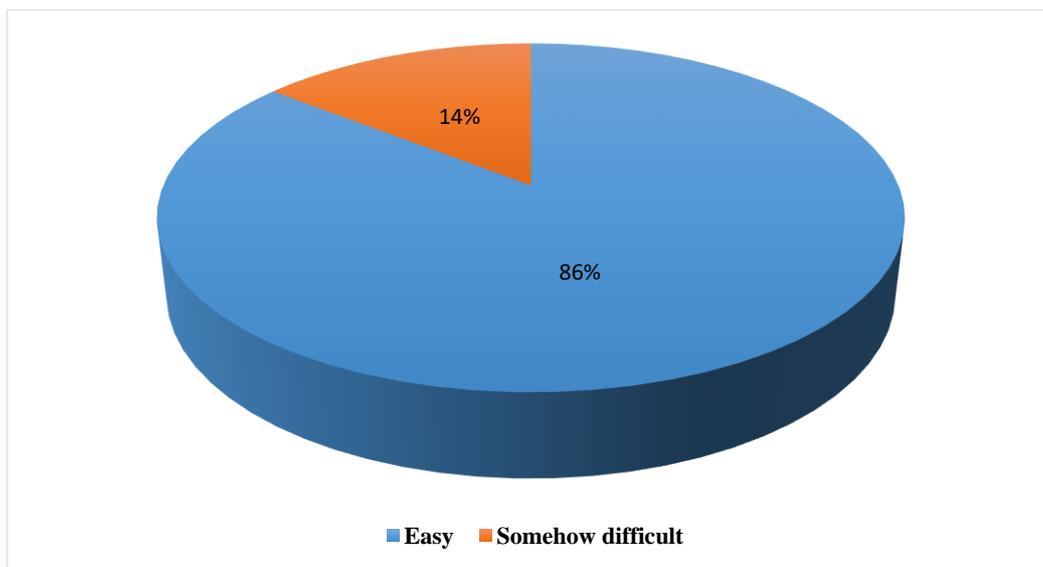
Figure 17: The Use of the Frayer Model

Learners process new strategies differently, so the question intended to know the extent to which the use of the Frayer Model was difficult. The plurality of the sample (12 learners) with a percentage of (85, 7%) found the strategy to be easy in its application. However, the minority of learners (14, 2%) thought that this technique was somehow difficult whereas none of them (0%) found it difficult.

In brief, the Frayer Model, for most of the learners, is an easy vocabulary and reading comprehension technique.

Question 03: **Did your background knowledge about the text help you complete the Frayer model?**

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Table 12: The Importance of Learners' Background Knowledge in the Frayer Model
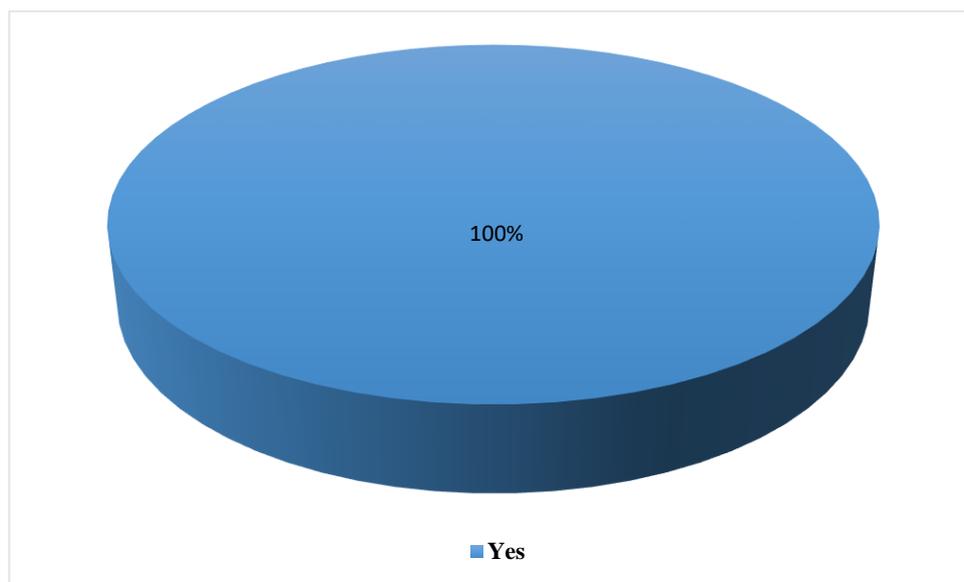
Figure 18: The Importance of Learners' Background Knowledge in the Frayer Model

According to the learners', all of them (100%) confirmed that their own prior knowledge about the text helped them complete the strategy and none of them (0%) stated otherwise.

They affirmed that it was easy for them to complete the Frayer Model using their background knowledge. In other words, they succeeded to combine what they knew with the new information in the text. Moreover, they added that the Frayer Model triggered their prior information which facilitated the understanding of words and the text as a whole.

Thus, background knowledge is crucial in this particular vocabulary strategy. It helps learners process new words and interact with the text easily.

Question 04: **Do you think that the Frayer model helped you acquire/learn new vocabulary?**

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Table 13: The Use of the Frayer Model in Learning New Words

100%

■ Yes
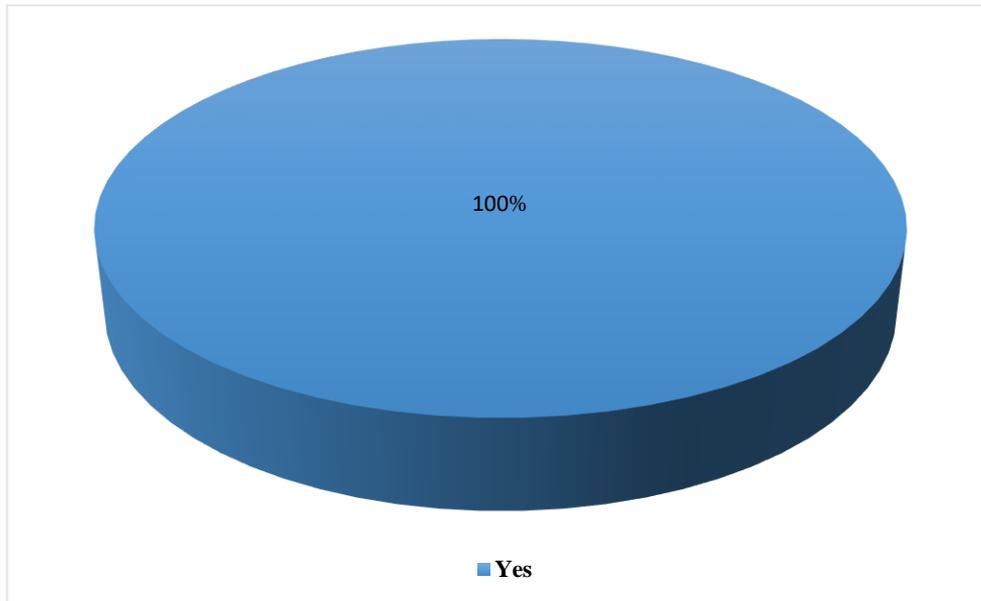
Figure 19: The Use of the Frayer Model in Learning New Words

After completing the Frayer Model, it was important to know the participants' points of view regarding the use of this strategy to learn new words. The entire sample (100%) affirmed the efficiency of the Frayer Model in acquiring vocabulary. No one of the learners (0%) had a different opinion.

This shows that learners appreciate the use of such a technique. It helps them learn and understand new and difficult vocabulary.

Question 05: **Do you think that the Frayer model helped you improve your reading comprehension? If yes, explain.**

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Table 14: The Role of the Frayer Model in Developing Reading Comprehension
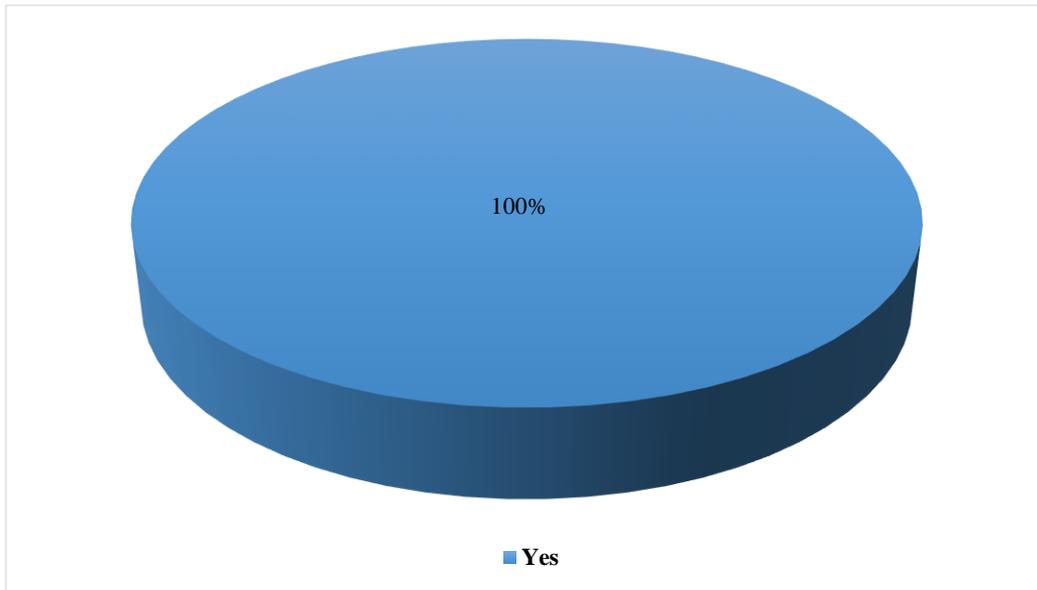
Figure 20: The Role of the Frayer Model in Developing Reading Comprehension

This question investigated the role of the Frayer Model in improving learners' reading comprehension. The table 14 and figure 20 above show that all of the participants (100%) agreed that this strategy helped them through their reading. They noticed improvement in their comprehension with the use of the Frayer Model. Besides, no participant (0%) provided a negative answer concerning the application of this vocabulary strategy in enhancing learners' comprehension skill.

Thus, first year EFL learners at the University of Mohamed Kheider – Biskra find the Frayer Model to be a strategy that develops their reading comprehension.

2.3. Classroom Observation

2.3.1. Aim of the Observation

In order to extend the research data, a classroom observation was conducted. The purpose of this data-gathering tool was to observe learners' use of the Frayer Model and to assess their reading comprehension using this graphic organizer. Moreover, the observation aimed to notice the teacher's role in introducing such a vocabulary technique. Although a teacher interview and a learners' questionnaire were undertaken, the classroom observation tried to gather new information that could only be observed such as the teacher's modelling and the learners' performance during their reading session.

2.3.2. The Procedure of the Classroom Observation

The observation took place on February 2020 with first year EFL learners at Biskra University. Due to challenging circumstances (Corona Virus and the expedition of the spring holidays), we attended to only three (3) sessions in reading module; one session per week. Each lecture took 1 hour and 30 minutes (11:20 - 12:50). Despite the fact that the group consisted of 33 learners, only 16-19 assisted.

The observer prepared the reading materials (i.e., texts) and the Frayer Model templates to provide the teacher and learners with. Moreover, she sat in the back of the classroom to observe both the teacher and learners' behaviours. The observer acted as a passive participant, still she intervened and clarified learners' ambiguities. In addition, the observation was structured with the use of a previously prepared checklist.

2.3.3. Description of the checklist

The checklist consisted of four (4) sections: the Frayer Model, the teacher's and learners' roles, reading comprehension and lastly classroom atmosphere. Each section emphasised on

different behaviours and factors that could affect the use of the Frayer Model in developing the learners' reading comprehension.

The first section emphasised the application of the graphic organizer and its use before, during, and after reading. However, the second section discussed the teacher and learners' roles during the whole session while section three (3) tackled reading comprehension and shed the light on the different aspects of the text. Finally, the last section was about the general classroom atmosphere and its affect on the learners' attitude and performance.

The checklist was designed in a form of a table on which the observer ticked in the columns that corresponded to what she observed. The items that could affect the use of the Frayer Model varied between not observed, rarely observed, and well observed. Moreover, below each section there was a space for the observer to write additional notes.

2.3.4. Classroom Observation Analysis

Section One: **The Frayer Model Process**

Before Reading

As a first step in implementing the Frayer Model in the classroom, the teacher firstly introduced the text to the learners and discussed key terms and concepts. This was well observed in the first session unlike in the other two sessions; there was no discussion regarding the text or the vocabulary. Moreover, the effectiveness of this graphic organizer relies mainly on the teacher's explicit description and modelling of such technique. Thus, the teacher was keen to explain and demonstrate the use of the Frayer Model to the learners during the first session, but the clarification and illustration were no longer necessary in the second and third ones.

During the three sessions, the teacher's affirmation of the importance of the Frayer Model in building vocabulary and conceptual knowledge was not observed. Moreover, he did not emphasise much on the role of such a strategy in constructing learners' word knowledge.

Despite that, he directly distributed the printed copies of the Frayer Model template to the learners during all observation sessions. In addition, the reading module teacher re-explained the Frayer Model's sections and specified what to write inside each one.

During Reading

After being given the strategy templates, the learners began to read the text. The topic, the complexity of words, and text length were different in each session. Thus, students enjoyed reading because the topics varied between a movie summary, an incident that they were familiar with (i.e., Cold War) and a dialogue. During the first session, few learners read the text in pairs while the majority preferred to read the text individually. However, with the change of topics, learners became more attentive and focused on reading the text individually during the second and third sessions.

Furthermore, learners had sufficient time to read the text and to complete the Frayer Model. It was noticed that learners filled in the strategy template using their own words. However, few of them tended to use online dictionaries to copy the definitions of words. Although learners preferred to read the text individually, they completed the Frayer Model in pairs. In addition, they were active and excited to share their ideas together. Despite the fact that it was a pair work, learners managed to keep quiet and discuss in a peaceful way. Moreover, they rarely asked for explanation except for the third session in which they encountered some new/difficult words. However, learners succeeded to understand the new words using the Frayer Model.

After Reading

Once the learners finished reading and completed the Frayer Model, they showed their answers to the teacher. With his assistance, they filled in missing words and corrected the false ones. Moreover, learners' answers were understandable and clear. Additionally, they succeeded to produce correct sentences using the new vocabulary acquired during all

observation sessions. However, during the last session, few learners had some difficulties in finishing the graphic organizer because they could not differentiate between giving examples and listing the characteristics.

Section Two: **The Teacher's and Learners' Roles**

The Teacher's Role

The teacher had a vital role during the process of using the Frayer Model in improving learners' reading comprehension. He assured to engage learners in meaningful group discussions of key terms and vocabulary. Moreover, learners were actively involved in the conversation. One more thing that the teacher emphasized on was activating learners' background knowledge. In this respect, the teachers asked questions related to the topic that he presented in each reading session. Moreover, this step made the learners enthusiastic to share what they already know and provide each other with different information.

Furthermore, during the three sessions, the teacher circulated inside the classroom while the students were completing the Frayer Model. He provided help and clarified any confusion for the learners. To add more, the teacher was careful regarding the time. He successfully adjusted the time to meet his learners' needs. They had a sufficient time to read, to complete the graphic organizer, and to engage in the discussion.

The Learners' Role

The learners' role to read the text thoroughly was not observed during the first session. However, they assiduously engaged with the texts in the second and third sessions. It was clear that most of them read the text many times to ensure their understanding. Moreover, each learner had his/her own reading strategy; some preferred to skim the text to get an overview of the content while others tended to scan the text for better comprehension. Both ways, learners showed their interest in reading and their consideration of this skill. Additionally, they prove being good readers by making reflections and giving comments

whether on the vocabulary or on the text. They, also, showed an admiration of the Frayer Model and expressed their appreciation of such a vocabulary technique in improving their comprehension to the teacher.

Section Three: **Reading Comprehension**

During the process of reading, there were different aspects to focus on in the observation sessions. Firstly, the information presented in each of the texts did trigger learners' prior information. Moreover, in the three sessions, it was observed that learners were more motivated to read and to engage with the text since they had background knowledge about the topic. Moreover, the texts were carefully chosen to match the strategy's purpose (i.e., building vocabulary knowledge and developing reading comprehension).

In this respect, all of the three texts contained the vocabulary learnt. Besides, the main ideas of the texts were clearly defined. This was observed when learners engaged in discussions with their teacher; they managed to understand the main idea tackled in each text. Furthermore, it was necessary that the vocabulary used suited the learners' level and needs. However, some learners had difficulties understanding few new words, but after using the strategy, they were able not only to grasp the meaning of words but also to build a vocabulary knowledge. Their understanding was well observed when they succeeded to produce correct sentences and to answer the questions that revealed their comprehension on the text.

Section Four: **Classroom Atmosphere**

To assure that time (11:20-12:50) was appropriate for learners to read, the teacher asked them if they were ready to begin reading. Gladly, the majority answered with "yes". This means that they had a positive attitude towards reading and that they enjoyed it. Another factor that positively affected the reading session was the classroom management. During all sessions, the space had been adjusted to meet learners' diversity and to enable the teacher to circle inside the classroom. Moreover, the learners' shyness/anxiety was never observed. On

the contrary, they freely expressed their ideas and, with pleasure, participated and engaged in the discussions.

3. Synthesis of the Results

To investigate the role of the Frayer Model in developing EFL learners' reading comprehension, three data gathering tools were used. The teacher's interview provided significant data regarding the teacher's point of view of the Frayer Model and its affects on reading comprehension. Moreover, the learners' questionnaire revealed the impression and the opinion of the learners who are the target population of this study. In addition, a classroom observation took place during the learners' reading session to enrich the data of the present research through observing the application of the Frayer Model and both teacher's and learners' performance using such a vocabulary graphic organizer.

The results of the three data gathering tools emphasized the importance of the reading skill. According to the teacher, reading has a vital role in the process of learning. He, moreover, considers that this skill, in particular, reinforces learning especially for learners who seek to improve their foreign language learning. For this purpose, he gives his learners reading assignments to foster their performance in reading. In the same vein, the learners' questionnaire indicated that the majority of learners read occasionally for improving their study level. This shows learners' awareness of the role reading plays in their journey of learning. In addition, learners' positive attitude and enthusiasm towards reading which was clearly observed during the reading session confirms the results. Thus, the significance of reading in learning is undeniable.

Although learners' responses revealed their excitement during reading inside the classroom, the teacher claims that they are impatient during reading comprehension. The latter requires learners' full attention and engagement with the text, yet they lose focus during the process. This may be due to the struggles that EFL learners may encounter during reading

comprehension. They indeed do as the teacher affirmed it; learners' main obstacle to understanding the text is vocabulary which, according to him, is strongly related to comprehension. In other words, the more words learners know, the better they understand the text. Similarly, most of the learners assert that difficult vocabulary or words, which they are not familiar with, affect negatively their processing of the text not to mention that some of them stop reading. As for the classroom observation, it showed that learners were confused and unable to understand the text before knowing the meaning of words. This, once more, proves that terminology is deeply connected to comprehension. Moreover, such situations (i.e., learners' inability to comprehend the text) require teachers to apply vocabulary strategies that improve learners' vocabulary knowledge and reading comprehension.

Besides guessing the meaning from the context and using dictionaries, the teacher decided to apply a different vocabulary strategy which was the Frayer Model. The teacher praises the use of this strategy and claims that the learners' performance in reading comprehension was clearly improved. Moreover, he insisted on his role as a teacher to demonstrate and to describe the application of the Frayer Model to the learners since the majority of them were not familiar with such a strategy. As any new technique, learners were uncertain of the use, role and purpose of the Frayer Model; however, the teacher's modelling helped them understand and enjoy this graphic organizer. Accordingly, most of the learners believe that the Frayer model is an easy strategy to use.

Furthermore, the teacher did not hesitate to mention the Frayer Model's advantages such as being systematic and flexible. This way, it suits learners and helps them exceed their comprehension problems. To add more, both of the teacher and learners appreciate the use of the Frayer Model. Besides, the teacher's interview shows his desire and willingness to, again, apply the strategy with his learners as he believes that it is an efficient vocabulary learning and reading comprehension technique. To support this claim, all of the learners confirmed

that the Frayer Model helped them to acquire new vocabulary and achieve successful reading comprehension. In the same vein, learners' ability to use the learnt vocabulary to make new sentences and understand the same words in different contexts prove that they could fully understand the meaning of words and wholly process the text. Thus, the Frayer Model helps learners develop their reading comprehension.

To conclude, the analysis and synthesis the data lead to a conclusion regarding the effect of the Frayer Model on reading comprehension. The results obtained from this study emphasise the importance of reading as well as the relationship between vocabulary and reading comprehension. Thus, the results of the study confirm the hypothesis. Consequently, the use of the Frayer Model develops EFL learners' reading comprehension.

Conclusion

This final chapter was devoted to the analysis and synthesis of the research data. For this purpose, three data gathering tools were used namely the teacher's interview, students' questionnaire, and classroom observation. To begin with, the findings of the teacher's interview were descriptively analysed while the learners' questionnaire's findings were presented in form of tables and graphs in addition to a descriptive analysis for each question. Moreover, the results collected from the classroom observation were descriptively interpreted; each section of the checklist was analysed in isolation. To add more, each of the tools was analysed separately; however, a synthesis and comparison of the results were made at the end of the chapter

General Conclusion

Learning is a process which necessitates the cooperation of teachers and learners. The latter may experience difficulties that hinder their comprehension while the former attempt to provide help and guidance for a successful learning. Moreover, researchers pursue to offer different solutions for teachers and learners to overcome the learning obstacles among which is vocabulary. This latter is significant especially for the reading comprehension. Moreover, such a process requires learners to deeply engage and thoroughly interact with the text's terminology. Thus, to enable learners to build their work knowledge and understand the text, this study attempted to investigate the effect of the Frayer Model which is a vocabulary graphic organizer on reading comprehension. In addition, the present study aimed to answer the research questions and to confirm the research hypothesis which states that EFL learners' reading comprehension would improve if the Frayer Model is used.

The study consisted of three chapters: The first two chapters tackled the theoretical background of the research whereas the third one was devoted to the fieldwork and data analysis. The first chapter concentrated on the reading comprehension skill. It defined both of reading and reading comprehension besides listing its levels. Moreover, it thoroughly discussed the factors that affect learners' comprehension and presented different strategies that facilitate the process of comprehension for learners. In addition, the chapter investigated the connection between reading comprehension and both metalinguistic awareness and cognitive processes.

On the other hand, the second chapter was devoted for the Frayer Model. It started with providing an overview of graphic organizers and their types in reading comprehension. Later in this chapter, the focus was shifted to the Frayer Model strategy; it presented its definition, process, and use in teaching vocabulary. In addition, the role of cognitive processing in this

particular graphic organizer was clearly mentioned. The last part of the chapter emphasized on the strengths of the Frayer Model and highlighted the rationale of using such a vocabulary strategy in developing learners' reading comprehension.

As for the final chapter, it was devoted for analyzing and discussing the data obtained from the teacher's interview, learners' questionnaire, and classroom observation. The analysis of data was through the descriptive method which suits the approach of this study (qualitative approach). Moreover, the variety of data gathering tools provided significant results which were synthesized at the end of the chapter. More precisely, the interview, which addressed one reading teacher, revealed that vocabulary does play an important role in reading comprehension and is considered as the main problem learners struggle with. Additionally, the data gained from first year EFL students' questionnaire showed that they experienced the efficacy and managed to understand the text with the use of the Frayer Model. Finally, the classroom observation was held at the English division in Mohamed Kheider University during three (3) reading sessions. It illustrated the positive attitude of the teacher and the learners towards such vocabulary learning technique.

To conclude, the interpretation of the study data lead to answer the research questions which targeted the importance of improving reading comprehension and the role of the Frayer Model in the process. In addition, the research aims of raising EFL learners' awareness regarding the significance of the comprehension skill besides exploring the effectiveness of the Frayer Model were well attained. Thus, learners need to boost their vocabulary knowledge to facilitate their interpretation of the text. Not only knowing the meaning of words, learners also should be able to retain and build full vocabulary knowledge for successful reading comprehension. For this purpose, the Frayer Model was introduced to encourage learners to read thoroughly and develop their reading comprehension.

Limitations of the Study

Unfortunately, the present study has experienced some obstacles which affected the process by which the research was conducted. Importantly, the Corona virus pandemic obstructed the fieldwork. In this regard, only three (3) observation sessions were made; they were not enough to tackle different vocabulary types. Moreover, we were obliged to post an online questionnaire because it was impossible to distribute the questionnaire for the learners due to the quarantine. For this reason, the interview was sent to the teacher via email instead of meeting the interviewee.

Suggestions and Recommendations

Based on the research data, the following recommendations address both teachers and learners:

For Teachers

- Teachers should be aware of the importance of reading comprehension using and its role in the learning process.
- Teachers should not only focus on providing the basic meaning of words but also to urge learners to analyze, categorize, recall, and construct full knowledge of words.
- Teachers need to be creative when it comes to reading comprehension strategies. They should avoid using traditional and boring strategies; instead, they better use fun, yet educative reading techniques with boost learners' energy such as graphic organizers; precisely, the Frayer Model.
- Teachers who adopt the Frayer Model need to extensively focus on their role in modelling and displaying the strategy for learners otherwise, they may get confused.
- Teachers need to be patient with learners who might confuse with the sections of the Frayer Model.

- Teachers should consider that the Frayer Model suits all learners' learning styles; learners can whether write or draw on the template.

For learners

- Learners need to work hard to develop their reading comprehension skill.

- Learners need to be responsible when it comes to learning vocabulary because they play a vital role in their learning and mastering of the reading, writing, speaking, and listening skills.

- Learners should often use graphic organizers to facilitate their learning and improve their performance.

- Learners should consider the benefits of the Frayer Model regarding their words' knowledge and reading comprehension.

- Learners can use the Frayer Model with different areas of study like science and mathematics to solidify their interpretation of the words.

- Learners can use the Frayer Model inside the classroom or elsewhere whether individually, in pairs or in groups as a fun and competitive activity.

- The Frayer Model enables learners to memorize words and use them in different contexts.

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Appendices

Appendix A: Teacher's Interview

1. How many years have you been teaching at University?

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2. Why do you think that reading is an important skill to develop?

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3. How do you motivate your learners to become good readers in your classroom?

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4. How would you describe the learners' performance in reading comprehension?

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5. What type of texts do you often rely on in your reading sessions? Do your students like them?

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6. What do you think is the greatest challenge(s) EFL learners face in reading comprehension?

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7. How can developing learners' vocabulary help them improve their reading comprehension?

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8. What strategies do you apply in your classroom or advise your students to use to develop their vocabulary?

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9. After using the Frayer model, how do you describe the importance of the teacher's role in the strategy (i.e., modeling and giving explicit description of the strategy)?
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10. How would you evaluate your learners' performance in reading comprehension using the Frayer Model?
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11. How would you describe your learners' attitude towards the Frayer model strategy?
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…………………………………………………………………………………………………
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12. In what way(s) can the Frayer model be different from other vocabulary teaching strategies?
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…………………………………………………………………………………………………
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13. Would you consider using the Frayer model for further reading comprehension sessions? Why?
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Appendix B: Learners' Questionnaire

Dear learner,
It would be of a great help if you answer the following questions. The information you provide will serve our research about investigating the role of the Frayer Model in developing EFL learners' reading comprehension. Please, answer with honesty and precision and give justification whenever needed. To fill in this questionnaire, you are required to tick (✓) in the box that corresponds to your answer. Also, you can choose more than one answer.

Thank you for your collaboration.

Section One: Background Information

Q1. Why did you choose to study English?

☐ a. For academic purposes.

☐ b. For communication purposes

☐ c. For personal purposes

Q2. How do you classify your level in English?

☐ a. Poor   ☐ b. Good   ☐ c. Very Good

Section Two : Reading Comprehension

Q1. How often do you read in English?

☐ a. Always   ☐ b. Occasionaly   ☐ c. Rarely

Q2. Why do you read in English?

☐ a. For pleasure

☐ b.To become familiar with the English culture

☐c.To improve your study level

If others (reasons), please specify

………………………………………………………………………………………………...

Q3. What do you prefer to read?

☐ a. Novels/short stories   ☐ b. Scientific texts

Q4. How do you prefer to read in English?

☐ a. Individually   ☐ b. In pairs   ☐ c. In small groups

Q5. What do you feel when you read in the classroom?

☐ a. Excited   ☐ b. Bored

justify your answer

…………………………………………………………………………………………...

Q5. While reading, you mostly have problems with

☐ a. The meaning of words (difficult vocabulary)

☐ b. The structure of the text (complicated/difficult style)

☐ c. Background knowledge about the content (you have little/no idea about the topic discussed)

If others, please specify

…………………………………………………………………………………………...

Q6. When reading, you

☐ a. Only look for the main idea of the text and do not pay attention to difficult words

☐ b. Stop reading and cannot continue because some words are difficult for you

☐ c. Try to understand the hidden message of the text

If others, please specify

…………………………………………………………………………………………...

Q7. What do you do when facing new words in a text?

☐ a.Use a dictionary

☐ b.Ask the teacher

☐ c.Ask a classmate

☐ d.Try to understand the meaning from the text

Section Three: The Frayer Model

Q1. Did you have any knowledge about the Frayer Model before It had been introduced by your teacher?

☐ a. Yes   ☐ b. No

Q2. Using the Frayer Model for you was…

☐ a. Difficult   ☐ b. Somehow difficult   ☐ c. Easy

Q3. Did your background knowledge about the text help you complete the Frayer model*?*
  ☐ a. Yes   ☐ b. No

Please explain how

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Q4. Would you appreciate if the teacher uses the Frayer Model in your reading sessions?

☐ a. Yes   ☐ b. No

Q5. You prefer to complete the Frayer Model...

☐ a. Individually   ☐ b. In pairs   ☐ c. In small groups

Whatever your answer is, please explain why

……

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…….

Q5. Do you think that the Frayer Model helped you acquire/learn new vocabulary?

☐ a. Yes   ☐ b. No

Q6. Do you think that the Frayer Model helped you improve your reading comprehension?

☐ a. Yes   ☐ b. No

Please, explain how

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Appendix C: Classroom Observation Checklist

Teacher :………………….....   Date : ……………………….………...…
 Observer : …………………….   Time : ……………….…………………….
Class Observed : ………………   Module : ………………………….……..
Number of Learners :………….   Skill to be Observed :……………………

Key: 0 = Not Observed   1 = Often Observed   2 = always Observed

The Frayer Model Process			
Before Reading	0	1	2
The teacher introduces the text to the learners and discusses key vocabulary.			
The teacher gives an explicit description about the Frayer Model strategy.			
The teacher explains the importance of the Frayer Model in building vocabulary and conceptual knowledge.			
The teacher displays a copy (printed) of the Frayer Model and models the strategy for the learners.			
During Reading	0	1	2
Learners work individually to read the text.			
Learners complete the Frayer Model using only their own words.			
Learners have sufficient time to read.			
Learners work in pairs to complete the Frayer Model worksheet.			
The teacher circulates inside the class and provides help when needed.			
Learners ask for clarification / explanation of new terms.			
After Reading	0	1	2
Learners fill in any missing words and revise incorrect ones.			
Learners' answers are understandable, clear, and concise.			
Learners are able to produce correct sentences using the vocabulary learnt.			
The learners face difficulties completing the Frayer Model			

Notes …………………………………………………………………………………………
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Section 02 : The Teacher's and Learners' Roles within the Frayer Model			
The Teacher's Role	0	1	2
The teacher engages learners in meaningful group discussions of key ideas and vocabulary.			
The teacher asks questions related to the vocabulary to activate the learners' prior knowledge.			
The teacher adjusts time to meet learners' needs.			
The Learners' Role	0	1	2
While reading, learners stop periodically to ensure understanding.			
Learners make reflections and give comments on the text/vocabulary.			
Learners use a dictionary to determine the meanings of new words.			
Learners select appropriate reading strategies: skim to get an overview of the content, scan to find specific information.			

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Section 03: Reading Comprehension			
Text	0	1	2
Learners have some background knowledge about the topic.			
The text used for instruction has been carefully chosen to match the strategy's purpose.			
The text contains the vocabulary learnt.			
The main idea of the text is clearly defined.			
The vocabulary used suits the learners' needs, level, and interest.			
Most of the terms are new to the learners.			

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| Section 04 : Classroom Atmosphere	0	1	2
The time is appropriate for students to practice reading.			
Space has been maximally adjusted to meet learners' diversity.			
The students express shyness and anxiety while reading			
The teacher's attitude is consistently positive and encouraging.			
Learners freely express their thoughts and discuss together (interaction).			

Notes …………………………………………………………………………………
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Appendix D: Learners' Answers

Definition	Facts/Characteristics
Something illegeal that should be stoped and punish who do it.	- illegal - bad.

verbioten

Examples	Non-examples
- child labour - stealing	- Sale / buy

Definition	Facts/Characteristics
- Action of surrounding a place to prevent goods or peopl from coming and getting out	- national or international would flow. - cutting of supplies of communication

blockode

Examples	Non-examples
- Wall of Berlin - Blockoodge Ghaza	- United state of america

Definition	Facts/Characteristics
– to impose poor and needy people to get great benifit with less price	– illegal – bad behaviour
Examples	Non-examples
– exploitation of Africans on poor contries by the American businessman	– work as a teacher in School

exploitation

Definition	Facts/Characteristics
A form of leadership of nation thats means private ownship of a nation and Social economy	– Violence – poor economy – non-free media
Examples	Non-examples
– North Korea – Soviets union – Cuba	U.S.A

Communism

الملخص

تعتبر مهارة فهم النص من أصعب المهارات التي يواجه طلبة السنة الأولى في اللغة الانجليزية في جامعة محمد خيضر ببسكرة صعوبة في إتقانها. و عليه، فإن هذا البحث يسلط الضوء على نموذج فراير الذي هو عبارة عن تقنية لتعلم المفردات و دوره في تطوير مهارة القراءة و فهم النص. كما أن نظرية هذا البحث تنص على أن عملية فهم النص ستغدو سهلة بالنسبة للطلبة إذا تمت الاستعانة بنموذج فراير. لبرهنة هذه الأطروحة، تم إتباع المنهج الوصفي و النوعي بالإضافة إلى الاستعانة بثلاث أدوات لجمع البيانات. تم إجراء مقابلة مع أحد أساتذة وحدة القراءة و الذي بدوره وافق على تطبيق نموذج فراير مع طلبته. تهدف هذه المقابلة إلى استحضار موقف دور نموذج فراير في تعزيز قدرة الطلبة على فهم النص. بالإضافة إلى المقابلة، تم تصميم استبيان و تسليمه إلي طلبة السنة الأولى في اللغة الانجليزية لمعرفة آرائهم و مواقفهم حول استعمال و دور هذه التقنية الخاصة بتعلم المفردات في تحسين مهارتهم في فهم النص. كما تم إجراء عملية ملاحظة صف لطلاب السنة الاولى في اللغة الانجليزية في جامعة محمد خيضر ببسكرة من اجل تقييم دور الأستاذ في تطبيق نموذج فراير و ملاحظة أداء الطلبة و استجابتهم لمثل هذه التقنية. اعتمادا على النتائج المتحصل عليها من أدوات جمع البيانات المستعملة، تم تأكيد صحة النظرية المطروحة سابقا. و منه، يمكن الاستنتاج أن للمفردات تأثير كبير على مهارة فهم النص بالإضافة إلى أن تطبيق نموذج فراير يعزز قدرة الطلبة على فهم و دراسة النص.