

**EMPOWERING STD. VIII STUDENTS TO DEVELOP THE  
SKILL OF READING COMPREHENSION WITH THE HELP  
OF CONCEPT MAPPING**

**ACTION RESEARCH REPORT**

Submitted to



**State Council of Educational Research  
And Training, Chennai – 600 006**

Submitted by

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**MARCH - 2024**

*Our sincere thanks to*

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### **CERTIFICATE**

This is to certify that this action research report entitled “**Empowering Std. VIII Students to develop the skill of Reading Comprehension with the help of Concept Mapping**” is a record of work done by Dr D Shanthi, Senior Lecturer, District Institute of Education and Training, Munanjipatti, Tirunelveli District and submitted to the State Council of Educational Research and Training, Chennai.

I further certify that this research work has not been submitted either in full or part by any other researcher at any institution.

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### **DECLARATION**

I hereby declare that this action research report entitled “**Empowering Std VIII Students to develop the skill of Reading Comprehension with the help of Concept Mapping**” is a record of work done by me at District Institute of Education and Training, Munanjipatti, Tirunelveli District to submit to the State Council of Educational Research and Training, Chennai.

I also declare that this work has not been submitted either in full or part by any other researcher at any institution.

Place: Munanjipatti

Signature of the Action Researcher

## ACKNOWLEDGEMENTS

The Investigator glorifies and thanks the Almighty God for giving strength to complete this Action Research work.

She conveys her sincere thanks to **Mrs. N. Latha**, Director, SCERT, Chennai – 600 006 for having permitted to conduct this Action Research during the year 2023 -2024.

She expresses her sincere sense of gratitude to **Dr. P. Golda Grena Rajathi, Principal, DIET, Munanjipatti** for her valuable guidance, encouragement and assistance extended to her throughout the period of various stages of this Action Research.

She expresses her thanks Mr. Kanagaraj Masilamani, Headmaster, Upper Clapton Middle School, Tirunelveli for his constant support, timely suggestion and assistance in conducting the various activities to the students.

She extends her hearty thanks to all the Eighth Standard Students who have helped her for the collection of data.

She expresses her sincere thanks to all the Teaching and Non-Teaching staff members of District Institute of Education and Training, Munanjipatti.

She takes this opportunity to thank all her students, teachers, friends and well-wishers for their encouragement and support.

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Place: Munanjipatti

Date: 31.03.2024

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## ***1. Background of the Study***

The action researcher is working as a Senior Lecturer at the District Institute of Education and Training, Munanjipatti, Tirunelveli District. Over the past twenty-three years, she has become involved in the teaching of a Diploma in Teacher Education. She handles English classes for the D. El. Ed., Students. At this juncture, it is worthwhile to mention that during COVID-19 she was involved as a resource person in online webinar – creativity in an English classroom and attended a three-day international workshop for teachers on storytelling and pedagogy in teaching through online mode. She prepared a hundred multiple-choice questions for "abbreviations", "blending words" and "poetic devices"-and involved herself in the module preparation of "idioms and phrases", "poetic devices" and "spot the errors" for postgraduate teachers. She acted as a chairperson for D. El. Ed. students commission and chief examiner for D. El. Ed., paper valuation.

She has uploaded to EMIS for the state level English language aptitude test for std VI, VII, VIII and IX. She acted as the coordinator for workshop on preparation of higher order thinking multiple choice questions at upper primary level and subject coordinator for workshop on preparation of higher order thinking multiple choice questions at primary and higher secondary level. She acted as a judge at the toy fair. She is actively involved in the project-based learning module preparation and video shooting. She attends various state level trainings and acts as the Key Resource Person in handling sessions in the training programmes at state and district level.

Recently, she was the district co-ordinator for the dictionary preparation work hosted by TNSCERT and organized by DIET, Munanjipatti. She has acted as a resource person for ennum ezhuthum term I, term II and term III training for teachers – English at district level, co-ordinator for ennum ezhuthum term I, term II and term III training for teachers at block level, district co-ordinator for spoken English – primary and upper primary training for district and block level, attended capacity building training and essentials training at pillar hall, Madurai.

She acted as co-ordinator for the preparation of model exam question paper for std XI mathematics, TM and EM textbooks and for the preparation of Term 2 Summative / Half Yearly Exam Pattern Question Papers for std.6 Social Science and Std.8 Maths. She also co-ordinated Impact Assessment for ennum ezhuthum std. I to std. V Tirunelveli District and State Educational Achievement Survey SEAS 2023 for Tenkasi District. She acted as district level RP for CRC ennum ezhuthum term III LO for std.6,7& 8. At present, she has got the approval for doing a research project for the year 2023-2024 titled “The Effect of Pre-reading Activities on Reading Comprehension in English among High School Students”.

The action researcher, being a teacher educator, during her school visits has seen that the upper primary students find it difficult to read simple sentences from the course book in the classroom. So, the researcher has thought of empowering std. VIII students to develop the skill of reading comprehension with the help of concept mapping activities. As a remedial measure, she thought that if concept mapping activities are used in an inspiring way, it can help them to enhance LOE813

“reads textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events” and there will surely be an improvement among the learners. Hence, the action researcher has undertaken this action research.

The recent National Sample Survey Office (75th Round) data and the learning outcomes study by the National Council of Educational Research and Training (National Achievement Survey, 2017) show that Indian children are not learning at the upper primary stage. As they move to higher levels, they struggle to cope with the curriculum. This means that children who complete eight-10 to 12 years of schooling are not equipped with the requisite knowledge and skills – be it formal skills (reading and writing), cognitive skills, technological skills or higher order thinking skills.

The National Achievement Survey (NAS) also reveals a decline in learning levels as children move up the ladder. This, among other reasons, could explain the high drop-out rate at the secondary level, and higher at the higher secondary level. The 2017 NAS shows that a Class 8 student can correctly answer 55% of learning outcomes assessed; this drops to about 45% by the time the child reaches Class 10. It is found that the students’ performance in language in NAS for LOE813 “reads textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events” while reading has to be improved at 45%.

The NAS, 2017 reveals that teachers teaching eighth standard English in schools have to enhance students’ performance in LOE 813. The success of English

teaching is determined by teachers' efforts to achieve the learning outcomes. Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. The teacher's habit of reading textual and non-textual materials with comprehension is essential to improve the reading skills of the students. Textual and non-textual materials are useful tools in the ELT classroom for improving reading skills and enhancing students' knowledge in various subjects.

## ***2. Perception of the Problem***

When students were interviewed during school visits, the investigator proposed a question that was related to the topic which was answered honestly by the students. She found that most of the students lack interest in reading. English language learning, especially reading skills, seems to be a big problem for students. The main reason is that most of them find English difficult and there is a lack of motivation to do so. These problems cause negative attitudes towards learning English and people believe that learning English is very difficult for them. They do not spend time reading English storybooks, news items/ headlines, advertisements etc., They don't talk about what they have read in the storybooks, newspapers etc. They consider reading as difficult work. Poor vocabulary, poor memory skills, lack of interest and inadequate readiness skills are some of the reasons for poor reading comprehension. Since English is their second language, they think that it is tiring and boring work. They lack the mastery of reading textual and non-textual books with comprehension.

### ***3. Analysis of the Problem***

The target group taken under consideration are thirty upper primary students studying English in std VIII. The upper primary students face problems with understanding what they read. These students consider learning English as tiresome work. However, the reading comprehension in English of upper primary students could be improved with the help of concept mapping. In fact, reading is one of the language skills which has to be mastered at an early stage. When students have mastered the skill of reading a variety of texts, then they can arrange the ideas or events in sequence through concept mapping. Reading is an essential learning tool for students to achieve academic and career success, and the ability to read also has a significant impact on students' lifelong learning. Concept Mapping Activities is an effective way to encourage students to read textual and non-textual materials outside the classroom. Students' practice of constructing their own concept maps from different texts could help them enhance their 'metacognitive skills', leading to successful reading. Also, the students' abilities at constructing a variety of concept maps could help visualize the ideas of other texts in the network.

#### ***4. Probable Causes***

The investigator feels that the following are the probable causes for the upper primary students of Std. VIII in reading English textbooks.

1. Inability to read a variety of English texts with understanding.
2. Find it difficult to develop the skill of reading comprehension.
3. Don't have the habit of reading with comprehension
4. Importance is not given to reading.
5. Lack of basic knowledge to read books.
6. Lack of reading habits.
7. Lack of reading practice.
8. Lack of situations to use what they have learned.
9. Lack of sufficient exercises in the English classroom.
10. Lack of extensive reading.
11. Lack of motivation to read English textbooks.
12. Lack of exposure to magazines in English outside proficiency.
13. Lack of English proficiency.
14. Lack of English learning environment.
15. As English is not their native language, they feel it boring and uninteresting.
16. Lack of opportunities for language acquisition beyond classroom teaching.
17. The interference of native language.
18. The negative attitude towards learning the English language.

## ***5. Development of Proportions***

Despite all the probable causes the researcher has stated, she is aware of various facts that could rectify the problem. Hence, the following approaches are proposed.

1. The std. VIII students should be encouraged and motivated to read English books.
2. To make the std. VIII students understand that English is only a language like their native language, and it is not a subject.
3. Innovative and interesting activities related to concept mapping should be given to them.
4. Rather than blindly following the traditional method, concept mapping can be adopted.
5. The std. VIII students will be engaged in the learning process which is designed to be participation oriented with group, pair and individual concept mapping activities.
6. The std. VIII students will get a better understanding as they learn by practicing the task themselves.
7. Opportunity will be given to all the std. VIII students for participation.
8. The learning process takes place as a joyful experience in a feasible congenial environment.
9. The learning process through a variety of concept mapping activities will develop the knowledge of the std. VIII students of how to understand a variety of English texts and thus bring satisfaction to their cognitive level.

10. The learning environment is very relaxed, which makes learning interesting and fun.

11. Late bloomers will not be left out. Moreover, they are motivated to be active, attentive and become a part of the learning process.

## ***6. Development of Action Hypothesis***

If concept mapping is used to empower std. VIII students to develop the skill of reading comprehension, the problem of std. VIII students will be solved.

## ***7. Planning the Intervention***

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research is a period of inquiry conducted by the researcher which describes, interprets and explains classroom situations while executing a change in an intervention aimed at improvement and involvement. It develops reflective practices giving positive changes in the teachers and achievements.

The proposed action research is meant to solve the classroom problems. For the purpose of the present study, the researcher's targeted group is std VIII students studying English in Tirunelveli district. Most students who learn English as a second language fail to be effective readers because they lack knowledge of vocabulary and appropriate reading strategies. We believe that teaching proper reading strategies can help second-language learners overcome their reading problems, especially when the instruction begins in elementary school. In spite of all the problems faced by students of std VIII with reading English textbooks, the investigator thought that quality improvement at this stage would be helpful to upper primary students.

Effective reading strategies “provide the means to tackle complex problems in more efficient ways” and allow students to build a “path to comprehension” (McNamara 2009, 34). One effective strategy is concept mapping, which is the use of visual tools to help readers understand material by transferring “the written content into concrete images” (Liu, Chen, and Chang 2010, 442). Through concept-mapping activities, learners connect previously learned and newly learned ideas onto a visual

representation, or “map.” Unlike the usual way of testing the subjects before and after the interventions using questionnaires, observations were made before and after interventions. In order to have a real effect, the subjects were not informed of the pre-test.

Concept mapping is related to the pedagogical theory of constructivism, which asserts that productive learning occurs when students create meaning on their own by connecting previous knowledge and experience with newly formed knowledge and experience. According to **Kalhor and Shakibaei (2012)**, concept mapping helps students understand the framework of the subject being taught; clarifies the relationships and connections among all instructional content; reinforces knowledge retention; and enhances an instructor’s teaching objectives. **Anderson (1991)** stresses the importance of describing reading strategies for students (e.g., visualization and applying background knowledge and experience) and of showing learners how to use them. Therefore, when it comes to teaching EFL reading, it is crucial for a teacher to act as facilitator to help learners construct their own meaning as they apply their current knowledge to new ideas.

Concept Mapping is an effective way to encourage students to read textual and non-textual materials outside the classroom. This ongoing reading can help them

to articulate or discuss ideas more fluently, as well as read and understand a whole variety of texts. If concept mapping activities are used in an inspiring way, it can help them to enhance LOE813. The researcher during her school visits has seen that the upper primary students find it difficult to read simple sentences from the course book in the classroom. So, the researcher has thought of empowering std. VIII students to develop the skill of reading comprehension with the help of concept mapping in the teaching learning process. As this research is to enhance the reading skills of std. VIII students to read English textbooks with comprehension, it was decided to have concept mapping activities in the teaching learning process.

## ***8. Execution of Intervention***

### **Stages Involved**

The following stages have been involved in the action research.

1. Meeting the Headmaster and students studying English in std. VIII of the selected school.
2. Preparation of the assessment items.
3. Assessing the entry behaviour (pre-test).
4. Identifying the problem in reading English with comprehension.
5. Planning of intervention.
6. Execution of intervention.
7. Assessing the exit behaviour (post-test)
8. Comparing the performance of the pre-test and post-test scores and
9. Finding improvement in the skill of reading comprehension using concept mapping.

### **8.01. Target Group**

Thirty std. VIII students studying English in Tirunelveli District constitute the target group for the present study.

### **8.02. Tools Used**

In order to mark out the improvement of the target group under study in the skill of reading English with comprehension. A pre-test was prepared and administered at the entry and exit behaviour of the time of solving the problem (i.e.) before and after interventions.

### **8.02.01 Preparation of the Tool**

The necessary items were selected for pre-test in order to find out the difficulties in reading English with comprehension. The source of preparing for the achievement test was from English reading materials. The achievement test was prepared and validated by the researcher. After conducting the interventions, another tool for the post-test was prepared with the necessary selected items in order to find out the improvement in reading English textbooks with comprehension.

### **8.02.02 Description of the Tool**

The achievement tool for the pre-test consisted of five reading passages for 50 marks. The same achievement test that was prepared for pretest for post-test also. The posttest consisted of five passages for 50 marks. The pretest and posttest achievement tools are annexed to the appendix.

### **8.02.03 Administration of the tool**

The achievement tool was neatly printed, and the researcher administered the pre-test to std. VIII students in Tirunelveli district. Concept Mapping activities for

language learning were used to teach how to draw concept mapping for English texts and the same achievement tool was used for conducting the post-test.

#### **8.02.04 Scoring Procedure**

The responses of the teachers were scored with the help of the scoring key prepared by the researcher. Scores were given for the correct answer and 0 was given for each wrong answer. The maximum score was 50.

#### **8.03 Statistical Techniques Applied**

The following statistical techniques were used for analyzing the collected data in the form of pre-tests and post-tests.

##### **8.03.01 Arithmetic mean**

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The researcher has used the following formula for calculating arithmetic mean.

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$$\mathbf{X} = \frac{\sum xi}{n}$$

Where

---

X= Arithmetic Mean

$\sum$ =Sum of

x= Scores of Distribution

n= Number of Score

---

#### **8.04. Duration of Intervention**

Since this action research is a method to solve the problem of students studying std VIII, 5 weeks were given for rectifying the problem in writing concept maps for English texts by using concept mapping templates. Enough time was provided to strengthen each component for improving the target. LOE813 reads textual and non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading.

#### **8.05 Evidences Collected**

The researcher could observe the development of std. VIII students in preparing concept maps by using concept mapping templates to improve their reading comprehension. In order to collect and record their improvement, their scores were recorded in the form of two tests, pre-test and post-test.

## ***9. Procedure of Intervention***

Concept Mapping is a way of visually organizing and representing information around a key term or concept. Concept maps can be used to process, organize and analyze large amounts of information for std. VIII students in English. Students can map theme, central ideas and topics, vocabulary words and essential questions. By using concept maps in the classroom, the teacher can gain a unique insight into how his/her students' minds process and organize information. Concept maps capture student thinking.

Concept Mapping will be helpful to enhance LOE813. LOE813 reads textual and non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading. A wide variety of reading materials are essential to enhance the skill of reading with comprehension for std. VIII students.

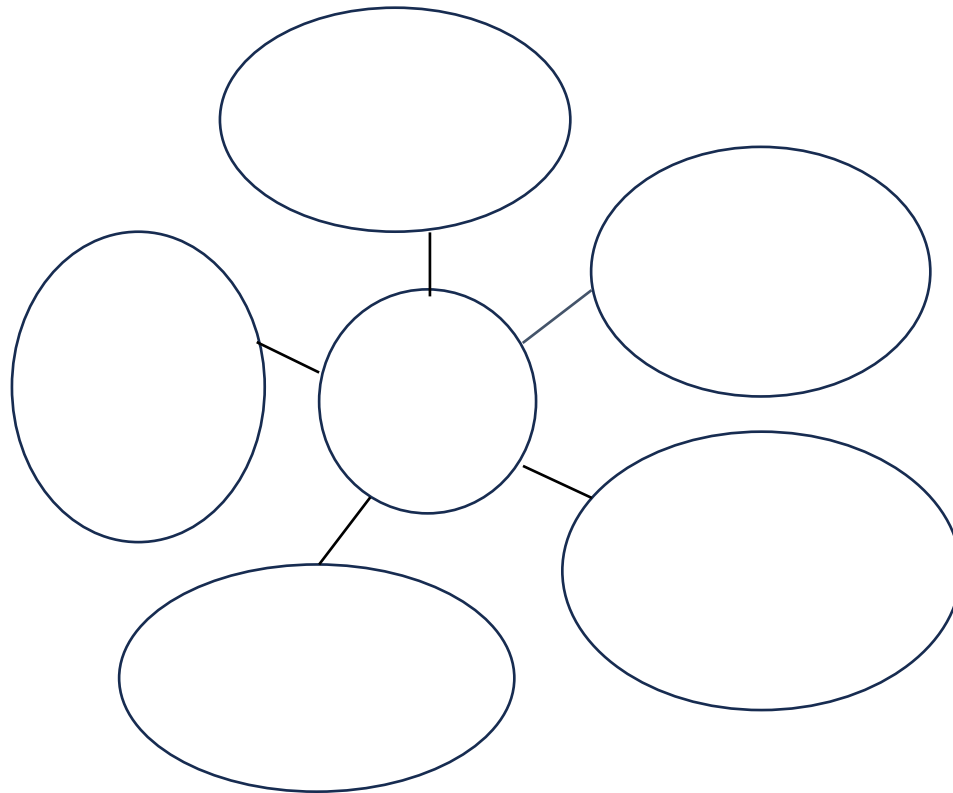
### **Intervention 1**

#### ***❖ Concept Map Template 1 – Web Concept Map***

Things needed to prepare the concept mapping template are cardboard, glue, decoration, art materials, colour chart sheet, scissors, pencil, scale and colour marker pens. They prepare their own concept map template. Reading materials will be distributed to the students. The students will be taught how to fill in the information in the concept map template. After that, they have to fill in the information in the concept map template after reading with comprehension. This can

be displayed for other students to see. This will serve as a model for preparing the concept map template.

***Fig.1 Web Concept Map***



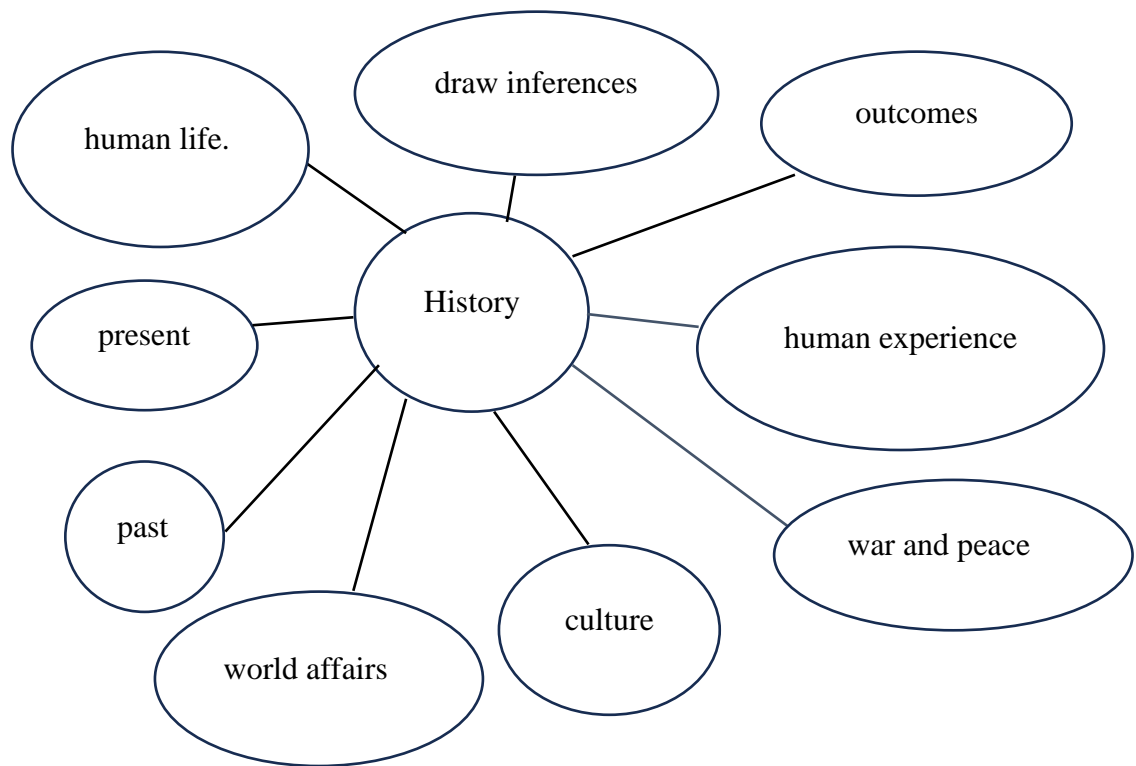
Students begin by placing the big idea or concept at the centre of the web. From there, they organize supporting ideas on the outer part of the web. This graphic organizer can be used in numerous applications, including pre-writing, vocabulary building, tracking themes and noting character traits. The teacher can modify this map by adding a blank space at the bottom where students can explain their thinking.

**1.Read the passage given below and fill in the Web Concept Map:**

The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid them. Second, history teaches us what questions to ask about the present. Contrary to some people's

view, the study of history is not the memorization of names, dates, and places. It is a thoughtful examination of the forces that have shaped the course of human life. We can examine events from the past and then draw inferences about current events. History teaches us about likely outcomes. Another benefit of the study of history is the broad range of human experience which is covered. War and peace are certainly covered, as are national and international affairs. However, matters of culture (art, literature, and music) are also included in historical studies. Human nature is an important part of history: emotions like passion, greed, and insecurity have influenced the shaping of world affairs. Anyone who thinks that the study of history is boring has not really studied history.

***Fig 1a Web Concept Map***

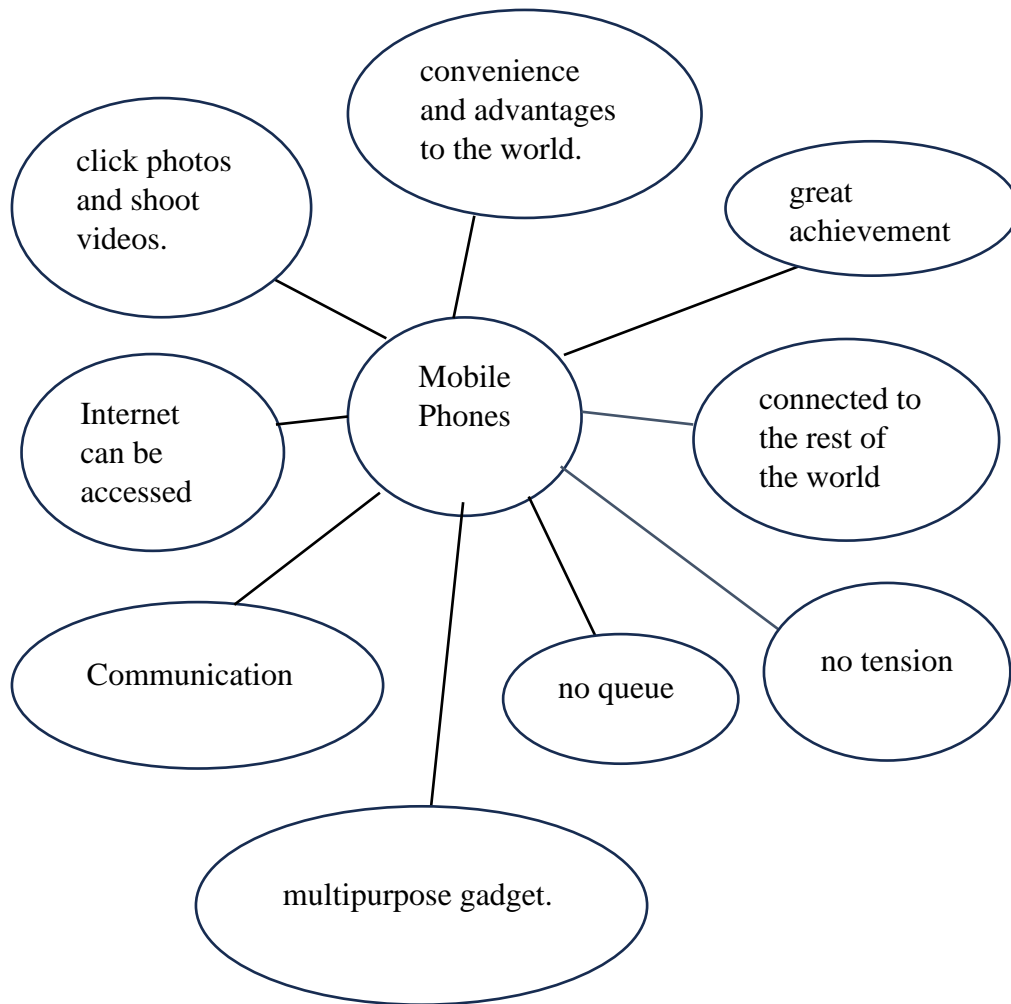


**2. Read the passage given below and fill in the Web Concept Map:**

The invention of mobile phones is a great achievement and plays an important part in our daily life. Most of us nowadays carry the world in our pocket! It is amazing but true. A mobile phone can make us connected to the rest of the world within a second. Today, mothers do not have to remain in tension if their sons or daughters are late.

Business persons do not have to queue up before a telephone booth to make an important call. Apart from making calls and sending SMS, the mobile phone is used as a multipurpose gadget. It is a calculator, timepiece, calendar, voice recorder, media player, camera, gaming device, net browser and what not. Its development brought convenience and advantages to the world. Communication between people has become quite easy and very fast. We can keep in contact with others from any place on the bus, in a street or in a meeting by sending a message for less than the price of a call. The Internet can be accessed through it, and it is also used to click photos and shoot videos.

*Fig 1b Web Concept Map*



## **Intervention 2**

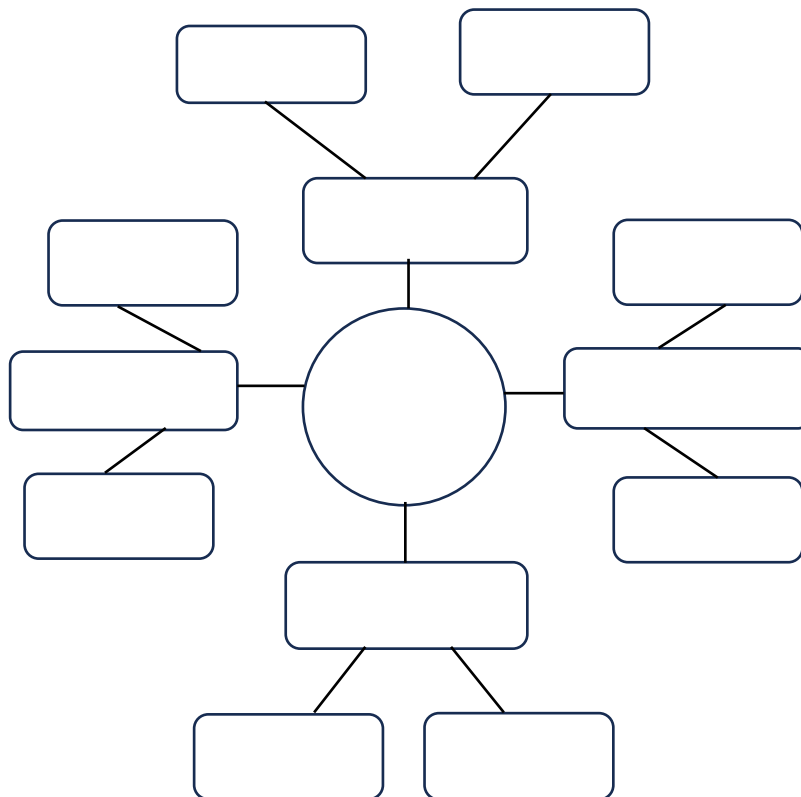
### **❖ *Concept Map Template 2 – Complex Web Concept Map***

Discussion on the reading material will be done first. Next, a blank concept map organizer and a model of how to complete it will be provided for each one. Then, they read and try to complete the concept map. After reading, they should fill in any missing parts they had or struggled to remember from the reading material. They can collaborate with their team members for help.

Concept Map templates and reading materials will be given to the teachers. After giving examples, the students will be asked to read and fill in the information.

Students can use this more advanced website to record more complex ideas and relationships.

***Fig.2 Complex Web Concept Map***

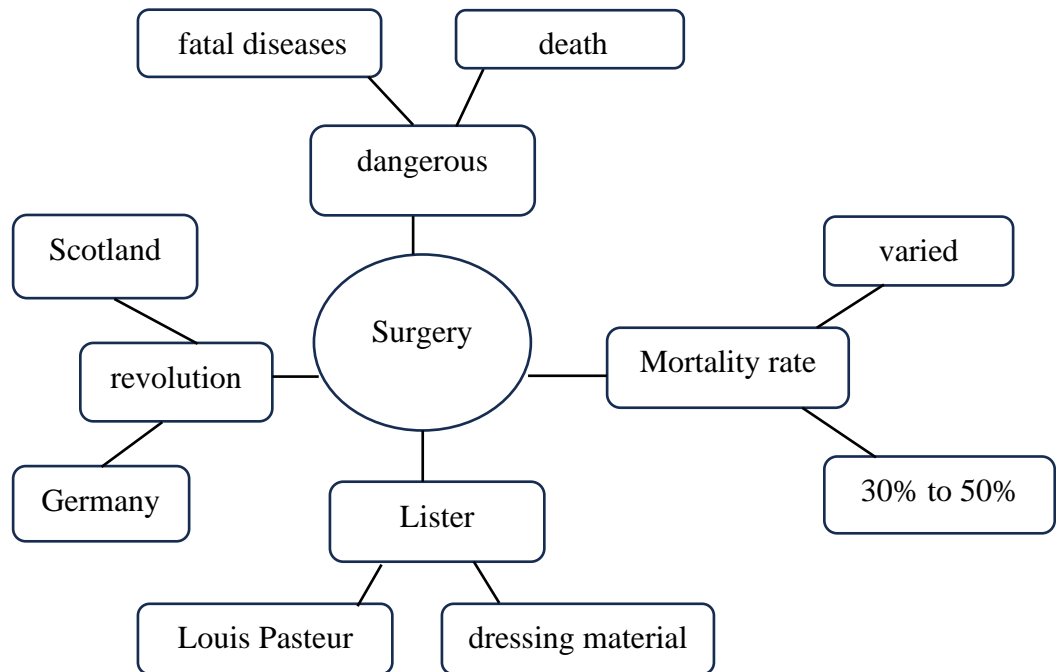


**3. Read the passage given below and fill in the Complex Web Concept Map:**

Surgery before 1865 was very dangerous. It has led to fatal diseases and even death. All wounds suppurated. A compound fracture never did well. Amputation of the affected limb was inevitable. Amputation led to septic diseases. Mortality rate from these diseases varied between 30% to 50%. Lister had believed

that suppuration was caused by the effect of the atmosphere on the blood or serum contained in the wound. Like many others, he had also thought that suppuration or putrefaction was due to oxygen in the air. He learnt from the research of Louis Pasteur that it was not the air, but the living bacteria in the air which caused sepsis. He decided to use carbolic acid to clean the atmosphere of the operation theater, the instruments used and the hands of the surgeons and the assistants. He found a suitable dressing material which would give off the carbolic acid in the wound. On August 12, 1865, he successfully experimented with his new antiseptic principle for treating wounds. His revolution in surgery was received favorably both in Scotland and Germany.

**Fig.2a Complex Web Concept Map**

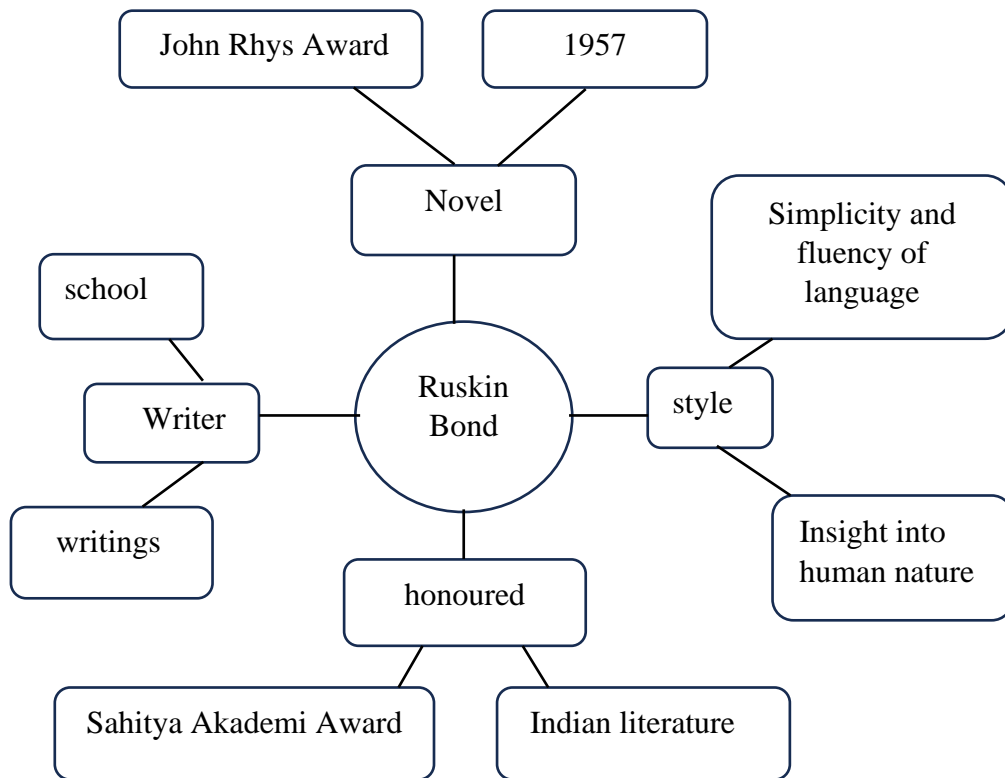


**4. Read the passage given below and fill in the Complex Web Concept Map:**

Ruskin Bond, short story writer, novelist and poet, the favourite writer of Indian children, was born on 19 May 1934 at Kasauli in Himachal Pradesh. He had his early education at Bishop Cotton School, Shimla. Writing was in his blood. He

was still at school when a story penned by him was published in the Illustrated Weekly of India. His first novel, Room on the Roof, was published when he was still in his teens. This novel won him the John Rhys Memorial Award in 1957. Environmental conservation is one of the major concerns of Ruskin Bond. He also writes about children and the simple hill folk of Uttarakhand. Simplicity and fluency of language and an insight into human nature are hallmarks of his style. His major writings include An Island of Trees, A bond with the Mountains and The India I Love. He has also been honoured with the Sahitya Akademi Award for his contribution to Indian literature.

**Fig.2b Complex Web Concept Map**

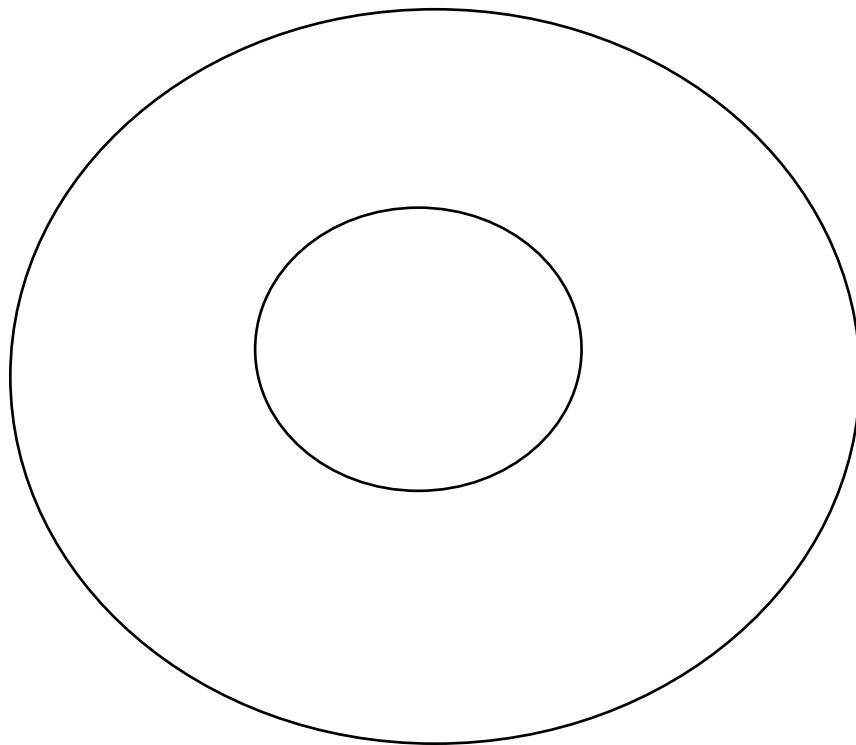


### **Intervention 3**

#### **❖ *Concept Map Template 3 – Circle Concept Map***

Concept Map Template and reading materials will be distributed for the participants to fill in the required information. A Circle Concept Map is ideal for demonstrating mastery of a term or a concept. The main concept or focus word is written inside the inner circle. Then students brainstorm and jot down all their thoughts on the topic inside the larger circle.

***Fig.3 Circle Concept Map***



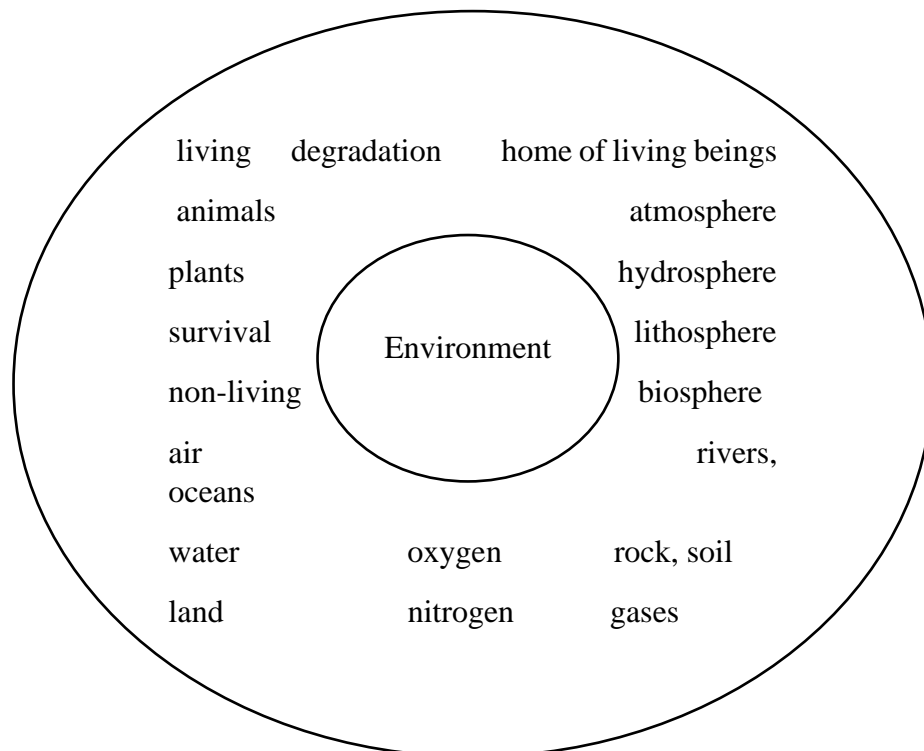
#### **5. Read the passage given below and fill in the Circle Concept Map:**

The environment is the natural world around an organism that allows it to survive. The French word ‘environ,’ which means ‘to surround,’ is derived from the English word ‘environment.’ It is made up of living creatures like plants, animals, and human beings.

The non-living elements of the environment are air, water, and land. Nature has designed its functioning in such a way that everything is interdependent. Human beings are the most powerful of all the creatures that rely on and make use of the earth's natural resources. Air is required for the survival of not just humans but also plants and animals. Without air, there would be no life on Earth. Human beings alone are responsible for the degradation of the environment. The atmosphere, hydrosphere, lithosphere, and biosphere are the different layers that make up the environment. Various gases, like oxygen and nitrogen, that are required for life are found in the atmosphere. The hydrosphere is made up of different water bodies like rivers, oceans, seas, etc. The lithosphere is the earth's outermost layer, which is made up of rock and soil. The biosphere is home to all living beings. The environment is influenced by a variety of elements, some of which are natural and others man-made.

**Instructions:** Write the main concept or focus on the word inside the inner circle.  
Jot down all the points on the topic inside the larger circle.

**Fig.3a Circle Concept Map**



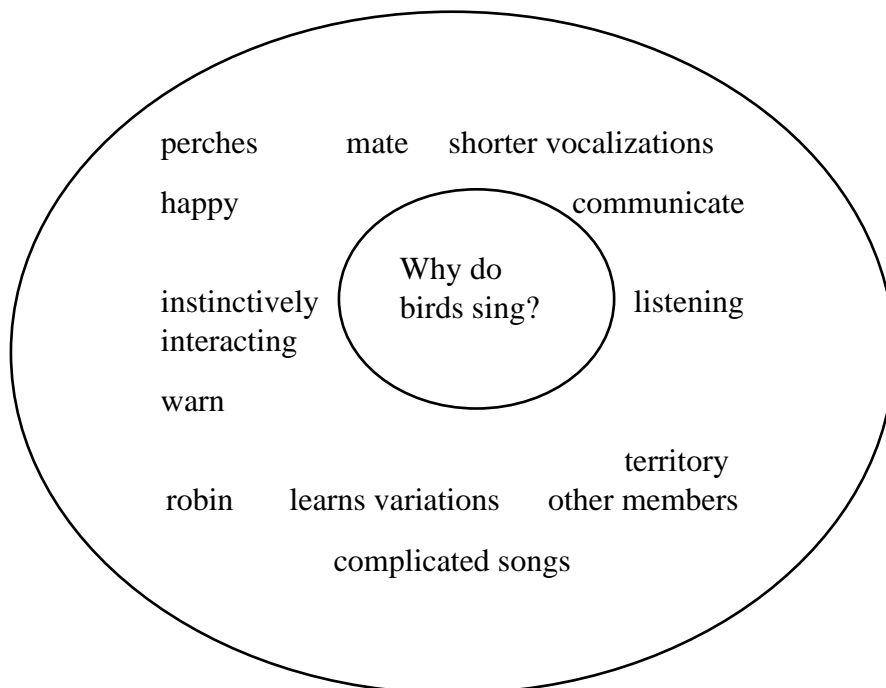
**6. Read the passage given below and fill in the Circle Concept Map:**

Why do birds sing? You might assume that birds sing because they are happy. While birds might be happy, they sing in order to communicate. One reason they sing is to stake a claim on territory. Birds sing to warn other birds to stay off their property. For example, a robin might stake a claim on a piece of land which measures about 200 feet wide by 200 feet long. This amount of land provides enough worms for the robin to feed its family. A bird maintains singing perches around the outside edges of its territory. The perches are high in the trees, so other birds can see and hear it. Birds also sing to find a mate. The length and complexity of the mating song gives information about the fitness of the bird. Healthy birds can sing longer, more complicated songs. Birds call to one another in shorter vocalizations in order to warn of danger and to locate one another. Birds sing instinctively. Young birds learn to perfect their songs by listening to adult birds and interacting with other birds. Birds in a local area might learn variations in the basic song which help them recognize other members of their group.

**Instructions:** Write the main concept or focus on the word inside the inner circle.

Jot down all the points on the topic inside the larger circle.

**Fig.3b Circle Concept Map**

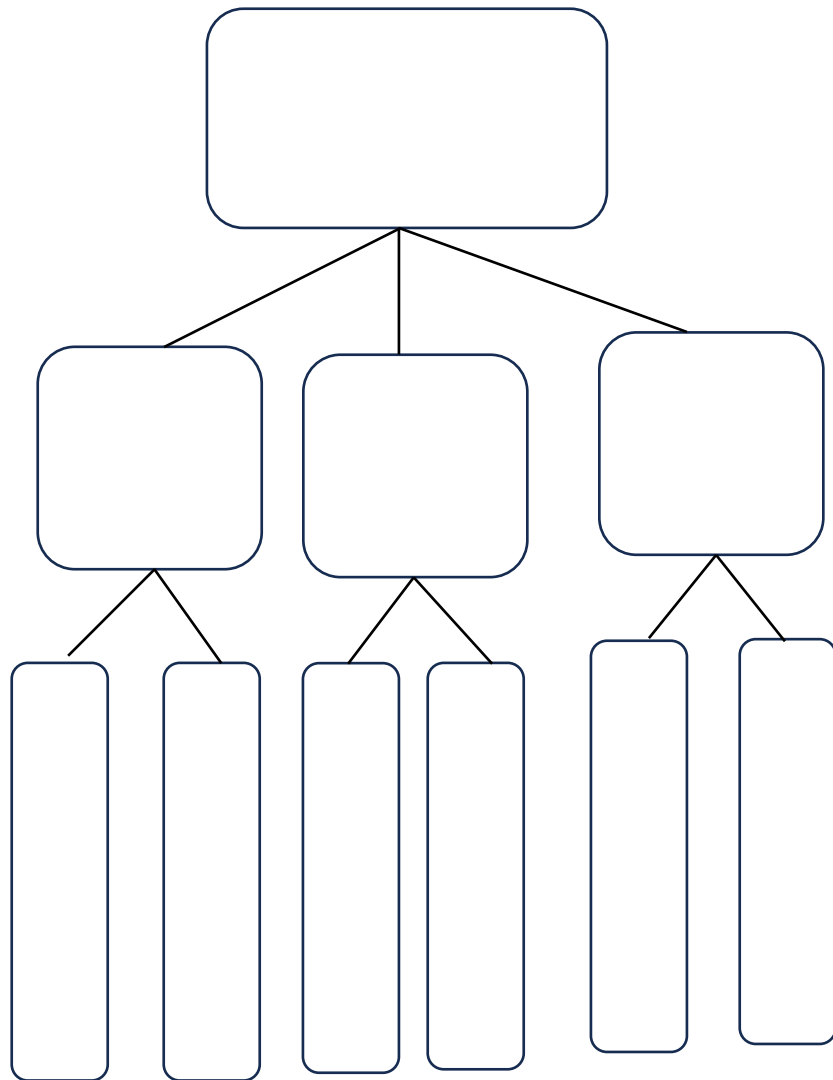


## Intervention 4

### ❖ *Concept Map Template 4*

Concept Map Template and reading materials will be distributed to the students. They have to fill in the required information. Students can build out and record complex ideas with this flow chart. Ideas can include cause and effect relationships and concepts that involve overarching ideas or hierarchies.

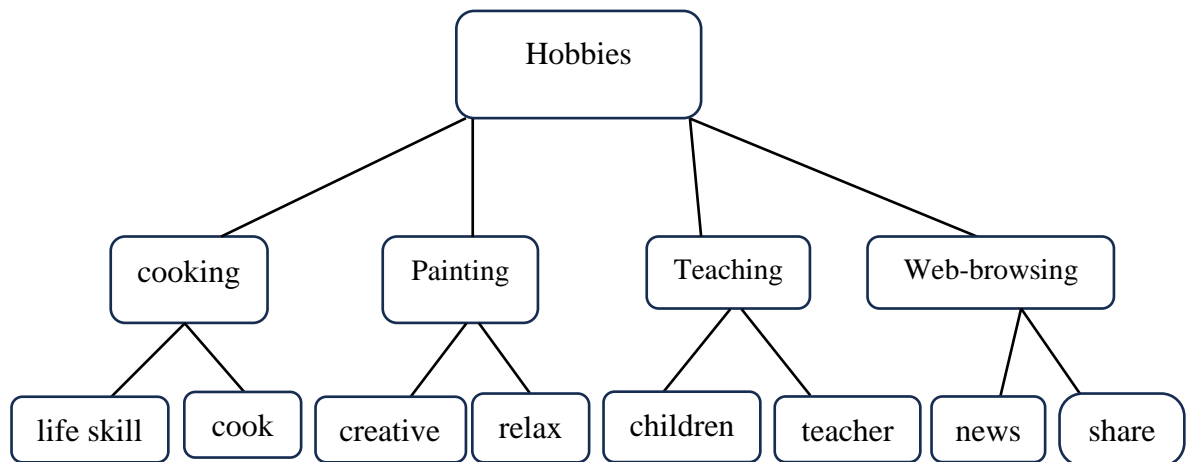
*Fig.4 Concept Map template*



**7. Read the passage and fill up the required information in the Concept Map template.**

Cooking is one of the oldest hobbies. It is now even considered a life-skill to know how to cook. We should all try and learn to cook! Painting can help unleash your creative side. Painting allows you to tap into the thoughts, desires, and feelings in your head and translate them into something beautiful. Painting relaxes our minds and helps focus better, so go ahead and pick up a paintbrush. Teaching is a fun and useful hobby. Teaching helps to understand what we have learned better. It also helps us to help other children. If we are good at teaching, then, one day, we can even become a good teacher! Web-browsing helps to collect information about the latest medical invention, the new technology for phones and news about our society and country. It is an amazing hobby where we can learn about things that are thousands of kilometres away with just a few clicks! We can also share all the wonderful information with our friends.

*Fig.4a Concept Map template*



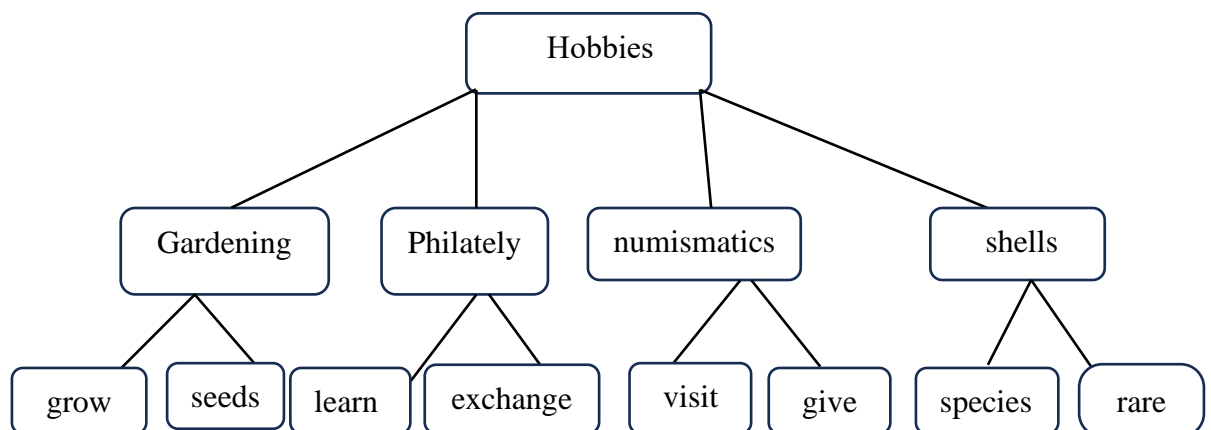
**8. Read the passage and fill up the required information in the Concept Map template.**

Gardening is a delightful pastime. One can grow vegetables, fruits and flowers in one’s own garden. If you do not have open spaces near your home for maintaining a garden you can set up a garden on your roof! All you need are a few old buckets or tubs, some mud and seeds to plant.

Did you know? The horticulture society of Tamil Nadu gives soil bags with seeds to promote gardening in our houses! Stamp Collection is nothing but collecting stamps from envelopes that come by mail. The hobby is known as philately. We learn about different leaders, important days on seeing the stamps! We can also exchange rare stamps with our friends.

Many people are fascinated to collect coins from different countries. Sometime relatives who visit or work in other countries bring and give the coins of the foreign country to us! This hobby is known as numismatics. Some others take interest to collect shells. It is said that there are more than 1,00,000 shell species found in the sea shores. The rarest, the most valuable, and the most beautiful shells are found in the Indo-Pacific, Caribbean, and Mediterranean regions.

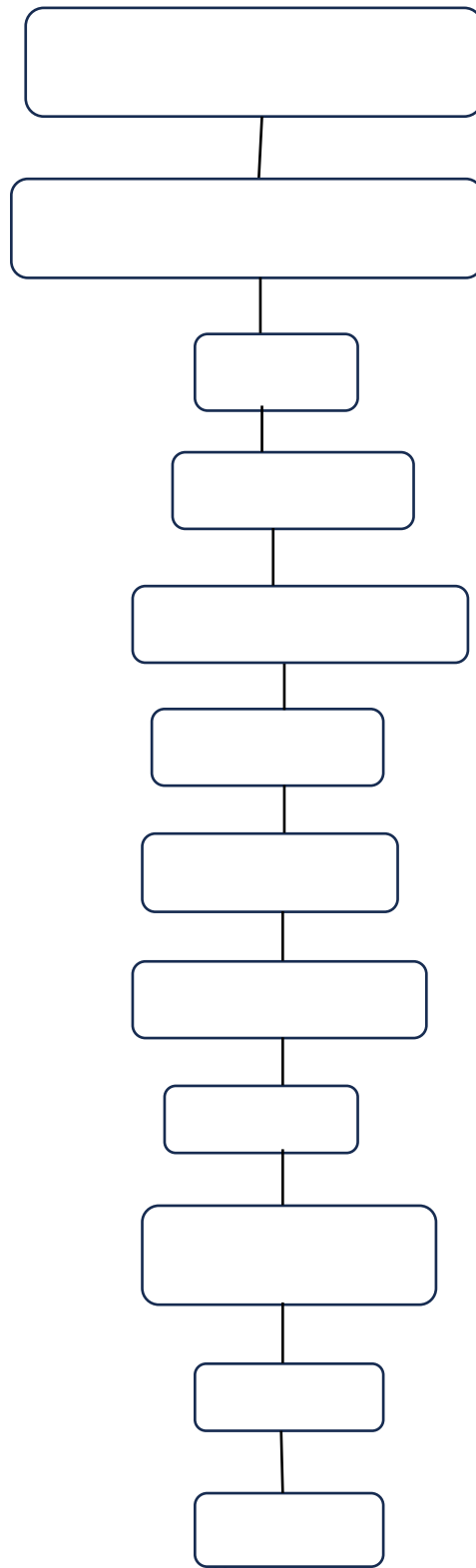
*Fig.4b Concept Map template*



## Intervention 5

❖ *Concept Map Template 5 – flow chart*

*Fig.5 Concept Map template – flow chart*

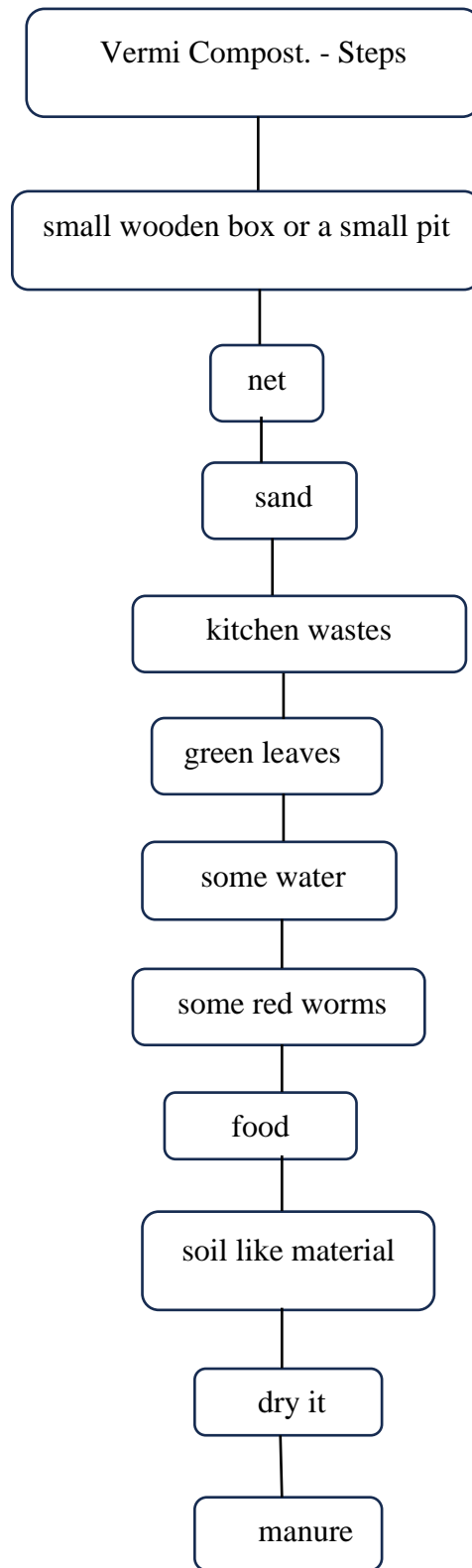


**9. Fill in the flow chart with the help of the given points:**

Steps to make easily Vermi compost.

- . Take a small wooden box or dig a small pit
- . Spread a net on your box
- . Also spread 1 or 2 cm thick layer of sand
- . Put some kitchen wastes such as peels of fruit etc, to cover the sand
- . Use green leaves to cover over the sand
- . Sprinkle some water to make this layer wet
- . Buy some red worms and put them in your pit
- . Give them vegetables and fruit wastes as food
- . After 3 to 4weeks you Will see lose, soil like material in the pit
- . Remove the material from the box, dry it in the sun
- . Use this as manure

*Fig.5a Concept Map template – flow chart*

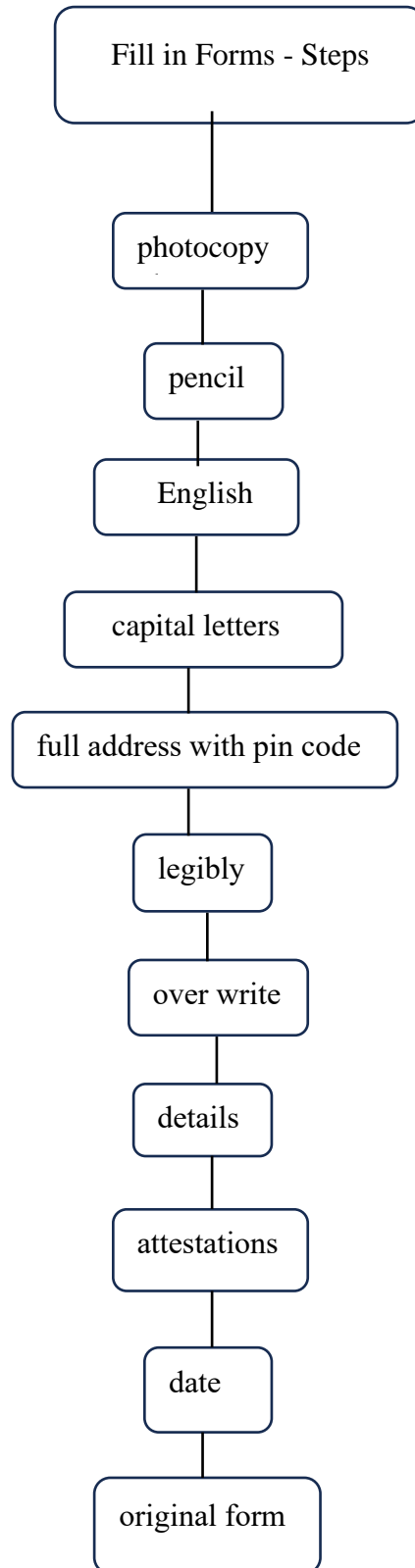


**10. Prepare a flow chart with the help of the given points:**

Steps to fill in forms

- i) Take a photocopy of the application
- ii) Use a pencil to fill in the application in the photocopy.
- iii) All the entries in the application should be filled in English/Regional language as required.
- iv) Fill in forms in capital letters.
- v) Give your full address with pincode
- vi) Write legibly
- vii) Don't over write or score out.
- viii) Give only required details.
- ix) Don't forget to sign / get attestations.
- x) Mention the date of applying.
- xi) Double check before filling the original form in ink.

*Fig.5b Concept Map template – flow chart*



## **Intervention 6**

### **❖ *Concept Map Template 6 - Draw your own Concept Map***

Reading materials will be distributed to the students. They have to fill up the required information by drawing their own concept map template.

#### **11. Read the given passage and prepare your own Concept Map.**

Once upon a time there was an unhappy girl who lived with her father, stepmother and two step sisters.

She was made to work hard by day and sleep on the cold floor near the floor by night and that is how she came to be known as Cinderella.

One day an invitation arrived inviting everyone to a grand ball held in honour of the prince. Then off they went leaving Cinderella behind, sad and all alone.

Suddenly a fairy appeared. She dressed Cinderella in a beautiful gown, changed a pumpkin into a coach, and mice into horses.

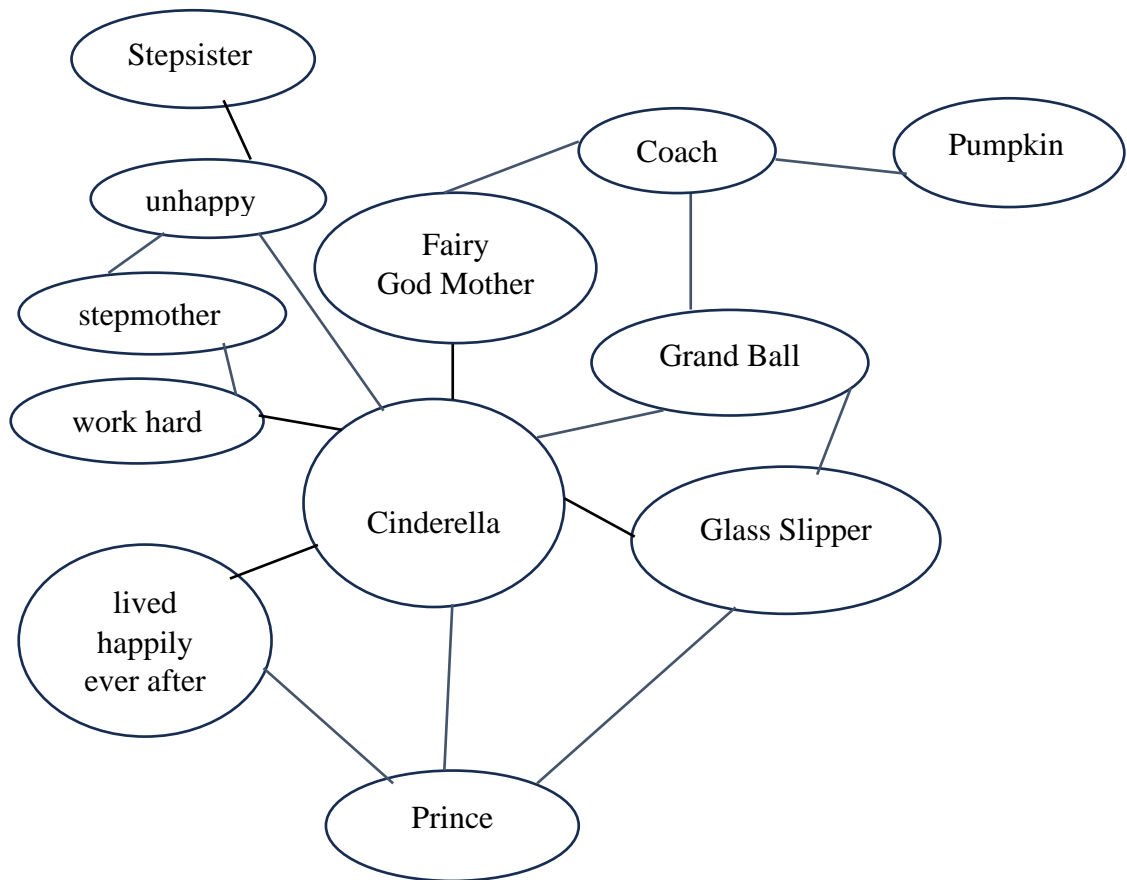
So off went Cinderella to the palace. As soon as the prince saw her, he asked her to dance and would dance with no other all night.

However, at midnight, Cinderella ran from the prince, but she lost one of her shoes. The prince searched for the owner of the shoe.

Finally, he found Cinderella and they lived happily ever after.

Finally, he found Cinderella and they lived happily ever after.

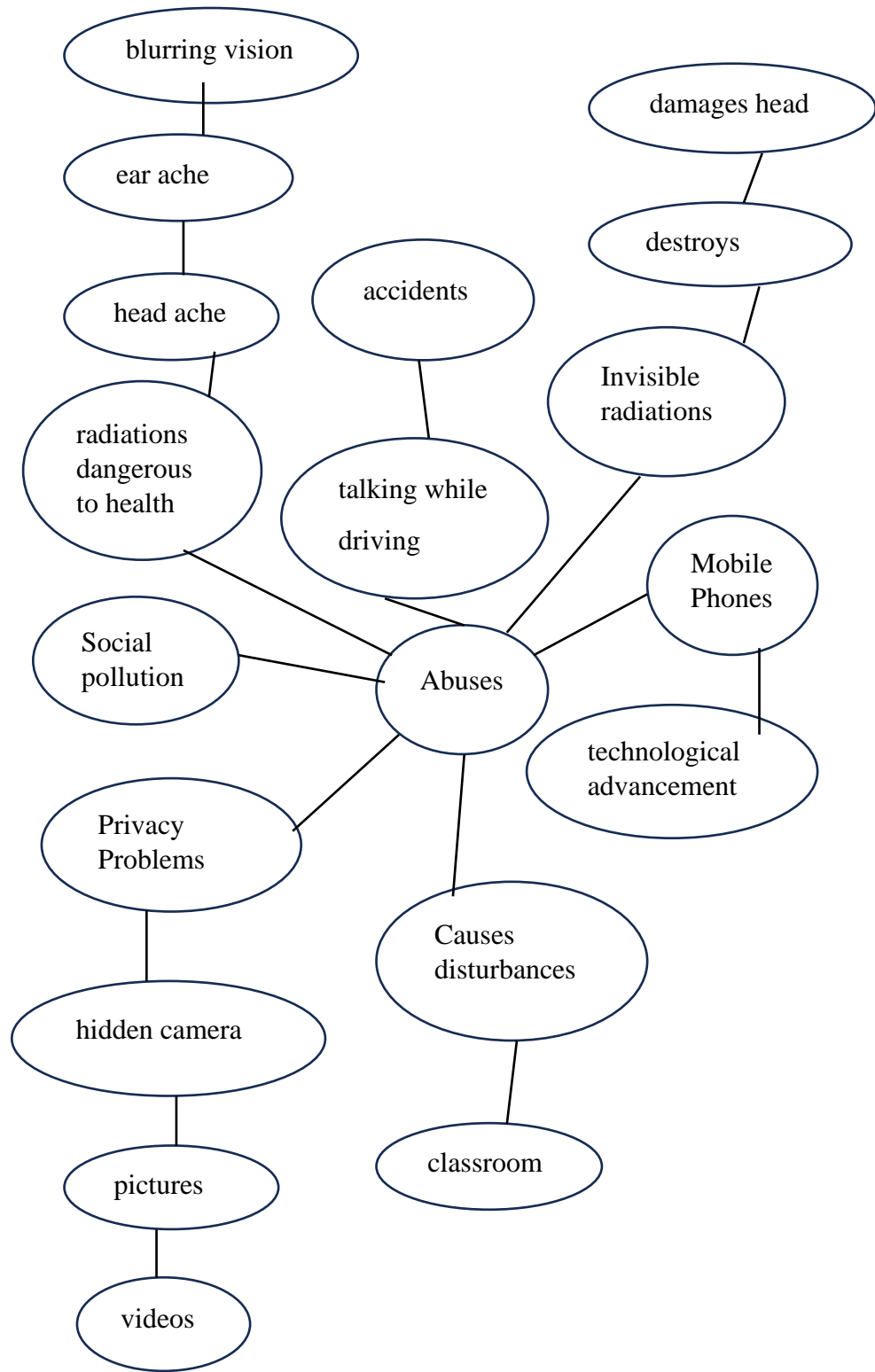
**Concept Map Template 6 - Draw your own Concept Map**



**12. Read the given passage and prepare your own Concept Map.**

Though the mobile phone is a giant step of technological advancement, its abuses cannot at all be overlooked. Talking or texting while driving may lead to accidents. Students misuse this tool in various ways and give way to social pollution. Its many aspects are beneficial but some are negative effects as well. The radiations of mobile may be dangerous to health and may cause a headache, ear ache and blurring vision. These invisible radiations destroy the cells located in ear and head which cause damage to the brain and nephrons in the head region. Its use in certain places causes disturbance sometimes, such as in a classroom etc. Mobile phones with camera are causing – privacy problems such as using it as a hidden camera to take pictures and making videos.

**Concept Map Template 6a - Draw your own Concept Map**



**13. Select a passage from your English textbook and draw a concept map on your own.** (Group Activity - Selected Page 130 - The Thirsty Crow)

## 10. Data collection and Analysis

The collected data was processed and analyzed with the help of means and graphical representation in order to find out a meaningful interpretation of the raw scores. They are presented systematically in the following pages. Pre-test and post-test were conducted for 50 marks. The pretest and posttest marks were tabulated.

### 10.01 Mean and Gain Score of Pre-test and Post-test

The researcher has used the following formula for calculating arithmetic mean.

$$X = \frac{\sum xi}{n}$$

Where

---

X= Arithmetic Mean

$\sum$ =Sum of

x= Scores of Distribution

n= Number of Scores

---

**Table 10.01**

**Mean and Gain Score of Pre-test and Post-test**

---

<b>Number of Students</b>	<b>Mean of Pre test</b>	<b>Mean of Post test</b>	<b>Mean of Gain Score</b>
<b>30</b>	<b>31.33%</b>	<b>81%</b>	<b>49.67%</b>

The above table indicates the mean difference between the pre-test and post-test score is 49.67% respectively. By the improvement in the gain score, it could be

understood that the performance of the students is far better when compared to their previous level.

**Table 10.02 Pre-test Analysis**

<b>Score Interval</b>	<b>Mid point (x)</b>	<b>Frequency (f)</b>	<b>Fx</b>
0-10	5	--	--
11-20	15	6	90
21-30	25	8	200
31-40	35	9	315
41-50	45	5	225
51-60	55	2	110
61-70	65	--	--
71-80	75	--	--
81-90	85	--	--
91-100	95	--	--
		<b>N= 30</b>	<b><math>\sum fx = 940</math></b>

Arithmetic Mean = 31.33%

It is inferred from table no 10.02 that the pre-test mean is 31.33 percentages.

**Table 10.03 Post-test Analysis**

<b>Score Interval</b>	<b>Mid point (x)</b>	<b>Frequency (f)</b>	<b>Fx</b>
0-10	5	--	--
11-20	15	--	--
21-30	25	--	--
31-40	35	--	--
41-50	45	--	--
51-60	55	--	--
61-70	65	--	--
71-80	75	15	1125
81-90	85	12	1020
91-100	95	3	285
		<b>N= 30</b>	<b><math>\sum fx = 2430</math></b>

Arithmetic Mean = 81%

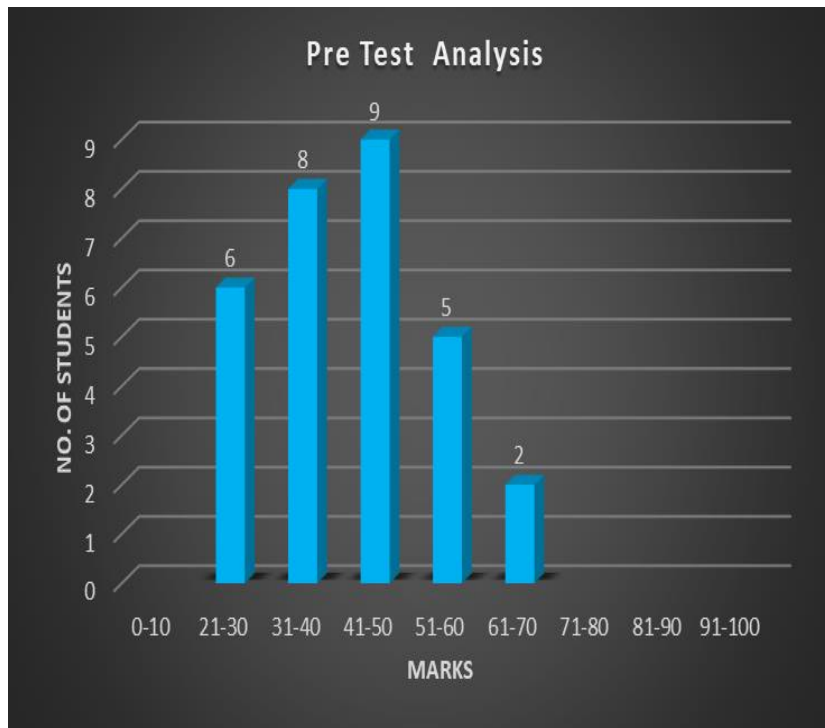
It is inferred from table no 10.03 that the post-test mean is 81 percentages.

**Table 10.04 Comparison of Pre-test and Post-test Analysis**

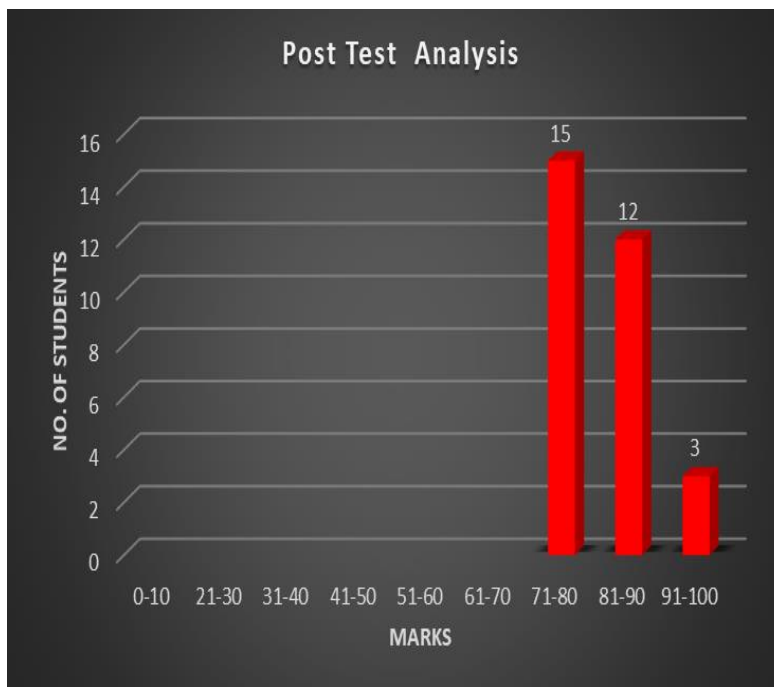
Score Interval	No. of Students	
	Pre-test	Post-test
0-10	--	--
11-20	6	--
21-30	8	--
31-40	9	--
41-50	5	--
51-60	2	--
61-70	--	--
71-80	--	15
81-90	--	12
91-100	--	3

**Table 10.05 Classification of Levels of Achievement**

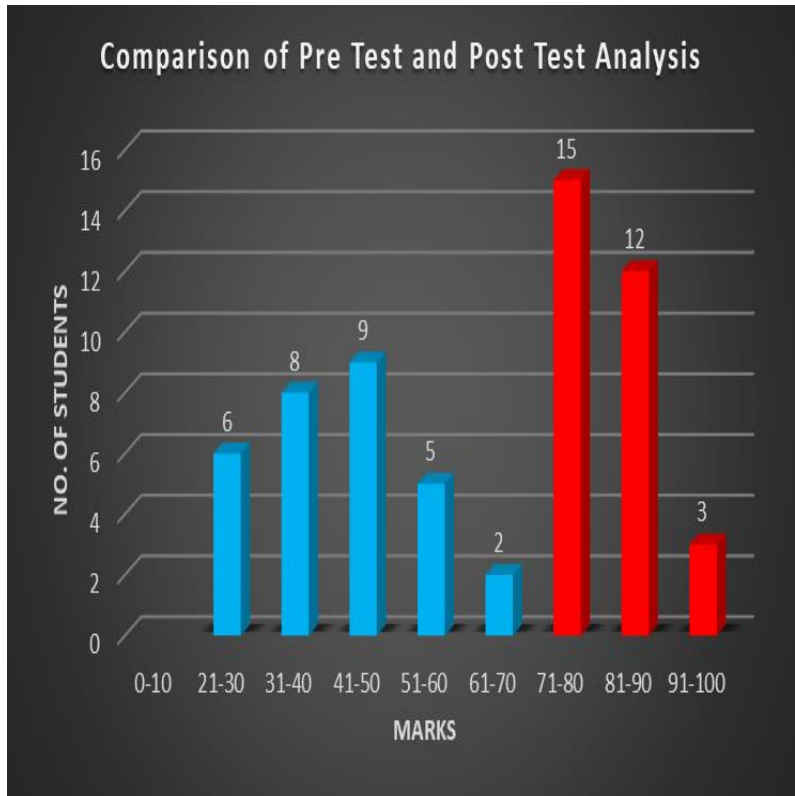
Subject Classification	Test	Levels of Achievement					
		Below Average		Average		Above Average	
		Frequency	%	Frequency	%	Frequency	%
Total Target Group	Pre	28	94	02	06	---	---
	Post	---	---	15	50	15	50



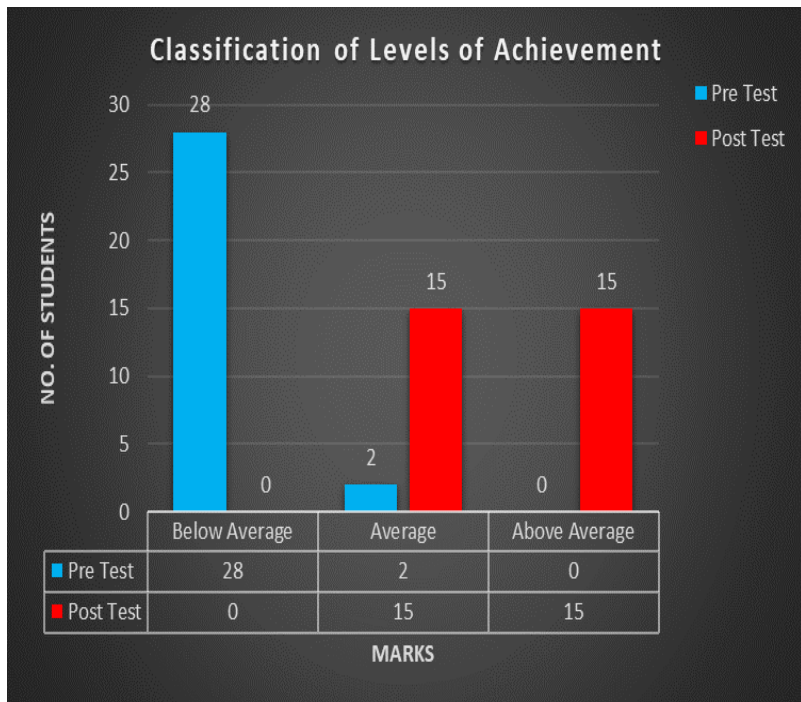
**Fig. 10.01 Pre-test Analysis**



**Fig. 10.02 Post-test Analysis**



**Fig 10.03 Comparison of Pre-test and Post-test Analysis**



**Fig 10.04 Classification of Levels of Achievement**

## ***11. Decision Making and Reflections***

The pre-test and post-test results show the performance of thirty std. VIII students studying English in Tirunelveli district. The target group for the study has proved that they have improved their ability in reading textual and non-textual passages with comprehension. LOE813 reads textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events has been improved after conducting the interventions.

The researcher is very much satisfied with the result by encouraging the students to use concept mapping templates to understand English passages. Her interventions proved that the students have got better improvement. Moreover, the inclusion of concept mapping in the teaching and learning process makes learning enjoyable and interesting. They were so active and enthusiastic in doing the activities. In addition, they looked comfortable and never felt bored in the learning process.

As the researcher has preplanned, the interventions have gradually yielded the expected outcome among the target group. Hence, the researcher has decided to end the action research and not to proceed further to the next spiral. The std. VIII students who underwent treatment have gained mastery to reads textual/non-textual materials with comprehension and to identify details, characters, main idea and sequence of ideas and events. They will continue to develop further in their learning of English

## ***12. Termination***

The investigator has achieved the expected outcome and brought about an improvement in reading English passages with comprehension with the help of concept mapping. Everything went right in the course of intervention and the investigator has received the expected outcome, so there is no need for the investigator to go for remedial teaching. The investigator likes to sum up as the action research has come to a successful end.

- ❖ The investigator observed the problem and decided to undergo an action research based on the following problem.
- ❖ The students studying std. VIII English in Tirunelveli district found it difficult to comprehend English passages.
- ❖ The researcher identified the probable causes for the problem and arrived at an action hypothesis.
- ❖ If std VIII students are exposed to concept mapping, they will develop the habit of reading English passages with understanding. So, it was planned accordingly.
- ❖ The investigator planned the intervention and executed according to a well-defined logical sequence – interaction, pre-test, intervention and post-test.
- ❖ As the std. VIII students co-operated with the investigator, the investigator was able to reap the expected outcome.
- ❖ Finally, the action research came to a satisfying end.

### ***13. Net gains of the present research***

The chief beneficiaries of this Action Research are the std. VIII students studying English in Tirunelveli district. The other net gains of this Action Research are

- After providing concept mapping templates to the students, they were able to understand the main idea and then to find out the key words in the passages.
- By making them to practice how to write concept maps in English continuously they felt it at ease to write concept maps using the concept mapping templates.
- Their confidence level increased to understand English passages. They were able to draw their own concept map for English passages.
- The target group come to know how to write concept maps for English textual passages and they were motivated to read and write concept maps on their own.
- By providing importance to write concept maps for English passages, the students were able to show their interest to write concept maps for non-textual materials also.
- The investigator felt very happy and satisfied with the action research she has undergone in improving the English reading comprehension of std. VIII students.
- The result was fully-satisfactory to the researcher. So, she decided to terminate the action research and the net result becomes the end of interventions.

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13. Unit-2.pdf ([egyankosh.ac.in](http://egyankosh.ac.in))

14 Paragraph on Environment - Check Samples for Various Word Limits  
([byjus.com](http://byjus.com))

**15. Annexure**

**ACHIEVEMENT TEST - LO813– Pre-test / Post -test**

**Name of the Student:** \_\_\_\_\_

**Name of the School:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Time: 45 minutes**

**Note to Students:** Answer each and every question without fail.

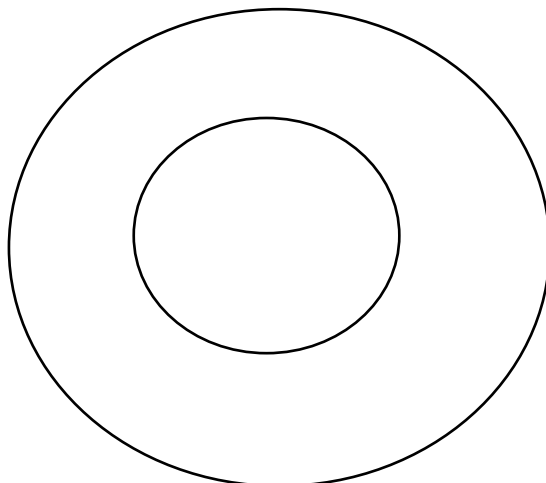
**Marks: 50**

**I. Read the passage given below and fill in the Circle Concept Map: 10 Marks**

The environment is the natural world around an organism that allows it to survive. The French word ‘environ,’ which means ‘to surround,’ is derived from the English word ‘environment.’ It is made up of living creatures like plants, animals, and human beings. The non-living elements of the environment are air, water, and land. Nature has designed its functioning in such a way that everything is interdependent. Human beings are the most powerful of all the creatures that rely on and make use of the earth’s natural resources. Air is required for the survival of not just humans but also plants and animals. Without air, there will be no life on Earth. Human beings alone are responsible for the degradation of the environment. The atmosphere, hydrosphere, lithosphere, and biosphere are the different layers that make up the environment. Several gases, like oxygen and nitrogen, that are required for life are found in the atmosphere. The hydrosphere is made up of different water bodies like rivers, oceans, seas, etc. The lithosphere is the earth’s outermost layer, which is made up of rock and soil. The biosphere is home to all living beings. The environment is influenced by a variety of elements, some of which are natural and others man-made.

**Instructions:** Write the main concept or focus word inside the inner circle.

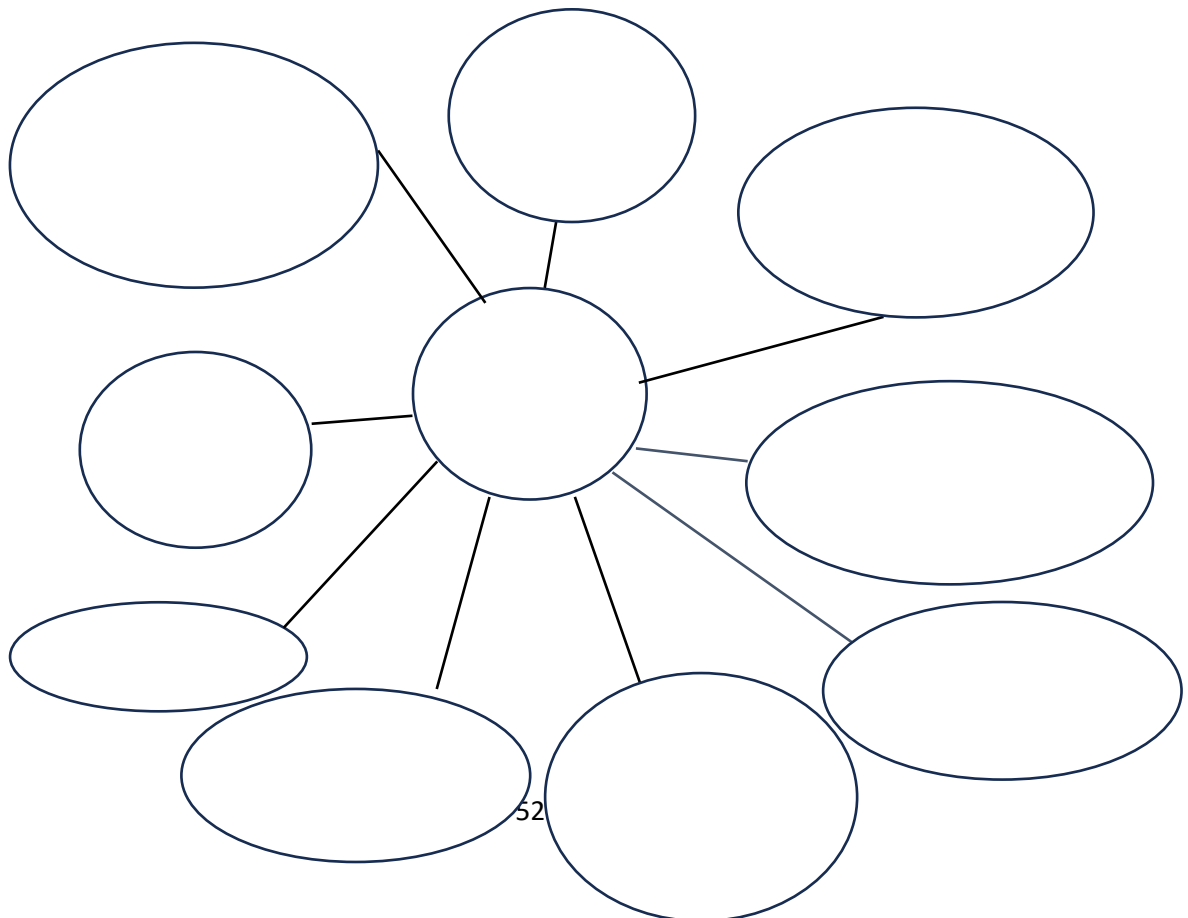
Jot down all the points on the topic inside the larger circle.



**II. Read the passage given below and fill in the Web Concept Map:**

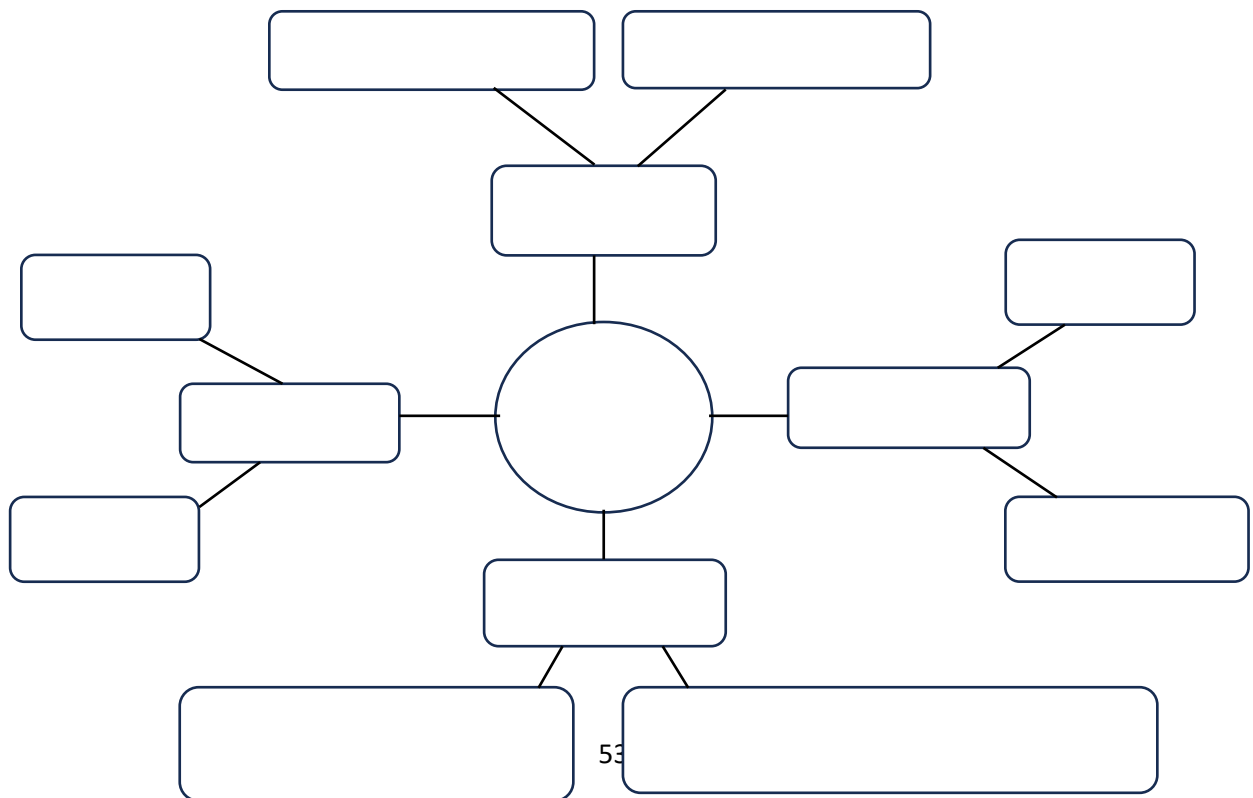
**10 Marks**

The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid them. Second, history teaches us what questions to ask about the present. Contrary to some people's view, the study of history is not the memorization of names, dates, and places. It is the thoughtful examination of the forces that have shaped the courses of human life. We can examine events from the past and then draw inferences about current events. History teaches us about likely outcomes. Another benefit of the study of history is the broad range of human experience which is covered. War and peace are certainly covered as are national and international affairs. However, matters of culture (art, literature, and music) are also included in historical study. Human nature is an important part of history: emotions like passion, greed, and insecurity have influenced the shaping of world affairs. Anyone who thinks that the study of history is boring has not really studied history.



**III. Read the passage given below and fill in the Complex Web Concept Map: 10 Marks**

Surgery before 1865 was very dangerous. It led to fatal diseases and even death. All wounds suppurated. A compound fracture never did well. Amputation of the affected limb was inevitable. Amputation led to septic diseases. Mortality rate from these diseases varied between 30% to 50%. Lister had believed that suppuration was caused by the effect of the atmosphere on the blood or serum contained in the wound. Like many others he had also thought that suppuration or putrefaction was due to oxygen in the air. He learnt from the research of Louis Pasteur that it was not the air, but the living bacteria in the air which caused sepsis. He decided to use carbolic acid to clean the atmosphere of the operation theatre, the instruments used and the hands of the surgeons and the assistants. He found suitable dressing material which would give off the carbolic acid in the wound. On August 12, 1865, he successfully experimented with his new antiseptic principle for treating wounds. His revolution in surgery was received favourably both in Scotland and Germany.



**IV. Read the given passage and prepare your own Concept Map. 10 Marks**

Once upon a time there was an unhappy girl who lived with her father, stepmother and two step sisters.

She was made to work hard by day and sleep on the cold floor near the floor by night and that is how she came to be known as Cinderella.

One day an invitation arrived inviting everyone to a grand ball held in honour of the prince. Then off they went leaving Cinderella behind, sad and all alone.

Suddenly a fairy appeared. She dressed Cinderella in a beautiful gown, changed a pumpkin into a coach, and mice into horses.

So off went Cinderella to the palace. As soon as the prince saw her, he asked her to dance and would dance with no other all night.

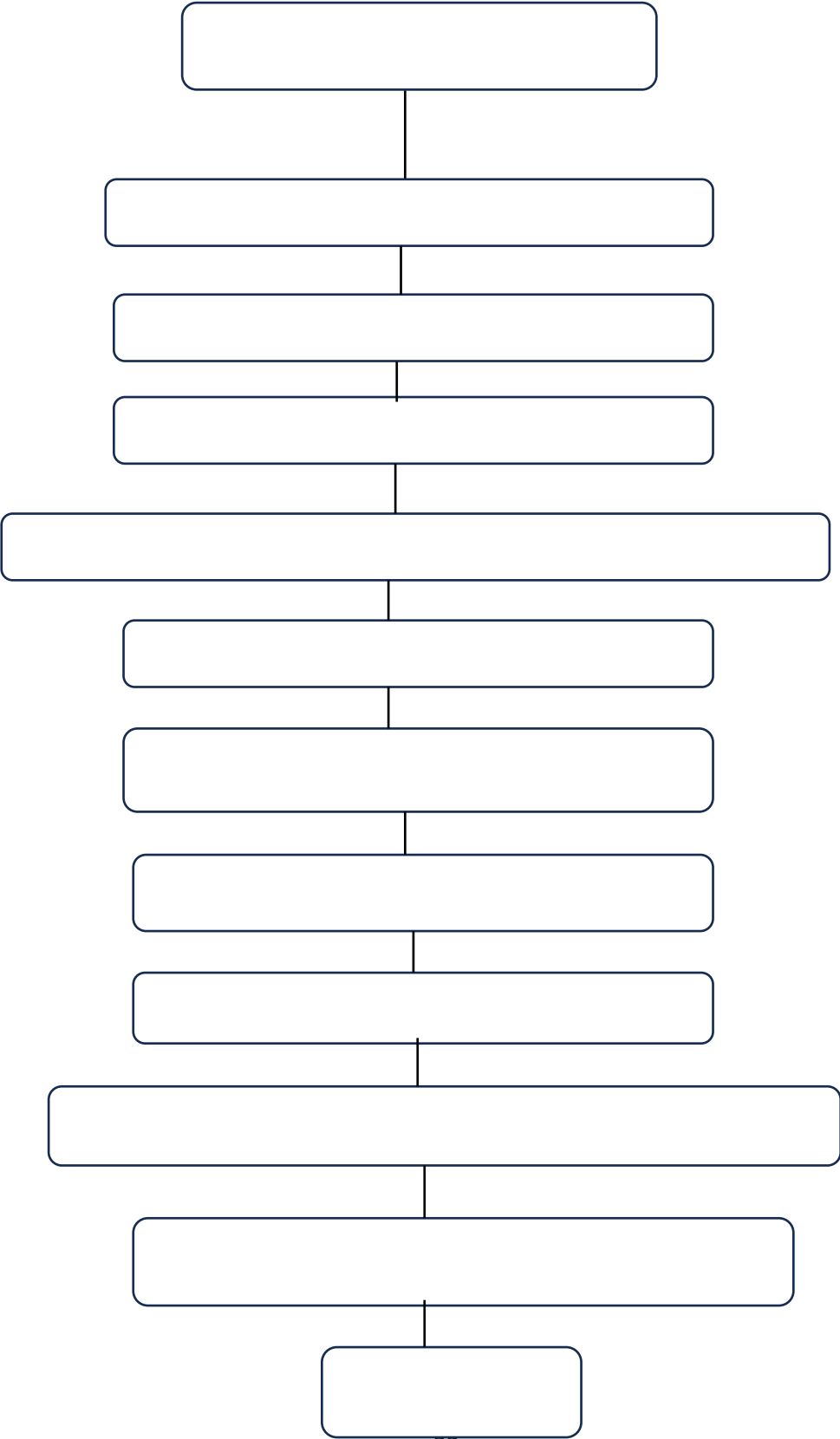
However, at midnight, Cinderella ran from the prince, but she lost one of her shoes. The prince searched for the owner of the shoe.

Finally, he found Cinderella and they lived happily ever after.

**V. Fill in the flow chart with the help of the given points: 10 Marks**

Steps to make easily Vermi compost.

- . Take a small wooden box or dig a small pit
- . Spread a net on your box
- . Also spread 1 or 2 cm thick layer of sand
- . Put some kitchen wastes such as peels of fruit etc, to cover the sand
- . Use green leaves to cover over the sand
- . Sprinkle some water to make this layer wet
- . Buy some red worms and put them in your pit
- . Give them vegetables and fruit wastes as food
- . After 3 to 4weeks you Will see lose, soil like material in the pit
- . Remove the material from the box, dry it in the sun
- . Use this as manure.



*Photos*

*Action Research – Pre test*



*Action Researcher - Dr. D. Shanthy*



*Sample – Std. VIII – 30 Students*



*Received pretest data from  
Mr. Kanagaraj Masilamani, HM, Upper Clapton MS, Tirunelveli*



*Intervention 1 – Web Concept Map*



*Intervention 2 – Complex Web Concept Map*





*Intervention 4 – Flow Chart*



*Intervention 5 – Concept Map Template*



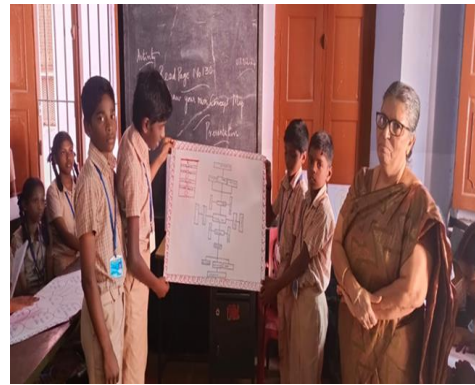
*Intervention*

**Group Activity – Page 130 The Thirsty Crow**

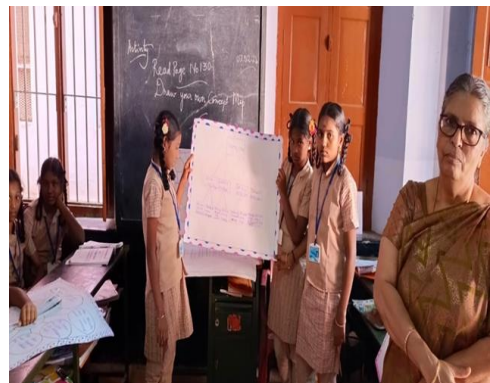
**Group 1- Students Performance and Presentation**



**Group 2 - Students Performance and Presentation**



**Group 3 - Students Performance and Presentation**



**Group 4 - Students Performance and Presentation**



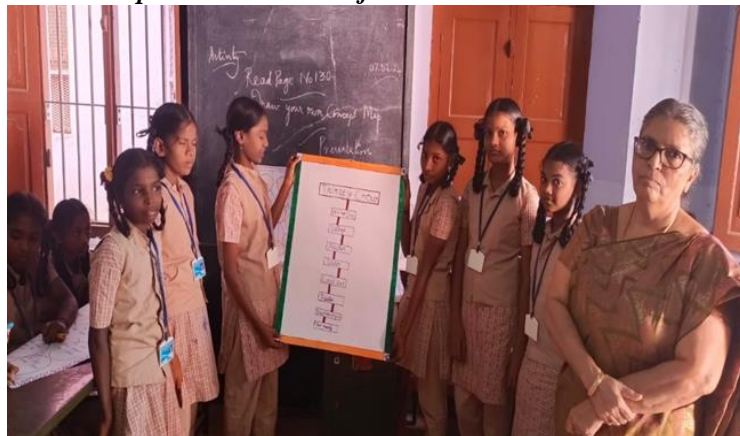
**Group 5 - Students Performance and Presentation**



**Group 6 - Students Performance and Presentation**



**Group 7 - Students Performance and Presentation**



## *Individual Activity*

### *Worksheets for Intervention*



### *Worksheets for Intervention*



### *Worksheets for Intervention*



*Action Research – Post test*



*Received post test data from  
Mr. Kanagaraj Masilamani, HM, Upper Clapton MS, Tirunelveli*



**EMPOWERING STD. VIII STUDENTS TO DEVELOP THE  
SKILL OF READING COMPREHENSION WITH THE HELP  
OF CONCEPT MAPPING**

**ACTION RESEARCH ABSTRACT**

Submitted to



**State Council of Educational Research  
And Training, Chennai – 600 006**

Submitted by

**DR. D. SHANTHI,  
Senior Lecturer**



**District Institute of Education and Training,**

**MUNANJIPATTI– 627 355**

**Tirunelveli District.**

**MARCH - 2024**

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Principal  
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Tirunelveli District

## Action Research – 2023-2024

### Abstract

<b>Title of the Action Research</b>	<b>EMPOWERING STD VIII STUDENTS TO DEVELOP THE SKILL OF READING COMPREHENSION WITH THE HELP OF CONCEPT MAPPING</b>
<b>Name of the Investigator</b>	Dr. D. Shanthi, Senior Lecturer, DIET, Munanjipatti
<b>Subject</b>	English
<b>Research Conducted</b>	Upper Clapton Middle School, Tirunelveli.
<b>Target Group</b>	30 std VIII students of Tirunelveli.
<b>Problem Identified</b>	Std. VIII students find it difficult to develop the skill of reading comprehension.  Std VIII students don't have the habit of reading with comprehension.
<b>Objectives</b>	To empower std VIII students to develop the skill of reading comprehension with the help of concept mapping.  To train std VIII students to cultivate the habit of developing the skill of reading comprehension.  To find out the achievement of std VIII students to develop the skill of reading comprehension by using concept mapping.
<b>Action Hypotheses</b>	If concept mapping is used to empower std. VIII students to develop the skill of reading comprehension, the problem of std. VIII students will be solved.
<b>Methodology</b>	Experimental method: Pre-test, post-test, single group design

<b>Tool</b>	Achievement Test to test the reading comprehension of std. VIII students using concept mapping template prepared and validated by the Investigator.
<b>Interventions</b>	Concept Mapping Templates were prepared using cardboard, glue, decoration, art materials, colour chart sheet, scissors, pencil, scale and colour marker pens. One textual and one non-textual reading passages for each intervention were distributed to the students. The prepared concept mapping templates 12 reading passages for six interventions are Web Concept Map 2, Complex Web Concept Map 2, Circle Concept Map 2, Flow Chart 2, Concept Map 2 and Draw your Own Concept Map 2. The std. VIII students were taught how to fill in the information in the prepared concept mapping templates, after reading the reading passages with comprehension. The students after filling in the concept mapping templates, they displayed for other students to see. The researcher as a facilitator guided the teachers to perform each concept mapping activity. The answers were shared at last for a better understanding of the main ideas of the text.
<b>Outcomes / Findings</b>	The results of this action research showed that using a concept mapping strategy helped std. VIII students to comprehend the text easily. It was found that the mean scores of post-tests were 81 percentage and pre-test was 31.33 percentage. The gain score was 49.67 percentage. This research has shown progress by enhancing LOE 813 reads textual and non-textual materials

	with comprehension and identifies the details, characters, main idea and sequence of ideas and events. Thus, the researcher has empowered the students by providing textual and non-textual reading materials for reading comprehension in English with the help of concept mapping templates.
<b>Recommendations</b>	It is recommended to make use of concept mapping as a useful cognitive tool in the classroom practices. Concept Mapping enhances students' critical thinking and encourages them to process information deeply for understanding. The students should identify the most general intermediate, and specific concepts. The students should label lines with linking words in order to indicate how the concept are related.
<b>Conclusion</b>	Concept Mapping can process, visually organize, analyse and represent large amounts of information. Students can map theme, central ideas and topics, vocabulary words and essential questions.

**Photos**

***Individual Activity – Concept Mapping***



*Group Activity – Concept Mapping*



*Group Presentation*



*Individual Activity - Concept Mapping*

