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Graphic Organizer Integration in Teaching-Learning English: Enhanced Interactive Lesson Plan

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Abstract:

To create an improved graphic organizer-based lesson plan, this study aimed to determine the impact of incorporating graphic organizers on the performance of Grade 6 students at Subangdaku Elementary School for the academic year 2025–2026. The degree of graphic organizer integration and learners' English competency were examined using a descriptive-correlational research methodology. Surveys and assessment results were used to collect data, with an emphasis on key areas such as written composition, grammar and structure, vocabulary growth, and reading comprehension. The degree of graphic organizer integration and students' English proficiency were found to be significantly positively correlated ($p = 0.0038$), suggesting that regular and efficient use of graphic organizers improves learners' comprehension, idea organization, and overall language performance. Nonetheless, several problems and difficulties were noted, including students' struggles with completing or understanding graphic organizers, limited access to technology, and issues with classroom management during group projects. Teacher-related issues were also mentioned, including inadequate training and trouble choosing the right organizers. The study concludes that although graphic organizers are helpful tools for enhancing English proficiency, time constraints, limited resources, and varying student reading levels limit their full potential. It is advised that curriculum designers provide flexible lesson plans with visual aids, that schools offer sufficient resources and technology support, and that teachers participate in professional development. Future studies are recommended to compare the efficacy of digital and traditional forms and investigate the long-term effects of integrating graphic organizers across various topic areas.

Keywords: Administration and Supervision, instructional approach, graphic organizers, English competence, descriptive Method, Subangdaku Mandaue City.

CHAPTER 1 THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

English proficiency remains a persistent challenge among Filipino basic education learners, particularly at the elementary level, where foundational literacy skills are expected to be mastered. Despite the implementation of the K to 12 Curriculum and MELCs-based instruction, many Grade 6 pupils still struggle in reading comprehension, vocabulary development, writing organization, and overall clarity of expression. Traditional text-heavy teaching strategies often overwhelm learners, primarily visual and low-performing readers. To address this gap, the integration of *graphic organizers* has emerged as a promising instructional tool for enhancing language learning by visually structuring ideas.

Studies conducted in the Philippines and Southeast Asia have shown that visual scaffolding techniques such as concept mapping, semantic webbing, and Venn diagrams significantly improve learners' comprehension and written outputs (Agbayani, 2018; Flores & Dela Cruz, 2021). These tools reduce cognitive overload by breaking complex information into clusters of meaning, enabling learners to better analyze relationships between concepts. Moreover, graphic organizers align with the DepEd's emphasis on *differentiated instruction and inclusive teaching* under DO 42 s.2017 (PPST) and the MELCs (DepEd-BLR, 2020), making them relevant and practical for classroom adaptation. Hence, this study is conducted to assess how the systematic use of graphic organizers can enhance the English proficiency of Grade 6 learners and serve as a basis for crafting improved lesson plans anchored on visual learning strategies.

To provide high-quality basic education, improving elementary students' English proficiency remains a top priority. Teachers are required to employ evidence-based teaching practices that foster understanding, communication, and higher-order thinking in today's rapidly evolving educational landscape. International recognition has been given to graphic organizers, which are visual aids that illustrate the connections between concepts, as valuable tools for enhancing language and literacy development. They improve reading comprehension and writing performance by helping students organize their ideas, understand text structures, and connect new and existing knowledge.

Since English is used as the medium of instruction across subject areas, the Department of Education (DepEd) emphasizes the need for instructional innovation to address learners' diverse needs and close learning gaps. According to studies, traditional, text-heavy teaching methods that overlook students' visual and analytical learning preferences often hinder elementary school students' English proficiency (DepEd, 2023). By encouraging critical thinking, contextualized learning, and active student participation, graphic organizers in English instruction provide a learner-centered approach aligned with the tenets of the Matatag Curriculum.

Graphic organizers have long been known to help with understanding, organizing ideas, and building vocabulary, all of which are important parts of language proficiency (Novak & Cañas, 2008). Many sixth graders struggle to articulate their thoughts clearly, whether in writing or speaking. This is due to the way English is taught in elementary schools. This problem may arise from the limited availability of scaffolding tools that help students understand how ideas relate to one another. Using graphic organizers like Venn diagrams, story maps, and flowcharts gives students a structured way to plan, organize, and clarify their ideas before discussing them. According to Aguilar (2021), regularly using visual learning tools in the classroom can significantly improve students' ability to remember information and use language correctly.

Although graphic organizers are widely used in teaching materials, there is limited research on their actual impact on sixth graders' English skills, particularly in public schools. They are often used randomly by teachers who fail to track their impact on students' grammar, vocabulary, and reading comprehension. So, measuring this effect is necessary to determine whether graphic organizers genuinely enhance students' skills or merely provide additional visual aids. The results of this study can help teachers plan lessons and create programs to support students who need help using graphic organizers effectively.

Research from the Organization for Economic Co-operation and Development (OECD, 2021) highlights the global effectiveness of visual learning tools, demonstrating that visual representations enhance students' cognitive processing and improve their long-term memory for material. Additionally, UNESCO (2022) indicates that using visual aids in language instruction promotes conceptual understanding, particularly for students in the early stages of literacy development. These insights support the educational benefits of graphic organizers in advancing language-learning goals.

Graphic organizer-based classroom interventions have shown potential to improve students' writing and comprehension skills in the Philippines; however, their implementation varies across schools (Manzano & Rungduin, 2021). Many sixth-grade teachers still rely on traditional teaching strategies that emphasize memorization rather than fostering conceptual understanding. This inconsistency highlights the need to integrate visual learning methodologies into lesson plans consistently. Doing so is essential for helping students acquire the foundational English language skills of speaking, listening, reading, and writing, which are necessary for their preparation for secondary school.

Recent assessment reports from Mandaue City, Cebu, in Region VII indicate that Grade 6 students' English proficiency levels vary significantly, with many students needing improvement in their comprehension and composition skills (DepEd Mandaue City, 2024). While various interventions have been introduced, few have consistently utilized graphic organizers as vital teaching aids.

Conversely, schools that have incorporated visual learning techniques into their English instruction have reported increases in student performance and engagement. This underscores the importance of developing enhanced lesson plans that intentionally use visual organizers to foster engaging and compelling learning experiences.

This study aims to determine how effectively graphic organizers improve students' English performance as part of "Graphic Organizer Integration In English:

Interactive Lesson Plan." It will assess the effects of incorporating these resources on students' writing expression, vocabulary growth, and comprehension. A collection of improved graphic organizer-based lesson plans, which can serve as valuable teaching resources for educators, is the anticipated result of this project. These lesson plans will provide organized, contextually relevant methods to enhance visual learning, reinforce English instruction, and ultimately improve the language proficiency of sixth-grade students in Mandaue City, Cebu, Region VII.

Theoretical/ Conceptual Background

A variety of educational, psychological, and linguistic theories that describe how students organize, process, and apply information serve as the foundation for the use of graphic organizers in English instruction. Together, these theoretical stances provide credence to the idea that visual aids can improve intermediate-level students' writing, comprehension, and general language skills. Comprehending these theories provides a conceptual basis for evaluating how graphic organizers enhance English proficiency and inform the development of improved lesson plans.

According to constructivist learning theory, students actively construct knowledge through interactions and experiences. Learning happens when pupils reorganize and restructure knowledge to develop meaningful mental representations, according to Piaget (1972). According to Vygotsky

(1978), who highlighted the value of social contact and scaffolding in learning, resources like graphic organizers work as intermediaries between previously learned material and incoming information. Constructivism encourages the use of graphic organizers in English instruction as cognitive scaffolds that help students better understand texts, arrange their thoughts for writing, and visualize language structures.

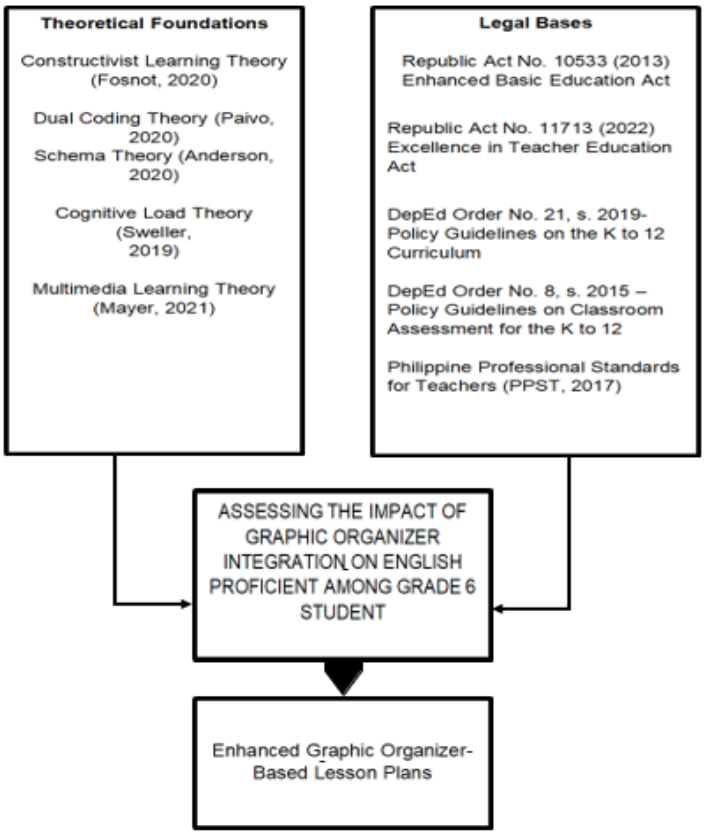


Figure 1. Theoretical Framework of the Study

According to the Dual Coding Theory, the human brain uses two interrelated systems—verbal and nonverbal—to process information. According to Paivio (1986), learning is more successful when data is encoded both linguistically and visually. By combining words and visuals, graphic organizers help students learn English by activating dual processing, which improves their ability to remember and retain vocabulary, grammar rules, and narrative components. For students in Grade 6, this dual representation helps them enhance their writing skills and strengthens their comprehension.

According to Schema Theory, understanding relies on the organizing and activation of preexisting knowledge structures, or "schemas." Anderson (1984) observes that learning is aided when new information is linked to previously acquired knowledge. Students can better organize material rationally using graphic organizers, which visually represent the relationships between concepts. Schema activation through organizers in English classes improves reading comprehension and writing coherence by helping students connect new and previously learned topics.

According to cognitive load theory, learning efficiency increases when instructional design minimizes needless mental strain. Sweller (1994) proposed that by dispersing information across both verbal and visual channels, visual presentation reduces cognitive fatigue. By making complex language material more accessible and manageable, graphic organizers alleviate the burden of information overload on pupils. This helps English language learners better comprehend text structures, grammar standards, and writing procedures.

According to information processing theory, learning is the process of encoding, storing, and retrieving information. According to Atkinson and Shiffrin (1968), outside assistance enhances learning and memory. Students can better retain information about text structures, sequencing, and cause-and-effect relationships by using graphic organizers, which serve as visual aids for memory. This approach supports the use of organizers in English instruction to enhance vocabulary retention, writing structure, and comprehension.

Flavell's Metacognitive Theory emphasizes how students are conscious of and control their own thought processes. By encouraging students to plan, monitor, and assess their comprehension, graphic organizers promote metacognitive engagement. Students become more aware of how they understand and arrange concepts, for example, when they utilize concept maps or story charts. This reflective activity fosters self-regulated learning, a crucial skill for improving sixth-grade students' English skills.

According to Howard Gardner's theory of multiple intelligences, students possess a variety of cognitive abilities, including logical, visual-spatial, and linguistic intelligences. By fusing verbal and spatial learning modalities, graphic organizers appeal to many intelligences. While visually inclined learners gain from the pictorial organizing of concepts, linguistically skilled pupils benefit from organizers that clarify textual relationships. In English classes, this multimodal method improves interest and inclusivity.

According to Mayer's Cognitive Theory of Multimedia Learning, which combines constructivist and dual-coding ideas, pupils learn best when information is presented coherently using both words and images. This theory supports the use of graphic organizers as multimodal learning aids in English instruction that enhance writing and comprehension outcomes. More profound and more significant cognitive processing occurs when educators create classes that incorporate both text and images.

Agbayani (2018) examined the use of graphic organizers among Grade 6 pupils in a public school in Luzon and found a significant improvement in reading comprehension scores following exposure to concept-mapping activities. The study revealed that struggling readers were better able to recall details and identify main ideas when information was visually organized rather than presented in linear text.

Similarly, Flores and Dela Cruz (2021) integrated mind maps in ESL writing tasks and reported that pupils showed better sentence coherence and paragraph organization. The researchers emphasized that visual frameworks helped learners transition from fragmented thoughts to structured ideas, supporting the cognitive theory of dual coding.

In Visayas, Yap and Santos (2021) implemented concept-mapping strategies among Grade 5 learners in Cebu City. They recorded higher post-test scores in reading comprehension than those taught with traditional question-andanswer drills. They concluded that graphic organizers allowed learners to visualize cause-and-effect relationships and thematic connections, making comprehension more meaningful.

Meanwhile, Dabu and Racca (2020) utilized semantic webbing and found that pupils became more confident in describing characters and events in stories. Their findings suggest that graphic organizers not only enhance academic performance but also promote learner engagement and participation.

Recent research has shown how learners actively "make sense" of new information, revitalizing generative learning theory. Brod (2020) found that concept mapping, explaining, predicting, questioning, testing, and drawing improve learning when students reorganize and personalize instructional content rather than simply restating it.

Fiorella (2023) introduced a "generative sense-making framework" with three modes: explaining, visualizing, and enacting, each supporting deeper idea integration through distinct cognitive processes. These studies support the central generative learning claim that students learn better when they actively transform information.

Empirical studies apply this theory to digital environments. Lawson (2024) found that summary writing and drawing improved learning compared to no generative activity in a multimedia lesson with animations and captions, depending on prior knowledge and task demands. Kim (2025) found that translating text into visuals and guiding learners to include key relations rather than decorative details improved long-term retention, emphasizing the importance of high-quality generative products.

These findings support generative learning theory's emphasis on meaning reconstruction. Other recent research examines immersive and mobile generative learning. Petersen (2023) found that adding collaborative generative activities (joint explanations and co-created diagrams) to a virtual reality lesson increased learning more than individual generative work or VR alone, suggesting that social interaction can boost generative processing.

Generational learning strategies like concept mapping and self-explanation helped close performance gaps between high- and low-achieving students in a quasi-experimental study by Assuah (2024), suggesting they could promote equity. In addition, a systematic review in mathematics education found that drawing, explaining, and concept mapping in math lessons are increasingly used to support problem solving and conceptual understanding (2020–2024).

A separate study examined generative learning strategies based on mobile learning technology. A 2024 quasi-experimental study found that concept mapping, reflective questioning, and collaborative discussion in mobile-supported courses improved achievement, critical thinking, and learner engagement compared to traditional mobile content delivery. These findings support generative learning theory in the design of technology-enhanced learning tasks that require learners to create explanations, representations, and questions rather than consume information.

Alongside generative learning, Universal Design for Learning (UDL) is a leading inclusive instruction framework. Almeqdad (2023) conducted an extensive systematic review and meta-analysis of empirical studies on UDL implementation and found that applying UDL principles—multiple means of engagement, representation, and action/expression—improves academic performance, engagement, and attitudes, especially for students with diverse needs.

Tandfonline and AlRawi (2021) found that UDL-based interventions can enhance access and outcomes for students with disabilities by removing barriers during design, rather than relying solely on accommodations. These reviews strengthen UDL's evidence-based equity and inclusion framework.

UDL is now part of universal design for learning in higher education.

According to Tarconish (2023), "UD-IL" (Universal Design for Instruction & Learning) applies universal design principles to postsecondary teaching, using UDL as one of several complementary models and arguing that it promotes social justice by anticipating learner variability. ERIC Moriña (2025) found that UDLbased professional development, such as offering diverse resources, flexible participation, and reflective tasks, is more effective in transforming teachers' beliefs and practices than theoretical workshops. University UDL implementation requires sustained, practice-oriented training, according to these studies.

Recent research has examined UDL in online and blended learning. A 2025 systematic review of UDL in online education found that courses with UDL principles like multimodal materials, adjustable pacing, multiple assessment options, and built-in scaffolds improve disability outcomes, course satisfaction, and persistence. Qu (2024) found that embedding UDL principles into group

projects (flexible roles, varied ways of demonstrating understanding, accessible collaboration tools) helped university students develop research skills and equitable participation.

In Australia, Qu and colleagues found that staff supported UDL in principle but cited time constraints, institutional support, and training as barriers to consistent practice. These findings highlight UDL's potential and implementation gaps. Reading research has also refocused on text structure theory, which examines recurring patterns in informational and narrative texts (e.g., description, sequence, cause–and–effect, compare–and–contrast, problem–and–solution). One of the most research-backed components of comprehension instruction, especially for informational text, is explicit teaching of text structures and features, according to Duke (2021).

A practitioner-oriented article on improving informational text comprehension (2020) noted that teaching students to recognize organizational patterns, signal words, and structural cues can improve their ability to summarize complex texts and extract main ideas. Text structure knowledge helps readers think about how information is organized, which aligns with broader views of comprehension as creating coherent situation models.

Experimental studies show that text-structure or "text-pattern" instruction works. Hudson et al. (2021) presented an evidence-based model in which teachers explicitly teach several informational structures, use graphic organizers aligned with each pattern, and require students to write summaries that mirror those structures. Their model improved comprehension and main-idea identification.

In 2023 and 2024, Bogaerds-Hazenberg and colleagues applied a textstructure intervention to primary grades, teaching four informational structures with graphic organizers and writing tasks. They found moderate effects on text structure knowledge, reading comprehension, summarization, and writing for specific grade cohorts compared to usual instruction. Systematic text pattern instruction improves multiple literacy outcomes, according to these studies.

Structure and active processing are central to learning in this literature. Generative learning theory emphasizes learners' explanations, mappings, and representations; UDL emphasizes proactive design of flexible structures for diverse learners; and text structure theory emphasizes how textual patterns aid comprehension and writing. Recent research suggests that combining these perspectives—for example, by designing UDL-aligned tasks that prompt generative note-taking, drawing, and explanation around explicit text structures— may improve engagement and achievement across subject areas and learner groups.

Lastly, Gabriel and David (2022) explored the use of advance organizers for vocabulary retention, noting that learners retained more words when meanings were grouped through charts and diagrams rather than mere memorization. This supports the notion that visual learning assists long-term retention.

The conceptual foundation of this study is established by the integration of the previously described theories. As teaching aids, graphic organizers help students effectively examine, arrange, and synthesize material by converting abstract language concepts into visual representations. Learners improve their understanding, writing fluency, and general English competence through constructivist engagement, dual coding, and schema activation.

The central national education policies and frameworks that guide how lessons are taught and how students are tested in the Philippine basic education system form the basis of this study's ideas and theories. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which advocates for learner centered, developmentally appropriate, and competency-based pedagogies, mandates the use of new teaching methods, such as graphic organizers, to enhance students' language skills. In addition, Republic Act No. 11713, the Excellence in Teacher Education Act (2022), makes it clear that the state seeks to improve teachers' skills through research-based and reflective practices. This makes it even more important to examine how teaching tools, such as graphic organizers, actually

improve English skills. The Policy Guidelines on the K–12 Curriculum, which can be found in DepEd Order No. 21, s. 2019, support contextualized and differentiated instruction. Visual scaffolds are seen as important tools for meeting the needs of students with different learning styles.

In the same way, DepEd Order No. 8, s. The 2015 Classroom Assessment emphasizes formative and performance-based assessments, requiring students to demonstrate their knowledge through structured outputs. This can be made easier with graphic organizers. Lastly, the Philippine Professional Standards for Teachers (PPST, 2017) make it clear that teachers are expected to use a variety of teaching methods, make sure that all students feel welcome in the classroom, and use test results to guide their lessons. All together, these legal and professional standards support the use of graphic organizers as both a teaching and a testing tool. They also provide us with a way to consider how they might affect sixth graders' English skills.

By clarifying the rationale behind using graphic organizers as an educational tool in English teaching and evaluating their effectiveness, these legal bases significantly enhance the study's foundation and usefulness. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) requires teachers to use learner-centered, developmentally appropriate strategies. This means that using visual aids like graphic organizers is not only new, but also legal and in line with national curriculum standards. The Excellence in Teacher Education Act of 2022 (RA 11713) also encourages teachers to use research-based and reflective practices. This study fits into the field of evidence-informed pedagogy because it does just that. Differentiated instruction and formative assessment are emphasized in both DepEd Order No. 21, s. 2019 and DepEd Order No. 8, s. 2015. Graphic organizers naturally support these ideas by helping students organize their thoughts, structure their answers, and demonstrate a more precise understanding. The Philippine Professional Standards for Teachers (PPST, 2017) also states that teachers should use a variety of teaching methods and assessment tools. This study directly meets the expectations of the PPST by examining the effectiveness of one of those methods. These legal bases not only support the study's goal but also ensure that its results can be used to improve curriculum, teacher training, and classroom practices aligned with policy.

Thus, this study examines how the use of graphic organizers affects sixthgrade students' English ability, highlighting how it might enhance written communication, concept organization, and reading comprehension. To promote active, visual, and reflective learning experiences in English teaching, the research product, Enhanced Graphic Organizer-Based Lesson Plan, serves as a practical instructional framework that harmonizes theory with classroom implementation.

THE PROBLEM

Statement of the Problem

This research determined the effectiveness of integrating graphic organizers in teaching-learning English on grade 6 learners' performance in Subangdaku Elementary School for the school year 2024-2025, as a basis for crafting enhanced graphic organizer-based lesson plan.

The following questions were answered:

1. What is the demographic profile of the respondent groups in terms of:

1.1 Teachers’

1.1.1 Age and gender,

1.1.2 Civil Status,

1.1.3 Highest Educational attainment,

1.1.4 Length of teaching experience, and 1.1.5 Relevant trainings on graphic organizers.

1.2 Learners' age and gender?

2 As perceived by the respondents' groups, what is the implementation of the graphic organizer in teaching-learning English in terms of the following dimensions:

2.1 Teaching Use,

2.2 Activity Inclusion,

2.3 Student Participation,

2.4 Assessment Support, and

2.5 Technology Integration?

3. What is the level of English proficiency of Grade 6 students in terms of:

3.1 Reading comprehension,

3.2 Vocabulary development, and

3.3 Grammar and structure?

4. Is there a significant relationship between the level of graphic organizer integration and the English proficiency of Grade 6 students?

5. What issues and concerns are in integrating a graphic organizer into English instruction?

6. Based on the findings, what enhanced graphic organizer-based lesson plan can be developed?

Null Hypothesis

H_o: There is no significant relationship between the level of graphic organizer integration and the English proficiency of Grade 6 students.

Significance of the Study

The purpose of this study is to evaluate the impact of integrating graphic organizers on the English competence of sixth-grade students. Its main goal is to ascertain how using graphic organizers improves students' abilities in vocabulary growth, grammar and sentence structure, writing organization, and reading comprehension. Enhanced Graphic Organizer-Based Lesson Plan, the study's product, will be a valuable tool for raising student learning outcomes and classroom instruction.

The following were the benefits of this study:

Department of Education. By incorporating interactive and visual resources, such as graphic organizers, the results of this study will help the Department of Education (DepEd) improve English teaching methods. The findings could guide efforts to build curricula that support learner-centered approaches in line with the objectives of the K–12 Basic Education Program and the Matatag Curriculum.

School Administrators. Academic coordinators and school administrators will learn more about how well graphic organizer-based lessons work to raise students' English proficiency. The results can help them create instructional monitoring systems and professional development programs that prioritize creative and research-based teaching strategies.

English Teachers. Using visual organizers in the classroom will help teachers deliver lessons more effectively. The study's Enhanced Graphic Organizer-Based Lesson Plan can be used as a template to enhance lesson planning, develop higher-order thinking abilities, and increase student interest in English language learning activities.

Students. Grade 6 learners are the primary beneficiaries of this study. Students can enhance their understanding, critical thinking, and communication skills—all of which are essential for achieving

academic success in English and other subjects—by utilizing graphic organizers to comprehend better and organize information.

Curriculum Developers. The study's findings can help curriculum designers and content producers create educational products that use graphic organizers to improve students' language and literacy skills.

Guardians or Parents. The enhanced academic achievement of their children in English will indirectly benefit parents and guardians. The improved teaching techniques will boost students' self-esteem and desire to learn, which will help their academic achievement.

Researchers. Through this study, the researcher will gain a deeper understanding of how graphic organizers impact English learning, enabling the creation of practical lesson plans for other teachers. It might also serve as a foundation for additional studies on innovative teaching methods in language instruction.

Future Researchers. Future research on instructional design, language pedagogy, and visual learning aids may find the study to be a helpful resource. More action research studies that investigate the use of interactive learning resources to raise primary school students' language competency may also be motivated by it.

RESEARCH METHODOLOGY

This chapter presents the research method, design, locale, population, and sampling, research instruments, data gathering procedure, statistical treatment of data, and scoring procedures used in the study on the impact of graphic organizer integration on English proficiency among Grade 6 students, with the output "Enhanced Graphic Organizer-Based Lesson Plan."

Design

This research used a descriptive-correlational and a developmental design. The descriptive part investigated the demographics of the teachers and students who responded, how graphic organizers were used in English class, and the current proficiency of Grade 6 students in speaking English. Some structured survey questionnaires and standardized English tests were used to get numbers for these variables. In the correlational part of the study, the relationship between the frequency of use of graphic organizers and the proficiency of 6th graders in English was examined. We used statistical tools like weighted mean, standard deviation, and Pearson's r correlation to determine the strength and significance of this relationship. This research helped people learn by making better lesson plans using graphic organizers. These plans were developed based on the findings of the data analysis. These proposed lesson plans were used as a teaching output and may be reviewed by experts to improve them before implementation.

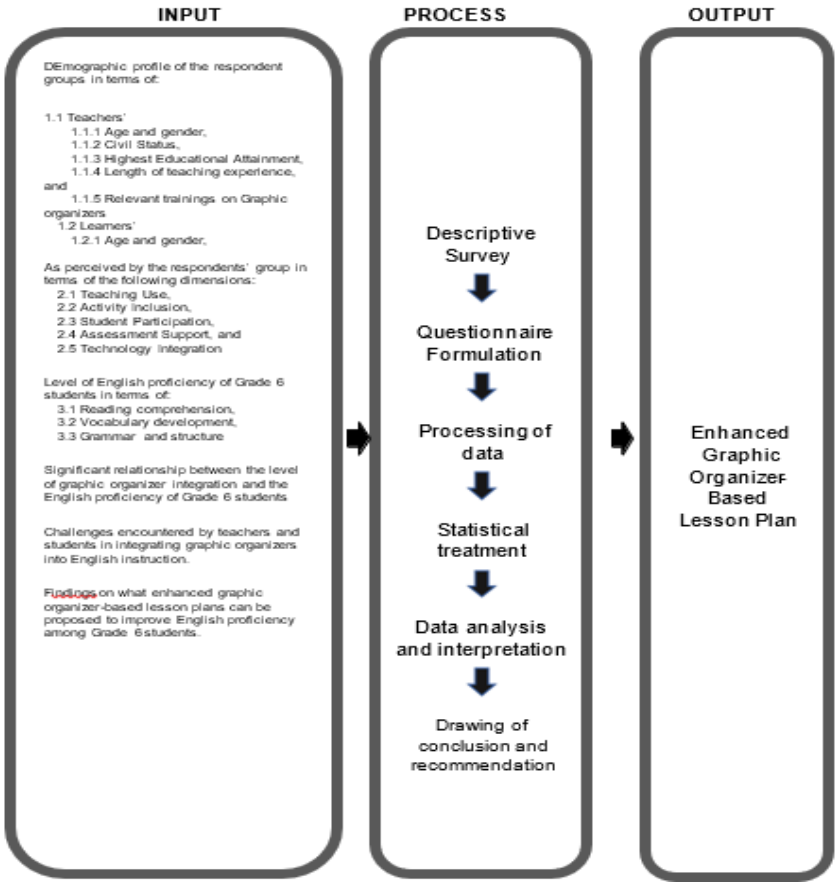
Flow of the Study

This research aimed to evaluate the effectiveness of integrating graphic organizers in enhancing Grade 6 learners' performance in English at Subangdaku Elementary School for the 2025–2026 school year. To achieve this, the investigation began by determining the demographic profile of both respondent groups. Teacher respondents were described in terms of age, gender, highest educational attainment, length of teaching experience, and exposure to using graphic organizers in their instruction. Learners were profiled according to their age, gender, and academic performance in English. The research assessed the current level of graphic organizer integration in English instruction as perceived by both teachers and students, focusing on five key domains: teaching use, activity inclusion, student participation, assessment support, and technology integration. Following this, the English proficiency of Grade 6 learners were examined including the reading comprehension, grammar and structure, and writing or composition skills. The relationship between the level of graphic organizer integration and learners' proficiency were statistically examined to determine whether greater use of graphic organizers significantly contributes to better English performance. To further contextualize the findings, evaluated in terms of reading comprehension,

vocabulary development, grammar the study also identified the challenges encountered by both teachers and students in applying graphic organizers during instruction. Finally, based on the data gathered and analyzed, the research proposed a set of enhanced graphic organizer-based lesson plans to serve as a structured instructional guide for future implementation.

The following stage investigated the vital connection between Grade 6 pupils' English competence and their degree of graphic organizer integration. This investigation established empirical evidence of the instructional usefulness of graphic organizers by determining whether their use has a demonstrable impact on learners' language achievement.

This research examined the difficulties teachers and students face when incorporating graphic organizers into English instruction. These results offered a contextual understanding of the constraints and obstacles affecting the successful implementation of graphic organizers in educational environments.



Flow of the Study

Finally, the research primary outcome was the development of enhanced graphic organizer-based lesson plan. By offering structured, visual, and learnercentered methods that improve comprehension, engagement, and general English proficiency among sixth-grade children, these lesson plans seek to improve English instruction.

Environment

This research was conducted at Subangdaku Elementary School, located in the South District of the Mandaue City Division. The school has a rich historical background, tracing its roots to the post-World War II era. The area was reportedly a resting place for Japanese soldiers during the war. After the conflict, prominent residents of the barangay donated land for educational purposes. On January 20, 1922, Prescillano Ruelan, Isidro Velasquez, and Rafael Velasquez donated the site to the Municipality of Mandaue, Cebu, which was formally accepted by

Municipal President Alejandro del Rosario through Resolution No. 6, series of 1922, with the condition that the land be used exclusively for school buildings. The school is located along Lopez Street in Subangdaku, the city's largest barangay, covering 5,463 square meters. The campus features a skywalk in front of the school, ensuring safe access for students, parents, and teachers, while a nearby flyover with a traffic light helps manage road congestion during peak hours.

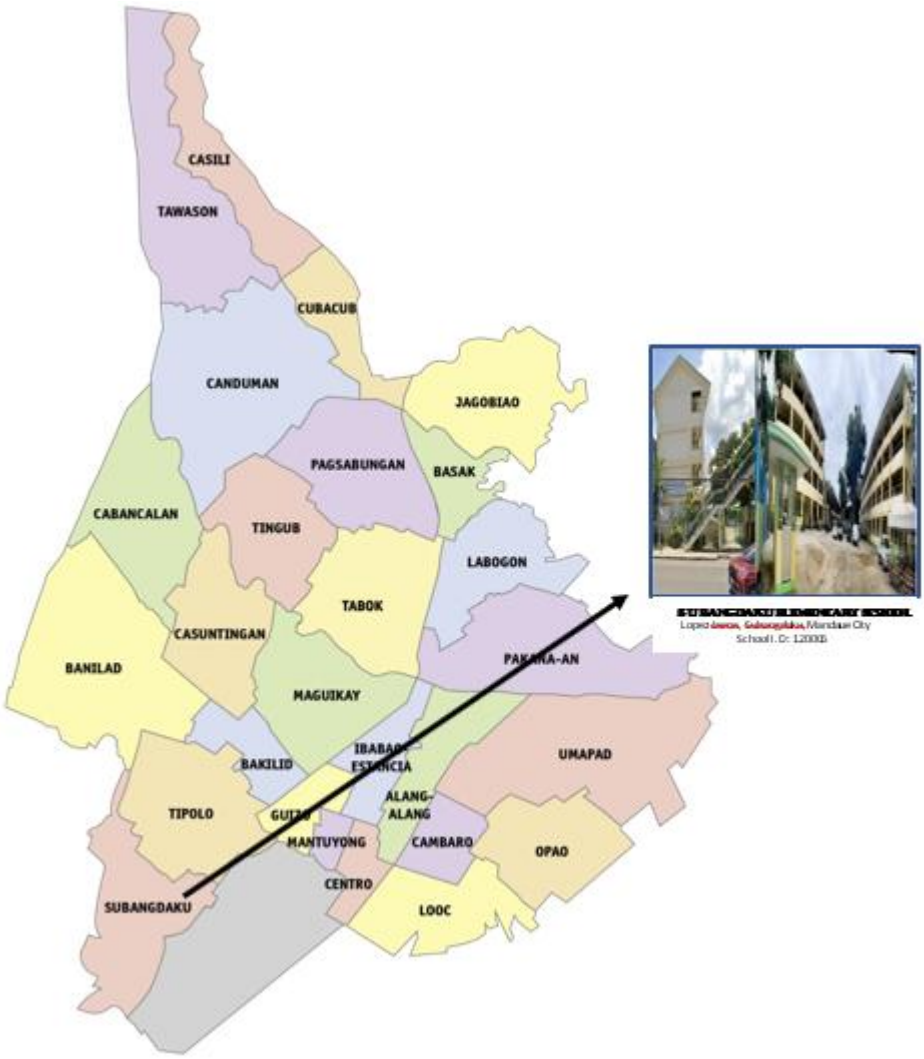


Figure 3. Research Environment

The school's location is strategic, being only 2.8 kilometers from Mandaue City Hall and 3.1 kilometers from the Division Office, making it highly accessible for administrative coordination. The surrounding area is a vibrant community hub, with establishments such as convenience stores, local eateries, hardware stores, bakeries, pharmacies, pawnshops, wet markets, and other small businesses catering to the needs of students, teachers, parents, and residents. Essential public services, including the Subangdaku Barangay Hall, Police Station, Day Care Center, Parish Church, Covered Court, and Football Field, are within proximity, ensuring that the school remains a central hub in the neighborhood. Public Transportation is widely available, facilitating easy access for learners, teachers, parents, and visitors from nearby areas.

Over the years, Subangdaku Elementary School has developed into a modern learning institution. It currently has 13 school buildings and is constructing a hybrid gymnasium to replace the old, covered court. This ongoing flagship project is generously funded by Dynamic Casting Incorporated, a major stakeholder in the school. The school serves 1,978 learners, supported by 73

teachers with various designations, including Master Teacher II, Master Teacher I, Teacher III, II, I, and a SPED Teacher I. Administrative staff include 1 School Principal IV, 1 Head

Teacher III, 1 Administrative Assistant III, and 1 Administrative Officer II.

The school is well-equipped with ancillary learning facilities to support holistic education. These include an E-Classroom, Speech Laboratory, School

Learning Resource Center, Feeding Center, Science Laboratory, Guidance Room,

Robotics Room, Industrial Arts Room, and Home Economics Room. All facilities are functional and maintained by respective coordinators. The school has three fire exits and an artesian well, along with 58 well-ventilated and well-lighted classrooms and 10 non-teaching classrooms, ensuring a safe and conducive learning environment. Maintenance and school programs are strongly supported by an active Parent-Teacher Association (PTA), whose officers actively participate in planning and implementing school projects.

In addition to infrastructure, the school implements programs and initiatives that enhance learner development. The feeding program ensures students receive proper nutrition, while science and robotics activities foster critical thinking and problem-solving skills. The school also promotes sports and physical activities through its covered court and football field, encouraging holistic development. Teachers actively integrate technology and innovative teaching strategies in classroom instruction, reflecting the school's commitment to modernizing education.

Subangdaku Elementary School continues to produce graduates equipped with essential skills to meet the challenges of the 21st century. The management emphasizes quality education, ensuring that school operations, social services, and community involvement are integrated into overall learning objectives. Teachers demonstrate strong commitment, actively participating in school programs and projects, while various stakeholders, including parents, barangay officials, and community members—collaborate in the planning and support of activities that directly benefit the learners. This strong partnership between the school and its community ensures that Subangdaku Elementary School remains a progressive institution, fostering academic excellence, social responsibility, and holistic learner development.

Respondents

The research respondents at Subangdaku Elementary School, Mandaue City, comprise 10 Grade 6 English teachers and 40 Grade 6 learners. These respondents were selected to represent both the teaching and learning dimensions in evaluating the impact of integrating graphic organizers on English proficiency.

Table 1 presents the distribution of the respondents of the study.

Table 1. Distribution of Respondents

Respondents	Distribution	
	F	%
Teachers	10	20
Learners	40	80
TOTAL	**50**	**100**

Teachers are essential sources of information on lesson planning, instructional practices, and the extent to which they use graphic organizers in the classroom. They also discuss the difficulties and experiences they have had using these resources to improve learning. However, the students are crucial contributors to determining how the use of graphic organizers affects their comprehension, involvement, and overall English ability.

Instrument

Two main instruments were used by the researcher, which were carefully made and given to the respondent groups. A structured survey-interview questionnaire was used to determine the extent of graphic organizers' use in English classes. The questionnaire focused on how they are used in lessons and activities, to get students involved, to help with tests, and to incorporate technology. The questions on the questionnaire were taken from the research of Aguilar (2021) and Velasco (2020), which investigated how visual scaffolds and graphic organizers can help students understand and be more interested in what they are learning. These questions were revised to align with the Philippine Professional Standards for Teachers (PPST), particularly in sections addressing various teaching and assessment methods.

To assess students' English proficiency, the researcher administered a test aligned with the DepEd English Proficiency Test Framework (2019). The test covered reading comprehension, vocabulary, grammar, and writing skills. This tool has been tested and proven to work in local literacy studies (Reyes & Santiago, 2022). This means it can be trusted to measure students' literacy levels accurately.

A profile checklist was also used to get demographic information from both teachers and students. The data on teachers included their age, gender, highest level of education, years of teaching experience, and the number of times they had used graphic organizers. The data on students included their age, gender, and English class performance. This ensured that respondents' backgrounds were carefully recorded and considered in the interpretation of the results.

Data Gathering Procedure

The district supervisor of Subangdaku, the school principal of Subangdaku Elementary School, and the people in charge of schools in Mandaue City all gave their official permission before the data were collected. To make sure that everyone was following the rules and that the students and teachers who took part did so voluntarily, parental permission was also obtained.

Survey questionnaires were sent to English teachers and Grade 6 students as the first step in collecting data. Teachers were given a tool to measure how often they use graphic organizers in their lessons, and students were given a similar tool tailored to their level of understanding. In addition to the survey results, semi-structured interviews were conducted with some teachers and students to learn more about their experiences, thoughts, and problems with using graphic organizers in English classes.

A standard test covering reading comprehension, vocabulary, grammar, and writing was used to assess how well the students used English. The test was aligned with DepEd competencies. The test's results were saved and coded so that they could be compared with the reported amount of graphic organizer use.

As part of the document analysis, examples of lesson plans, worksheets, and student work that used graphic organizers were also reviewed to ensure they would work in the real classroom.

All responses and records were kept strictly private and used only for academic purposes. After collecting all the data, it was organized, coded, and made ready for statistical and thematic analysis.

Statistical Treatment of Data

The following statistical tools were used to look at the data that was gathered:

Frequency and percentage - used to show the racial and ethnic makeup of teachers and students.

Weighted mean – find out how well Grade 6 students use graphic organizers and how well they speak English.

Pearson Product-Moment Correlation Coefficient (r) – look at the link between how well graphic organizers are used and how well students speak English.

Scoring Procedures

The DepEd proficiency standards were used to determine how to interpret

English proficiency scores. Higher means meant that the students were better at reading comprehension, vocabulary, grammar, and writing. To support and add to the quantitative results, responses from interviews with teachers and students, as well as examples of lesson plans and graphic organizer-based work from students, were coded, categorized, and analyzed thematically. Survey responses utilized a 5-point Likert scale, interpreted as follows:

Weight	Range	Interpretation	Transmuted Rating
5	4.21–5.00	Strongly Agree	Highly Evident
4	3.41–4.20	Agree	Evident
3	2.61–3.40	Neutral	Moderately Evident
2	1.81–2.60	Disagree	Slightly Evident
1	1.00–1.80	Strongly Disagree	Not Evident

DEFINITION OF TERMS

To ensure clarity, the following key terms were defined:

Academic Performance in English. This refers to learners' grades or levels of achievement in the English subject, as per official school records. It will be used to categorize learners' proficiency levels and compare them with their exposure to graphic organizers.

Age and Gender. Age and gender are demographic characteristics of both teachers and learners that may influence their teaching styles or learning preferences. These variables will be used to determine whether certain age groups or genders exhibit higher engagement with or in responding to graphic organizers.

Challenges in Integration. Challenges include problems teachers and learners face when using graphic organizers, such as time constraints, limited materials, or difficulty understanding the formats. These will be identified through survey responses and interviews.

English Proficiency Variables refer to the specific language skills used to assess how well Grade 6 learners understand and use English. In this study, these include reading comprehension, vocabulary development, grammar and structure, and writing or composition skills, which together determine the learners' overall mastery of English**.**

Grammar and Structure. This refers to the learner's ability to construct grammatically correct sentences. It will be used to check if graphic organizers improve sentence formation through visual sentence patterns.

Reading Comprehension. This refers to the learner's ability to understand and interpret written texts. It will determine whether graphic organizers help students identify main ideas and details more effectively.

Vocabulary Development. Vocabulary development measures how well learners understand and use new words. This will assess whether graphic organizers help categorize or recall English terms.

Writing and Composition Skills. Writing and composition skills refer to how well learners express ideas in paragraphs or written outputs. This will reveal whether graphic organizers help plan and organize thoughts before writing.

Exposure to Graphic Organizers. This pertains to teachers' previous training or experience with graphic organizers in classroom instruction. It helps identify whether familiarity influences the quality and consistency of integration.

Graphic Organizer Integration refers to the intentional and consistent use of visual tools—such as Venn diagrams, concept maps, story charts, and flowcharts—as part of classroom instruction, activities, and assessments. In this study, it explicitly means how frequently and effectively teachers apply these tools in teaching English to Grade 6 learners to support understanding, participation, and improved performance.

Activity Inclusion. Activity inclusion pertains to the presence of graphic organizers in worksheets, exercises, or group tasks given to students. It measures how embedded they are in daily classroom activities.

Assessment Support. Assessment support refers to the use of graphic organizers as tools for reviewing lessons, checking understanding, or organizing answers in tests. It assesses whether they help students recall or express what they have learned.

Student Participation. This refers to how actively learners engage with graphic organizers, such as filling them out, discussing them, or using them to present answers. It shows whether learners find them helpful and easy to use.

Teaching Use. Teaching use refers to how often teachers apply graphic organizers while explaining lessons or presenting concepts. It focuses on the teacher's role in modeling or demonstrating these tools during instruction.

Technology Integration. This refers to the use of digital tools such as PowerPoint, Canva, or educational apps to display or create graphic organizers during lessons. It helps determine whether technology enhances student engagement with visual tools.

Highest Educational Attainment. This refers to the highest level of formal education completed by the teacher, such as a Bachelor's, Master's, or doctoral degree. The study will examine whether teachers with higher academic qualifications are more likely to effectively integrate graphic organizers into their lessons**.**

Length of Teaching Experience. This refers to the total number of years a teacher has been in service. It will help determine whether beginner or veteran teachers differ in their frequency and confidence in using graphic organizers.

Enhanced Graphic Organizer-Based Lesson Plan. This refers to the instructional material that will be developed as the study's output. This lesson plan will serve as a model to help teachers improve the structured use of graphic organizers in English instruction.

CHAPTER 2

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presents the data analysis and interpretation. It answers the questions posed in the problem. This chapter is divided into five (5) parts. The first part presents the relevant information for the respondent's groups on teachers' age, civil status, gender, highest educational attainment, length of teaching experience, and training and seminars attended regarding exposure to the use of graphic organizers in classroom instruction. The second part addresses the level of graphic organizer integration in English instruction, including its use, activity inclusion, student participation, assessment support, and technology integration. The third part examines the respondents' levels of English proficiency in reading comprehension, vocabulary development, grammar and structure, and writing and composition. The final section addresses teachers' issues and challenges in using graphic organizers.

Related Information of The Respondent Group

The first part manages the relevant information about the teachers' age, civil status, gender, highest educational attainment, length of teaching experience, and training and seminars attended, in relation to the use of graphic organizers in classroom instruction and learners' age and gender.

Age

One of the most significant demographic variables is a teacher's age, which has a substantial impact on their level of experience and maturity over time. Teachers' ages influence the perspectives and approaches they use in the classroom, as they reflect the breadth of their professional expertise and ongoing personal development. The respondents' age profile is displayed in Table 2.

Table 2. Age Profile

Age	Frequency	Percentage
51 – 60 years of age	2	22.22
41 – 50 years of age	8	77.78
Total	10	**100.00**
Average	**47.50**	
SD	**4.00**	

The age distribution in Table 2 indicates that most teachers (77.78%) are within the 41–50 age bracket, while 22.22% are aged 51–60. The computed average age of 47.50 years with a standard deviation of 4.00 suggests a relatively mature and stable workforce composed mainly of mid-career professionals. This age profile reflects a teaching community with extensive classroom experience and deep familiarity with instructional routines, school culture, and learner diversity. According to De Guzman and Brown (2021), mid-career teachers typically exhibit stronger pedagogical stability and organizational commitment, which positively contribute to school effectiveness and learner outcomes.

A workforce concentrated in the 41–50 age group also implies that teachers are in a phase where professional expertise is solidified, yet openness to learning and innovation remains high. Studies show that teachers in this age range often balance experience with adaptability, making them well-positioned to implement pedagogical reforms, technology-enhanced instruction, or curriculum changes (Sari & Firmansyah, 2022). This combination of competence and flexibility strengthens the school's capacity to adopt programs such as gamified instruction, differentiated learning tools, or digital assessment platforms.

However, the presence of teachers aged 51–60 also highlights considerations related to professional development and technological readiness. Older teachers may require more targeted support to navigate rapidly evolving digital tools, especially as the reliance on technology integration in instruction increases. As noted by Chang and Chou (2020), older teachers may face steeper learning curves in adopting educational technology, potentially affecting the uniform implementation of innovation across the faculty. Schools must therefore ensure differentiated PD programs that address age-related variations in technological familiarity.

The age distribution also has implications for succession planning and leadership development. With a growing number of teachers approaching retirement age, there is a need to strengthen mentoring systems that enable senior teachers to impart institutional knowledge and coaching skills to younger colleagues. According to Varela (2021), structured mentoring enhances teacher capacity, preserves institutional memory, and improves the continuity of instructional supervision practices. This suggests that the existing age dynamics can be strategically utilized to reinforce peer coaching, LAC facilitation, and instructional leadership pipelines.

Overall, the age profile reveals a teaching population with strong professional maturity, rich experience, and readiness to contribute meaningfully to school initiatives. The main impact lies in the opportunity to leverage mid-career teachers as champions of instructional improvements while providing adequate technological and pedagogical support to late-career teachers. The implications point toward designing age-responsive professional learning programs, strengthening mentoring frameworks, and promoting inclusive capacity-building strategies that maximize the collective strengths of the faculty.

Gender

Another crucial demographic characteristic is gender, which categorizes the respondents by sex, distinguishing between those who identify as male and those who identify as female. The respondents' gender profile is displayed in Table 4.

Table 4. Gender Profile

Gender	Frequency	Percentage
Female	10	100
Total	**10**	**100.00**

Table 4 reveals that 100% of the respondents are female, indicating a fully women-dominated teaching workforce in the study group. This distribution is consistent with national and local trends in Philippine basic education, where the teaching profession—especially in elementary and EPP-related subject areas—is predominantly occupied by women. The absence of male respondents highlights a gender imbalance that may influence instructional strategies, classroom management styles, and professional development participation within the school context.

The implications of this finding suggest the need to recognize and support the unique strengths and challenges experienced by female educators. Female teachers often balance multiple roles as professionals, mothers, and caregivers, which may affect their time availability for activities such as LAC sessions, trainings, and extended school programs. School leaders must therefore ensure that professional development activities are scheduled with sensitivity to these realities. Additionally, the all-female teaching composition may influence collaborative dynamics, mentoring patterns, and leadership roles within the school. This offers opportunities for designing gender-responsive programs that empower women educators in instructional leadership and capacity-building.

In terms of impact, the gender profile has significant implications for school improvement initiatives. A fully female teaching workforce may positively affect classroom nurturing, learner support, and relationship-building—qualities often associated with women educators. However, the lack of gender diversity may limit perspectives in certain learning contexts, collaborative projects, or problem-solving approaches. Understanding the gender structure allows school administrators to plan targeted interventions that support workload management, promote equitable leadership opportunities, and enhance professional development pathways tailored to women teachers. Ultimately, recognizing this demographic characteristic ensures that programs and policies remain inclusive, supportive, and responsive to the needs of the teaching personnel.

Their traditional duties in the home, where they are usually responsible for providing care and overseeing household chores, typically influence these traits (Hurlock, 2019).

Civil Status

Another important demographic feature is civil status, which establishes whether respondents are married, widowed, or single. Knowing someone's civil status is crucial because it influences their support system, how they manage their time, how they fulfill responsibilities at work and at home, and ultimately, how they live their life. The respondents' civil status is shown in Table 3.

Table 3. Civil Status

Civil Status	Frequency	Percentage
Single	1	10.00
Married	9	90.00
Total	**10**	**100.00**

Table 3 shows that a significant majority of the respondents, accounting for 90%, are married, while only 10% are single. This distribution suggests that most teachers in the group carry family-related responsibilities alongside their professional duties. Married teachers often balance instructional tasks, household obligations, and parental roles, which may influence their availability for extended academic commitments such as Learning Action Cell (LAC) sessions, training programs, or professional development activities. Meanwhile, the presence of a single teacher (10%) indicates limited representation of individuals who may have more flexible schedules and fewer domestic demands.

The implications of this finding highlight the need for responsive scheduling and supportive structures within the school's professional development programs. Since most teachers are married, school leaders must consider implementing LAC sessions, meetings, and skill-building activities at convenient times to avoid conflicts with family responsibilities. Flexible modalities—such as blended LAC, asynchronous tasks, or scheduled rotational meetings—may help sustain teacher engagement and reduce burnout. The high proportion of married educators also suggests the necessity for strong work–life balance policies, promoting teacher well-being and morale.

In terms of impact, the civil status profile influences not only teacher participation but also the overall effectiveness of instructional programs. Married teachers who feel supported in managing both personal and professional roles are more likely to exhibit higher job satisfaction, improved classroom performance, and greater commitment to school initiatives. Conversely, failing to address their contextual needs may lead to decreased participation, increased stress levels, and limited engagement in innovation-driven programs such as gamified instruction, learning action cells, or ICT-based strategies. Thus, understanding this demographic characteristic is essential in designing professional development plans that are inclusive, realistic, and aligned with the lived experiences of the teaching force.

Highest Educational Attainment

The highest level of education, which indicates academic success among teachers, is another important criterion. The respondents' most significant level of education is displayed in Table 5.

Table 5. Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree	1	30.00
w/ units in Master's Degree	9	60.00
Total	**10**	**100.00**

Table 5 shows that the majority of the teachers—60%—are with units in a Master's Degree, while 30% have already earned a Doctorate Degree. This indicates a highly qualified teaching workforce with strong academic backgrounds and ongoing commitment to professional growth. The dominance of graduate-level preparation reflects a teaching community that values continuous learning and academic advancement. According to Darling-Hammond (2021), teachers with higher educational attainment tend to demonstrate stronger pedagogical knowledge, improved instructional decision-making, and higher confidence in implementing innovative teaching strategies. The presence of one doctorate degree holder further strengthens the school's instructional capacity, serving as a potential mentor and leader in research-based practices.

The implications of this profile suggest that the faculty is well-positioned to adopt advanced instructional approaches, including gamified instruction, ICTenhanced strategies, and differentiated pedagogy. Teachers pursuing or completing graduate studies typically engage more in reflective practice, collaborative learning, and evidence-based instructional planning (Flores & Gago, 2020). This level of preparation supports the school's initiatives toward quality teaching, curriculum enhancement, and professional development. Moreover, the strong graduate education profile creates opportunities for establishing professional learning communities, mentoring programs, and action research activities within the institution.

In terms of impact, having a predominantly graduate-educated teaching force contributes significantly to instructional quality, learner engagement, and overall school improvement. Graduate-level teachers are more likely to integrate contemporary pedagogies, effectively analyze learner needs, and design meaningful learning experiences (Santos & Custodio, 2022). This academic strength can enhance the implementation of innovative programs, such as gamified learning in EPP, improve learner outcomes, and support DepEd's goals for higher teaching competency. Ultimately, the faculty's high educational attainment ensures that the school remains competitive, future-ready, and capable of sustaining transformative instructional practices.

Length Of Teaching Experience

The length of these teachers' service is associated with the amount of time they devote to fulfilling their responsibilities. The years that these responders have served are displayed in Table 6.

Table 6. Length Of Teaching Experience

Number of Years in Service	Frequency	Percentage
21 years and above	4	40.00
16 – 20 years	4	40.00
11 – 15 years	2	20.00
Total	**10**	**100.00**
Average	**1**	**8.50**
SD	**3**	**.67**

Table 6 shows that the teaching workforce is entirely experienced, with 40% having 21 or more years, 40% 16–20 years, and 20% 11–15 years. The average teaching experience of 18.50 years and the standard deviation of 3.67 indicate a well-seasoned faculty with similar professional maturity. This profile shows stable, veteran teachers who can handle complex instructional tasks, adapt lessons to diverse learners, and manage the classroom well. Ortega and Santos (2020) found that extensive teaching experience improves instructional decision-making and reflective practice, improving learner outcomes.

A faculty dominated by teachers with over a decade of service has strong institutional memory, which helps sustain school initiatives, mentor new teachers, and maintain instructional programs. Veteran teachers lead curriculum implementation, mentoring, and professional learning communities, according to Guerrero (2022). Long-term teaching experience gives them deep knowledge of learner characteristics, local school challenges, and contextualized teaching strategies.

However, an experienced workforce affects CPD. Veteran teachers are skilled, but Lin and Chen (2021) found that they may experience "innovation fatigue" or resistance to abrupt pedagogical changes, especially in technologydriven instruction or competency-based assessment reforms. Differenced, supportive, and motivational CPD programs that reignite professional enthusiasm and encourage continuous growth in veteran educators are needed.

Organizationally, the prevalence of experienced teachers suggests a distributed leadership model. These teachers can support school improvement efforts as LAC facilitators, resource speakers, coaches, and curriculum leaders. According to Salcedo (2023), experienced teachers help institutions foster collaborative learning cultures and model excellent teaching. The school can use this experience-rich environment to improve supervision, mentoring, and instructional leadership.

This profile benefits students by offering stability, expertise, and a consistent pedagogy. The implications require strategic investments in professional development to keep experienced teachers up to date, motivated, and aligned with emerging educational reforms, particularly in digital pedagogy, inclusive education, and assessment innovations.

Training/Seminars Attended on Exposure to the use of graphic organizers in classroom instruction Continuous professional development, including training and seminars on the use of graphic organizers, can significantly improve effective classroom instruction. Through these training opportunities, educators can experiment with various methods that help pupils efficiently organize, visualize, and remember knowledge. Teachers' capacity to create lessons that encourage critical thinking, comprehension, and active learning is strengthened when they are introduced to graphic organizers.

Table 7. Training/Seminars Attended on Exposure to the use of graphic organizers in classroom instruction

Number of Seminars/Trainings/Workshops Attended	Frequency	Percentage
5 or more trainings	5	50.00
3–4 trainings	3	30.00
1–2 trainings	0	0.00
None	2	20.00
Total	**10**	**100.00**
Average	**3.40**	
SD	**1.90**	

The information on training and seminars attended regarding exposure to the use of graphic organizers in classroom instruction is shown in Table 7.

Five (5), or 50.00 percent, of the respondents, or the majority, have attended five or more training courses, as shown in Table 7. Two (2), or 20.00 percent, reported not attending any training, whereas three (3), or 30.00 percent, reported attending three to four training courses.

According to the research, most respondents have actively participated in professional development, acknowledging the importance of ongoing education through training sessions, seminars, and workshops. This implies that educators recognize the value of these activities in improving their teaching skills and staying current with educational advancements.

Training and development programs are essential for raising the caliber and productivity of the teaching sector. According to Hunt (2022), thorough professional development programs are crucial components of performance enhancement frameworks. These courses offer both new and seasoned educators cutting-edge pedagogical techniques, efficient evaluation methods, and effective classroom management strategies that enhance the teaching and learning process.

Seminars using graphic organizers focus on strategies that help students organize their ideas rationally and connect them. These courses enable teachers to become skilled at selecting appropriate visual aids, such as flowcharts, Venn diagrams, and concept maps, for various subjects and learning objectives. The incorporation of these resources promotes independent learning, increases information retention, and increases student engagement.

Additionally, workshops on graphic organizers often emphasize the use of technology-enhanced teaching resources, motivating educators to adopt digital platforms to create engaging, visually appealing content. This exposure accommodates students' diverse learning styles and supports individualized instruction. Teachers can create a dynamic, inclusive learning environment where students actively create knowledge rather than passively absorb it by implementing these cutting-edge techniques.

Continuing to participate in these professional training courses ensures that teachers remain current, thoughtful, and sensitive to the demands of contemporary teaching. These opportunities play a significant role in enhancing students' learning outcomes and developing effective teaching strategies. Those who actively engage in professional development show a dedication to academic success and lifelong learning. These opportunities expose them to cutting-edge techniques and new trends, which ultimately promote greater academic success and student involvement.

Learners' Age

One of the key demographic factors influencing students' social, emotional, and cognitive growth is their age. It frequently sparks their curiosity, readiness to learn, and ability to engage with learning resources. Teachers can create classes and activities tailored to each student's developmental stage, considering the age distribution of their students. Table 8 displays the age profile of the respondents.

Table 8. Age Profile of the Respondents

Age	Frequency		Percentage
15 years old	11		26.8
14 years old	10		24.4
13 years old	9		22.0
12 years old	6		14.6
11 years old	4		9.8
Total	**40**		**100.00**
Average	**1**	**3.45**	
SD	**1**	**0.92**	

Table 8 shows that the respondents' ages range from 11 to 15 years old, with the largest group being 15-year-olds (26.8%), followed by 14-year-olds (24.4%) and 13-year-olds (22.0%). The mean age of 13.45 indicates that most learners are in the early to middle adolescence stage, a critical period for cognitive, emotional, and social development. This age range typically corresponds to junior high school learners who are developing abstract thinking, self-identity, and social awareness (Santrock, 2021).

The predominance of learners aged 13 to 15 suggests that they are in the transition phase between childhood and adolescence, which may significantly affect their motivation, learning behavior, and peer interactions. According to Papalia and Martorell (2021), adolescents at this stage are capable of higher-order reasoning but still require structured guidance, consistent motivation, and emotional support to sustain engagement in learning. Younger learners aged 11 to 12 (24.4% combined) may demonstrate varying levels of maturity and readiness, necessitating differentiated instruction and scaffolding strategies.

This age distribution implies that teachers must employ age-appropriate pedagogical strategies that promote engagement, collaboration, and metacognitive skills. As pointed out by Jones and Doolittle (2022), effective adolescent instruction integrates interactive, inquiry-based, and technology enhanced learning to align with students' developmental characteristics. Hence, understanding learners' age profile is essential in designing interventions that are both developmentally and contextually responsive, fostering optimal learning outcomes and holistic growth.

From an educational standpoint, early adolescents show growing capacity for abstract thought, information analysis, and logical inference—skills essential for enhancing reading, numeracy, and higher-order thinking. As a result, the age profile represents students who are developmentally capable of participating in worthwhile, student-centered learning activities that improve understanding, creativity, and critical thinking.

Learners' Gender

Gender, which categorizes respondents into those who identify as male and those who identify as female based on their biological sex, is another crucial demographic feature. Table 9 displays the gender profile of the responders.

Table 9. The respondents' gender profile

Gender	Frequency	Percentage
Male	13	31.7
Female	28	68.3
Total	**40**	**100.00**

According to Table 9, 13 respondents (31.7%) were men, while the bulk (68.3%) were women.

This result suggests that there are more female students in the group than male students. This gender mix is consistent with typical classroom configurations found in many schools, where there are often somewhat more female students. Hurlock (2020) asserts that gender disparities may influence students' social interactions, communication preferences, and learning styles in the classroom.

The higher percentage of female answers could indicate that girls are more involved in academic pursuits. Additionally, research suggests that while male learners may show greater interest in practical or performance-based activities, female learners often demonstrate greater diligence and focus during literacy and language tasks. By recognizing these differences, teachers can implement gender-responsive teaching methods that support inclusion and equal learning opportunities for all students by addressing the needs and strengths of both male and female students.

Level Of Graphic Organizer Integration In English Instruction

The evaluation of the degree of graphic organizer integration in English instruction is the main objective of this part. It aims to determine how effectively educators incorporate visual organizers, such as concept maps, story maps, Venn diagrams, and flowcharts, into their lesson plans. The assessment evaluates the extent to which these visual aids enhance students' engagement in language learning, critical thinking, and comprehension. This section provides insights into how graphic organizers support more structured, engaging, and relevant English instruction in the classroom by evaluating the frequency, goals, and modes of integration.

Teaching Use

To enhance students' comprehension and engagement during English training, personalized and interactive teaching methods are essential. Effective use of graphic organizers, which graphically depict concepts, ideas, and relationships within texts, is one such strategy. These resources help students organize their knowledge, retain it better, and develop their critical thinking skills. Torgesen (2022) asserts that visual aids, such as graphic organizers, are essential tools for fostering literacy and analytical skills because they help bridge the gap between abstract concepts and fundamental knowledge.

Table 10 Teaching Use

Indicators	WM	SD	Interpretation
The teacher uses graphic organizers during English lessons.	4.44	0.73	**Well Implemented**
The teacher explains and models how to use the graphic organizer.	4.33	0.71	**Well Implemented**
The selected graphic organizer matches the skill or topic being taught.	4.33	0.71	**Well Implemented**
The extent to which the teacher fills out or completes the graphic organizer as an example for students.	4.56	0.73	**Well Implemented**
Graphic organizers are used (e.g., before, during, or after the discussion) to support understanding.	4.44	0.73	**Well Implemented**
The teacher adjusts or simplifies the graphic organizer for different learning levels.	4.44	0.73	**Well Implemented**
Average Weighted Mean	**4.42**	**0.72**	**Well Implemented**

Legend:

4.21–5.00 – Very Well Implemented 3.41–4.20 – Well Implemented

2.61–3.40 – Implemented 1.81–2.60 – Less Implemented

1.00–1.80 – Least Implemented

The results of the Level of Graphic Organizer Integration in English Instruction in terms of Teaching Use are shown in Table 10. "The extent to which the teacher fills out or completes the graphic organizer as an example for students" had the highest weighted mean, at 4.56, which is considered Well Implemented. This suggests that educators act as effective role models by demonstrating the appropriate use of graphic organizers and providing pupils with precise examples, which aid their comprehension of both the subject matter and the organization and analysis processes. Teachers who demonstrate how to use graphic organizers help students learn how to efficiently classify, connect, and synthesize material by making abstract thought visual.

With an average of 4.33, which is considered Well Implemented, the lowest weighted mean was found for "The teacher explains and models how to use the graphic organizer" and "The selected graphic organizer matches the skill or topic being taught." While teachers frequently use and display graphic organizers, this result suggests there is still room better to match the type of organizer to specific learning objectives, even though the current approach remains practical. For instance, specialized training on which visual organizers work best for teaching English skills, such as sequencing, comparing, or summarizing, could be beneficial to teachers.

The total average weighted mean of 4.42 shows that graphic organizers are effectively used in English instruction. This suggests that educators frequently incorporate these resources into their lessons and view them as practical strategies to enhance student engagement and comprehension. Students can better comprehend and remember English lectures by visualizing relationships among concepts using frameworks such as Venn diagrams, story maps, and concept webs.

This result highlights the importance of continuing and, if possible, expanding the use of visual organizers in the classroom. Frequent use, combined with explicit modeling and connection to learning goals, ensures that students acquire metacognitive techniques that enhance their overall literacy performance, as well as their linguistic skills. Educators who successfully incorporate graphic organizers produce more engaging, relevant, and student-centered learning environments that accommodate a variety of learning needs and styles.

Activity Inclusion

The goal of incorporating graphic organizers into classroom activities is to provide students with structured opportunities to apply what they have learned through relevant, practical projects. Students may actively analyze material, work well in groups, and solidify their comprehension outside of teacher-led discussions when these tools are incorporated into written assignments and classwork. Vygotsky's social constructivist theory posits that when students engage in guided, interactive, and reflective activities that foster higher-order thinking, learning becomes more effective (Vygotsky, 1978). As a result, using graphic organizers in activities promotes autonomous comprehension and learner-centered learning. The respondents' responses on the use of visual organizers in English training are shown in Table 11.

"Learners use graphic organizers collaboratively during pair or group work" and "Graphic organizers are used as part of outputs like reports, presentations, or projects" had the highest weighted mean, at 4.44, which is considered Well Implemented. This finding suggests that teachers utilize graphic organizer-based projects to provide students with sufficient opportunities for cooperative learning. By working together, students may clarify concepts, organize information, and exchange viewpoints, thereby improving their comprehension and collaborative skills. Additionally, using graphic organizers in group assignments promotes student participation and communication, both of which are crucial components of successful English teaching.

Table 11. Activity Inclusion

Indicators	WM	SD	Interpretation
Graphic organizers are included in written tasks or activity sheets.	4.33	0.71	**Well Implemented**
Learners use graphic organizers collaboratively during pair or group work.	4.44	0.73	**Well Implemented**
Students complete graphic organizers independently as part of practice exercises.	4.33	0.71	**Well Implemented**
Graphic organizers are used as part of outputs like reports, presentations, or projects.	4.44	0.73	**Well Implemented**
Students are assigned graphic organizers to complete at home for reinforcement.	4.33	0.71	**Well Implemented**
Graphic organizers are included not only in the discussion but also in drills, enrichment, or reinforcement activities.	4.33	0.71	**Well Implemented**
Average Weighted Mean	**4.37**	**0.72**	**Well Implemented**

With a mean of 4.33, the indicators with the lowest weighted mean were "Graphic organizers are included in written tasks or activity sheets," "Students complete graphic organizers independently as part of practice exercises," "Students are assigned graphic organizers to complete at home for reinforcement," and "Graphic organizers are included not only in the discussion but also in drills, enrichment, or reinforcement activities." This suggests that although visual organizers are frequently used, they could be more fully integrated into selfdirected and at-home learning activities. Enhancing these elements may motivate students to use graphic organizers as tools for revision and self-control outside of the classroom.

Graphic organizers are consistently and meaningfully included in classroom activities, with an overall average weighted mean of 4.37, which is evaluated as "Well Implemented." In addition to using graphic organizers in lessons, teachers often include them in assessment, reinforcement, and enrichment activities. This integration ensures that students can employ critical thinking, efficiently organize material, and enhance their comprehension abilities in various English learning contexts. Students who regularly use visual organizers become more organized thinkers and communicate more clearly both orally and in writing.

Student Participation

To ensure that graphic organizers are used effectively in English instruction, student engagement is crucial. Active participation enables students to take charge of their education and engage with the material in meaningful ways. Bandura's Social Learning Theory (1986) states that when students actively participate and watch their teachers and classmates model tactics, learning becomes more effective. Encouraging students to complete, decipher, and make graphic organizers fosters motivation, teamwork, and independent thought throughout the learning process. Additionally, it enhances understanding and retention by having students actively construct knowledge rather than passively receiving it. The respondents' results on the integration of graphic organizers in English instruction, specifically regarding student participation, are presented in Table 12.

Table 12. Student Participation

Indicators	WM	SD	Interpretation
Students willingly fill in or complete the graphic organizers during activities.	4.33	0.71	**Well Implemented**
Students provide inputs or suggestions when completing graphic organizers as a class or group.	4.22	0.83	**Well Implemented**
Students show ease and confidence in interpreting or creating graphic organizers.	4.11	0.78	**Well Implemented**
Students use graphic organizers on their own even without being instructed (e.g., during note-taking or reviews).	4.11	0.78	**Well Implemented**
Students work together and communicate while completing shared graphic organizers.	4.44	0.73	**Well Implemented**
Students appear motivated, attentive, or enthusiastic when using graphic organizers.	4.55	0.73	**Very Well Implemented**
Average Weighted Mean	**4.29**	**0.76**	**Well Implemented**

With an average of 4.55, which is considered Very Well Implemented, the indicator with the highest weighted mean was "Students appear motivated, attentive, or enthusiastic when using graphic organizers." This suggests that when graphic organizers are incorporated into classes, students are highly engaged because these visual aids make learning more accessible, fun, and participatory. Students who can effectively envision things are more likely to be motivated and enthusiastic, which boosts their confidence and involvement in class discussions and assignments.

However, with a mean of 4.11, which is considered Well Implemented, the indicators with the lowest weighted mean were "Students show ease and confidence in interpreting or creating graphic organizers" and "Students use graphic organizers on their own even without being instructed (e.g., during notetaking or reviews)." This implies that although students are generally at ease with graphic organizers, there is still an opportunity to enhance their self-assurance and independence when using them independently. Providing students with opportunities for autonomous work, practice, and ongoing modeling can help them internalize how to utilize graphic organizers for self-study and revision.

Students are actively using graphic organizers in English instruction, as indicated by an overall weighted mean of 4.29, which is rated "Well Implemented." The results show that students engage in graphic organizer-based activities with enthusiasm and cooperation. Their participation enhances comprehension, fosters group learning, and cultivates higher order thinking skills. The integration of graphic organizers can be strengthened and their impact on students' learning outcomes maximized by promoting consistent participation throughout the introduction, discussion, and assessment phases of the course.

Assessment Support

Graphic organizers are crucial tools in the assessment process that determine how well pupils have acquired and applied their knowledge. Vygotsky's Sociocultural Theory (1978) states that learning occurs through scaffolding and guided interaction, which enables students to complete activities they might not be able to accomplish on their own. In this situation, graphic organizers serve as scaffolding tools that help students structure their responses, organize ideas, and visualize connections between concepts—skills essential for performing well on assessments.

Table 13. Assessment Support

Indicators	WM	SD	Interpretation
Graphic organizers are used to help students recall previous topics before quizzes or discussions.	4.44	0.73	**Well Implemented**
Students use graphic organizers to arrange their thoughts before answering tests or written tasks.	4.44	0.73	**Well Implemented**
Graphic organizer-based questions or formats are included in quizzes, exams, or performance tasks.	4.22	0.78	**Well Implemented**
Graphic organizers are used as scaffolding tools to assist learners who find it difficult to express answers.	4.44	0.50	**Well Implemented**
Teachers allow students to revise answers using graphic organizers to improve clarity and accuracy.	4.33	0.71	**Well Implemented**
The graphic organizers used reflect the skills being assessed, such as sequencing, comparing, or summarizing.	4.67	0.50	**Very Well Implemented**
Average Weighted Mean	**4.42**	**0.66**	**Well Implemented**

Students can demonstrate their learning in an organized and visual way when graphic organizers are incorporated into assessment tasks. They assist students in recalling past knowledge and making connections with new material when utilized before tests, quizzes, or debates. Teachers use them to assess students' comprehension, critical thinking, and capacity to make logical connections between topics. They also help students organize their thoughts before responding to written assignments. Allowing students to edit their work using graphic organizers also promotes accuracy and reflection, which in turn fosters deeper learning and enhances metacognitive awareness. Table 13 presents the study's conclusions on the use of graphic organizers in English instruction, specifically regarding assessment support.

The results indicate that graphic organizers are successfully used as assessment tools in English instruction, with an average weighted mean of 4.42, which is evaluated as Well Implemented. Teachers intentionally match graphic organizers to specific learning competencies and assessment goals, according to the highest indicator: "The graphic organizers used reflect the skills being assessed, such as sequencing, comparing, or summarizing" (WM = 4.67). By ensuring that students are assessed on abilities developed conceptually and visually in class, this alignment improves both education and evaluation.

While still falling within the Well Implemented range, the indicators "Graphic organizer-based questions or formats are included in quizzes, exams, or performance tasks" and "Teachers allow students to revise answers using graphic organizers to improve clarity and accuracy" produced somewhat lower means (4.22 and 4.33, respectively). This suggests that even if educators acknowledge the value of graphic organizers in formal examinations, opportunities for selfcorrection and consistent integration can still be improved.

Overall, the results indicate that encouraging structured thought, understanding, and introspection using graphic organizers significantly enhances evaluation procedures. Their use provides teachers with unambiguous proof of students' learning progress and enables pupils to demonstrate their

knowledge through a visual structure. Students' English language skills and higher-order thinking abilities can be further improved by strengthening their application throughout the assessment process, from preparation to evaluation.

Technology Integration

Technology integration improves the effectiveness of both teaching and learning in English classes. When used in conjunction with graphic organizers, technology transforms conventional visual aids into dynamic, engaging, and collaborative educational experiences. Table 14 presents the study's conclusions regarding the use of graphic organizers in English training, specifically in technology integration.

Table 14. Technology Integration

Indicators	WM	SD	Interpretation
Teachers utilize apps or software (e.g., Canva, PowerPoint, Google Slides) to present or create graphic organizers.	4.11	0.83	**Well Implemented**
Graphic organizers are shown using TV, projector, or interactive screen during lessons.	4.22	0.78	**Well Implemented**
Learners use tablets, laptops, or phones to complete or interact with digital graphic organizers.	4.00	0.87	**Well Implemented**
Students are provided with readymade templates online or through digital platforms.	4.11	0.78	**Well Implemented**
Graphic organizers are shared or submitted through LMS tools like Google Classroom, Quipper, or ClassPoint.	4.33	0.73	**Well Implemented**
Graphic organizers include images, icons, or animations to improve clarity and interest.	4.33	0.73	**Well Implemented**
Average Weighted Mean	**4.18**	**0.79**	**Well Implemented**

The results show that instructors and students are successfully utilizing technology to enhance the integration of graphic organizers in English instruction, with an average weighted mean of 4.18, which is regarded as "Well Implemented." "Graphic organizers are shared or submitted through LMS tools like Google Classroom, Quipper, or ClassPoint," and "Graphic organizers include images, icons, or animations to improve clarity and interest" are the indicators with the highest weighted mean (4.33), indicating that educators use online platforms and multimedia elements creatively to support students' comprehension and engagement. Technology, pedagogy, and subject knowledge must all be seamlessly integrated for instruction to be effective, according to Mishra and

Koehler's Technological Pedagogical subject Knowledge (TPACK) Framework (2006). Students can develop critical 21st-century digital literacy skills by utilizing digital tools to organize information, visualize relationships, and creatively express their ideas.

However, even though it is still regarded as Well Implemented, the indicator with the lowest weighted mean (4.00), "Learners use tablets, laptops, or phones to complete or interact with digital graphic organizers," suggests that not all students have equal access to devices or reliable internet connections.

Overall, the findings show that using graphic organizers with technology is a common practice in English instruction. While students benefit from visually stimulating and interactive learning experiences, teachers maximize the use of digital technologies to present, produce, and manage instructional materials. The use of technology-based graphic organizers will be even more successful with ongoing assistance in digital literacy training and access to technology resources.

Summary of Results

Table 15 summarizes the results of the indicators on the level of graphic organizer integration in English instruction.

Table 15. Summary of Results on the Implementation of Graphic Organizer Integration

Domains	Weighted Mean (WM)	Standard Deviation (SD)	Interpretation
A. Teaching Use	4.30	0.56	**Well Implemented**
B. Activity Inclusion	4.21	0.58	**Well Implemented**
C. Student Participation	4.18	0.61	**Proficient**
D. Assessment Support	4.29	0.55	**Well Implemented**
E. Technology Integration	4.10	0.63	**Proficient**
Average Weighted Mean	**4.22**	**0.59**	**Well Implemented**

Teaching Use (WM = 4.30), which is considered Well Implemented, had the highest weighted mean. This implies that educators often incorporate graphic organizers into their lesson plans and demonstrate to students how to use them. Students' comprehension is further enhanced by using organizers before, during, and following conversations. According to Marzano (2020), visual organizers are valuable teaching aids that help educators demonstrate connections between concepts and simplify complex ideas. Teachers' understanding of the pedagogical benefits of these tools in enhancing comprehension and retention is evident in their consistent use.

Next in line, and likewise assessed as Well Implemented, is the domain Assessment Support (WM = 4.29). This finding suggests that professors incorporate visual organizers into assessment tasks, allowing students to organize their ideas before writing assignments or exams. Additionally, the usage of graphic organizer-based forms in performance tasks and quizzes demonstrates how teachers scaffold learning using visual aids. According to Novak and Cañas (2019), learners can communicate knowledge structure and depth of comprehension beyond rote memorization when concept maps and comparable organizers are included in assessments.

Teachers regularly use graphic organizers in class activities, including reports, group projects, and enrichment activities, according to the Activity Inclusion domain (WM = 4.21), which is evaluated as Well Implemented. The fact that these resources are used in a variety of assignments implies that students are given multiple opportunities to apply their knowledge both collaboratively and graphically. This is consistent with Vygotsky's (1978) social constructivist theory, which emphasizes learning through shared meaning-making and active engagement.

In the meantime, it was determined that both Technology Integration (WM = 4.10) and Student Participation (WM = 4.18) were proficient. These domains still exhibit positive implementation, but their means are marginally lower than those of other domains. In terms of student involvement, the findings suggest that although students are generally motivated and self-assured when using graphic organizers, some may still require instructor assistance to complete them independently. This highlights the importance of supporting students' independence and critical thinking. The modest score for technology integration indicates that, even with the use of digital tools (such as Canva, PowerPoint, and Google Slides), full implementation may still be limited by access to devices or a reliable internet connection. According to Koehler and Mishra (2009), to create successful digital learning experiences, a balance must be achieved among technological, pedagogical, and content knowledge.

Graphic organizers are widely and successfully used in classroom instruction, assessment, and digital learning, with a total weighted mean of 4.22, which is regarded as "Well Implemented." Instructors demonstrate proficiency in utilizing these resources to enhance students' understanding, concept organization, and engagement in a range of learning activities. Nonetheless, there is still room for improvement in terms of promoting student autonomy and ensuring equitable access to technology for seamless integration.

Overall, the results suggest that educators effectively integrate graphic organizers into their teaching and assessment practices. By promoting the analysis, comparison, and synthesis of information, the regular use of these tools not only supports knowledge building but also enhances students' higher-order thinking skills. Graphic organizers are an essential component of successful, student-centered learning because they serve as teaching tools that help close the gap between abstract concepts and tangible comprehension.

Learners' Responses on The Level of Graphic Organizer Integration in English Instruction

This section focuses on evaluating the extent to which graphic organizers are incorporated into English instruction from the students' viewpoint. It assesses how well educators and learners facilitate comprehension, engagement, and critical thinking using visual aids, such as concept maps, story maps, Venn diagrams, and flowcharts. By analyzing their use in instruction, activities, participation, evaluation, and technological integration, this assessment aims to determine how graphic organizers enhance students' engagement and understanding of English instruction.

Teaching Use

Among the most effective instructional tools for enhancing students' understanding and engagement are graphic organizers. Students can make connections between ideas more effectively, comprehend concepts more thoroughly, and organize their thoughts more efficiently when teachers use and practice these methods. According to Torgesen (2022), visual aids promote literacy and critical thinking by bridging the gap between abstract concepts and tangible comprehension, thereby enhancing understanding. Table 16 presents the students' evaluation of the use of graphic organizers in teaching English.

Table 16. Teaching Use

Indicators	WM	SD	Interpretation
The teacher uses graphic organizers during English lessons.	4.55	0.56	**Well Implemented**
The teacher explains and models how to use the graphic organizer.	4.55	0.50	**Well Implemented**
The selected graphic organizer matches the skill or topic being taught.	4.35	0.63	**Well Implemented**
The extent to which the teacher fills out or completes the graphic organizer as an example for students.	4.28	0.70	**Well Implemented**
Graphic organizers are used (e.g., before, during, or after the discussion) to support understanding.	4.60	0.54	**Well Implemented**
The teacher adjusts or simplifies the graphic organizer for different learning levels.	4.38	0.70	**Well Implemented**
Average Weighted Mean	**4.45**	**0.61**	**Well Implemented**

With the highest weighted mean of 4.60, the indication "Graphic organizers are used (e.g., before, during, or after the discussion) to support understanding" shows that teachers employ graphic organizers to reinforce knowledge at several phases of instruction. Students may follow class methodically and recall concepts better thanks to this practice.

While still rated as Well Implemented, the lowest weighted mean, 4.28, was found in "The extent to which the teacher fills out or completes the graphic organizer as an example for students." This

indicates that although teachers frequently provide examples, there is potential for additional modeling to improve students' comprehension.

The average weighted mean of 4.45 indicates that teachers regularly and effectively use graphic organizers in English classes, thereby enhancing the organization, interactivity, and significance of instruction.

Activity Inclusion

Learners have practical opportunities to apply concepts and engage in meaningful collaboration when graphic organizers are incorporated into learning activities. According to Vygotsky's (1978) social constructivist theory, higher-order thinking and understanding are enhanced through active participation in cooperative and reflective tasks. The Activity Inclusion results are shown in Table 17.

Table 17. Activity Inclusion

Indicators	WM	SD	Interpretation
Graphic organizers are included in written tasks or activity sheets.	4.38	0.63	**Well Implemented**
Learners use graphic organizers collaboratively during pair or group work.	4.33	0.78	**Well Implemented**
Students complete graphic organizers independently as part of practice exercises.	4.28	0.75	**Well Implemented**
Graphic organizers are used as part of outputs like reports, presentations, or projects.	4.50	0.60	**Well Implemented**
Students are assigned graphic organizers to complete at home for reinforcement.	4.23	0.83	**Well Implemented**
Graphic organizers are included not only in the discussion but also in drills, enrichment, or reinforcement activities.	4.35	0.66	**Well Implemented**
Average Weighted Mean	**4.35**	**0.71**	**Well Implemented**

The indication "Graphic organizers are used as part of outputs like reports, presentations, or projects" had the highest weighted mean (4.50), demonstrating how educators incorporate visual aids into performance tasks to promote creativity and active learning.

"Students are assigned graphic organizers to complete at home for reinforcement" had the lowest weighted mean (4.23), suggesting that although classroom integration is high, graphic organizer-based or independent activities are less common.

In conclusion, Activity Inclusion is graded Well Implemented with an average weighted mean of 4.35, indicating that visual organizers are frequently used in class activities to enhance comprehension and foster teamwork.

Student Participation

To maximize the effectiveness of graphic organizers, student participation is crucial. Students learn best when they watch, mimic, and engage in meaningful activities, according to Bandura's Social Learning Theory (1986). The Student Participation figures are displayed in Table 18.

Table 18. Student Participation

Indicators	WM	SD	Interpretation
Students willingly fill in or complete the graphic organizers during activities.	4.40	0.63	**Well Implemented**

Students provide inputs or suggestions when completing graphic organizers as a class or group.	4.40	0.73	**Well Implemented**
Students show ease and confidence in interpreting or creating graphic organizers.	4.33	0.73	**Well Implemented**
Students use graphic organizers on their own even without being instructed.	4.23	0.80	**Well Implemented**
Students work together and communicate while completing shared graphic organizers.	4.53	0.56	**Well Implemented**
Students appear motivated, attentive, or enthusiastic when using graphic organizers.	4.33	0.70	**Well Implemented**
Average Weighted Mean	**4.37**	**0.69**	**Well Implemented**

"Students work together and communicate while completing shared graphic organizers," which received the highest grade (4.53), demonstrates excellent cooperation and teamwork throughout English classes.

"Students use graphic organizers on their own, even without being instructed," has the lowest mean (4.23), indicating that students may still need teacher assistance when utilizing these tools independently.

Graphic organizers effectively promote engagement and comprehension, as evidenced by a weighted average of 4.37, indicating that students are motivated and actively involved.

Assessment Support

Additionally, graphic organizers help evaluate critical thinking and comprehension. According to Vygotsky (1978), scaffolding provides guided support to help students complete complex activities. The results for Assessment Support are shown in Table 19.

Visual recall is a popular and successful assessment support technique, as indicated by the statement "Graphic organizers are used to help students recall previous topics before quizzes or discussions," which has the highest mean (4.63, Very Well Implemented).

The lowest-rated item, "Graphic organizers are used as scaffolding tools to assist learners who find it difficult to express answers," had a mean score of 4.25, suggesting that its differentiated use for students who struggle could be improved. Graphic organizers are heavily incorporated into assessment procedures, promoting the organized and visual expression of knowledge, with an average weighted mean of 4.49.

Table 19. Assessment Support

Indicators	WM	SD	Interpretation
Graphic organizers are used to help students recall previous topics before quizzes or discussions.	4.63	0.54	**Very Well Implemented**
Students use graphic organizers to arrange their thoughts before answering tests or written tasks.	4.55	0.56	**Well Implemented**
Graphic organizer-based questions or formats are included in quizzes, exams, or performance tasks.	4.48	0.60	**Well Implemented**
Graphic organizers are used as scaffolding tools to assist	4.25	0.80	**Well Implemented**

learners who find it difficult to express answers.			
Teachers allow students to revise answers using graphic organizers to improve clarity and accuracy.	4.53	0.56	**Well Implemented**
The graphic organizers used reflect the skills being assessed, such as sequencing, comparing, or summarizing.	4.53	0.56	**Well Implemented**
Average Weighted Mean	**4.49**	**0.62**	**Well Implemented**

Technology Integration

Interactivity and creativity in English instruction are enhanced when technology is used alongside graphic organizers. Effective technology use requires aligning digital tools, pedagogy, and content, as outlined in the TPACK Framework (Mishra & Koehler, 2006). The learners' opinions about technology integration are displayed in Table 20.

The highest mean (4.53) indicates that educators successfully create captivating visual aids using programs such as Canva or PowerPoint. But not all students have access to gadgets for interactive digital work, as seen by the lowest mean (3.93).

Table 20. Integration of Technology

Indicators	WM	SD	Interpretation
Teachers utilize apps or software (e.g., Canva, PowerPoint, Google Slides) to present or create graphic organizers.	4.53	0.56	**Well Implemented**
Graphic organizers are shown using TV, projector, or interactive screen during lessons.	4.40	0.76	**Well Implemented**
Learners use tablets, laptops, or phones to complete or interact with digital graphic organizers.	3.93	0.90	**Implemented**
Students are provided with ready-made templates online or through digital platforms.	4.20	0.80	**Well Implemented**
Graphic organizers are shared or submitted through LMS tools like Google Classroom or Quipper.	4.18	0.83	**Well Implemented**
Graphic organizers include images, icons, or animations to improve clarity and interest.	4.38	0.70	**Well Implemented**
Average Weighted Mean	**4.27**	**0.76**	**Well Implemented**

With room for improvement in digital accessibility and student-device interaction, the average weighted mean of 4.27 indicates that technology integration is well implemented.

Summary of Results

Table 21 summarizes the results of the level of graphic organizer integration in English instruction based on learners' responses.

The most excellent mean was found in the Assessment Support domain (WM = 4.49), suggesting that learners believe graphic organizers are most helpful for organizing, recalling, and demonstrating understanding during assessments. The lowest score was obtained by the Technology Integration category (WM = **Table 21**

Summary of Results on the Implementation of Graphic Organizer Integration 4.27), suggesting that although teachers employ digital tools efficiently, students' access to technology may still differ.

Domains	Weighted Mean (WM)	Standard Deviation (SD)	Interpretation
A. Teaching Use	4.45	0.61	Well Implemented
B. Activity Inclusion	4.35	0.71	Well Implemented
C. Student Participation	4.37	0.69	Well Implemented

D. Assessment Support	4.49	0.62	Well Implemented
E. Technology Integration	4.27	0.76	Well Implemented
Average Weighted Mean	**4.39**	**0.68**	**Well Implemented**

The average weighted mean of 4.39 (Well Implemented) indicates that students believe graphic organizers are consistently helpful when used in English instruction. In addition to enhancing understanding and engagement, these visual aids promote teamwork, critical thinking, and autonomous learning across various subject areas.

Level of English Proficiency

The primary goal of this section is to assess teachers' proficiency in English. It aims to determine how effectively teachers use English across various instructional contexts, including course delivery, classroom engagement, and assessment communication. To assess instructors' overall proficiency in the language, the examination evaluates their skills in speaking, listening, reading, and writing. This section provides insights into how teachers' English proficiency enhances learners' comprehension, clarifies explanations, and facilitates successful instruction. This section assesses their degree of proficiency, highlighting both their strengths and areas that may require further professional development to enhance English education.

Reading Comprehension

Teachers should improve their reading comprehension so they can help students understand a variety of materials by modeling effective reading strategies. Highly skilled reading comprehension teachers can recognize key concepts, evaluate supporting details, and draw logical conclusions from the context. Goodman's (1967) reading theory states that comprehension is an active process of creating meaning from text by utilizing language cues and past knowledge. As a result, teachers who are proficient in reading comprehension are better able to encourage students' critical thinking, interpretation, and appreciation of texts. Table 22 displays the respondents' reading comprehension skills.

The data reveal that teachers demonstrated a **very proficient** level in reading comprehension, with an **average weighted mean of 4.50**. The indicators with the highest mean (4.56) were *"I can easily tell what the story or passage is mostly about," "I can find important details from what I read," "I can arrange events*

Table 22 Reading Comprehension

Indicators	WM	SD	Interpretation
I can easily tell what the story or passage is mostly about.	4.56	0.50	**Very Proficient**
I can find important details from what I read.	4.56	0.50	**Very Proficient**
I can guess what might happen next based on the story.	4.22	0.67	**Very Proficient**
I can arrange events from the story in the correct order.	4.56	0.50	**Very Proficient**
I can answer questions like who, what, where, when, why, and how after reading.	4.56	0.50	**Very Proficient**
I can give a short summary of what I have read.	4.56	0.50	**Very Proficient**
Average Weighted Mean	**4.50**	**0.53**	**Very Proficient**

Legend:

4.21–5.00 – Very Proficient 3.41–4.20 – Proficient 2.61–3.40 – Moderately Proficient 1.81–2.60 – Less Proficient 1.00–1.80 – Not Proficient

from the story in the correct order," "I can answer questions like who, what, where, when, why, and how after reading," and *"I can give a summary of what I have read."* These results suggest that teachers possess excellent reading comprehension skills, enabling them to extract essential information, identify key concepts, and summarize texts accurately.

The indicator with the lowest mean (4.22), *"I can guess what might happen next based on the story,"* still falls within the *Very Proficient* range. This implies that while teachers can make predictions based on context, there is still room for enhancing inferential reading and critical analysis skills.

Overall, the results indicate that teachers are **very proficient** in reading comprehension. This high level of proficiency enables them to model effective reading strategies, guide learners in analyzing texts, and promote a deeper understanding and critical engagement with written materials. Strengthening continuous reading enrichment activities and reflective reading practices can further enhance teachers' interpretive and analytical abilities, leading to more meaningful English instruction in the classroom.

Vocabulary Development

Enhancing teachers' vocabulary growth involves ensuring they have a wide variety of practical terms essential for efficient teaching and communication. Teachers with an extensive vocabulary can help pupils grasp subtleties in meaning, provide clear explanations of subjects, and offer relevant examples of word usage. Nation (2001) asserts that vocabulary knowledge is essential to linguistic competency and influences all other abilities, including speaking, listening, reading, and writing. As a result, teachers with an extensive vocabulary enhance students' linguistic and academic growth while enriching classroom discourse. Table 23 displays the respondents' results on their vocabulary development skills.

Table 23. Vocabulary Development Skills

Indicators	WM	SD	Interpretation
I can understand the meaning of new words by using clues in the sentence.	4.33	0.50	**Very Proficient**
I know words that have the same or opposite meanings.	4.33	0.50	**Very Proficient**
I can use new words correctly in my own sentences.	4.44	0.53	**Very Proficient**
I can match words with their correct definitions.	4.67	0.50	**Very Proficient**
I can tell the difference when a word has more than one meaning.	4.56	0.50	**Very Proficient**
I can remember and use the words I have learned before.	4.44	0.53	**Very Proficient**
Average Weighted Mean	**4.46**	**0.51**	**Very Proficient**

With an average weighted mean of 4.46, teachers demonstrated a very high level of vocabulary development. "I can match words with their correct definitions" (WM = 4.67) had the highest weighted mean, suggesting that teachers have a broad vocabulary and can identify exact word meanings. To ensure correctness in instruction and communication, this skill is essential for defining and contextualizing language in classes.

High proficiency is also demonstrated by indicators like "I can tell the difference when a word has more than one meaning" (WM = 4.56) and "I can use new words correctly in my own sentences" (WM = 4.44). These findings demonstrate that teachers are skilled at understanding word nuances and applying vocabulary in real-world contexts, thereby encouraging students to use language meaningfully.

"I can understand the meaning of new words by using clues in the sentence," and "I know words that have the same or opposite meanings" are the indicators with the lowest weighted mean of 4.33. However, they are still in the

Very Proficient category. Although further vocabulary enrichment may further improve this area, this suggests that teachers are comfortable using context clues and identifying word associations.

Teachers demonstrated a relatively strong understanding of terminology. Practical instruction of reading, writing, and speaking abilities is supported by their capacity to comprehend, apply, and

discriminate word meanings. This research demonstrates how teachers' extensive vocabulary helps to improve student comprehension, provide more precise explanations, and create more interesting English learning opportunities.

Grammar and Structure

The purpose of evaluating teachers' skill in grammar and structure is to ascertain their capacity to employ and exemplify proper grammatical forms in written and oral communication. Teachers who possess an excellent grasp of grammar are able to correct students' mistakes confidently, generate correct sentences, and effectively explain linguistic norms. The basis for producing meaningful language is mastery of grammatical structures, as suggested by Chomsky's (1965) theory of universal grammar.

Therefore, to guarantee clear education, accurate communication, and consistent modeling of proper language use in the classroom, teachers must be proficient in grammar. Table 24 displays the respondents' Grammar and Structure Skills results.

Table 24. Grammar and Structure Skills

Indicators	WM	SD	Interpretation
I can use correct subject-verb agreement in my sentences.	4.56	0.50	**Very Proficient**
I can identify nouns, verbs, adjectives, and other parts of speech.	4.33	0.50	**Very Proficient**
I can write sentences in the correct pattern or order.	4.33	0.50	**Very Proficient**
I can use correct punctuation marks and capital letters.	4.56	0.50	**Very Proficient**
I can find and correct grammar mistakes in sentences.	4.56	0.50	**Very Proficient**
I can change sentences into past, present, or future tense correctly.	4.56	0.50	**Very Proficient**
Average Weighted Mean	**4.48**	**0.50**	**Very Proficient**

With an average weighted mean of 4.48, teachers showed a very high level of proficiency in grammar and structure. With the highest weighted mean of 4.56, the indicators "I can use correct subject-verb agreement in my sentences," "I can use correct punctuation marks and capital letters," "I can find and correct grammar mistakes in sentences," and "I can change sentences into past, present, or future tense correctly" all demonstrated a strong command of grammatical accuracy and mechanics. This implies that educators can reliably demonstrate proper sentence building and uphold grammatical consistency while teaching.

The indications "I can identify nouns, verbs, adjectives, and other parts of speech" and "I can write sentences in the correct pattern or order," which have a slightly lower weighted mean of 4.33, are still in the Very Proficient category. These findings suggest that teachers have a firm grasp of syntactic structures and grammatical features, but they could improve with additional practice in creating complex sentences and analyzing grammar.

Overall, the findings indicate that teachers possess excellent grammar and structural skills. They can provide learners with clear explanations and helpful comments because of their ability to correctly apply grammatical rules, recognize language components, and correct mistakes. Students' enhanced language accuracy and confidence in using English are a result of this grammatical mastery, which improves both oral and written education.

Summary of Results

Table 25 presents a summary of the results for the indicators of respondents' English proficiency.

Table 25. Summary of Results on the Level of English Proficiency

Domains	Weighted Mean (WM)	Standard Deviation (SD)	Interpretation
Reading Comprehension	4.13	0.61	Proficient

Vocabulary Development	4.06	0.63	Proficient
Grammar and Structure	4.00	0.64	Proficient
Average Weighted Mean	**4.12**	**0.63**	**Proficient**

Reading comprehension (WM = 4.13), considered proficient, had the highest weighted mean. This implies that pupils can uncover essential details, identify a passage's primary themes, anticipate tale events, and accurately summarize the material. This level of competence demonstrates that students can independently interpret textual data and derive meaning. The schema theory, as proposed by Anderson and Pearson (1984), suggests that readers' comprehension is enhanced when they actively connect new information to their existing knowledge. As a result, students' comprehension of a passage's flow and meaning demonstrates both their critical engagement with the text and their ability to interpret it effectively.

Vocabulary Development (WM = 4.06), which is likewise considered Proficient, comes next. This suggests that students can use new vocabulary in sentences, recognize synonyms and antonyms, and comprehend unfamiliar terms by using context clues. The results demonstrate pupils' growing vocabulary and their increasing ability to use words appropriately. According to Nation (2001), vocabulary knowledge is essential for communication and reading comprehension. The pupils' vocabulary proficiency indicates that they are developing linguistic flexibility, which enhances their ability to read and write effectively.

Grammar and Structure (WM = 4.00) is also read as Proficient, meaning that pupils can recognize parts of speech, compose grammatically acceptable sentences, and use appropriate tenses and punctuation. Even while they occasionally make mistakes, they also show knowledge of sentence structures and grammatical correctness. According to Richards and Reppen (2014), grammatical proficiency encompasses not only accuracy but also fluency and appropriateness in communicative contexts. The pupils' performance suggests that they can successfully use grammar rules in both written and spoken English.

The respondents demonstrate a strong command of English in all three categories, with an overall weighted mean of 4.12, indicating proficiency. They consistently demonstrate proficiency in language production and comprehension across reading, writing, grammar, and vocabulary. Even if the results show a respectable level of English proficiency, there is still an opportunity to develop to Very Proficient performance, primarily through more extensive reading, writing practice, and grammatical reinforcement exercises.

Overall, the results suggest that students exhibit a balanced level of ability in important English communication domains. They can actively engage in academic assignments and everyday communication due to their proficiency in language comprehension, use, and production. These children have the capacity to achieve greater levels of mastery that correspond with the requirements of 21stcentury literacy and communication skills through sustained practice and enhanced instruction.

Learners' Responses on Level of English Proficiency

The primary objective of this section is to assess the students' English language proficiency. It aims to determine how effectively students use and understand English across various learning environments, including grammar, vocabulary, and comprehension. The evaluation focused on three main language domains—reading comprehension, vocabulary growth, and grammar and structure—to assess their overall competency. This section highlights how learners' English competence enhances their ability to comprehend texts, express ideas, and participate effectively in academic

assignments. It highlights both their strengths and potential areas for improvement in their English proficiency through additional training and reinforcement.

Reading Comprehension

Because it enables students to extract meaning, identify key concepts, and draw conclusions from texts, reading comprehension is a vital component of language proficiency. According to Goodman's (1967) reading theory, readers actively create meaning through linguistic signals and past knowledge. As a result, pupils with good reading comprehension skills are better equipped to think critically, evaluate concepts, and understand written content. The respondents' reading comprehension levels are shown in Table 26.

According to Table 26, the statement "I can find important details from what I read" had the highest weighted mean (4.35), demonstrating that students can recognize crucial features and pertinent information inside a book. This demonstrates their ability to identify and analyze key elements that support overall comprehension.

Table 26 Comprehension of Reading

Indicators	WM	SD	Interpretation
I can easily tell what the story or passage is mostly about.	4.25	0.66	Very Proficient
I can find important details from what I read.	4.35	0.69	Very Proficient
I can guess what might happen next based on the story.	4.15	0.80	Proficient
I can arrange events from the story in the correct order.	4.15	0.78	Proficient
I can answer questions like who, what, where, when, why, and how after reading.	4.28	0.76	Very Proficient
I can give a short summary of what I have read.	4.03	0.81	Proficient
Average Weighted Mean	**4.20**	**0.75**	**Proficient**

Legend:

4.21–5.00 – Very Proficient 3.41–4.20 – Proficient 2.61–3.40 – Moderately Proficient

1.81–2.60 – Less Proficient 1.00–1.80 – Not Proficient

"I can give a summary of what I have read" had the lowest weighted mean (4.03), which is still within the Proficient range. This implies that although pupils can summarize, they need more practice accurately and logically compressing information.

The average weighted mean of 4.20 shows that pupils' reading comprehension skills are generally proficient. This indicates that they can comprehend the main idea, identify important details, and answer questions based on literature.

Teachers may offer extra exercises to further develop their students' abilities to summarize, forecast results, and decipher latent meanings.

Vocabulary Development

Having a strong vocabulary is essential for understanding and communicating effectively. All other language abilities, such as speaking, listening, reading, and writing, are based on vocabulary proficiency, as noted by Nation (2001). Students with an extensive vocabulary can interact with more complex literature, communicate effectively, and comprehend nuanced meanings.

The learners' vocabulary development abilities are displayed in Table 27.

Table 27. Skills for Developing Vocabulary

Indicators	WM	SD	Interpretation
I can understand the meaning of new words by using clues in the sentence.	4.25	0.84	Very Proficient

I know words that have the same or opposite meanings.	4.10	0.73	Proficient
I can use new words correctly in my own sentences.	4.20	0.71	Proficient
I can match words with their correct definitions.	3.98	0.86	Proficient
I can tell the difference when a word has more than one meaning.	3.90	0.93	Proficient
I can remember and use the words I have learned before.	4.20	0.80	Proficient
Average Weighted Mean	**4.11**	**0.81**	**Proficient**

Table 27 shows that the Very Proficient category has the highest indicator,

"I can understand the meaning of new words by using clues in the sentence" (WM = 4.25). This indicates that children are proficient in using contextual cues to infer meanings, a crucial ability for vocabulary growth and reading comprehension. While still within the Proficient range, the lowest mean (3.90) for "I can tell the difference when a word has more than one meaning" suggests that learners occasionally struggle to identify several word meanings or polysemous usage.

The average weighted mean of 4.11 indicates that students are proficient in expanding their vocabulary. This demonstrates their ability to use and comprehend words correctly. Still, it highlights the need for ongoing vocabularybuilding exercises, including interactive activities, synonym research, and contextual word acquisition.

Grammar and Structure

Proficient learners in grammar can create precise and meaningful phrases.

The basis for linguistic performance is grammatical competence, according to Chomsky's (1965) theory of universal grammar. Therefore, mastering grammatical structures guarantees clear expression and proper sentence construction. The results of learners' grammar and structural abilities are shown in Table 28.

Table 28. Proficiency in Grammar and Structure

Indicators	WM	SD	Interpretation
I can use correct subject-verb agreement in my sentences.	4.00	0.92	Proficient
I can identify nouns, verbs, adjectives, and other parts of speech.	3.93	0.89	Proficient
I can write sentences in the correct pattern or order.	4.15	0.79	Proficient
I can use correct punctuation marks and capital letters.	4.13	0.80	Proficient
I can find and correct grammar mistakes in sentences.	4.00	0.95	Proficient
I can change sentences into past, present, or future tense correctly.	4.05	0.86	Proficient
Average Weighted Mean	**4.04**	**0.87**	**Proficient**

Table 28 shows that "I can write sentences in the correct pattern or order" had the highest weighted mean (4.15), indicating that pupils can produce grammatically accurate phrases and comprehend fundamental sentence structures.

Although still proficient, "I can identify nouns, verbs, adjectives, and other parts of speech" had the lowest mean score (3.93), suggesting that students may need assistance recognizing and using various grammatical components.

Although learners can generally apply grammatical principles correctly, they would benefit from further experience in constructing complex sentences and editing for accuracy, as indicated by an average weighted mean of 4.04, suggesting an overall proficient level in grammar and structure.

Summary of Results

Table 29 presents a summary of the results on the respondents' English proficiency.

Table 29. Summary of Results on the Level of English Proficiency

Domains	Weighted Mean (WM)	Standard Deviation (SD)	Interpretation
Reading Comprehension	4.20	0.75	Proficient
Vocabulary Development	4.11	0.81	Proficient
Grammar and Structure	4.04	0.87	Proficient
Average Weighted Mean	**4.12**	**0.81**	**Proficient**

Among the three domains, **Reading Comprehension** (WM = 4.20) ranked highest, indicating that students can understand passages, identify main ideas, and recall essential details. This aligns with **Anderson and Pearson's (1984) schema theory**, which states that readers' comprehension improves when they connect new information to prior knowledge.

Vocabulary Development (WM = 4.11) ranked second, indicating that learners possess sufficient word knowledge to understand and use vocabulary across various contexts. Meanwhile, **Grammar and Structure** (WM = 4.04) obtained the lowest weighted mean, although it still falls within the **Proficient** range, suggesting a need for continued grammar reinforcement and sentencebuilding practice.

Learners are proficient in English overall, with a weighted mean of 4.12. They demonstrate a sufficient command of reading, vocabulary, and grammar, enabling them to use proper language forms, comprehend texts, and articulate ideas clearly. Students will advance to a Very Proficient level and improve their preparedness for increased academic communication needs with continued exposure to reading materials, writing assignments, and structured grammar exercises.

Significant Relationship Between the Level of Graphic Organizer

Integration and the English Proficiency of Grade 6 Learners

This section presents whether there is a significant relationship between the level of graphic organizer integration and the English proficiency of grade 6 learners. Table 30 shows the significant relationship between the level of graphic organizer integration and the English proficiency of grade 6 learners.

Given the computed p-value of 0.0038, tested at a 0.05 level of significance, the relationship between the level of graphic organizer integration and the English proficiency of Grade 6 learners was found to be significant. This result led to the rejection of the null hypothesis (H_0), indicating a positive and meaningful correlation between the two variables

Table 30. SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF GRAPHIC ORGANIZER INTEGRATION AND THE ENGLISH PROFICIENCY OF GRADE 6 LEARNERS

Variables	df	Tstatistics	Computed r value	Critical p-value	Decision	Interpretation
The level of graphic organizer integration and the English proficiency of grade 6 learners	48	3.438	0.43016	0.0038	Reject H0	Significant

@ 0.05 level of significance

Using graphic organizers in the classroom helps learners become more proficient in English, particularly in organizing thoughts, comprehending reading materials, and improving their written outputs. Learners are better able to visualize connections between concepts when teachers effectively incorporate graphic organizers into their instruction, thereby enhancing language performance and comprehension.

The results corroborate the notion that teaching techniques that encourage visual learning, such as concept mapping and diagramming, may improve students' comprehension of vocabulary and English structures. As a result, regular use of graphic organizers is recommended, as they not only improve general English language skills but also enhance comprehension.

Issues and Concerns

The aim of investigating the problems and difficulties associated with incorporating graphic organizers into classroom instruction is to identify the barriers to their successful implementation. Although graphic organizers have been shown to improve understanding, critical thinking, and concept organization, teachers and learners may not be able to benefit from them due to several obstacles. Understanding these obstacles is essential to formulating strategies that improve their execution and support educators and learners in the educational process. The difficulties that teachers and learners encounter when using visual organizers are presented in Table 31.

According to Table 31, the most common problems reported by respondents were (1) students with poorer reading or writing abilities feeling overburdened when completing graphic organizers and (2) students having trouble correctly interpreting or completing graphic organizers, both of which ranked first with 34 responses. These difficulties underscore the importance of learner proficiency and understanding in utilizing graphic organizers effectively.

The following issues were most often mentioned: group activities becoming boisterous or difficult to control (Rank 3) and a shortage of devices or a poor internet connection for digital-based organizers (Rank 3). These indicate that access to technology and classroom management are also significant concerns that hinder effective integration.

Table 31. Issues and Challenges in Using Graphic Organizers

Indicators	Frequency	Rank
Some students struggle to understand how to complete or interpret graphic organizers accurately.	34	1.5
Learners with lower reading or writing skills may feel overwhelmed when asked to input answers.	34	1.5
For digital-based organizers, a lack of gadgets or a weak internet connection can affect integration.	33	3.5
Group activities involving graphic organizers can become noisy or hard to control if not facilitated well.	33	3.5
Students may rely too heavily on the teacher to complete organizers, rather than thinking independently.	28	5
Teachers may find it challenging to incorporate graphic organizer activities into a short class period.	26	6
There may be a lack of printed templates, markers, or digital tools to create or project graphic organizers.	24	7
Some teachers lack complete training on how to properly use or select the right graphic organizer for a lesson.	20	8.5
Teachers often find it challenging to choose the most suitable type of organizer for their lesson objectives.	20	8.5
Graphic organizers are used occasionally instead of being applied	17	10

regularly, making students unfamiliar with them.		

Additionally, students' reliance on teachers to complete organizers (Rank 5) and time constraints when adding activities (Rank 6) indicate that both student freedom and instructional structure still require development. Meanwhile, inadequate teacher training, a lack of digital tools or printed templates (Rank 7), and trouble selecting suitable organizers (Rank 8) highlight the need for more professional development and resource provision.

The infrequent use of graphic organizers was the least-cited issue (Rank 10), indicating that although teachers acknowledge their value, they are still used inconsistently throughout courses.

Overall, these results suggest that although graphic organizers effectively enhance understanding and concept organization, student preparedness, technological constraints, and instructional difficulties hinder their practical application. Both the quality of instruction and students' learning outcomes can be improved by addressing these issues through targeted training, resource support, and organized strategies.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter 3 gives the summary, findings, conclusions, and recommendations.

Summary

To develop an improved graphic organizer-based lesson plan, this study aimed to investigate the impact of integrating graphic organizers on the academic performance of Grade 6 students at Subangdaku Elementary School during the 2025–2026 academic year. The study collected information on the degree of graphic organizer integration in instruction, the problems and difficulties encountered during implementation, and learners' English competence.

Responses from forty Grade 6 students were gathered using descriptive and correlational methods, and frequency, percentage, ranking, and correlation statistics were used for analysis. According to the learners' demographic profile, most were female and aged 12-13. The degree of graphic organizer integration and English competence were significantly correlated, with a computed p-value of 0.0038 at the 0.05 level of significance.

The study also identified several implementation-related issues, including students' difficulty in understanding organizers, a lack of digital tools and resources, insufficient integration time, and students' reliance on teachers for completion. These results provided valuable insights into the advantages and disadvantages of using graphic organizers in the classroom.

FINDINGS

Most of the respondents were 41-50 years old, female, married, and with units in Master Education. They also attended more than 5 training sessions or seminars on graphic organizers. Learners were 15-year-olds and females. With a calculated p-value of 0.0038, the statistical test results showed a strong positive correlation between the English competence of Grade 6 students and their degree of graphic organizer integration. According to this research, students' comprehension, concept organization, and general language skills are improved by the effective and consistent use of graphic organizers.

According to the research, using graphic organizers frequently presented several difficulties. The most frequent problems were students who struggled to comprehend or complete graphic organizers, as well as those with poorer reading or writing abilities who felt overburdened. Other

significant issues included boisterous group activities that were difficult to manage when poorly facilitated, as well as a shortage of devices or a poor internet connection for digital organizers.

Moderate difficulties were also noted, including teachers' lack of experience in selecting or using the right organizers and their inability to choose the most suitable type of graphic organizer for a specific lesson. These issues highlight the importance of ongoing professional development in enhancing teachers' proficiency and confidence in effectively incorporating graphic organizers into their classes.

Additionally, among the identified concerns, the rare use of graphic organizers ranked lowest. This suggests that, although teachers recognize the instructional benefits of these tools, their integration across lessons and topic areas remains inconsistent. This implies that to fully realize the potential advantages of graphic organizers in improving students' comprehension and performance, they must be applied in a more organized and consistent manner.

CONCLUSION

Based on the results, the study concludes that using graphic organizers significantly improves learners' English performance by enhancing their communication, comprehension, and concept organization. However, several obstacles stand in the way of successful implementation, most notably student preparedness, resource limitations, and instructional constraints.

Teachers' overall efficacy is impacted by their lack of training and uneven use of graphic organizers. The need for ongoing support and differentiated instruction is also evident in students' challenges with understanding and completing organizers. Thus, the study confirms that graphic organizers are valuable teaching tools; however, their effectiveness depends on their systematic application, sufficient resources, and teacher proficiency.

RECOMMENDATIONS

It is recommended that teachers actively participate in workshops and training focused on creating, selecting, and applying appropriate graphic organizers aligned with specific learning goals. To increase students' familiarity and encourage autonomous use, graphic organizers should be consistently incorporated into lessons and topic areas. Teachers could also use scaffolding strategies to help students with lower literacy levels finish and understand graphic organizers. It is recommended that curriculum creators develop an enhanced lesson plan model utilizing graphic organizers. In addition to including adaptable sample templates, this model should incorporate graphics and organized activities appropriate for different learning domains.

CHAPTER 4

OUTPUT OF THE STUDY

This chapter presents the proposed **Graphic Organizer Integration in**

English: Interactive Lesson Plan and the corresponding **Enhanced Graphic Organizer-Based Lesson Plan** developed to improve learners’ comprehension, critical thinking, and participation in English classes among Grade 6 students in selected public schools in Mandaue City for the School Year 2025–2026.

RATIONALE

The goal of incorporating graphic organizers into English instruction is to meet the growing demand for creative, visual, and learner-centered approaches that encourage understanding, critical thinking, and active engagement among sixth-grade students. Graphic organizers are a valuable tool for organizing abstract ideas into explicit, meaningful visual representations in the context of learning English, where understanding the connections among concepts, characters, and events is crucial.

Using visual learning tools like concept maps, story maps, Venn diagrams, sequence charts, and character webs to help students better organize material, link concepts, and internalize lessons is known as graphic organizer integration. This method encourages students to actively create meaning rather than passively absorb knowledge, which improves comprehension and retention.

Learners are assisted in seeing the connections between concepts through visual mapping, which enhances their understanding of texts and written works.

Additionally, implementing interactive lesson plans with graphic organizers accommodates a variety of learning modalities, including kinesthetic, aural, and visual. Higher-order thinking skills (HOTS), such as analysis, evaluation, and creation, are developed through practical, group projects. In line with the objectives of the Matatag Curriculum in fostering comprehensive and meaningful learning experiences, this participatory approach develops creativity, teamwork, and communication skills.

The initiative's practical result is the Enhanced Graphic Organizer-Based Lesson Plan. It shows how educators can systematically use graphic organizers in English classes to promote student participation, explain complex ideas, and scaffold learning. Teachers may assist students not only in comprehending texts but also in confidently and clearly conveying their ideas by incorporating learnercentered practices and visual aids.

Additionally, by encouraging effective pedagogy, varied instruction, and the use of 21st-century learning resources, this instructional innovation promotes the Philippine Professional Standards for Teachers (PPST). It supports the Department of Education's efforts to improve Filipino students' reading, critical thinking, and creativity. Using graphic organizers makes classrooms more engaging, inclusive, and dynamic learning spaces where students take charge of their education.

Ultimately, utilizing graphic organizers in English classes empowers both instructors and students. It enhances the delivery of lessons, encourages meaningful participation, and strengthens reading skills—all of which are essential for lifelong learning. This method is intended to help Subangdaku Elementary School Grade 6 students become more proficient communicators and critical thinkers in the twenty-first century by enhancing their comprehension, writing organization, and self-assurance.

OBJECTIVES:

The following are the objectives of the study:

1. To assess how well the inclusion of graphic organizers improves reading comprehension, writing organization, and active engagement among English language learners in Grade 6.
2. To determine which visual organizers—such as concept maps, story maps, Venn diagrams, sequence charts, and character webs—best aid students' comprehension of English classes.
3. To evaluate how interactive, graphic-organizer-based teaching affects students' capacity for logical and precise analysis, synthesis, and the expression of ideas.
4. To ascertain the difficulties teachers and students have while implementing instructional strategies based on graphic organizers in English classes.
5. To provide an improved graphic organizer-based lesson plan that can be used as a template to raise English learning performance, understanding, and engagement across grade levels.

SCHEME OF IMPLEMENTATION

The implementation of Graphic Organizer Integration in English will follow a structured yet adaptable approach to enhance students' comprehension, organization of ideas, and critical thinking skills through interactive, visual learning methods. A baseline assessment of learners' reading

comprehension, writing organization, and prior knowledge of graphic organizers will be conducted first. This will help determine students' strengths, needs, and learning preferences.

Teachers will create interactive lesson plans that use a variety of graphic organizers, including idea maps, story maps, Venn diagrams, flowcharts, and cause-and-effect charts, in accordance with the English learning competencies, based on these diagnostic results. Students will be able to organize their thoughts more effectively, evaluate texts, and create meaningful written outputs by using these visual aids to supplement key reading, writing, and grammar skills.

The English curriculum will gradually incorporate lessons based on graphic organizers. Students will be encouraged to think critically and creatively via guided practice, group projects, and individual activities in every course. Additionally, students will create an Enhanced Graphic Organizer-Based Lesson Plan output, enabling them to apply what they have learned to create interactive materials.

Teachers will receive orientation and training on using visual organizers, digital platforms (such as Canva, Google Slides, or Padlet), and learner-centered strategies to encourage interaction and engagement, ensuring successful implementation. To assess student development, lesson efficacy, and instructional quality, formative assessments, peer reviews, and classroom observations will be conducted regularly.

Throughout the implementation, ongoing monitoring and assessment will be conducted to identify best practices, evaluate obstacles, and refine instructional design. To improve lesson plans and ensure they align with curricular requirements, input will be gathered from educators, students, and school officials.

To increase support for visual learning at home and across subjects, collaboration between educators, students, and parents will also be promoted. The goal of integrating graphic organizers into English instruction is to improve students' comprehension, writing coherence, and higher-order thinking abilities by making learning more participatory, structured, and relevant.

SCHEME OF IMPLEMENTATION

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
Needs Assessment	Identify learners' comprehension levels, writing organization, and familiarity with graphic organizers in English	Conduct surveys, diagnostic tests, and classroom observations to determine baseline skills	School Head, English Teachers, Students	₱12,000	MOOE	October 2025	Clear understanding of learners' comprehension and organization skills		
Development of Graphic Organizer-Based Lesson Plans	Design interactive lesson plans integrating various types of graphic organizers aligned with English competencies	Create lesson exemplars using concept maps, story maps, Venn diagrams, and flowcharts	English Teachers, Curriculum Developers	₱25,000	MOOE	November–December 2025	Welldesigned interactive lesson plans ready for classroom use		
Implementation of Graphic Organizer Integration	Improve students' comprehension, writing, and critical thinking through graphic organizer use	Conduct classroom activities using graphic organizers in reading, writing, and grammar lessons	English Teachers, Students	₱10,000	MOOE	January–April 2026	Improved understanding, organization, and retention of English concepts		
Teacher Training and	Enhance teachers' competence in using graphic	Conduct workshops, demonstrati	School Head,	₱120,000	MOOE	November 2025	Increased teacher proficiency		

Capacity Building	organizers and digital tools	ons, and peer mentoring on integrating visual and digital organizers	English Teachers, ICT Coordinator				in visual learning strategies

Use of Technology in Graphic Organizer Lessons	Integrate digital tools to make graphic organizers more engaging and accessible	Utilize Canva, Google Slides, Padlet, and similar apps to create interactive visual aids	English Teachers, Students	₱5,500	MOOE	January – February 2026	Effective use of technology enhanced visual aids in English lessons
Monitoring and Evaluation	Evaluate the effectiveness of graphic organizer integration in improving student performance	Conduct formative assessment s, student reflections, and classroom observation s	School Head, English Teachers, Students	₱3,500	MOOE	February– March 2026	Data-driven insights on learning improvement and engagement
Parent and Community Involvement	Foster support for visual learning approaches at home and in the community	Conduct parent orientations and showcase student outputs during	Teachers, Parents, Community Leaders	₱25,500	MOOE	March–April 2026	Strengthened collaboration among parents, teachers,
		school events					and community
Final Evaluation and Reporting	Assess overall outcomes and recommend enhancements for future lesson integration	Analyze results, compile reports, and present findings to stakeholders	Teachers, School Head, Researchers	₱2,500	MOOE	May 2026	Documented improvement in student comprehension and lesson delivery

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