Graphic Organizers and Reading Comprehension Ability:
Evidence From Iranian EFL University Students

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The present study investigated the impact from Graphic Organizers (GOs) upon reading comprehension ability. To this end, an Oxford Placement Test was administered to a research population (N = 354) in order to homogenize it. On the basis of the test results, the population was sorted into 3 groups of reading-low, reading-mid, and reading-high students. Sixty participants with the lowest level of reading comprehension proficiency was randomly selected and assigned to an experimental group (N= 30) and a control group (N = 30). Afterwards, a TOEFL reading comprehension pretest was administered to both groups in order to determine their current level of reading proficiency. Then, the experimental group received 10 successive 90-min sessions on GO as postreading strategies for expository text comprehension, whereas the control group received the same amount of treatment on other postreading strategies. In the end, another TOEFL reading comprehension posttest was administered to the research groups to measure their reading comprehension performance level after the treatment. The results revealed that GOs were statistically more significant and effective for the low-skilled readers than other postreading strategies.