

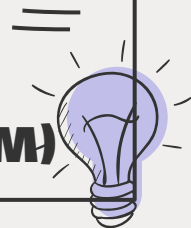


# **Navigating tomorrow's texts : the Role of Graphic Organizing and AI Integration in Shaping “the Future of Reading”**

**HYEJEONG, KANG (M.A)**

**Kookmin University (Seoul, Korea)**

**The Society for Teaching English through Media (STEM)**





# Flow of my presentation

**01**

**Problem  
statements**

**02**

**Why and what is  
Graphic Organizer**

**03**

**Effect & results**

**04**

**AI integration**





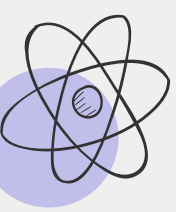
**Can you read this text  
and find the answer  
within 30 seconds?**

**When you finished,  
please leave “Done”  
or “the answer number”**

32. The critic who wants to write about literature from a formalist perspective must first be a close and careful reader who examines all the elements of a text individually and questions how they come together to create a work of art. Such a reader, who respects the autonomy of a work, achieves an understanding of it by \_\_\_\_\_. Instead of examining historical periods, author biographies, or literary styles, for example, he or she will approach a text with the assumption that it is a self-contained entity and that he or she is looking for the governing principles that allow the text to reveal itself. For example, the correspondences between the characters in James Joyce’s short story “Araby” and the people he knew personally may be interesting, but for the formalist they are less relevant to understanding how the story creates meaning than are other kinds of information that the story contains within itself.

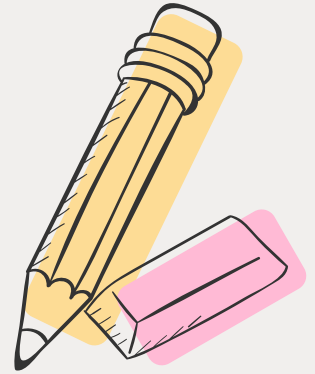
\* entity: 실체

- ① putting himself or herself both inside and outside it
- ② finding a middle ground between it and the world
- ③ searching for historical realities revealed within it
- ④ looking inside it, not outside it or beyond it
- ⑤ exploring its characters’ cultural relevance



What is **CSAT** ?

**C**ollege **S**cholastic  
**A**bility **T**est





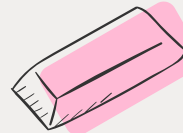
# The existing issue of time pressure

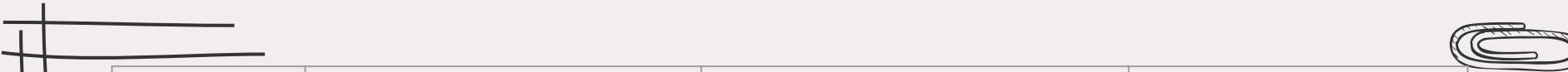


**45 items within 70 min**


**25 min for listening section**

**28 reading items within 45 min**





Grade	Cutoff score	Number of people	Ratio(%)
1	90	34,830	7.83
2	80	83,064	18.67
3	70	96.760	21.75
4	60	83.952	18.87
5	50	59,531	13.38
6	40	39,168	8.8
7	30	25,323	5.69
8	20	16,212	3.64
9	10	6047	1.36



# The ratio of students of Grade 1 in Korea-CSAT

● 2023 ● 2024

Subject	Grade	ratio (%)	The number of students	variation
Korean	1	4.45	19,858	<b>-1843</b>
		4.07	18,015	
Math	1	5.26	22,571	<b>-4661</b>
		4.2	17,910	
English	1	7.83	34,830	<b>-13987</b>
		4.71	20,843	

# Problem statements



**Cause**

**Effect**

**Solution**



**Difficulty**  
**Time pressure**

**Impatience**  
**Anxiety**

**Necessity of**  
**reading**  
**strategies**





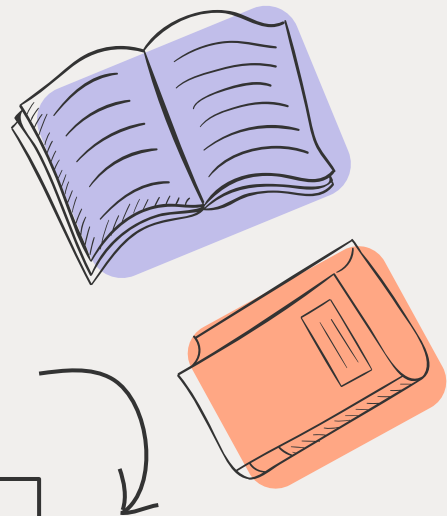


# **An Interview with two students**

**Q1. What is the most difficult and challenging  
aspect of studying English for K-CSAT?**



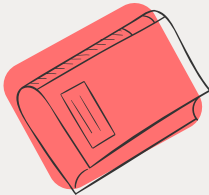
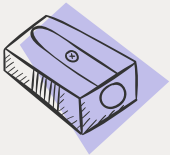
**Q2. What strategies are you using  
to overcome time pressure in this exam?**





**The most challenging part of the exam for me is that I can't solve all the questions within the allotted time with current reading comprehension skills.**

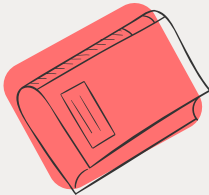
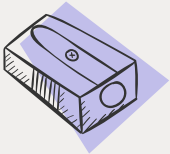
**Therefore, I sometimes read the easy and simple texts first and give up the difficult ones to increase my grade.**





**The most difficult part is the lack of time and the high level of difficulty of passages.**

**Before the listening section begins and during the exam announcement, I am making an effort to read one or two texts.**



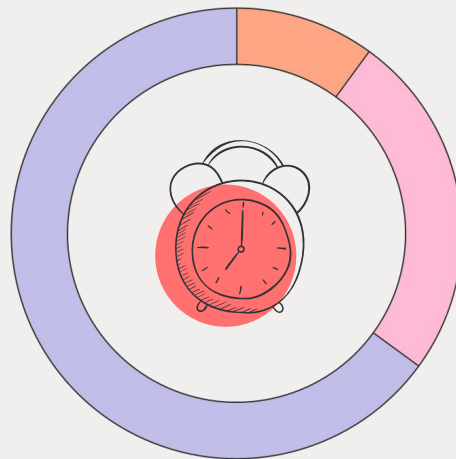
# Students' strategies



**Reading based on  
familiar words and keywords**

**Reading simple texts first**

**Utilizing announcement time  
to solve reading items**



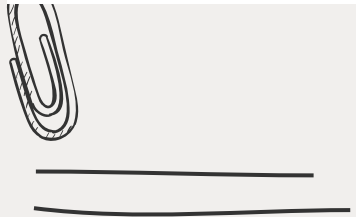
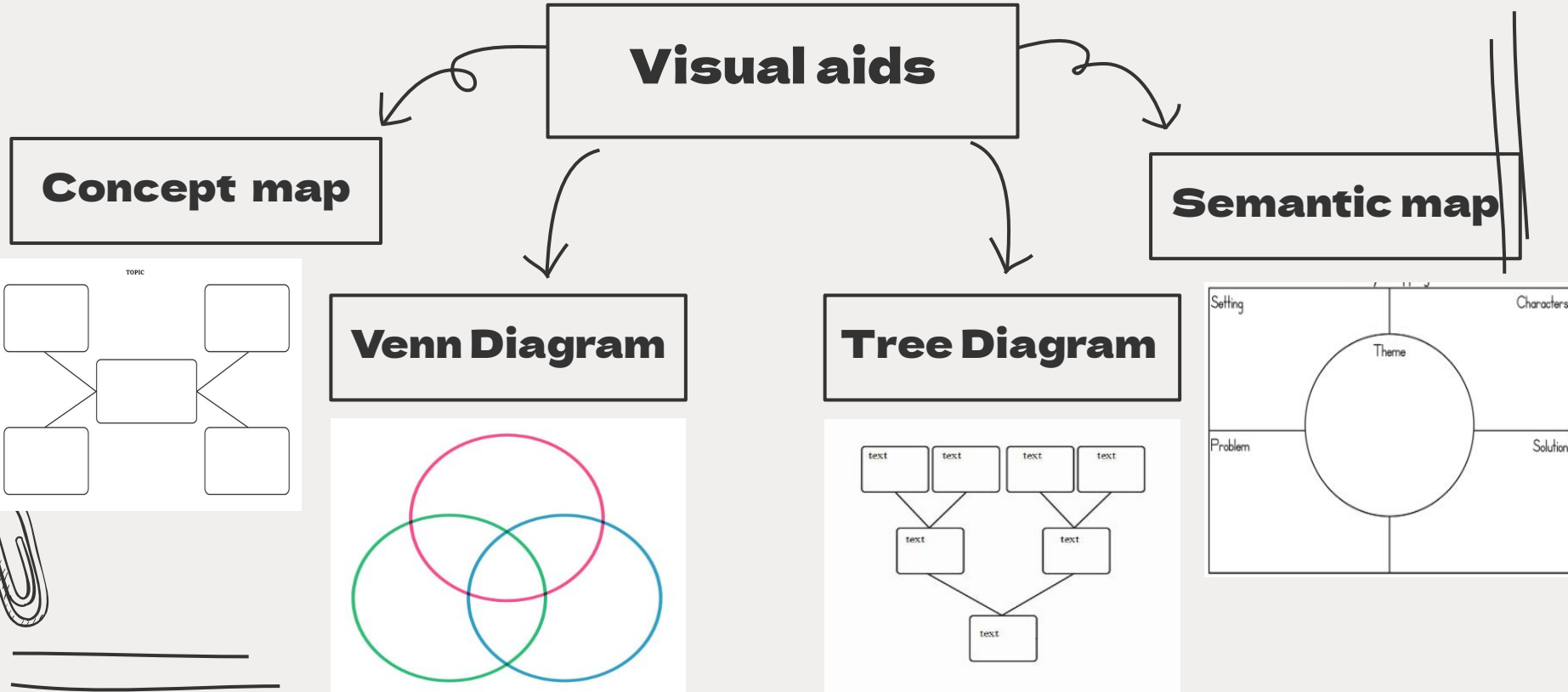
**Nevertheless, the problem of  
“not enough time” still exists**


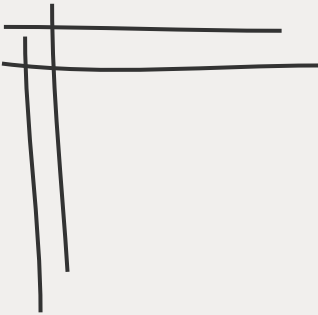


The background is a light blue collage of various organizational and educational icons. In the top left, there are two overlapping circles, one yellow and one pink, with a red pen resting on them. In the top center, there is a mind map with a central pink circle connected to four smaller circles (green, blue, orange, and yellow). In the top right, there is a pink rectangular box with a black arrow pointing down to a yellow rectangular box, with a silver paperclip to the right. In the middle right, there is a white notepad with a green and blue header. In the bottom left, there is a vertical stack of four colored tabs (yellow, green, blue, and orange) with the number '3' on each. In the bottom center, there is a grid of colored rectangular blocks (green, blue, pink, and blue) arranged in rows and columns. In the bottom right, there is a yellow star.

**Why is “Graphic Organizer”  
among the various reading  
strategies?**


# What is “Graphic Organizer”?






# Why should it be a “Graphic Organizer”?

**Various forms  
depending on the  
types of texts**



**Effective in  
grasping main  
points, structure  
of the text**



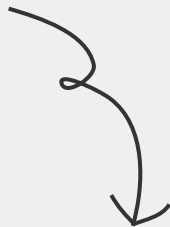
**Improving  
reading  
proficiency with  
macroscopic,  
structural reading**





# Why should it be a “Graphic Organizer”?


**Focusing on sentence  
interpretation, and  
explanation of word meanings**



**Making important parts of  
texts noticeable by visualizing**







The background is a light blue collage of various graphic organizer icons. In the top left, there are two overlapping circles with a red pen and a yellow highlighter. In the top center, there is a central pink circle connected to four smaller circles (green, blue, orange, yellow). In the top right, there is a pink box with a black arrow pointing down to a yellow box, with a paperclip icon. In the middle right, there is a calendar icon. In the bottom left, there is a vertical bar chart with four colored bars (yellow, green, blue, blue) and the number '3' in a circle next to each. In the bottom center, there is a grid of colored rectangles (green, blue, pink, blue). In the bottom right, there is a yellow star icon.

**How can “Graphic Organizer”  
be applied to reading texts  
for CSAT ?**

# The experimental class



<b>Participants</b>	<b>Materials</b>	<b>Procedure</b>
<b>Four 2nd-year high school students (female 2, male 2)</b>	<b>7 types of graphic organizers</b> <b>CSAT English texts</b>	<b>Introduction to each type of G.O</b>  <b>Application of G.O and reading strategies</b>  <b>Observation of changes</b>



# Tips for your reading



01

Skimming  
& Scanning

02

KeyWord

03

Discourse  
Markers

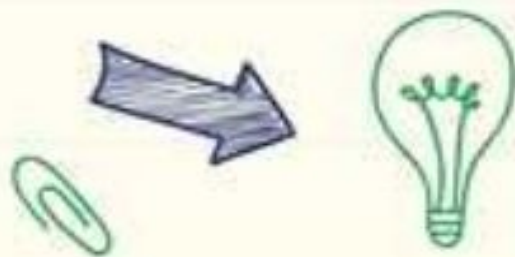


04

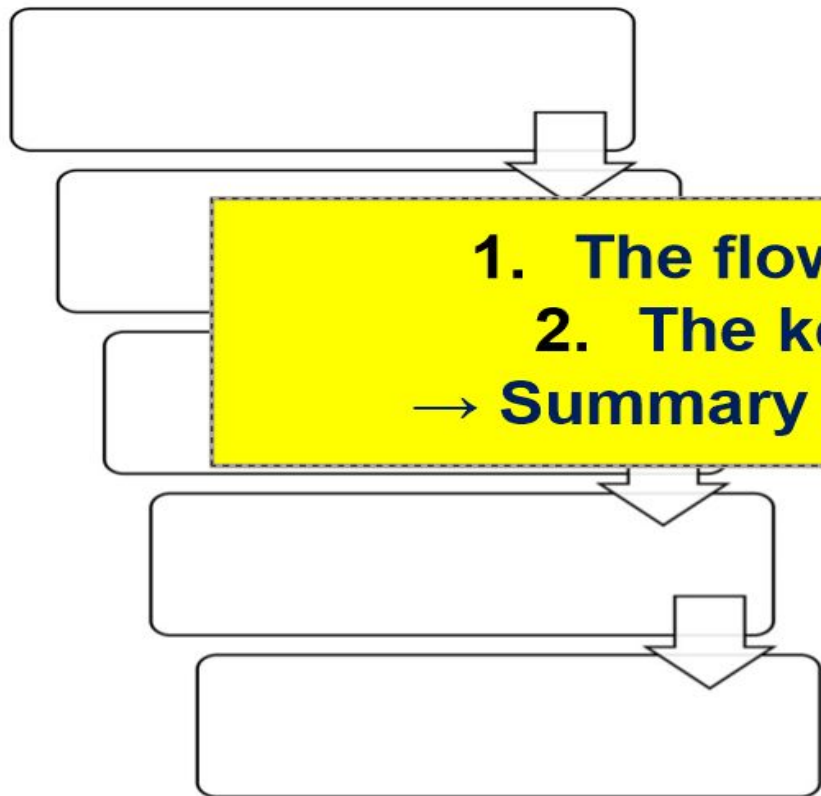
Supporting  
sentences

05

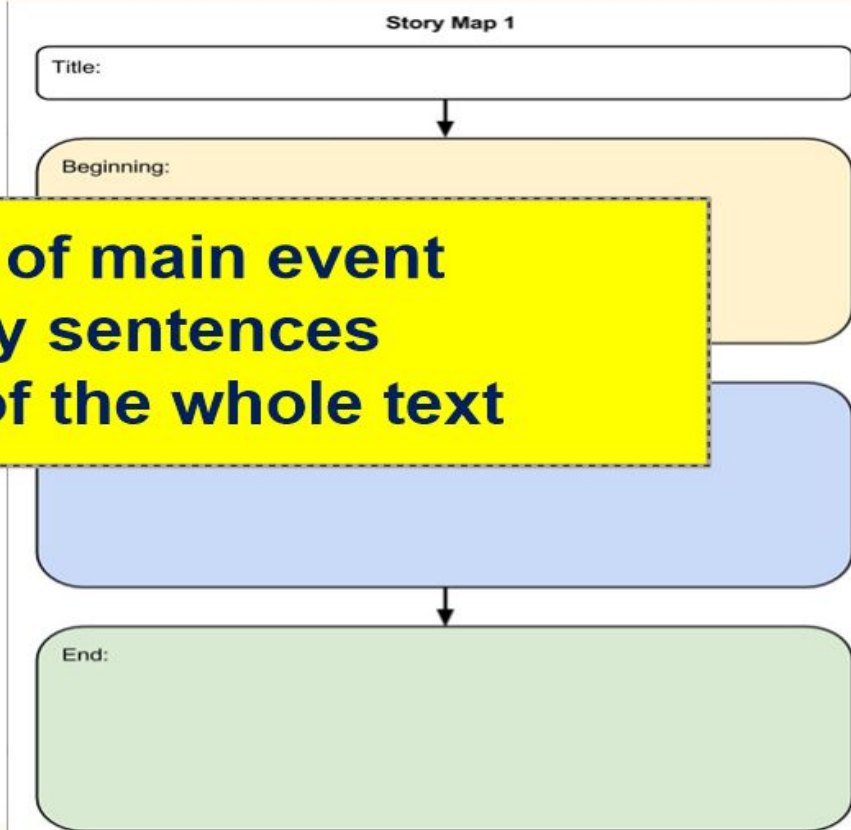
Structure



# “Flow chart” Graphic Organizer



- 1. The flow of main event**
  - 2. The key sentences**
- **Summary of the whole text**



32. The critic who wants to write about literature from a **formalist perspective** must first be a close and careful reader who examines all the elements of a text individually and questions how they come together to create a work of art. Such a reader, who respects the autonomy of a work, achieves an understanding of it by \_\_\_\_\_. Instead of examining historical periods, author biographies, or literary styles, for example, he or she will approach a text with the assumption that it is a self-contained entity and that he or she is looking for the governing principles that allow the text to reveal itself. For example, the correspondences between the characters in James Joyce's short story "Araby" and the people he knew personally may be interesting, but for the formalist they are less relevant to understanding how the story creates meaning than are other kinds of information that the story contains within itself.

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- ① putting himself or herself both inside and outside it
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- ④ **looking inside it, not outside it or beyond it**
- ⑤ exploring its characters' cultural relevance

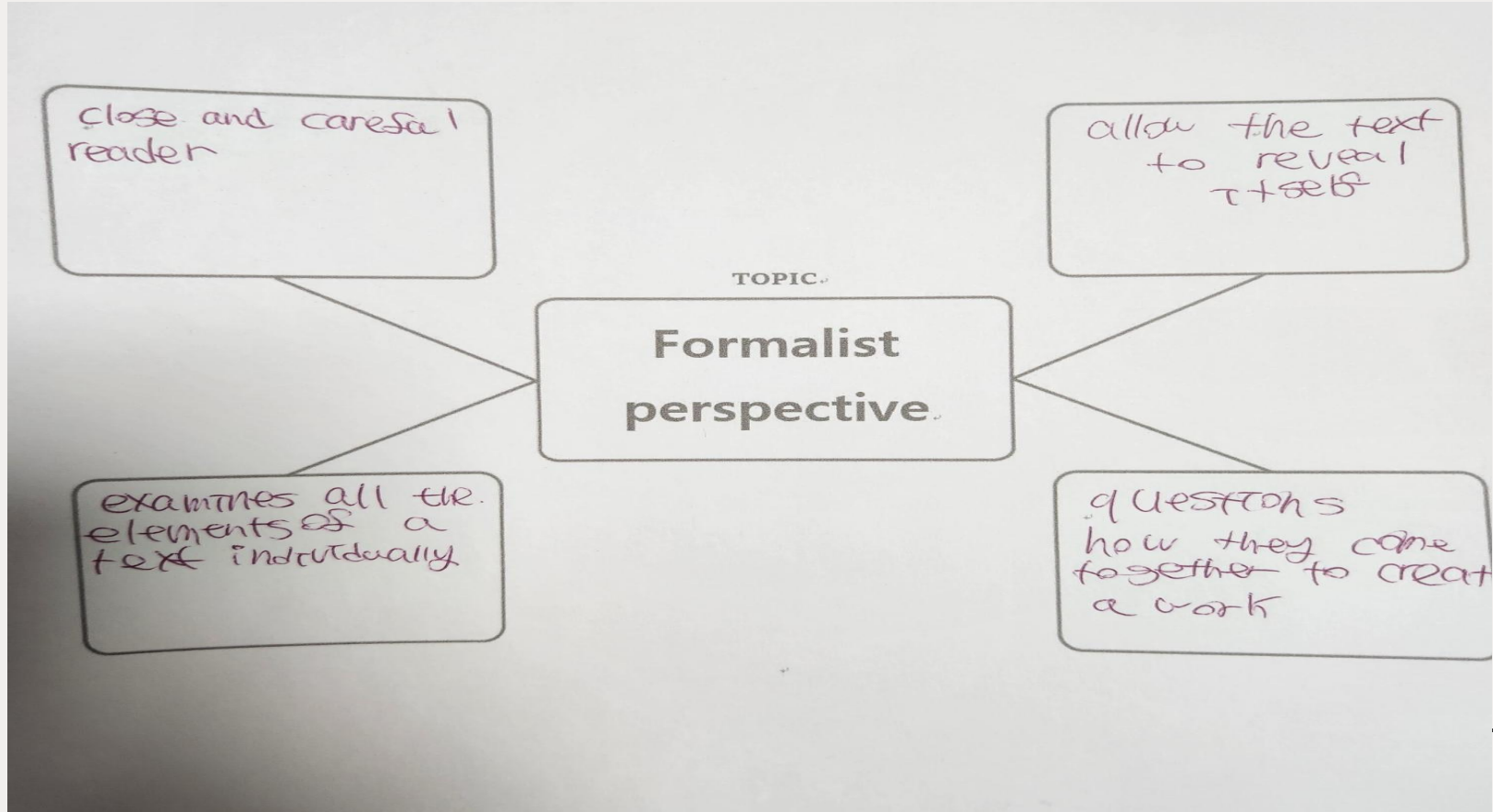
## Keywords (main idea)

: **"A formalist perspective"**

## Supporting details

- **Close and careful**
- **Examines all the elements of a text**
- **Questions how they come together**
- **Allows the text to reveal itself**

# Example 1 of a student's G.O





# The process of reading



32. The critic who wants to write about literature from a formalist perspective must first be a close and careful reader who examines all the elements of a text individually and questions how they come together to create a work of art. Such a reader, who respects the autonomy of a work, achieves an understanding of it by examining historical periods, author biographies, or literary styles, for example, he or she will approach a text with the assumption that it is a self-contained entity and that he or she is looking for the governing principles that allow the text to reveal itself. For example, the correspondences between the characters in James Joyce's short story "Araby" and the people he knew personally may be interesting, but for the formalist they are less relevant to understanding how the story creates meaning than are other kinds of information that the story contains within itself.

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- Indicate **keywords** and **the corresponding details**
- Indicate **discourse markers**
- Infer unfamiliar vocabulary while grasping content

Why do we help? One widely held view is that self-interest underlies all human interactions, that our constant goal is to maximize rewards and minimize costs. Accountants call it *cost-benefit analysis*. Philosophers call it *utilitarianism*. Social psychologists call it social exchange theory. If you are considering whether to donate blood, you may weigh the costs of doing so (time, discomfort, and anxiety) against the benefits (reduced guilt, social approval, and good feelings). If the rewards exceed the costs, you will help. Others believe that we help because we have been socialized to do so, through norms that prescribe how we ought to behave. Through socialization, we learn the reciprocity norm: the expectation that we should return help, not harm, to those who have helped us. In our relations with others of similar status, the reciprocity norm compels us to give (in favors, gifts, or social invitations) about as much as we receive.

## Keywords (main idea)

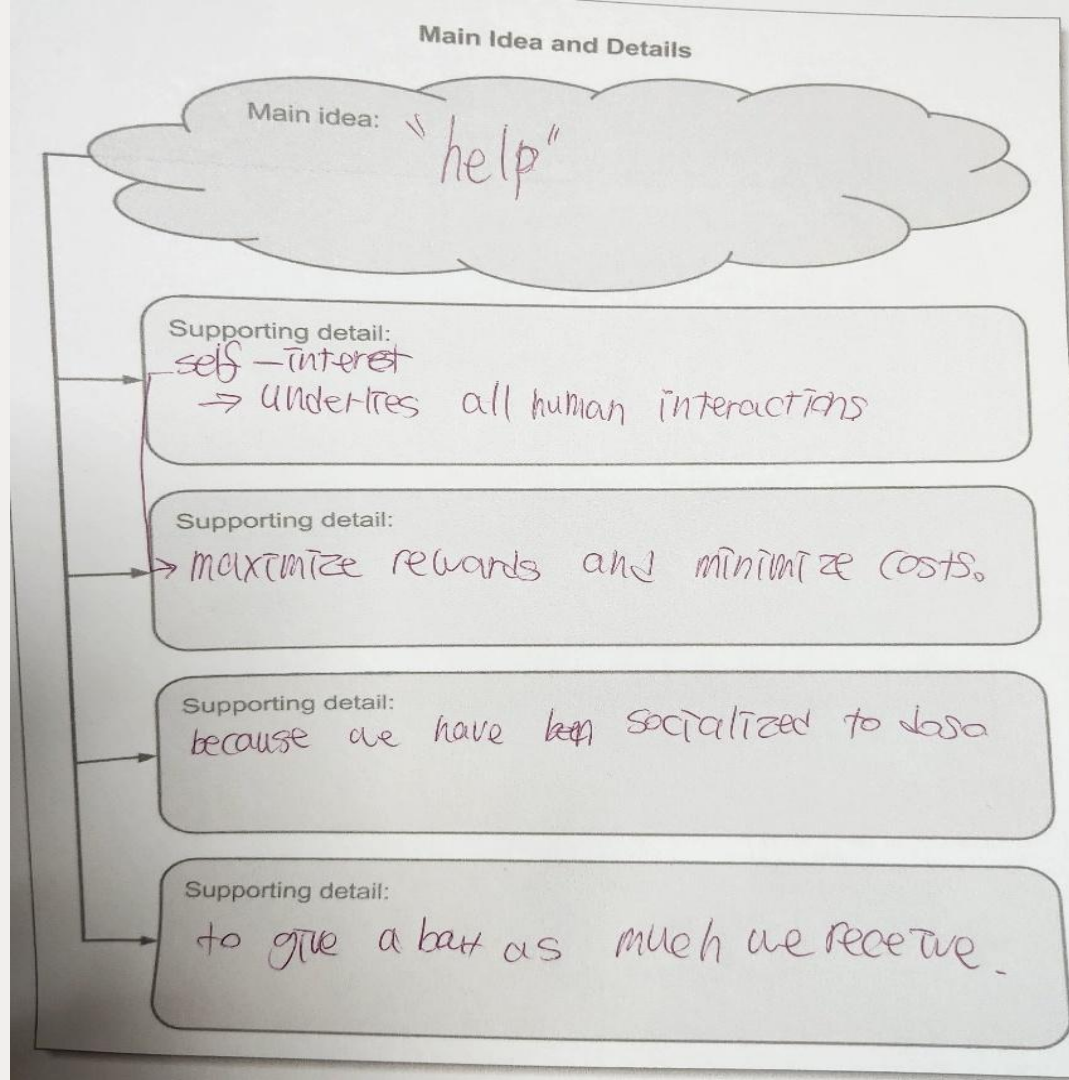
: "Why do we help"

## Supporting details

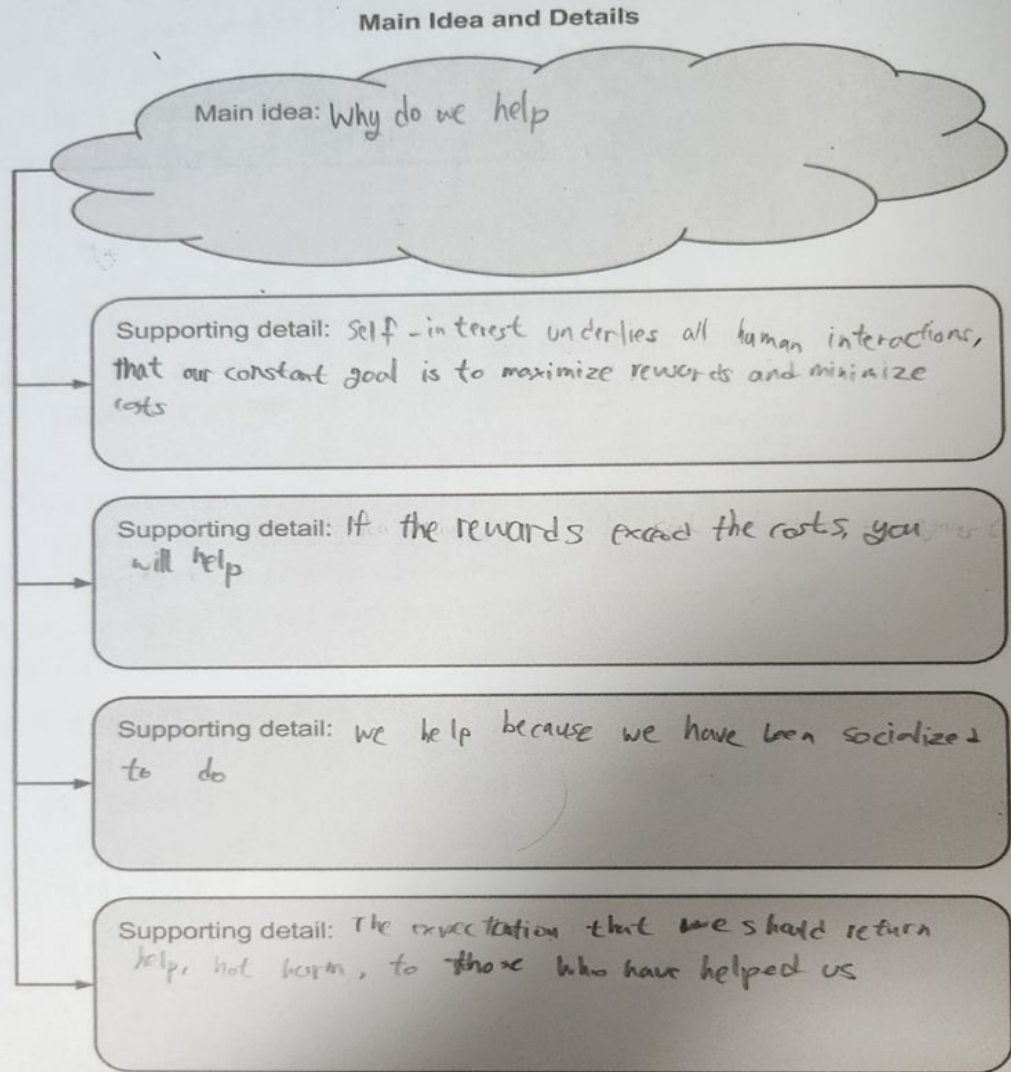
- Underlying self-interest
- Cost-benefit analysis
- Social exchange theory



# Example 2 of a student's G.O



# Example 3 of a student's G.O



# The process of reading



Why do we help? One widely held view is that self-interest underlies all human interactions, that our constant goal is to maximize rewards and minimize costs. (Accountants call it cost-benefit analysis). (Philosophers call it utilitarianism). (Social psychologists call it social exchange theory) If you are considering whether to donate blood, you may weigh the costs of doing so (time, discomfort, and anxiety) against the benefits (reduced guilt, social approval, and good feelings). If the rewards exceed the costs, you will help. Others believe that we help because we have been socialized to do so, through norms that prescribe how we ought to behave. Through socialization, we learn the reciprocity norm: the expectation that we should return help, not harm, to those who have helped us. In our relations with others of similar status, the reciprocity norm compels us to give (in favors, gifts, or social invitations) about as much as we receive.



- **Distinguish between more important and less important information**
- **Reviewing her own reading comprehension process through marking, underlining**

25. 다음 글에서 전체 흐름과 관계 없는 문장은?

One of the most widespread, and sadly mistaken, **environmental** myths is that living "close to nature" out in the country or in a leafy suburb is the best "green" lifestyle. Cities, on the other hand, are often blamed as a major cause of **ecological** destruction — artificial, crowded places that suck up precious resources. ~~As~~ when you look at the facts, nothing could be farther from the truth.

① The pattern of life in the country and most suburbs involves long hours in the automobile each week, burning fuel and pumping out **exhaust** to get to work, buy groceries, and take kids to school and activities. City dwellers, on the other hand, have the option of walking or taking transit to work, shops, and school.

② The larger yards and houses found outside cities also create an environmental cost in terms of energy use, water use, and land use.

③ This illustrates the tendency that most city dwellers get tired of urban lives and decide to settle in the countryside.

④ It's clear that the future of the Earth depends on more people gathering together in **compact communities**.

\* compact: 밀집한

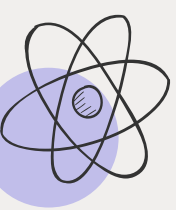
Q17. ①은 시공의 삶을 비판하고 있는 것일까?

↳ 정리하면, ①②③은 시골 버전, ④ Cities ~ town 버전이 도시의 삶을 나타내는 것임.

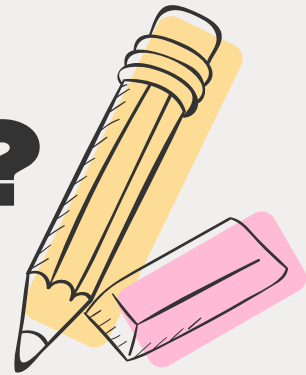
33. In the early 2000s, British psychologist Richard Wiseman performed a series of experiments with people who viewed themselves as either 'lucky' (they were successful and happy, and events in their lives seemed to favor them) or 'unlucky' (life just seemed to go wrong for them). What he found was that the 'lucky' people were good at spotting opportunities. In one experiment he told both groups to count the number of pictures in a newspaper. The 'unlucky' diligently ground their way through the task; the 'lucky' usually noticed that the second page contained an announcement that said: "Stop counting—there are 43 photographs in this newspaper." On a later page, the 'unlucky' were also too busy counting images to spot a note reading: "Stop counting, tell the experimenter you have seen this, and win \$250." Wiseman's conclusion was that, when faced with a challenge, 'unlucky' people were less flexible. They focused on a specific goal, and failed to notice that

- ① instructions should be followed at all costs ✕
- ② their mission was impossible to complete ✕
- ③ other options were passing them by ○
- ④ counting was such a demanding task ✕
- ⑤ efforts would pay off in the long run ✓





**What were results of  
this experimental study?**



=



```
graph TD; A[Analysis of text structure] --> B[Time reduction]; A --> C[Quick grasp of the main point]; B --> D["Increasing the efficiency of reading" though no significant changes in entire scores]; C --> D;
```

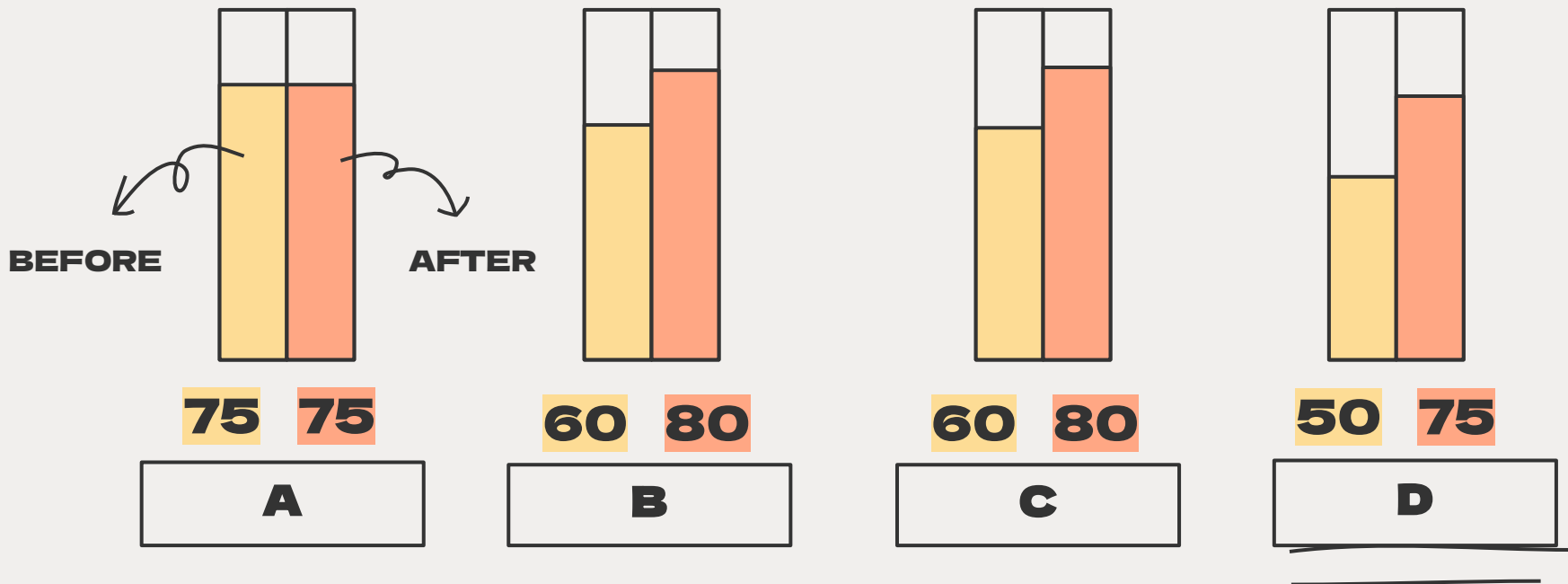
**Analysis of text structure**

**Time reduction**

**Quick grasp of the main point**

**“Increasing the efficiency of reading”  
though no significant changes in entire scores**

# Changes in improvement of reading comprehension





# The interview results of participants



**A**




.... In the long run,  
becoming familiar with this  
method is likely to help me  
reduce time and increase  
accuracy in reading...



**B**



... Until now, I've only taken  
kinds of classes focused on  
grammar & interpretation,  
but this was very meaningful  
to learn how to understand  
and grasp the structure of  
passages ...







# Limitations of this case study

## For Teachers

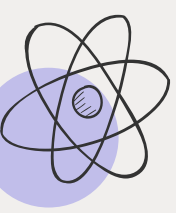
**The burden of taking  
a lot of time to find  
appropriate texts**

## For students

**Not enough supply of texts  
to practice reading of  
specific patterns**



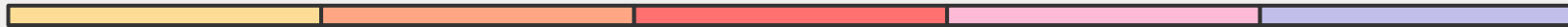
**“Chat GPT” = The reasonable alternative ?**



# What if integrate Graphic Organizing and “Chat GPT” ...?



# Asking Chat GPT for help



**Prompt**

**Can you give me a similar type of text  
according to Korean CSAT text formats?**



# Asking Chat GPT for help

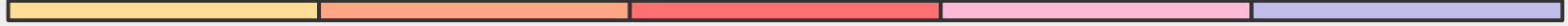


**Answer**

**High levels of pollution in urban areas** are contributing to adverse health effects among residents, including respiratory illnesses and cardiovascular diseases. Implementing stricter emission standards for vehicles and industrial processes, investing in renewable energy sources, and promoting public transportation and cycling infrastructure are crucial steps to reduce pollution levels in cities. Additionally, raising awareness among the population about the health risks associated with pollution and encouraging individuals to adopt environmentally friendly practices, such as reducing vehicle usage and conserving energy, can further mitigate the problem.



# Asking Chat GPT for help

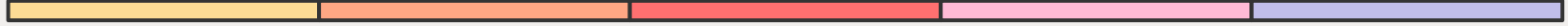


**Prompt**

**Can you divide this text into  
a problem and solution structure?**



# Asking Chat GPT for help



## **Problem**

**: High levels of pollution in urban areas contributing to adverse health effects among residents**



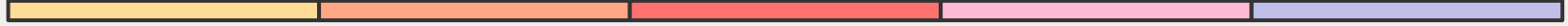
## **Answer**

## **Solution**

- **Implementing stricter emission standards for vehicles and industrial processes**
- **Investing in renewable energy sources**
- **Promoting public transportation and cycling infrastructure**
- **Raising awareness among the population about the health risks associated with pollution and encouraging individuals to adopt environmentally friendly practices**



# Asking Chat GPT for help

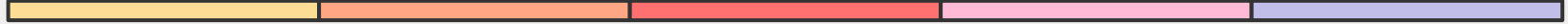


**Prompt**

**I don't know the word "cardiovascular"  
Please explain the meaning in detail.**



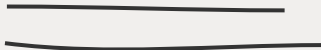
# Asking Chat GPT for help



**Answer**

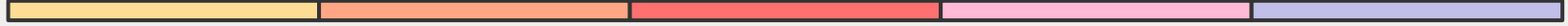
**“Cardiovascular” essentially relates to the heart and blood vessels collectively. Conditions or diseases that affect the cardiovascular system include :**

- **Heart disease : ....**
- **Vascular diseases : ....**
- **Stroke : .....**
- **Heart attacks : ....**





# Asking Chat GPT for help

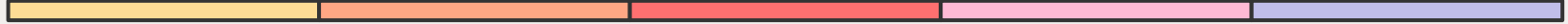


**Prompt**

**This time, give me another text of  
compare and contrast type in a similar level  
but a little bit shorter, please.**



# Asking Chat GPT for help



**Answer**

**Classical music** and **rock music** offer contrasting experiences to listeners. Classical music is known for its complexity and adherence to traditional structures, often performed by orchestras with string, wind, and percussion instruments. In contrast, rock music emphasizes raw energy and improvisation, typically featuring electric guitars, bass, drums, and keyboards. While classical compositions follow formal structures like sonata-allegro, rock songs often follow a verse-chorus-bridge format. Despite these difference, both genres evoke emotional responses and have left lasting impacts on music culture.





## **Classical music**

- **Complexity, adherence to traditional structures.**
- **orchestras with string, wind, percussion instruments.**
- **a verse-chorus-bridge format.**

## **Rock music**

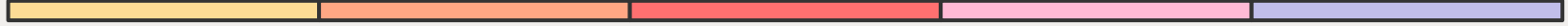
- **Raw energy, improvisation.**
- **Electric guitars, bass, drums, keyboards.**
- **Formal structures like sonata-allegro.**



**Evoking emotional responses.  
Lasting impacts on music culture.**



# Asking Chat GPT for help



**Prompt**

**This is the structure analysis of the text.  
Can you give me some feedback on this?**



# Asking Chat GPT for help



**Answer**

## 1. Contrast of classical music

It seems there might be a small misunderstanding points for classical music. It typically doesn't follow a verse-chorus-bridge format; rather, it often adheres to formal structures like sonata-allegro or rondo.

## 2. Contrast of Rock music

Similarly, 'formal structures like sonata-allegro' might not accurately represent rock music.



# What are the benefits of utilizing Chat GPT?

**Generating  
a wide variety of  
example texts**



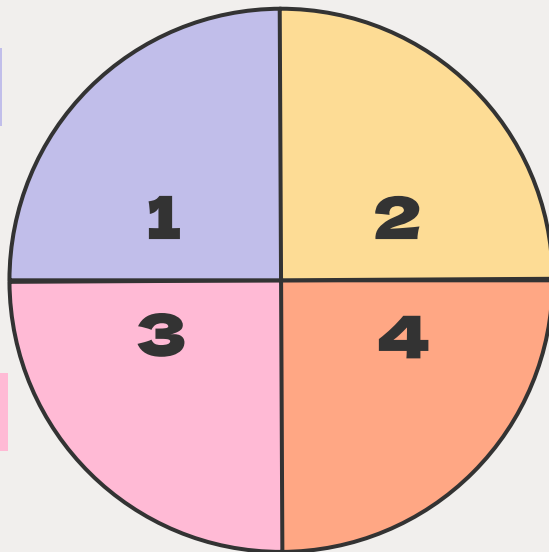
**Adjusting the  
difficulty of texts**



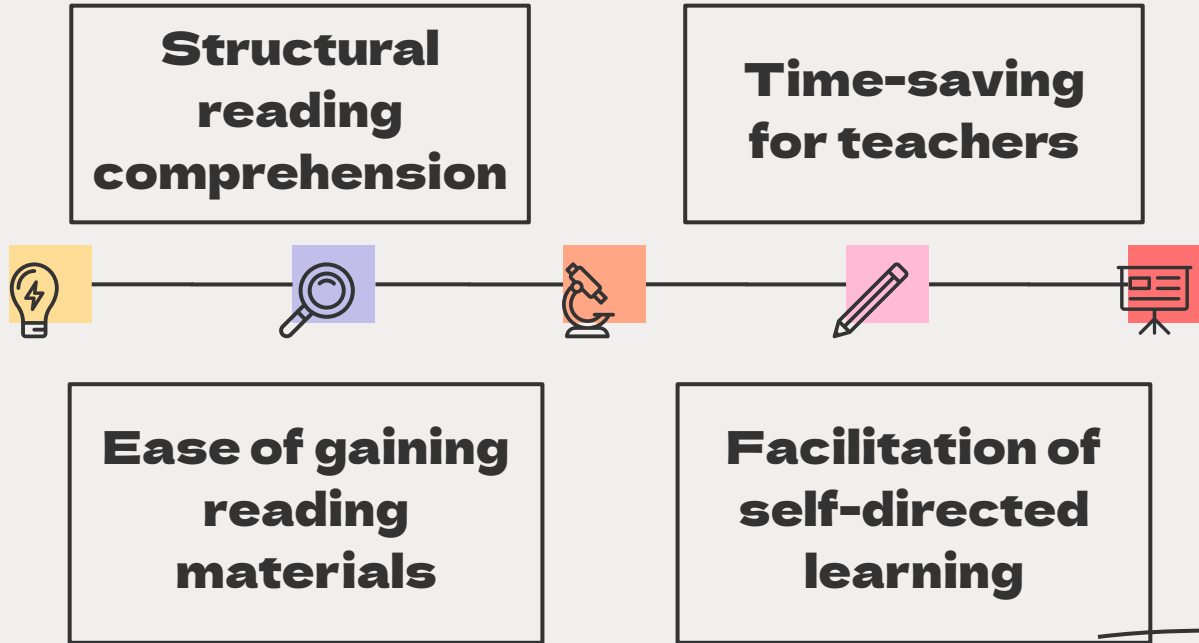
**Explanation of  
vocabulary and  
other information**

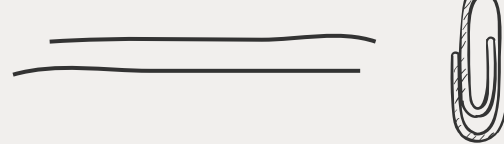


**Personalized  
feedback on  
structure and  
summary of texts**



# Graphic Organizer + Chat GPT Effects





# **Thank you for your attention!**

**HYEJEONG, KANG**

**Kookmin University**  
**The Society for Teaching English through Media**  
**Seoul, South Korea**  
**hiddencard0704@gmail.com**

