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Perception on the use of graphic organizer in teaching English for academic professional purposes

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Abstract— *This study explored the perceptions of teachers and students on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP) among Senior High School learners in four public schools in Cagdianao, Dinagat Islands. Specifically, it aimed to describe the respondents' demographic profiles, assess their knowledge, attitudes, and practices (KAP) toward graphic organizers, determine significant differences based on profile variables, and identify perceived advantages and disadvantages of their use. Utilizing a descriptive research design, the study involved 176 students and 10 teachers. Data were collected through a researcher-made survey comprising both closed and open-ended items. Quantitative data were analyzed using frequency, percentage, mean, standard deviation, and t-test, while qualitative responses were subjected to thematic analysis. Findings revealed that teacher-respondents were mostly mid-aged females with graduate-level education and substantial teaching experience, while student-respondents were predominantly 16-year-old males. Teachers demonstrated a "very high" level of knowledge, attitude, and practice, while students reported "high" levels across all components. Statistical analysis showed no significant differences in perceptions when grouped according to demographic variables, indicating a consistent acceptance of graphic organizers across groups. Both teachers and students acknowledged the instructional benefits of graphic organizers in enhancing comprehension, engagement, and collaboration. However, challenges such as time constraints, cognitive overload, and limited applicability were also noted. The study concludes that digitized graphic organizers are widely valued in EAPP instruction. It recommends strengthening support systems through teacher training, digital resources, and parental involvement, while encouraging further research on their long-term effectiveness across contexts.*

Keywords— English for Academic and Professional Purposes, Graphic organizers, enhancing comprehension, engagement, collaboration, demographic variables, Statistical analysis

I. INTRODUCTION

This study explored the perceptions of learners and teachers on the use of graphic organizers (GOs) in English for Academic and Professional Purposes (EAPP), focusing on their impact on reading comprehension and communication skills during class presentations. Graphic Organizers (GOs)—such as mind maps, flowcharts, and semantic maps—help visualize relationships among ideas, making learning more engaging and structured.

Recent studies emphasized the value of GOs in language instruction. According to Fatimayin (2020), graphic organizers promoted student engagement and deeper reading comprehension by helping learners visualize text structures and concepts. Rahim et al. (2021) highlighted that graphic organizers foster student-centered instruction and active classroom participation. Mart (2022) also noted that improved reading comprehension through graphic organizers contributes to vocabulary development, which supports oral communication. More recent findings by Santos and Lee (2023) stressed that integrating graphic

organizers with speaking tasks builds learners' confidence in expressing ideas clearly.

Despite these benefits, limited research has examined how GOs influence to both reading and speaking skills simultaneously, especially in English for Academic and Professional Purposes (EAPP) settings. In schools such as those in the Cagdianao East and West Districts, students often lose interest during English classes due to passive strategies.

Hence, this study aims to fill this gap by assessing the perceptions of teachers and students regarding the effectiveness of GOs. It also examines how these perceptions vary across demographics. The findings may guide future curriculum design and teacher training by promoting effective, learner-centered strategies for 21st-century classrooms.

II. REVIEW OF LITERATURE

This part presents varied reviews of related literatures and studies culled out from books, journals, articles, and internet data that contributed to the present study which are organized thematically.

Role of Graphic Organizers in Enhancing Reading Comprehension

Graphic organizers (GOs) have emerged as powerful pedagogical tools that significantly enhance students' reading comprehension, especially in academic contexts. These visual aids enable learners to map relationships among concepts, identify textual structures, and extract main ideas, thereby facilitating deeper understanding. Fatimayin (2020) emphasized that using graphic organizers like story maps and concept diagrams helped secondary students break down complex texts into manageable parts, making it easier to grasp central themes and supporting details.This aligns with the findings of Santos and Lee (2023), who observed that semantic maps allowed English for Academic Purposes (EAP) learners to visualize abstract academic content, thereby enhancing inferential reading and retention.

Graphic Organizers and Student Engagement in English for Academic and Professional Purposes. Graphic organizers (GOs) play a vital role in fostering student engagement in English for Academic and Professional Purposes (EAPP), a subject often perceived as content-heavy and cognitively demanding. Several recent studies highlight how integrating graphic organizers into English for Academic and Professional Purposes instruction transforms traditional, teacher-centered approaches into dynamic, learner-centered experiences that motivate students to actively participate in their learningRahim et al. (2021) found that the use of visual tools such as concept maps and process charts not only enhanced students' understanding of complex academic content but also stimulated interest and interaction, thus reducing classroom disengagement. Similarly, Cruz and

Impact of Graphic Organizers on Communication and Presentation Skills. While graphic organizers (GOs) are traditionally employed to support reading and writing, emerging research highlight their significant role in enhancing students' communication and presentation skills, particularly in academic contexts. Mart (2022) emphasized that graphic organizers serve as effective scaffolds for learners to organize their thoughts logically beforespeaking, thereby improving the flow and coherence of oral presentations. Lee and Dizon (2023) supported this view by showing how the use of visual frameworks such as outlines, mind maps, and sequence charts improved verbal fluency and reduced hesitation among English for Academic and Professional Purposes (EAPP) learners.

Teachers' Perceptions and Practices in Using Graphic Organizers. Teachers' perceptions and practices regarding the use of graphic organizers (GOs) in English for Academic and Professional Purposes (EAPP) reveal how beliefs, training, teaching context, and observed student outcomes influence classroom implementation. Garcia et al. (2021) found that teachers generally hold positive attitudes toward graphic organizers, viewing them as practical tools to simplify complex academic texts and improve student comprehension. Similarly, Talingting (2025) reported that teachers who received formal training in using visual strategies were more likely to integrate graphic organizers consistently and creatively in English for Academic and Professional Purposes (EAPP) instruction.

Challenges and Gaps in the Use of Graphic Organizers in English for Academic and Professional Purposes. Despite the growing body of literature highlighting the benefits of graphic organizers (GOs) in enhancing learning in English for Academic and Professional Purposes (EAPP), various studies reveal persistent challenges and unresolved gaps in their use. Varghese (2020) and Malik and Torres (2024) noted that many EAPP teachers face insufficient training in designing or adapting GOs to match lesson goals, which often results in superficial use or reliance on ready-made templates. Time constraints were also reported as a significant issue, especially in large or modular classes, where educators prioritize content coverage over process-oriented strategies like graphic organizers implementation (Santos & Del Rosario, 2021; Rivas & Cheng, 2023). Additionally, the effectiveness of graphic organizers is not universal; according to Singh and Li (2022), students with verbal or

auditory learning preferences may find visual tools less engaging or even distracting.

Synthesis. Recent studies highlight the significant role of graphic organizers (GOs) in improving instruction in English for Academic and Professional Purposes (EAPP). Graphic organizers are widely used to enhance reading comprehension by helping students visualize textual structures, organize ideas, and retain key concepts. They are especially effective for struggling readers and bilingual learners, offering cognitive scaffolds that simplify complex content. Digital and interactive formats have also proven useful in online settings.Beyond reading, graphic organizers increase student engagement by promoting learner-centered activities that foster collaboration, motivation, and autonomy. Students become more active in their learning when they create or modify GOs to suit their styles.

III. CONCEPTUAL FRAMEWORK

This study is grounded on two key theories: Fisher and Frey's (2019) Visual Scaffolding Theory and Zhou and Wang's (2022) Cognitive-Affective Engagement Theory (CAET). Fisher and Frey emphasized that graphic organizers (GOs) serve as visual scaffolds, helping students process and retain complex information by organizing ideas and making abstract content more accessible—especially in English for Academic and Professional Purposes (EAPP).

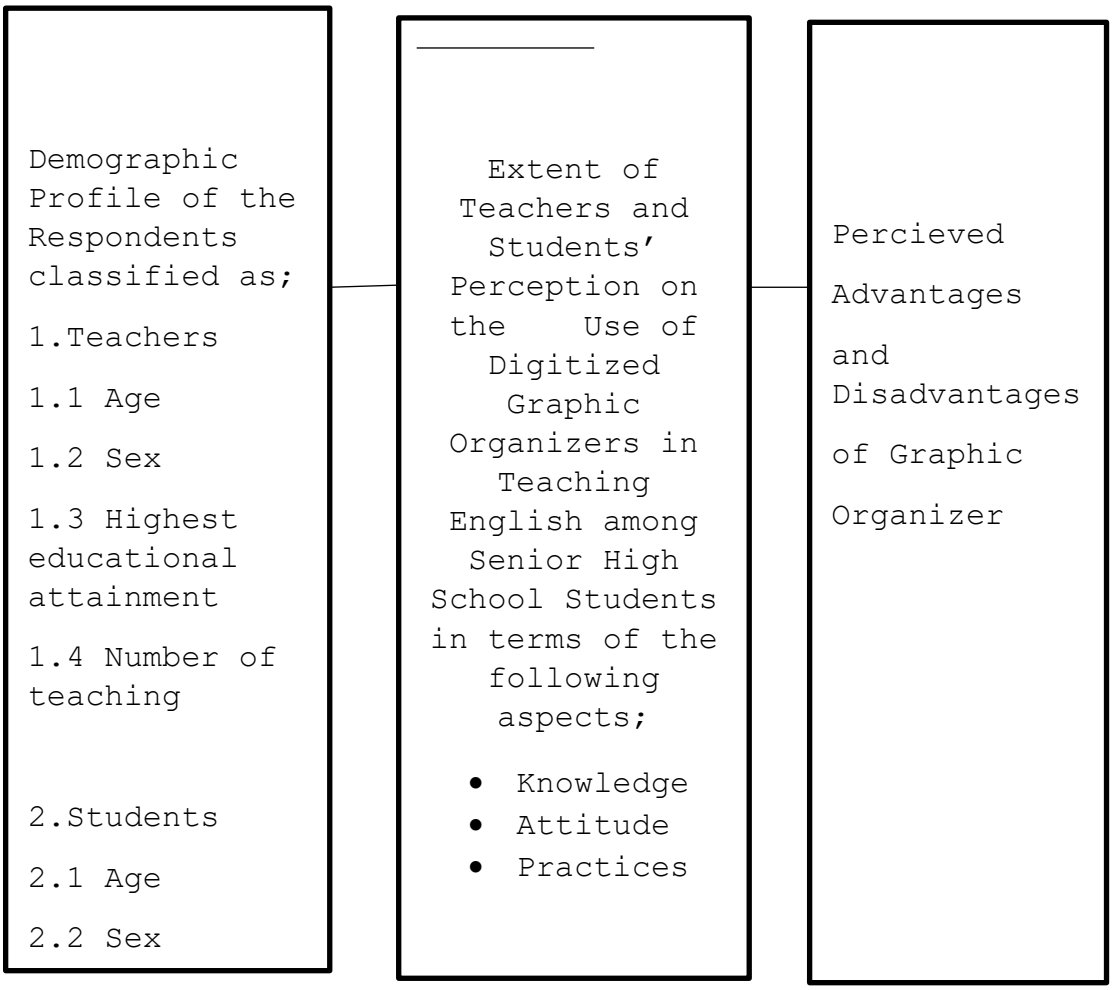

Fig.1: Research Paradigm

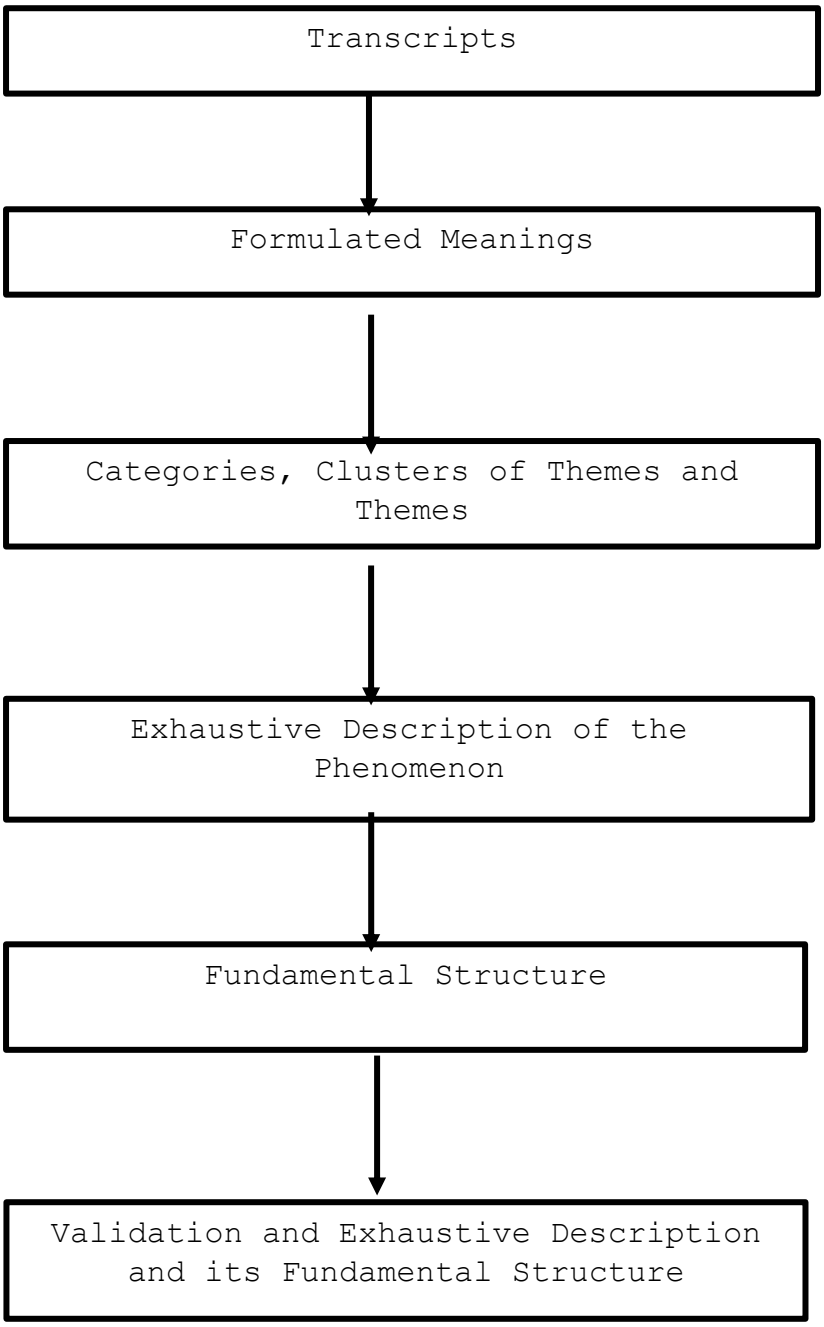

Fig.2: Process of Phenomenological Data Analysis (Colaizzi of 1978)

Statement of the Problem

This study aimed to determine the perceptions of teachers and students on the use of graphic organizers in teaching English for Academic and Professional Purposes (EAPP) among Senior High School students in Ruben E. Ecleo Sr. National High School, Valencia National High School of Cagdianao West District, and Cagdianao National High School and Del Pilar National High School of Cagdianao East District.

Specifically, this study sought answers on the following questions:

1. What is the demographic profile of the respondents classified as:
   - 1.1 Teachers;
     - 1.1.1 Sex;
     - 1.1.2 Age;
     - 1.1.3 Highest Educational Attainment; and

1.1.4 Number of Years in Teaching?

1.2 Students?

1.1.1 Sex; and

1.1.2 Age?

2. What is the extent of teachers and students' perception on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP), in terms of the following aspects:

2.1 Knowledge;

2.2 Attitude; and

2.3 Practice?

3. Is there significant difference in the extent of teachers and students' perception on the use of graphic organizers in teaching English among Senior High students when grouped according to their demographic profile?

4. What are the perceived advantages and disadvantages (pros and cons) of using graphic organizers in teaching English among Senior High School students, as perceived by teachers and students?

Hypothesis

This study was premised on this hypothesis;

Ho1**:** There is no significant difference in the extent of teachers and students' perception on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes when they are grouped according to their demographic profile.

Significance of the Study

The findings of this study were deemed to provide relevant benefits to the following:

School Administrators. The study would guid them in promoting and supporting the use of graphic organizers as a strategy to improve English instruction.

Teachers. It would help them become more aware of effective visual strategies, encouraging them to use creative and student-centered approaches in teaching English.

Students. It would enable them to better understand lessons and participate actively through the use of interactive and visually engaging learning tools.

Parents. The study would offer them ideas on how to support their children's learning at home using strategies aligned with their child's needs and preferences.

Future Researchers. It would serve as a reference for those conducting related studies on instructional strategies, technology integration, and English language teaching.

Scope and Limitations of the Study

The study was limited along the following aspects:

Focus. This study focused on the determining the extent of perception of teachers and students on the use of graphic organizers in teaching English language lessons mong senior high school students.

Respondents. The respondents of the study were 176 Senior High School students from four public secondary schools: Ruben E. Ecleo Sr. National High School and Valencia National High School in the Cagdianao West District, and Cagdianao National High School and Del Pilar National High School in the Cagdianao East District.

Place and time. The study was conducted in the aforementioned schools located in the Cagdianao East and West Districts during the School Year 2024–2025.

Definition of Terms

For a clearer understanding of the study, the following terms were defined theoretically and operationally.

Attitude. This pertains to the feelings, beliefs, and disposition of teachers and students toward the use of digitized graphic organizers in teaching and learning English.

Graphic Organizer. This refers to a digitized visual learning tool used to structure and present information clearly and logically. It assists students in understanding, organizing, and retaining complex ideas by illustrating relationships between concepts. Examples include flowcharts, concept maps, and Venn diagrams, which are particularly useful in processing academic texts and tasks in English for Academic and Professional Purposes.

Knowledge. This refers to the extent of familiarity, awareness, and understanding that teachers and students have about digitized graphic organizers.

Practices. This refers to the actual use or application of digitized graphic organizers by teachers and students in the teaching-learning process.

Teaching English. This pertains to the instructional strategies, such as the use of graphic organizers to facilitate comprehension and expression

in the subject English for Academic and Professional Purposes (EAPP).

IV. METHODS

This chapter presents the research design, research environment, research respondents, research instrument, ethics and data gathering procedure, and data analysis.

Research Design

This study employed a descriptive research design to determine the perceptions of Senior High School teachers and students on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP).

The design was appropriate for systematically describing and interpreting the respondents' levels of knowledge, attitude, and practices (KAPs) toward the use of graphic organizers as instructional tools.

To gather relevant data, the researcher used a survey questionnaire to quantify the extent of perception across the three dimensions—knowledge, attitude, and practices. In addition, a limited qualitative component was included through guided interviews, which specifically focused on identifying the perceived advantages and disadvantages (pros and cons) of using digitized graphic organizers. This descriptive approach enabled the researcher to present both statistical trends and contextual insights that reflect the current views and experiences of teachers and students in relation to the integration of graphic organizers in EAPP instruction.

Research Environment

This study was conducted in the Municipality of Cagdianao, located in the southeastern part of the Province of Dinagat Islands, within the administrative jurisdiction of the Division of Dinagat Islands. Specifically, the study was carried out in selected public secondary schools from both the Cagdianao East and Cagdianao West Districts, namely: Ruben E. Ecleo Sr. National High School and Valencia National High School from the West District, and Cagdianao National High School and Del Pilar National High School from the East District.

Cagdianao is situated on the southern tip of the eastern side of Dinagat Island. It is a fifth-class municipality characterized by a mix of coastal and upland communities. The area is accessible from Surigao City Port via a one-hour motorboat ride to Cagdianao Port, followed by land travel by motor vehicle or motorcycle to the schools located in Barangay R. E. Ecleo, Valencia, Del Pilar, and Poblacion Cagdianao. Although the roads in some barangays remain partly undeveloped, most of the study areas are accessible via habal-habal (motorcycle transport), which is the common mode of transportation for teachers and students in remote areas.

The schools involved in the study serve a diverse population of Senior High School students, most of whom come from low- to middle-income households. These schools are also situated in communities where access to technology and digital learning tools remains a growing but limited initiative.

Despite geographic and infrastructural challenges, these institutions have continued efforts in integrating ICT-based instructional materials, such as digitized graphic organizers, making them appropriate settings for the current study.

The distinct rural-island context of Cagdianao adds depth to the investigation, especially in understanding how students and teachers perceive and utilize digital resources in English language instruction.

Plate 1: Map of Cagdianao Dinagat Islands

Respondents

The respondents of this study consisted a total of one hundred seventy-six (176) Grade 11 students and ten (10) Senior High School English Teachers from selected public secondary schools in the Municipality of Cagdianao, located in the Province of Dinagat Islands, specifically under the jurisdiction of Cagdianao East and West Districts. These schools included Ruben E. Ecleo Sr. National High School, Valencia National High School, Cagdianao National High School, and Del Pilar National High School.

As shown in Table 1, the student-respondents were proportionately drawn from the Grade 11 population of each school using stratified random sampling. From Ruben E. Ecleo Sr. National High School, thirty-three (33) out of sixty (60) students were selected; thirty-two (32) out of fifty-eight (58) students were chosen from Valencia National High School; twenty-six (26) students were drawn from Del Pilar National High School; and eighty-five (85)

were selected from Cagdianao National High School. This yielded a combined sample size of one hundred seventy-six (176) student-respondents out of a total population of three hundred twenty-two (322) Grade 11 students, ensuring balanced representation across schools.

In addition, Table 2 presents the distribution of the teacher-respondents. All ten (10) Senior High School English Teachers handling Grade 11 across the four schools were included in the study through total enumeration, as their number was manageable and their participation was critical to provide insight into the use of digitized graphic organizers in teaching English.

Specifically, three (3) teachers came from Ruben E. Ecleo Sr. National High School, while Valencia National High School, Del Pilar National High School, and Cagdianao National High School were represented by one (1), one (1), and six (6) teachers respectively.

These respondents were selected to provide a comprehensive perspective on the knowledge, attitude, and practices (KAPs) regarding the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP). Their insights are vital in understanding both the learner and teacher sides of instructional strategy implementation in a rural, island-based school setting.

Table 1: Distribution of Grade 11 Teachers as Respondents

School	Population	Sample
Ruben E. Ecleo National High School	3	3
Valencia National High School	1	1
Del Pilar National High School	1	1
Cagdianao National High School	6	6
TOTAL	**10**	**10**

Table 2: Distribution of Grade 11 Students as Respondents

School	Population	Sample
Ruben E. Ecleo National High School	60	33
Valencia National High School	58	32
Del Pilar National High School	48	26
Cagdianao National High School	156	85
TOTAL	**322**	**176**

Research Instrument

This study utilized a researcher-made survey questionnaire as the primary tool for gathering the necessary data. The instrument was designed to elicit both quantitative and qualitative responses related to the perceptions of teachers and students on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP).

The questionnaire consisted of two main parts. The first part focused on collecting the demographic profile of the respondents. For teachers, the profile included variables such as sex, number of years in teaching, and highest educational attainment. For students, the demographic information gathered included sex and age. These variables were intended to serve as bases for comparing respondents' perceptions across different profiles.

The second part of the instrument aimed to measure the respondents' knowledge, attitude, and practices (KAPs) regarding the use of digitized graphic organizers in English instruction. A five-point Likert scale was used to quantify responses, enabling the researcher to determine the extent of the respondents' perceptions in each dimension. Additionally, open-ended question was included to allow respondents to share their insights on the advantages and disadvantages of using digitized graphic organizers, which supported the qualitative component of the study.

To ensure the validity and reliability of the instrument, it underwent a rigorous review and testing process.

Validity. For its content validity, the draft questionnaire was submitted to panel of experts composed of the research adviser, a statistician, and a

master teacher colleague. These validators reviewed the content for clarity, relevance, and alignment with the study objectives. Their comments and recommendations were incorporated into the revision of the final instrument.

Reliability. For reliability testing, the revised questionnaire was pilot-tested among a group of randomly selected Grade 11 students who were not part of the actual respondents. The internal consistency of the instrument was computed using Cronbach's Alpha. The results showed that all four indicators obtained alpha coefficients greater than the acceptable threshold of 0.70, indicating a high level of reliability. Therefore, the research instrument was deemed valid and reliable for use in the actual data-gathering phase (see Appendix C).

Ethics and Data Gathering Procedure

To ensure the integrity and ethical conduct of the study, the researcher followed a systematic and step-by-step process in gathering data from the selected respondents.

To begin with, the researcher crafted a survey questionnaire and a semi-structured interview guide grounded on the study's objectives and a comprehensive review of related literature on the use of graphic organizers in instruction. These instruments were then submitted to a panel of language and education experts for content validation. Feedback from the validators was carefully reviewed and incorporated to improve the clarity, relevance, and alignment of the items with the study's purpose.

Subsequently, a pilot testing of the questionnaire was conducted with a group of respondents who shared similar characteristics with the target participants but were not included in the actual study. The reliability of the questionnaire was determined using Cronbach's Alpha, which confirmed its internal consistency.

Following the instrument development, the researcher secured an endorsement letter from the Dean of the Graduate School. This letter was then attached to a formal request sent to the district supervisor and school head of the identified schools, seeking permission to conduct the study and to administer the research instruments to selected English teachers and students.

Once permission was granted, the researcher coordinated with the school administration to schedule the data gathering activities. Before the actual data collection, the researcher conducted an orientation session with the participants. During this orientation, the purpose of the study, the procedures involved, and the ethical considerations, such as confidentiality, voluntary participation, and the right to withdraw at any time, were thoroughly explained. Participants were then asked to sign an informed consent form to confirm their agreement to participate in the study.

After the orientation, the researcher proceeded with the distribution of the survey questionnaires, which the respondents answered within approximately 15–20 minutes. Immediately after the completion of the survey, a 20-minute interview was conducted with selected respondents to gather deeper insights regarding their perceptions on the benefits, limitations, and classroom use of graphic organizers in English for Academic and Professional Purposes (EAPP). All interviews were audio-recorded, with the participants' consent, to ensure accuracy during transcription and analysis.

Following the data collection, the researcher retrieved all completed questionnaires and began the process of tallying, tabulating, and encoding the data.

The quantitative data obtained from the surveys were analyzed using appropriate descriptive statistical tools, such as frequency counts, percentages, and mean scores. On the other hand, the qualitative responses from the interviews were analyzed through thematic analysis to identify recurring themes and patterns related to the participants' experiences with graphic organizers.

Throughout the process, the researcher maintained strict adherence to ethical research standards by safeguarding the confidentiality of the respondents and ensuring that their responses were used solely for academic purposes. All procedures were carried out with transparency, respect, and a commitment to academic integrity.

Data Analysis

To analyze the data gathered from the study, both quantitative and qualitative approaches were employed using the following statistical and analytical tools:

Frequency Counts and Percentages. These were used to analyze and interpret the demographic profile of the respondents as well as the extent of their perceptions regarding the use of digitized graphic organizers in teaching English for Academic and Professional Purposes, specifically in terms of Knowledge, Attitudes, and Practices (KAPs). These descriptive statistics provided insights into the general tendencies and variability of responses, helping to determine how frequently and effectively graphic organizers are perceived and utilized.

Thematic Analysis. This was applied to qualitative data to identify, analyze, and interpret recurring themes regarding the perceived advantages and disadvantages experienced by teachers and students in using digitized graphic organizers for language instruction.

T-test for paired samples. This was used to analyze the significant difference between teachers' and students' perceptions regarding the extent of graphic organizer use in language instruction.

Mean and Standard Deviation. These will be used to determine the demographic profile of the respondents, the extent of using the graphic organizer in teaching language, and the characteristics of the grahic organizer for senior high school students.

Kruskal- Wallis. This will be used to determine the sigficance in the extent of graphic organizer in teaching English among Senior High School Students.

V. RESULTS AND DISCUSSION

This chapter includes the presentation, analysis and interpretation of data in accordance with the specific problems of the study.

Demographic Profile of Teacher-Respondents

Table 3 presents the demographic profile of teacher-respondents in terms of of sex, age, highest educational attainment, and number of years in teaching.

Demographic Profile of Teacher-Respondents

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Table 3: Demographic Profile of Teacher-Respondents

Profile		Frequency	Percentage
Sex	Male	0	0%
	Female	10	100%
Age	41 – 50 yrs. old	2	60%
	31 – 40 yrs. old	2	20%
	21 – 30 yrs. old	6	20%
Highest Educational	with PhD/EdD units	1	10%
Educational Attainment	Masters Degree	4	40%
	with MA units	5	50%
No. of Years in Teaching	1 – 10 years	6	60%
	11 – 20 years	4	40%

As shown in the data, all ten respondents (100%) are female, with no male participants represented in the sample. This finding reflects the continuing feminization of the teaching profession in the Philippines, particularly in basic education and language-related subjects. Alibudbud (2022) attributes this trend to prevailing societal norms that associate teaching with nurturing roles traditionally assigned to women.

Similarly, Garcia and Reyes (2021) note that while female dominance in the profession promotes emotional intelligence in the classroom, it also calls attention to the need for more gender balance in educational leadership. Lopez et al. (2024) further emphasize the importance of encouraging male participation in the teaching profession to provide students with balanced role models and diverse perspectives.

Demographic Profile of Student-Respondents

On the other hand, Table 4 presents the demographic profile of student-respondents in terms of sex and age.

Table 4: Demographic Profile of Student-Respondents

Profile		Frequency	Percentage
Sex	Male	104	59%
	Female	72	41%

		55 (Male)	87 (49%)
Age	16 years old	32 (Female)	
		38 (Male)	69 (39%)
	17 years old	31 (Female)	
		3 (Male)	13 (7%)
	18 years old	10 (Female)	
		8 (Male)	8 (5%)
	19 years old	0 Female	

The demographic profile of the student-respondents shows a total of 176 students, with 104 males (59%) and 72 females (41%), indicating a male-dominated sample. This distribution reflects a more gender-diverse classroom environment compared to previous samples, where females often outnumber males, especially in language-related su 46 ıe higher male representation may influence classroom dynamics, especially in group activities and classroom participation.

According to Gonzales and Roldan (2020), male students, particularly in co-ed classrooms, tend to be more competitive and assertive during classroom interactions, which may shape how they engage with instructional tools like graphic organizers.

Extent of Teachers' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Attitude Aspect

Table 6 presents the extent of teachers' perception regarding their attitude toward the use of graphic organizers in teaching English, as measured across five indicators.

Table 6: Extent of Teachers' Perception on the Use of Graphic Organizers in Terms of Attitude Aspect

Indicators	**Mean**	**SD**	**Qualitative Description**	**Verbal Interpretation**
1.As a language teacher, I believe that graphic organizers…				
			SA	
can enhance learning and understanding of subject matter content.	3.70	0.48		AO
2.can facilitate students' learning by helping them identify areas of focus within a broad topic.	3.70	0.48	SA	AO
			SA	
				AO
3.act as effective instructional tools	3.60	0.52		
allow students to classify ideas and communicate those ideas in an organized way.	3.60	0.52	SA	AO
			SA	
4.assist students when they organize	3.70	0.48		AO
			SA	**AO**
TOTAL	**3.66**	**0.35**		

Legend:

Scale	**Range**	**Qualitative Description (Qd)**	**Verbal Interpretation (VI)**

4	3.25–4.00	Strongly Agree (SA)	Always Observed (AO)
3	2.50–3.24	Agree (A)	Observed (O)
2	1.75–2.49	Disagree (D)	Sometimes Observed (SO)
1	1.00–1.74	Strongly Disagree (SD)	Not Observed (NO)

The data revealed that all five indicators received a mean rating ranging from *3.60 to 3.70*, with an overall average of 3.66 and a standard deviation of 0.35. These figures are interpreted as "*Strongly Agree*" with a qualitative description of "*Always Observed*," indicating that language teachers strongly believe in the pedagogical value and effectiveness of graphic organizers in enhancing student learning.

Teachers strongly agreed that graphic organizers can enhance learning and understanding of subject matter content, as evidenced by a mean score of 3.70.

This reflects the perception that visual tools simplify complex topics, making them easier for students to grasp. Dye (2022) emphasized that when teachers recognize the instructional benefits of graphic organizers, they are more likely to use them consistently to support comprehension, especially in content-heavy subjects like English.

Another item, which also received a mean of 3.70, states that graphic organizers can facilitate student learning by helping them identify areas of focus within a broad topic. Teachers believe that these tools help learners distinguish key ideas from supporting details, which is essential in understanding broad and abstract language concepts.

This aligns with Alcantara (2021), who noted that such visual aids enhance metacognitive strategies, allowing students to prioritize and navigate complex tasks such as analyzing literary texts or organizing essay content.

Extent of Teachers' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Practice Aspect

Table 7 presents the extent of teachers' perception on the use of graphic organizers in English language teaching, specifically focusing on the practice aspect**.**

Table 7: Extent of Teachers' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Practice Aspect

Indicators	Mean	SD	Qualitative Description	Verbal nterpretation
As a language teacher…				
1.I regularly incorporate graphic organizers into my English lessons.	3.50	0.71	SA	AP
2.I customize graphic organizers to cater to the diverse needs of my students.	3.20	0.63	A	P
3.I integrate graphic organizers seamlessly into the existing English curriculum.	3.40	0.70	SA	AP
4.I actively seek out and share graphic organizer resources with fellow English teachers.	3.70	0.68	SA	AP
5.I attend professional development	3.80	0.42	SA	AP
TOTAL	**3.52**	**0.47**	**SA**	**AP**

Legend:

Scale	Range	Qualitative Description (Qd)	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Always Practiced (AP)
3	2.50–3.24	Agree (A)	Practiced(P)
2	1.75–2.49	Disagree (D)	Less Practiced(LP)
1	1.00–1.74	Strongly Disagree (SD)	Not Practiced(NP)

With an overall mean of 3.52 and a standard deviation of 0.47, all indicators fall within the "*Strongly Agree*" range, corresponding to a qualitative description of "*Always Practiced*". This suggests that English language teachers not only understand the benefits of graphic organizers but actively apply them in meaningful and consistent ways within their pedagogical routines.

The highest-rated item, "I attend professional development opportunities to enhance my knowledge and skills in using graphic organizers for English instruction" (M = 3.80, SD = 0.42), indicates a strong commitment among teachers toward continuous professional growth.

Table 8: Extent of Students' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Knowledge Aspect

Indicators	Mean	SD	Qualitative Description	Verbal Interpretation
As a student, I…				
1.understand the concept of graphic organizers in the context of teaching English.	3.10	0.60	H	K
2.am aware of the benefits of using graphic organizers for teaching English.	3.11	0.73	H	K
3.know how graphic organizers can support various language skills, such as reading, writing, listening, and speaking.	3.20	0.84	H	K
4.understand the role of graphic organizers in fostering collaborative and interactive learning experiences in English classes.	3.09	0.70	H	K
5.recognize the importance of adapting teaching methods to incorporate graphic organizers in the English language classroom.	3.16	0.63	H	K
TOTAL	**3.13**	**0.44**	**H**	**K**

Legend:

Scale	Range	Qualitative Description (Qd)	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Very Knowlegeable (VK)
3	2.50–3.24	Agree (A)	Knowledgeable (K)
2	1.75–2.49	Disagree (D)	Less Knowledgeable (LK)
1	1.00–1.74	Strongly Disagree (SD)	Not Knowledgeable (VL)

The first indicator, "I understand the concept of graphic organizers in the context of teaching English" **(M = 3.10, SD = 0.60)**, revealed that students possess a foundational understanding of what graphic organizers are and how they relate to English instruction.

This finding is consistent with Robinson (2021), who emphasized that students who grasp the purpose of graphic organizers tend to demonstrate better performance in recall and concept application, especially in reading and writing tasks.

The second item, "I am aware of the benefits of using graphic organizers for teaching English" (M = 3.11, SD = 0.73), indicated that students acknowledge the usefulness of these tools in simplifying complex lessons, organizing thoughts, and improving comprehension. Lopez and Magundayao (2023) noted that awareness of learning tools such as graphic organizers helps students become more active participants in their own learning process.

The third indicator, "I know how graphic organizers can support various language skills such as reading, writing, listening, and speaking" (M = 3.20, SD = 0.84), received the highest mean, suggesting that students are aware of the wide-ranging application of graphic organizers in supporting holistic language development.

According to Barrot (2020), exposure to visual learning tools can enhance multiple literacy skills by offering structured pathways for students to process language input and output more effectively.

Meanwhile, the fourth item, "I understand the role of graphic organizers in fostering collaborative and interactive learning experiences in English classes" (M = 3.09, SD = 0.70), shows that students recognize how these tools can aid group work, brainstorming sessions, and class discussions. Villanueva et al. (2022) observed that collaborative use of graphic organizers encourages peer interaction, teamwork, and mutual support in constructing meaning from texts and assignments.

Finally, "I recognize the importance of adapting teaching methods to incorporate graphic organizers in the English language classroom" (M = 3.16, SD = 0.63) suggested that students were aware that modern teaching strategies benefit from the integration of visual tools. Rivera (2025) stressed that learners in the digital age respond better to multimodal strategies, and their learning improves when instructional delivery includes visual supports like graphic organizers tailored to lesson objectives.

In summary, the findings showed that even before exposure to newly developed graphic organizers, students already demonstrated a high level of awareness and understanding of these tools in the context of English instruction. The moderate standard deviation suggests relatively consistent responses across the student population. These results imply a readiness and receptiveness to more structured, intensive, or customizedinterventions involving graphic organizers, making them a promising pedagogical strategy in English language teaching.

Extent of Students' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Attitude Aspect

Table 9 presents the extent of students' perception on the use of graphic organizers in English language teaching, specifically focusing on the attitude aspect**.**

The results showed an overall mean score of 3.23 and a standard deviation of 0.48, corresponding to a qualitative description of " *Knowledgeable* " and a verbal interpretation of "*Agree*." This indicates that students generally hold favorable attitudes toward the use of graphic organizers in English instruction. Graphic organizer plays vital role for the students it improves collaboration, participation among the students who are stuggling.

Table 9: Extent of Students' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Attitude Aspect

Indicators	Mean	SD	Qualitative Description	Verbal nterpretation
As a language student, I believe that graphic organizers…				
				O
1.make me feel more motivated to participate in language lessons.	3.13	0.73	A	
2.make language learning enjoyable and interesting.	3.22	0.76	A	O
3.contribute to a more positive and interactive language learning environment.	3.32	0.58	A	O

			SA	
4.reflects an innovative approach to language education.	3.26	0.55		AO
				O
TOTAL	**3.23**	**0.48**	**A**	

Legend:

Scale	Range	Qualitative Description (Qd)	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Always Observed (AO)
3	2.50–3.24	Agree (A)	Observed (O)
2	1.75–2.49	Disagree (D)	Less Observed (LO)
1	1.00–1.74	Strongly Disagree (SD)	Not Observed (NO)

Among the indicators, the highest mean score was recorded in the statement, "Graphic organizers contribute to a more positive and interactive language learning environment," with a mean of 3.32, highlighting students' appreciation for the role of graphic organizers in promoting engagement and interaction.

This finding aligns with Villanueva et al. (2022), who emphasized that interactive tools like graphic organizers create a more collaborative and participatory classroom atmosphere, particularly in language subjects.

The second highest-rated item, "Graphic organizers reflect an innovative approach to language education," received a mean score of 3.26, which falls under the "Very *Knowledgeable* " category.

This suggests that students recognize the modern and technology-driven value of graphic organizers in today's learning context. Rivera (2025) supports this insight, asserting that visual instructional tools are perceived by students as novel and engaging, especially when integrated into digitally supported learning environments.

Extent of Students' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Practice Aspect

Table 10 presents the extent of students' perception on the use of graphic organizers in English language teaching, specifically focusing on the practice aspect**.**

The overall mean score 3.23 with a standard deviation of 0.44, which falls under the "*Knowledgeable*" qualitative description and "*Agree*" verbal interpretation suggested that students generally incorporate and value the use of graphic organizers in their learning practices, although there remains room for deeper integration.

Table 10: Extent of Students' Perception on the Use of Graphic Organizers in Teaching English Language in Terms of Practice Aspect

Indicators	Mean	SD	Qualitative Description	Verbal nterpretation
As a language student…				
1.I incorporate digitized graphic organizers to my language learning routine to enhance my understanding of language concepts.	2.99	0.76	A	P
2.I actively engage in creating digitized graphic organizers as part of my language learning activities.	3.31	0.69	SA	AP
3.using graphic organizers has become a regular part of my language learning strategy.	3.22	0.77	A	P

4.I routinely incorporate graphic organizers to structure my language materials in a clear and organized manner.	3.29	0.63	SA	AP
5.Incorporating graphic organizers into my language learning practices has become a standard and beneficial approach for me.	3.34	0.73	SA	AP
TOTAL	**3.23**	**0.44**	**A**	**P**

Legend:

Scale	Range	Qualitative Description (Qd)	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Very Practiced (VP)
3	2.50–3.24	Agree (A)	Practiced(P)
2	1.75–2.49	Disagree (D)	Less Practiced (LP)
1	1.00–1.74	Strongly Disagree (SD)	Not Practiced (NP)

The indicator "I incorporate digitized graphic organizers into my language learning routine to enhance my understanding of language concepts" received a mean of 2.99 and a standard deviation of 0.76. While still within the " *Practice* " range, it is the lowest among the five, indicating that not all students consistently use graphic organizers as part of their individual study habits.

According to Cruz and Valencia (2023), while students recognize the value of visual tools, they may lack sufficient training or motivation to independently apply them outside of classroom guidance.

Difference in the Extent of Teachers' Perception when Grouped according to their Demographic Profile

To gain a deeper understanding of how various demographic factors may influence the teachers' perceptions, the study further examined the significant differences in their responses when grouped according to profile variables such as age, sex, and years of teaching experience.

Table 11: Significant Different on Teachers' Perception on the Use of Graphic Organizers Categorized by Age

Components	χ^2	P	Interpretation	Decision
Knowledge	4.63	0.10	Not Significant	Do not reject Ho
Attitude	2.70	0.26	Not Significant	Do not reject Ho
Practices	0.95	0.62	Not Significant	Do not reject Ho

The Kruskal-Wallis test was employed to determine whether there are significant differences in teachers' perceptions on the use of graphic organizers when grouped according to age.

Findings revealead that all p-values are greater than 0.05. Specifically, for knowledge, the test yielded a chi-square value (χ^2) of 4.63 with a p-value of 0.10; for attitudes, $\chi^2 = 2.70$, $p = 0.26$; and for practices, $\chi^2 = 0.95$, $p = 0.62$

Table 12: Mean Difference in the Extent of Teachers' Perception as Grouped According to Age

Components	Age	Mean	SD	QD	VI
Knowledge	21-30 years old	3.97	0.08	SA	VH

	31-40 years old	3.20	1.13	A	H
	41-50 years old	3.60	0.00	SA	VH
Attitudes	21-30 years old	3.77	0.41	SA	VH
	31-40 years old	3.40	0.00	SA	VH
	41-50 years old	3.60	0.28	SA	VH
Practices	21-30 years old	3.67	0.33	SA	VH
	31-40 years old	3.10	0.99	A	H
	41-50 years old	3.50	0.14	SA	VH

Legend:

Scale	**Range**	**Qualitative Description (QD**	**Verbal Interpretation**	**(VI)**
4	3.25–4.00	Strongly Agree (SA)	Very High (VH)	
3	2.50–3.24	Agree (A)	High (H)	
2	1.75–2.49	Disagree (D)	Low (L)	
1	1.00–1.74	Strongly Disagree (SD)	Very Low (VL)	

Based on the Table, the data revealed important patterns in how teachers across different age groups perceive and apply graphic organizers in instruction. The discussion is organized according to the three core aspects: Knowledge, Attitudes, and Practices (KAPs).

With regard to Knowledge, teachers aged 21–30 years registered a mean of 3.97 (SD = 0.08), which corresponds to "*Strongly Agree*" and a "*Very High*" level of perception.

This group demonstrated the highest level of confidence and consistency in their understanding of graphic organizers. The minimal variation suggests a cohesive and updated grasp of visual strategies, likely due to their more recent exposure to technology-enhanced learning during teacher education.

Table 13: Mean Difference on Teachers' Perception on the Use of Graphic Organizers Categorized by Highest Educational Attainment

Components	**Age**	**Mean**	**SD**	**QD**	**VI**
Knowledge	MA/MS Units	3.64	0.70	SA	VH
	MA/MS Degree	3.80	0.23	SA	VH
	PhD/EdD Units	4.00	0.00	SA	VH
Attitudes	MA/MS Units	3.68	0.46	SA	VH
	MA/MS Degree	3.55	0.19	SA	VH
	PhD/EdD Units	4.00	0.00	SA	VH
Practices	MA/MS Units	3.32	0.59	SA	VH
	MA/MS Degree	3.65	0.19	SA	VH
	PhD/EdD Units	4.00	0.00	SA	VH

Legend:

Scale	**Range**	**Qualitative Description (QD**	**Verbal Interpretation**	**(VI)**
4	3.25–4.00	Strongly Agree (SA)	Very High (VH)	
3	2.50–3.24	Agree (A)	High (H)	
2	1.75–2.49	Disagree (D)	Low (L)	

1	1.00–1.74	Strongly Disagree (SD)	Very Low (VL)

Table 15 presented teachers' perceptions of the use of graphic organizers according to their highest educational attainment, with responses categorized under three components: knowledge, attitudes, and practices. The respondents were grouped into three academic classifications: those with Master's units (MA/MS Units), those who completed a Master's degree (MA/MS Degree), and those with Doctoral units (PhD/EdD Units).

Across all groups and components, the mean scores ranged from 3.32 to 4.00, all falling within the range of 3.25 to 4.00, which corresponds to the verbal interpretation of "*Strongly Agree*" and the qualitative description of "*Very High*". These results reflected that regardless of educational attainment, teachers held very high levels of knowledge, positive attitudes, and frequent practices regarding the use of graphic organizers.

In the area of knowledge, teachers with MA/MS units reported a mean score of 3.64 (SD = 0.70), those with a full

.

Table 14: Significant Difference of Teachers' Perception on the Use of Graphic Organizers Categorized by Highest Educational Attainment

	χ^2	P	Interpretation	Decision
Knowledge	0.70	0.71	Not Significant	Do not reject Ho
Attitude	1.91	0.38	Not Significant	Do not reject Ho
Practices	2.71	0.26	Not Significant	Do not reject Ho

Table 16 presented the results of the Kruskal-Wallis test used to determine whether significant differences existed in teachers' perceptions on the use of graphic organizers when grouped according to their highest educational attainment. The three components analyzed were knowledge, attitude, and practice.

For all components, the computed p-values were above the 0.05 significance level—knowledge ($\chi^2 = 0.70$, $p = 0.71$), attitude ($\chi^2 = 1.91$, $p = 0.38$), and practices ($\chi^2 = 2.71$, $p = 0.26$)—leading to the conclusion of no statistically significant difference among the groups.

Table 15: Significant Difference Teachers' Perception on the Use of Graphic Organizers Categorized by Number of Years in Teaching

Components	χ^2	P	Interpretation	Decision
Knowledge	0.23	0.63	Not Significant	Do not reject Ho
Attitude	0.11	0.74	Not Significant	Do not reject Ho
Practices	0.75	0.39	Not Significant	Do not reject Ho

Table 14 presented the results of the Kruskal-Wallis test, which assessed whether significant differences existed in teachers' perceptions of graphic organizers based on their number of years in teaching. The analysis covered three components: knowledge, attitudes, and practices.

For all three components, the computed p-values exceeded the significance level of 0.05—knowledge ($\chi^2 = 0.23$, $p = 0.63$), attitudes ($\chi^2 = 0.11$, $p = 0.74$), and practices ($\chi^2 = 0.75$, $p = 0.39$). These results indicated that there were no statistically significant differences in teachers' perceptions based on teaching experience. The decision across all components was to not reject the null hypothesis, suggesting that teachers with 1–10 years and 11–20 years of experience shared comparable levels of knowledge, positive attitudes, and reported usage of graphic organizers in the classroom.

In terms of knowledge, the non-significant result implied that teaching tenure did not strongly influence how well teachers understood the purpose and use of graphic organizers.

Table 16: Mean Difference in the Extent of Teachers' Perception as Grouped According to Age

Components	Age	Mean	SD	QD	VI
Knowledge	21-30 years old	3.97	0.08	SA	AP
	31-40 years old	3.20	1.13	A	P
	41-50 years old	3.60	0.00	SA	AP
Attitudes	21-30 years old	3.77	0.41	SA	AP
	31-40 years old	3.40	0.00	SA	AP
	41-50 years old	3.60	0.28	SA	AP
Practices	21-30 years old	3.67	0.33	SA	AP
	31-40 years old	3.10	0.99	A	P
	41-50 years old	3.50	0.14	SA	AP

Legend:

Scale	Range	Qualitative Description (QD	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Always Practiced (AP)
3	2.50–3.24	Agree (A)	Practiced (P)
2	1.75–2.49	Disagree (D)	Less Practiced (LP)
2	1.00–1.74	Strongly Disagree (SD)	Not Practiced (NP)

Based on the Table, the data revealed important patterns in how teachers across different age groups perceive and apply graphic organizers in instruction. The discussion is organized according to the three core aspects: Knowledge, Attitudes, and Practices (KAPs).

With regard to Knowledge, teachers aged 21–30 years registered a mean of 3.97 (SD = 0.08), which corresponds to "*Strongly Agree*" and a "*Always Practice*" level of perception.

This group demonstrated the highest level of confidence and consistency in their understanding of graphic organizers. The minimal variation suggests a cohesive and updated grasp of visual strategies, likely due to their more recent exposure to technology-enhanced learning during teacher education.

Vasileiou and Ioannou (2021) highlight that early-career teachers are often more digitally literate and confident in using visual and interactive tools due to recent training in 21st-century pedagogy.

The 21–30 age group reported a mean of 3.77 (SD = 0.41), suggesting very positive attitudes with moderate variability. Younger teachers' enthusiasm may stem from their training that emphasizes learner-centered, interactive instruction.

Overall, all age groups reflected positive perceptions and favorable usage of graphic organizers

On the Significant Difference in the Extent of Students' Perception when Grouped according to their Demographic Profile

The data in Table 15 presents the perceptions of male and female students on the use of graphic organizers across three components: knowledge, attitudes, and practices. The results indicate that both male and female students generally hold positive views toward the use of graphic organizers in the learning process**.**

Mean Difference on Significant Difference in the Extent of Students' Perception when Grouped according to their Demographic Profile

The data in Table 15 presents the perceptions of male and female students on the use of graphic organizers across three components: knowledge, attitudes, and practices. The results indicate that both male and female students generally hold positive views toward the use of graphic organizers in the learning process**.**

Table 17: Mean Difference on Students' Perception on the Use of Graphic Organizers Categorized by Sex

Components	Group	Mean	SD	QD	VI

Knowledge	Male	3.22	0.37	A	H
	Female	3.23	0.40	A	H
Attitudes	Male	3.17	0.28	A	H
	Female	3.28	0.33	SA	VH
Practices	Male	3.24	0.43	A	H
	Female	3.27	0.42	SA	VH

Legend:

Scale	**Range**	**Qualitative Description (QD**	**Verbal Interpretation (VI)**
4	3.25–4.00	Strongly Agree (SA)	Very High (VH)
3	2.50–3.24	Agree (A)	High (H)
2	1.75–2.49	Disagree (D)	Low (L)
1	1.00–1.74	Strongly Disagree (SD)	Very Low (VL)

Table 17 illustrated students' perceptions of graphic organizers categorized by sex, with components on knowledge, attitudes, and practices. Across all three areas, both male and female students reported positive perceptions, as evidenced by the means ranging between 3.17 and 3.28, which fall under the verbal interpretations of "Agree" (High) to "Strongly Agree" (Very High).

In the area of knowledge, male students reported a mean of 3.22 (SD = 0.37) and female students recorded a slightly higher mean of 3.23 (SD = 0.40). Both scores fell within the "*Agree*" category with a "*High*" qualitative description.

This suggested that students, regardless of sex, had a solid understanding of how graphic organizers function and how they can be used effectively in academic tasks. The close similarity between the two groups indicated a shared level of exposure and familiarity, possibly due to similar instructional conditions and access to digital learning tools. Rahmat et al. (2020) highlighted that the increasing integration of technology in classrooms has helped reduce knowledge disparities across learner demographics, including gender.

When it came to attitudes, a slight gap was observed. Female students showed a mean of 3.28 (SD = 0.33), which corresponded to "*Strongly Agree*" (Very High), while male students had a mean of 3.17 (SD = 0.28), falling under "*Agree*" (High).

This suggested that female students tended to exhibit more favorable attitudes toward the use of digitized graphic organizers. The small yet noticeable difference pointed to a higher level of receptiveness among female learners. This trend aligned with the findings of Siddiq and Scherer (2019), who in their meta-analysis of 32 countries observed that female students often reported slightly more favorable attitudes toward digital learning tools, even as knowledge and skills gaps narrowed between sexes.

For practices, the mean for male students was 3.24 (SD = 0.43), while for female students it was 3.27 (SD = 0.42). While both groups demonstrated agreement in using graphic organizers, only the female group reached the "*Strongly Agree*" (Very High) threshold, whereas male students remained in the "*Agree*" (High) range.

This implied that female students were slightly more consistent in applying graphic organizers in their academic work. As suggested by Alabdulaziz (2021), such differences may stem from variations in learning preferences and organizational habits, with female learners often more inclined toward structured, visually supported strategies in study and review processes.

Overall, the findings suggested that both male and female students perceived graphic organizers positively, with all scores reflecting high to very high levels of knowledge, attitude, and usage. However, female students consistently reported slightly higher mean scores, particularly in attitudes and practices, implying a marginally stronger engagement with this instructional strategy.

While the differences were subtle, they suggested opportunities for differentiated support and encouragement to ensure all learners—regardless of gender—maximize the benefits of graphic organizers in their academic journeys.

Table 18 presented the results of the independent samples t-test conducted to determine whether significant differences existed in students' perceptions of graphic organizers when categorized by sex. The three components evaluated were knowledge, attitudes, and practices.

Table 18: Independent Samples t-Test on Students' Perception on the Use of Graphic Organizers Categorized by Sex

	Student's t Statistic	P	Interpretation	Decision
Knowledge	-0.176	0.860	Not Significant	Do not reject Ho
Attitudes	-2.425	0.016	Significant	Reject Ho
Practices	-0.504	0.615	Not Significant	Do not reject Ho

The findings revealed that there were no statistically significant differences in students' knowledge and practices, while a significant difference was observed in their attitudes.

For the knowledge component, the t-value of -0.176 and p-value of 0.860 indicated no significant difference between male and female students. Both groups reported comparable levels of understanding regarding the use and function of digitized graphic organizers.

This outcome was consistent with the earlier descriptive statistics, where both sexes registered mean scores within the "*Agree*" (High) range. The similarity in their self-perceived knowledge can be attributed to shared instructional exposure and access to the same digital resources and academic expectations in the classroom.

As noted by Rahmat, Yusof, and Ismail (2020), the widespread integration of visual learning tools in contemporary classrooms has contributed to more balanced learning experiences across gender lines.

Table 19: Students' Perception on the Use of Graphic Organizers Categorized by Age

Components	Age	Mean	SD	QD	VI
Knowledge	16 years old	3.23	0.39	A	H
	17 years old	3.21	0.37	A	H
	18 years old	3.37	0.35	SA	VH
	19 years old	3.08	0.40	A	H
Attitudes	16 years old	3.23	0.23	A	H
	17 years old	3.18	0.36	A	H
	18 years old	3.29	0.34	SA	VH
	19 years old	3.16	0.44	A	H
Practices	16 years old	3.26	0.43	SA	VH
	17 years old	3.22	0.44	A	H
	18 years old	3.25	0.35	SA	VH
	19 years old	3.40	0.37	SA	VH

Legend:

Scale	Range	Qualitative Description (QD	Verbal Interpretation (VI)
4	3.25–4.00	Strongly Agree (SA)	Very High (VH)
3	2.50–3.24	Agree (A)	High (H)
2	1.75–2.49	Disagree (D)	Low (L)
1	1.00–1.74	Strongly Disagree (SD)	Very Low (VL)

The analysis of students' perceptions on the use of graphic organizers, when grouped according to age, revealed generally positive and consistent responses across all components—knowledge, attitudes, and practices.

In terms of knowledge and attitudes, students aged 16, 17, and 19 years old reported mean scores that fell within the range of "*Agree*" (High), indicating a solid understanding and favorable perception of graphic organizers.

Notably, students aged 18 years demonstrated a slight increase in both components, with scores reaching the level of "*Strongly Agree*" (Very High). This upward shift may reflect a developmental increase in cognitive maturity, metacognitive skills, and academic engagement, which often occurs during late adolescence.

In the practices' component, all age groups reported very high levels of use, as shown by their mean scores falling under "*Strongly Agree*" (Very High). Among them, 19-year-olds registered the highest mean, suggesting they were the most consistent in integrating graphic organizers into their academic routines.

These findings implied that as students mature, they not only develop a stronger appreciation for the instructional tool but also apply it more regularly and strategically in learning contexts.

Overall, the results indicated that graphic organizers hold universal appeal across adolescent learners. However, the slightly elevated perceptions and usage rates among 18 and 19-year-olds suggested they may benefit more from the tool's metacognitive and organizational advantages.

This is supported by Ilter (2021), who emphasized that the effectiveness of graphic organizers—both in academic and emotional domains, peaks when learners demonstrate autonomy and self-regulation, traits more likely found in older teens.

Likewise, the Institute for the Advancement of Research in Education (IARE) has consistently reported that interactive use of graphic organizers improves not only academic performance (e.g., reading comprehension, critical thinking, and retention) but also non-cognitive factors such as confidence, motivation, and collaboration—benefits that become especially meaningful as students near the transition to higher education or professional life.

The developmental pattern observed in this data suggests a practical implication: younger students (16–17 years old) may require more structured scaffolding and guided modeling to maximize their engagement with graphic organizers, while older students (18–19 years old) can be encouraged to use these tools in more self-directed and complex learning tasks. As metacognitive ability and academic expectations increase, so does the capacity to benefit from strategic visual tools, underscoring the need to tailor instruction and support based on age-related readiness.

Table 20: Significant Diffeent of Students' Perception on the Use of Graphic Organizers Categorized by Age

Components	χ^2	P	Interpretation	Decision
Knowledge	3.4	0.334	Not Significant	Do not reject Ho
Attitudes	2.76	0.43	Not Significant	Do not reject Ho
Practices	1.19	0.757	Not Significant	Do not reject Ho

Table 20 presents the results of the Kruskal–Wallis test on students' perception of digitized graphic organizers, categorized by age. The results for knowledge ($\chi^2 = 3.40$, $p = 0.334$), attitudes ($\chi^2 = 2.76$, $p = 0.43$), and practices ($\chi^2 = 1.19$, $p = 0.757$) were all found to be not statistically significant. These findings suggest that students across the age range of 16 to 19 years old share consistently high perceptions of graphic organizers in terms of understanding, appreciation, and classroom use.

Although previous descriptive trends showed slightly higher mean scores among 18- and 19-year-olds, the non-significant p-values indicate that such differences were subtle and not robust enough to suggest meaningful age-based distinctions.

Teachers' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Table 21 presents the teachers' perceptions on the advantages (pros) of using graphic organizers in teaching English for Academic and Professional Purposes.

Based on the significant statements gathered, teachers affirmed that graphic organizers served as essential tools that facilitate student learning in various dimensions—comprehension, organization of information, focus, retention, creativity, and collaboration.

Fabros & Ibañez (2023) found significant gains in students' conceptual understanding of fractions when using graphic organizers compared to traditional methods.

Table 21: Formulated Meanings Derived from the Significant Statements on Teachers' Perceptions on the Advantages (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Significant Statements	Formulated Meanings
"It will improve the comprehension of the students. (It will improve the comprehension of the students.)	The informant said that using graphic organizers improves students' understanding of the lesson content.
"Makatabang ini sa paghan-ay sa impormasyon." (It will help organize information.)	The informant said that graphic organizers help structure and organize information effectively.
"Makatabang ini sa paghimo nan koneksyon." (It helps make connections.)	The informant said that graphic organizers assist learners in making meaningful connections between ideas.
"Nagahatag kini og tabang aron makapokus an mga estudyante sa gihatag nga buluhaton." (Let the students focus on given task.)	The informant said that graphic organizers support students in maintaining focus on assigned tasks.
"Makatabang ini sa mga estudyante pinaagi sa pagbulag kanila ug paghatag og sayon o lisod nga klase sa paghan-ay." (Helps the students by separating them and giving easier or more difficult types of organizing.)	The informant said that graphic organizers enable differentiation by allowing tasks to be adjusted based on students' readiness levels.
"Ginalig-on niini an ilang abilidad sa pagsabot ug paghinumdum." (It enhances their comprehension and retention skills.)	The informant said that graphic organizers enhance both comprehension and memory retention skills.
"Gipalambo ang panagtinabangay ug komunikasyon." (Improved collaboration and communication.)	The informant said that graphic organizers promote improved collaboration and communication among learners.
"Ginapalugwa ang pagkamaalamon sa mga estudyante." (Brings out the creativity of the students.)	The informant said that graphic organizers encourage and showcase students' creativity.
"Makatabang sa pagsabot sa pagtudlo gamit an biswal." (Aids in comprehension.)	The informant said that graphic organizers support visual learners in understanding the lesson more clearly.
"Makatabang sa mga estudyante sa paghan-ay sa ilang mga hunahuna ug ideya." (Helps students organize their thoughts and ideas.)	The informant said that graphic organizers ssist students in organizing their thoughts and ideas coherently.

For instance, one teacher stated, *"It will improve the comprehension of the students,"* indicating that graphic organizers enhance learners' ability to understand complex lesson content.

This aligned with the insight of Alvermann and Moore (2021), who asserted that graphic organizers serve as visual scaffolds that simplify textual information, thus improving comprehension.

Another teacher noted, *"Makatabang ini sa paghan-ay sa impormasyon" (It will help organize information),* emphasizing how these tools help students' structure and sort content effectively.

This was supported by Villanueva et al. (2022), who found that students using structured visual tools like mind maps or Venn diagrams are more capable of organizing academic content, particularly in writing and analysis tasks.

Emergent Themes from Different Clusters of Themes and Formulated Meanings on the Teachers' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Table 22 presents the emergent themes derived from the different clusters of themes and formulated meanings based on the teachers' perceptions regarding the advantages (pros) of using graphic organizers in teaching English for Academic and Professional Purposes.

Table 22: Emergent Themes from Different Clusters of Themes and Formulated Meanings on the Teachers' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Formulated Meanings	Theme Clusters	Emergent Theme
• Using graphic organizers improves students' understanding of the lesson content. • They enhance both comprehension and memory retention skills. • They support visual learners in understanding the lesson more clearly.	Enhanced Comprehension and Memory Retention	Cognitive Support for Learning
• They support students in maintaining focus on assigned tasks. • They enable differentiation by allowing tasks to be adjusted based on students' readiness levels. • They encourage and showcase students' creativity. • They promote improved collaboration and communication among learners.	Focus and Task Orientation Motivation and Creativity	Learner Engagement and Differentiation
• They promote improved collaboration and communication among learners. • They foster a spirit of collaboration among students.	Peer Interaction and Communication	Social and Collaborative Learning Environment

As gleaned on the table, the thematic analysis of the significant statements gathered from teachers revealed three (3) key emergent themes that encapsulate their perceptions of the advantages of using graphic organizers in teaching English for Academic and Professional Purposes: Cognitive Support for Learning, Learner Engagement and Differentiation, and Social and Collaborative Learning Environment.

These themes emerged from clusters of meanings that highlighted how graphic organizers contribute not only to the understanding of lesson content but also to students' motivation, creativity, and collaboration.

Cognitive Support for Learning

Under this theme, teachers emphasized that graphic organizers help enhance students' understanding of complex lesson content and improve their memory retention. One teacher shared, *"Kun magamit mi ug graphic organizer, mas masabtan sa mga estudyante ang sulod sa lesson, labi na tong lisod sabton nga topic," which translates to, "When we use graphic organizers, students better understand the lesson content, especially those topics that are hard to grasp."*

Another added, *"Makadumdum sila mas dali kung naa'y drawing o chart kaysa straight nga paragraph," meaning, "They remember better when there's a drawing or chart instead of a plain paragraph."*

These insights aligned with the findings of Almasi and Villarosa (2021), who noted that graphic organizers function as cognitive scaffolds that help students visualize and process academic texts, particularly in language-rich subjects like EAPP.

Similarly, Lopez and Salvatierra (2023) emphasized that the visual structure of organizers strengthens schema activation, making information more accessible and easier to recall.

Learner Engagement and Differentiation

This theme reflected how graphic organizers promote focus, motivation, and creativity among students while supporting differentiated instruction. Teachers observed that students remained more engaged and were able to express themselves better when using graphic organizers. As one teacher stated, "*Kung buhat sila ug output gamit GO, makita nako nga mas focused sila ug excited mu-share,"* or *"When they create outputs using graphic organizers, I notice they are more focused and excited to share."* Another mentioned, *"Ang uban nga bata nga hinay mu-respond sa recitation kay maayo man*

diay mu-drawing ug ideas. Makatabang gyud sa ila nga ma-express ilang nahibaw-an," meaning, *"Some students who are quiet during recitations turn out to be good at drawing their ideas. It really helps them express what they know."*

These experiences supported the study of Chen and Chan (2020), who found that graphic organizers allow teachers to adjust tasks based on students' readiness levels and learning styles, fostering inclusive and personalized learning.

Ramos and Garcia (2022) also highlighted that such tools stimulate creativity and intrinsic motivation, while De Vera and Ong (2025) emphasized that graphic organizers encourage critical thinking and engagement when students are given autonomy to represent ideas visually.

Social and Collaborative Learning Environment

This theme centered on how graphic organizers foster peer communication and collaborative learning. Teachers shared that students worked better together and developed stronger group dynamics when tasked with GO-based activities. One teacher noted, *"Dali ra nila masabtan ang usag-usa kung naa silay sabay nga buhaton nga graphic organizer, labi na kung group work,"* translating to, "*They understand each other better when they have a shared task using a graphic organizer,* especially during group work." Another reflected, *"Kung magpair-pair sila sa graphic organizer activity, kusog ilang istoryahanay ug tabangay,"* or *"When they are paired for a graphic organizer activity, they engage in active discussions and help each other."*

These statements reflected the findings of Zhang et al. (2023), who emphasized that graphic organizers facilitate peer scaffolding and social interaction in collaborative settings. Magno and Leyva (2024) also observed that graphic organizers used in group activities foster communication, shared responsibility, and a sense of academic community—essential elements for effective learning in EAPP.

In summary, the emergent themes clearly showed that teachers view graphic organizers as valuable tools in enhancing comprehension, sustaining student motivation, encouraging creative expression, and fostering collaborative learning.

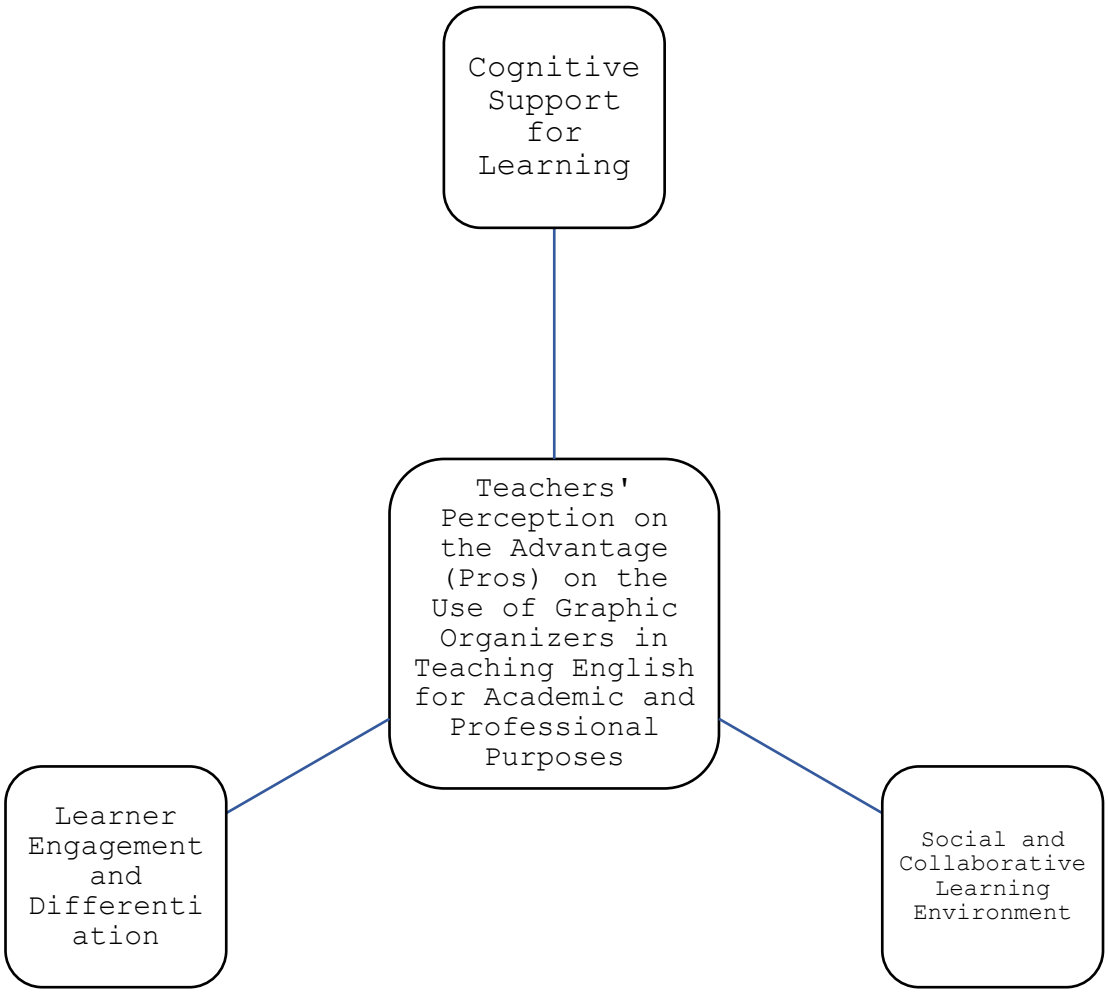

Figure 3:Thematic Map on Teachers' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Teachers' Perceptions on the Dis-advantages (Cons) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Table 23 presents the teachers' perceptions on the dis-advantages (cons) of using graphic organizers in teaching English for Academic and Professional Purposes.

*Table 23: Formulated Meanings Derived from the Significant Statements on Teachers' Perceptions on the Dis-advantages (Cons) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purpos***es**

Significant Statements	Formulated Meanings
"Makakonsumo ug daghang oras" (It is time-consuming.)	The informant said that the use of graphic organizers requires considerable time to prepare and implement effectively.
"Kinahanglan ug klaro ug maayong paghisgot para masabtan pag-ayo." (t needs a well-versed discussion for better understanding.)	The informant said that graphic organizers need to be accompanied by well-structured discussions to ensure full student understanding.
"Kinahanglan ug daghang research aron mapasayon ang mga konsepto." (It requires a lot of research to simplify the concepts.)	The informant said that simplifying complex concepts through graphic organizers demands additional research and preparation by the teacher.
"Adunay mga estudyante nga lisod makasabay sa buluhaton nga gihatag.**"** (Students who cannot easily cope with the task given.)	The informant said that some students struggle to cope with the demands of tasks involving graphic organizers.
"Ang mga estudyante nga ubos ang pagsabot lisod para nila ang pag-analisar niini." (The students with lower level of comprehension have a hard time in analyzing it.	The informant said that students with lower comprehension levels have difficulty analyzing information presented in graphic organizers.
"Para sa magtutudlo, kapoy kanunay mangita ug graphic organizer para sa mga estudyante." (For the part of the teacher, it would be a tedious job to always look for graphic organizers for students.)	The informant said that teachers find it tiring and burdensome to frequently source or design appropriate graphic organizers.
"Adunay posibilidad nga sayop ang pagsabot sa gihatag nga topic o ideya." (Potential for misinterpretation with the given topic or idea.)	The informant said that there is a risk that students may misinterpret the intended meaning of the topic or idea when using graphic organizers.
"Adunay risgo nga masubrahan ug pasayon, mawala ang kahulugan." (Risks over-simplification.)	The informant said that oversimplification through graphic organizers may lead to loss of key content or deeper understanding.
"Dili kini angay sa tanang estilo sa pagkat-on o tanang topiko (limitado ang paggamit)." (Not suitable for all learning styles or topics; limited application)	The informant said that graphic organizers are not universally applicable and may not suit all learning styles or subject matter.

While graphic organizers have been widely recognized for their benefits, the qualitative responses of teachers reveal key limitations when applied in real classroom contexts.

These concerns revolve around time constraints, student difficulties, teacher workload, risk of misinterpretation, and limited applicability, reflecting nuanced challenges in instructional design and delivery.

One major concern raised was the time-consuming nature of integrating graphic organizers into daily lessons. A teacher noted, *"Makakonsumo ug daghang oras" ("It is time-consuming")*, expressing frustration over the lengthy process of designing or searching for appropriate visual aids.

This aligned with the findings of Lopez and Magundayao (2023), who argued that while visual tools enhance comprehension, they often require extra planning time that can be burdensome for teachers managing multiple responsibilities.

Emergent Themes from Different Clusters of Themes and Formulated Meanings on the Teachers' Perceptions on the Dis-advantages (Cons) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Table 16 presents the emergent themes derived from the different clusters of themes and formulated meanings based on the teachers' perceptions regarding the dis-advantages (cons) of using graphic organizers in teaching English for Academic and Professional Purposes.

The analysis of the disadvantages perceived by teachers in using graphic organizers (GOs) in teaching English for Academic and Professional Purposes (EAPP) revealed three emergent themes: Instructional Constraints, Cognitive Risks, and Learner Limitations. These themes capture the deeper meanings of teachers' experiences and concerns regarding the use of graphic organizers in senior high school EAPP instruction.

Table 24: Emergent Themes from Different Clusters of Themes and Formulated Meanings on the Teachers' Perceptions on the Dis-advantages (Cons) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Formulated Meanings	Theme Clusters	Emergent Theme
• The use of graphic organizers requires considerable time to prepare and implement effectively. • Simplifying complex concepts through graphic organizers demands additional research and preparation by the teacher. • Teachers find it tiring and burdensome to frequently source or design appropriate graphic organizers. • Graphic organizers are time-consuming to use, especially when targeting specific language skills.	Time and Instructional Effort	Instructional Constraints
• Graphic organizers need to be accompanied by well-structured discussions to ensure full student understanding. • There is a risk that students may misinterpret the intended meaning of the topic or idea when using graphic organizers. • Oversimplification through graphic organizers may lead to loss of key content or deeper understanding.	Instructional Scaffolding Needs	Cognitive Risks
• Some students struggle to cope with the demands of tasks involving graphic organizers. • Students with lower comprehension levels have difficulty analyzing information presented in graphic organizers.	Learner Readiness and Comprehension Gaps	Learner Limitations

- Graphic organizers are not universally applicable and may not suit all learning styles or subject matter.

Instructional Constraints

This theme reflected the recurring concern among teachers that using graphic organizers is time-consuming and preparation-heavy. One informant expressed, *"Makakonsumo ug daghang oras ang pag-andam ug pagpatuman sa graphic organizer,"* which translates to, *"Preparing and implementing graphic organizers consumes a lot of time."* Another teacher added, "*Lisod ug kapoy kanunay mangita ug design para sa graphic organizers*, *labi na kung kinahanglan nga iangay sa leksyon,"* meaning *"It's tiring and difficult to constantly look for a graphic organizers design that fits the lesson*."

These reflections showed how the instructional benefits of graphic organizers are often outweighed by the time and effort required from teachers, especially when they need to adapt materials to diverse lesson content and student abilities.

As supported by Alqahtani and Alharbi (2020), many teachers experience "instructional fatigue" due to the extra workload that comes with integrating visual tools like graphic organizers.

Villanueva and Chua (2022) also emphasized that high teaching loads and limited preparation time discourage teachers from utilizing graphic organizers consistently.

Tran and Le (2023) observed that graphic organizers increase planning demands, especially in EAPP where lessons require structure, clarity, and academic rigor.

Furthermore, Pineda and Santos (2024) noted that teachers in resource-constrained public schools often avoid time-intensive tools despite acknowledging their pedagogical value.

Cognitive Risks

This theme rosed from the theme cluster "Instructional Scaffolding Needs." Teachers reported that graphic organizers, if not accompanied by thorough and structured explanations, may cause confusion or shallow understanding among students. One teacher stated, "*Kung walay klaro nga pagtudlo, dali ra kaayo nga sayop ang pagsabot sa graphic organizers,*" or *"Without clear instruction, students easily misunderstand the graphic organizer*." Another shared, "*Kung pasubrahon og pasayon ang konsepto, mawala na ang tinuod nga kahulugan," meaning "If the concept is overly simplified, the true meaning gets lost."*

These statements underscored the potential for misinterpretation or oversimplification when graphic organizers are used without proper guidance, especially in subjects like EAPP that demand critical thinking and textual analysis.

Zhou and Wang's (2022) Cognitive-Affective Engagement Theory supported this notion by emphasizing that meaningful learning occurs when both cognitive effort and emotional involvement are present—both of which can be undermined if instructional tools are not used effectively.

Bautista and Dizon (2021) similarly cautioned that students may develop misconceptions when graphic organizers are used in isolation. Khan and Rehman (2023) pointed out that visual tools may hinder deeper learning when used to replace—not support—analytical tasks. Luna and Bartolome (2025) also observed that students tend to over-rely on graphic representations, leading to neglect of critical reading and engagement with academic texts.

Learner Limitations

This theme was drawn from cluster "Learner Readiness and Comprehension Gaps." Teachers noted that not all students are equally equipped to benefit from graphic organizers. One informant commented, *"Adunay mga estudyante nga lisod makasunod kung GO ang gamiton, labi na kadtong hinay mu-analisar," or "Some students struggle to follow when GOs are used, especially those who analyze slowly."* Another observed, *"Ang ubang estudyante nga ubos ang pagsabot, mas labaw nga lisod para nila kung gamiton ang graphic organizers,"* translating to "Students with lower comprehension find it even harder when graphic organizers are used."

Furthermore, one teacher emphasized, "*Dili ni maayo para sa tanan nga klase sa estudyante o leksyon,"* or *"Graphic organizers are not suitable for all types of students or lessons."*

These insights highlighted that learners with poor comprehension or non-visual learning preferences may find graphic organizers more confusing than helpful.

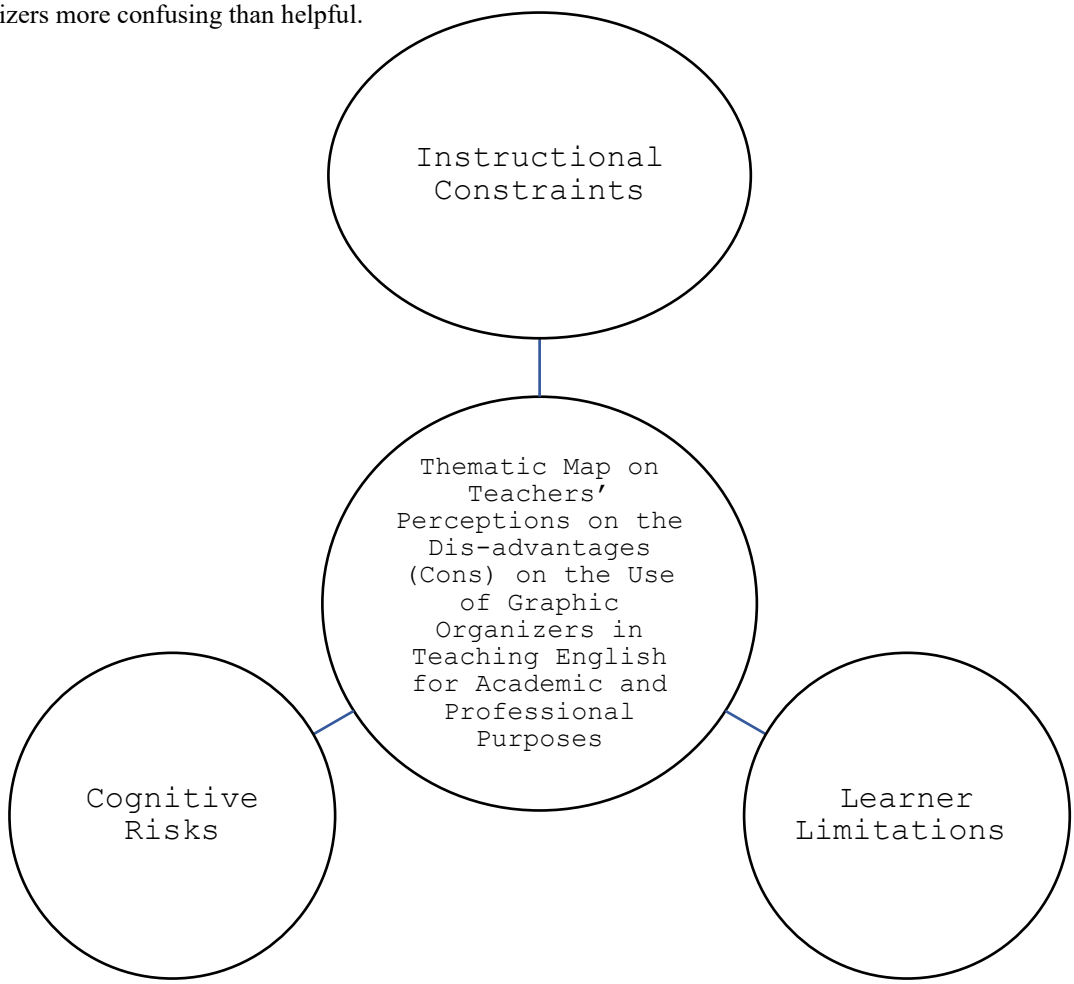

Fig.4: Thematic Map on Teachers' Perceptions on the Dis-advantages (Cons) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Students' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Table 25 presents the students' perceptions on the advantages (pros) of using graphic organizers in teaching English for Academic and Professional Purposes.

Table 25: Formulated Meanings Derived from the Significant Statements on Students' Perceptions on the Advantages (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Significant Statements	Formulated Meanings
"Mas sayon ang trabaho tungod niini." (It makes the job easier.)	The informant said that graphic organizers help simplify instructional delivery, making teaching tasks more manageable.
"Makapadasig ug makapahiluna kanako sa pag-apil sa leksyon sa pinulongan." (Makes me feel motivated and participate in language lesson.)	The informant said that graphic organizers increase learner motivation and encourage active participation in language activities.

"Mas nasabtan ug dili mabati nga boring ang leksyon." (Learned so well and not be boring.)	The informant said that using graphic organizers promotes effective learning while reducing boredom during lessons.
"Mas natarong ang paghan-ay ug porma sa impormasyon." (Improved organization and structure.)	The informant said that graphic organizers enhance students' ability to organize information and structure their outputs clearly.
"Mas klaro ang mga hunahuna ug ideya." (Clarity of thoughts and ideas.)	The informant said that graphic organizers assist in clarifying students' thoughts and connecting ideas logically.
"Mas nindot ug klaro ang panan-aw sa impormasyon." (Enhanced visual information)	The informant said that graphic organizers improve the visual presentation of content, making it easier to understand.
"Lingaw siya ug dili laay." (Enjoyable and not boring.)	The informant said that the use of graphic organizers makes the learning experience more enjoyable and engaging.
"Mas ginaganahan kami sa leksyon." (Makes us more interested.)	The informant said that graphic organizers spark learners' interest and curiosity in the lesson content.
"Mas mapaayo ang pagkat-on pinaagi sa panan-aw." (Enhance visual learning.)	The informant said that graphic organizers support visual learning by presenting ideas in a format suited for visual learners
"Ginaengganyo kami nga mas moapil sa klase." (Encourage more engagement.)	The informant said that graphic organizers promote greater student engagement through interactive and hands-on learning formats.

The analysis of students' perceptions regarding the use of graphic organizers (GOs) in teaching English for Academic and Professional Purposes (EAPP) revealed a generally positive outlook.

Students acknowledged various benefits, ranging from increased motivation and comprehension to enhanced engagement and organization of ideas. One student shared, *"Mas sayon ang trabaho tungod niini," translated as "It makes the job easier,"* pointing to how graphic organizers simplify tasks and help both students and teachers manage lesson content efficiently.

This finding echoed Chen and Chan (2020), who noted that GOs assist students in simplifying complex tasks by breaking them into visual and manageable components.

Students also emphasized how GOs contribute to their motivation and participation. One expressed, *"Makapadasig ug makapahiluna kanako sa pag-apil sa leksyon sa pinulongan," or "It motivates me and helps me participate in language lessons."*

This aligned with Luna and Bartolome (2025) who found that when students are exposed to structured visuals in language classes, their participation and sense of involvement increase due to reduced cognitive overload.

Table 26: Emergent Themes from Different Clusters of Themes and Formulated Meanings on the Students' Perceptions on the Advantage (Pros) on the Use of Graphic Organizers in Teaching English for Academic and Professional Purposes

Formulated Meanings	Theme Clusters	Emergent Theme
• The informant said that graphic organizers help simplify instructional delivery, making teaching tasks more manageable.	Teacher Support and Simplification	Instructional Facilitation
• The informant said that graphic organizers increase learner motivation and encourage active participation in language activities.	Emotional Engagement and Participation	Learner Motivation and Engagement

• The informant said that using graphic organizers promotes effective learning while reducing boredom during lessons. • The informant said that the use of graphic organizers makes the learning experience more enjoyable and engaging. • The informant said that graphic organizers spark learners' interest and curiosity in the lesson content. • The informant said that graphic organizers promote greater student engagement through interactive and hands-on learning formats.		
• The informant said that graphic organizers enhance students' ability to organize information and structure their outputs clearly. • The informant said that graphic organizers assist in clarifying students' thoughts and connecting ideas logically. • The informant said that graphic organizers improve the visual presentation of content, making it easier to understand. • The informant said that graphic organizers support visual learning by presenting ideas in a format suited for visual learners.	Thought Organization and Visual Processing	Cognitive and Visual Learning Enhancement

Instructional Facilitation

Undert this theme, the informants emphasized how graphic organizers aid teachers in making complex instructional content more manageable. As one student noted, *"Mas sayon ang trabaho tungod niini,"* meaning *"It makes the job easier."* This revealed the dual benefit of GOs not only for learners but also for instructors, by simplifying delivery and pacing.

This perception resonated with the findings of Chen and Chan (2020), who reported that graphic organizers streamline lesson delivery by presenting abstract ideas visually. Villanueva and Chua (2022) further highlighted that when teaching tools reduce instructional complexity, students feel more secure and confident in engaging with the material.

Learner Motivation and Engagement

This theme included powerful insights into how graphic organizers enhance students' emotional connection to the lesson. One student shared, *"Makapadasig ug makapahiluna kanako sa pag-apil sa leksyon sa pinulongan,"* or *"It motivates me and helps me participate in the language lesson."* Another echoed, *"Lingaw siya ug dili laay,"* meaning *"It's enjoyable and not boring."*

These significant statements point to how GOs foster enjoyment and participation in EAPP, making students more eager to engage. This aligns with Zhou and Wang's (2022) Cognitive-Affective Engagement Theory (CAET), which argues that motivation and emotional involvement are essential in meaningful learning.

Ramos and Garcia (2022) observed that graphic organizers increase classroom engagement, especially when used interactively. Tran and Le (2023) confirmed that structured visual tools empower shy or passive learners to actively participate.

Furthermore, Luna and Bartolome (2025) found that GOs help break the monotony of traditional lessons, increasing learner energy and interest. Alqahtani and Alharbi (2020) also emphasized that motivational tools like GOs help bridge the gap between passive reception and active construction of knowledge.

Cognitive and Visual Learning Enhancement

This theme encapsulated how students perceive graphic organizers as tools that support mental clarity and visual processing. Statements like *"Mas klaro ang mga hunahuna ug ideya" ("My thoughts and ideas become clearer")* and *"Mas mapaayo ang pagkat-on pinaagi sa panan-aw" ("My learning improves through visuals")* highlighted that GOs help students visualize connections, sort key ideas, and understand lesson structures.

According to Lopez and Salvatierra (2023), GOs help learners organize and prioritize information, particularly in content-heavy subjects like EAPP. Khan and Rehman (2023) noted that these tools strengthen students' logical sequencing and coherence in academic writing.

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study examined the perceptions of teachers and students on the use of digitized graphic organizers in teaching English for Academic and Professional Purposes (EAPP) among Senior High School students in four public schools in Cagdianao, Dinagat Islands. It aimed to determine their demographic profiles, assess their perceptions in terms of knowledge, attitude, and practice, identify significant differences based on demographics, and explore the perceived advantages and disadvantages of using graphic organizers in class.

The study employed a descriptive research design and involved 176 students and 10 teachers. A researcher-made survey was used, combining both close- and open-ended questions. Frequency and percentage were used to describe the respondents' profiles, while mean and standard deviation measured the extent of perceptions. A t-test was applied to determine significant differences in perception between groups. Thematic analysis was also used to interpret qualitative responses.

Findings

This study obtained the following data as its findings.

1. Teacher-respondents were female, mostly aged 41–50 with graduate-level qualifications and 1–20 years of teaching experience, while the student-respondents were predominantly male, mostly aged 16, making up the largest age group across both sexes.
2. The teacher-respondents demonstrated "very knowledgeable" of knowledge, observable, and practice in using graphic organizers in English language teaching, whereas the student-respondents showed "knowledgeable" across the same areas.
3. Teachers' and students' perceptions of graphic organizers showed no significant differences across profile variables, with all groups consistently reporting "Agree" to "Strongly Agree" levels.
4. Both teachers and students viewed graphic organizers as advantageous for enhancing learning, engagement, and collaboration, but also noted disadvantages such as time constraints, cognitive challenges, and limited applicability.

Conclusions

Based to the findings of the study, the following conclusions were drawn;

1. The demographic profile of teacher-respondents revealed a female-dominated group of mid-aged educators with graduate-level qualifications and substantial teaching experience, while the student-respondents were predominantly male and mostly 16 years old, indicating a relatively young group in the early phase of senior high school.
2. Teachers and students manifest strong awareness, positive perception, and consistent use of graphic organizers, on English for Academic and Professional Purposes.
3. Teachers and students perceived graphic organizers as effective instructional tools, highlighting their broad applicability in diverse teaching contexts without the need for differentiated support.
4. Both teachers and students perceived graphic organizers as having clear advantages in teaching and learning English for Academic and Professional Purposes, yet they also acknowledged notable disadvantages in their use.

Recommendations

School Administrators. They are urged to promote the consistent use of digitized graphic organizers by providing technical support, teacher training, and access to digital tools and resources, thereby strengthening instructional practices and enhancing student learning outcomes in English for Academic and Professional Purposes (EAPP).

English Teachers. They are encouraged to continue to integrate digitized graphic organizers into their English instruction and explore a variety of formats to suit diverse learner needs, using them as tools for differentiation, visual support, and student-centered learning.

Students. They are encouraged to actively engage with graphic organizers as learning tools, using them to organize ideas, improve comprehension, and participate more confidently in English for Academic and Professional Purposes.

Parents. They are enjoined to support their children's learning at home by familiarizing themselves with the use of graphic organizers and guiding their children in applying these tools during homework, reviews, and independent study.

Future Researchers. They are challenged to expand on this study by exploring the long-term impact of graphic organizer use on language performance, comparing traditional and digital formats, or testing their effectiveness across different content areas and learner profiles.

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