



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITLE

**GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY TO
DEVELOP VOCABULARY AMONG SECOND YEAR H OF
BACHILLERATO STUDENTS AT COLEGIO DE
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA
DURING THE 2016-2017 SCHOOL YEAR**

Thesis as a previous requirement to
obtain the Bachelor's Degree in
Sciences of Education, English
Language Specialization.

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CERTIFICATION

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UNIVERSIDAD NACIONAL DE LOJA**

CERTIFIES

The present research work entitled **GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG SECOND YEAR H OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, under the responsibility of the undergraduate student Mercy Yolanda Paqui Gualán, has been thoroughly revised and fully analyzed. Therefore, I authorize its presentation for the pertinent legal aims.

Loja, 31 de agosto de 2017



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THE AUTHOR

DEDICATION

I want to dedicate this thesis work firstly to God and to all my family for their unconditional support, confidence, comprehension, love, perseverance and for having never lost their faith on me. To my father who is, a friend and a model who has never stopped trusting on me.

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a. TITLE

GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY TO DEVELOP
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b. RESUMEN

El propósito del trabajo de investigación fue mejorar el vocabulario a través de los organizadores gráficos como estrategia cognitiva, con los estudiantes del Segundo año de Bachillerato del Colegio de Bachillerato 27 de Febrero. Durante el trabajo de la investigación, se utilizaron los siguientes métodos: analítico, estadístico, científico, y descriptivo los cuales permitieron analizar la información obtenida. También se utilizaron otras herramientas tales como: pruebas, cuestionarios, notas de campo y hojas de observación que se aplicaron a veinte y seis estudiantes tanto al inicio como al final del plan de intervención. Los principales resultados después de aplicar los organizadores gráficos demostraron que, los estudiantes mejoraron notablemente el aprendizaje del vocabulario en los siguientes aspectos: palabras en contexto, escritura, función de las palabras, y expresiones idiomáticas. En conclusión, la aplicación de los organizadores gráficos fue efectiva y tuvo un efecto positivo en el aprendizaje del vocabulario de los estudiantes debido a que ellos disfrutaron aprendiendo y se sintieron motivados a mejorar el vocabulario.

ABSTRACT

The purpose of the research work was to develop vocabulary through the use of graphic organizers as a cognitive strategy with students of 2nd year H of Bachillerato at Colegio de Bachillito “27 de Febrero.” During the research work, the following methods were used: scientific, descriptive, analytic, and statistical, which allowed to analyze the information gathered. Other tools used were: tests, questionnaires, field notes and observation sheets. These instruments were applied to twenty-six students at the beginning and at the end of the intervention plan. The main results after applying graphic organizers were that the students notably improved in the vocabulary aspects such as: parts of speech, word in context, idiomatic expression, cognates and spelling. In conclusion, the application of the graphic organizer as a cognitive strategy was effective and it had a positive impact on student’s vocabulary due to the fact that they enjoyed learning and felt motivated to improve vocabulary.

c. INTRODUCTION

Vocabulary range is essential for understanding a foreign language. However, most of the students have a lot of misspellings in their writing because they do not know enough vocabulary. That is, they lack vocabulary, which affects the quality of their writing, limits their understanding of text and lecture input, and also restricts their writing output, and this also makes students have less interest in learning English as a foreign language. Furthermore, students are not able to recognize and produce the vocabulary, and they do not feel comfortable reading or writing a paragraph or sentence in the new language because they do not know enough words to do it.

For the reasons mentioned above, it was necessary to determine how do graphic organizers as a cognitive strategy develop vocabulary? Moreover, it was necessary to determine its sub-problems: what theoretical and methodological references to graphic organizers as a cognitive strategy are suitable for the development of vocabulary in the students, the kind of resources that could be helpful to contribute to learning vocabulary and which graphic organizers implemented in classroom activities develop vocabulary in students.

This research work was chosen in order to improve students' vocabulary and motivate them to learn it using graphic organizers, which provide students a real understanding of vocabulary since they make that words and phrases are used to connect the content information in a meaningful way to help students gain a clearer

understanding. In addition, when learners study with a strategy that interests them, they pay attention and consequently they learn more than with normal resources.

The specific objectives stated for developing this investigation were: to look for theoretical and methodological references about graphic organizers as a cognitive strategy and its implication on the development of vocabulary; to diagnose the issues that limit the development of vocabulary; to design an intervention plan based on graphic organizers as a cognitive strategy in order to develop vocabulary; to apply the most suitable graphic organizers as a cognitive strategy in the classroom activities; and to validate the results obtained after the application of graphic organizers as a cognitive strategy to develop vocabulary.

During this research work, different kinds of methods were used: the analytic-synthetic method was employed to analyze and interpret the obtained results of the tests and questionnaires, it also helped to draw the conclusions. The statistical method permitted the researcher to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires, observations and the field notes. The scientific method helped to make a basis for the theory about the two variables (graphic organizers and vocabulary). Finally, the descriptive method, which was suitable to describe the different phases of this research work and the strategy applied.

The present research work is organized in the following way: at the beginning, the Abstract, in this part is a summary of the research, with its main objective, the methods used and the main results and conclusions. Then, the Introduction, which contains the contextualization of the problem, the central problem and the reasons

why the theme was chosen, the specific objectives of the study, the used methodology and finally, the content of the thesis. After that, the Literature Review, which contains detailed information about the two variables that are object of this research. In the Materials and Methods section, are included the design, methods used, techniques and instruments, procedures, the resources that were used for the research and the population. The Results section contains the data gathered from the instruments, presented qualitatively and quantitatively in tables, graphs and an interpretation. The Discussion section includes the collected data during the intervention plan in the high school. Finally, the Conclusions and Recommendation section includes some suggestions for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

Vocabulary

Definition

Herbert & Kamil (2005), as cited in Rasinki & et al (2011), state that vocabulary is the foundation on which a language is taught, and also vocabulary is “the knowledge of the meanings of words.” Consequently, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. In other words, it can be said that vocabulary constitutes information coded in language meaning.

Furthermore, Hornby (1995), as reported in Setiawan & Budi (2010), suggests that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns & Broman (1975), state that vocabulary is the set of words used by a person, class or professional, all having much in common, yet each distinctly different.

Importance of Vocabulary

In addition, Thorpe & Thorpe (2010), claim that vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. Likewise, Wilkins (1972), as reported in Thorpe & Thorpe (2010), wrote that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” This means that if you lack vocabulary, it would be impossible for you to communicate with other people. That is, it is not sufficient to learn

grammar to communicate or to transmit information, but it is also very important to learn a lot of vocabulary in order to transmit accurate information.

In the same way, Herber & Kamil (2005), as reported in Rasinki & et al (2011), define vocabulary “as bridge that connects the world-level process of phonics and the broader cognitive process of comprehension.” This is a useful way to visualize the importance of vocabulary for students, as an extensive vocabulary helps students read fluently, comprehend, discuss what they have read and learn.

Types of vocabulary

Graves (2006), states that vocabulary can be classified as oral or written. Thus, each of us has four vocabularies: *receptive-oral*, words that students understand when they hear them; *receptive-written*, words that students can read; *productive-oral*, words that students use in their speech; and *productive-written*, words that students use in their writing. The four vocabularies overlap but are not the same, and the relationship between them change over time. Children entering school, for example, have very large oral vocabularies but very small reading vocabularies. Adults, on the other hand, have larger reading vocabularies than oral vocabularies. And both children entering school and adults have larger receptive vocabulary than productive one; that is, they understand more words when they hear or read them than when they use them in their speech or writing.

Similarly, Lehr, Osborn, & Hiebert (2004), as cited in Dugan (2010), divide two kinds of vocabulary, namely receptive and productive. Receptive vocabulary is words that the learners recognize and understand when they hear or see them. Receptive vocabulary includes words that we use when we speak or write, and it is

also called a passive process because the learner only receives thoughts or ideas from others.

Additionally, productive vocabulary is words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts or ideas to others.

On the other hand, Cummins (1999), as cited in Brattleboro & Vermont (2011), states that there are different types of vocabulary:

Reading vocabulary. This refers to all the words that an individual can recognize when reading a text.

Listening vocabulary. It refers to all the words that an individual can recognize when listening to a speech.

Written vocabulary. This includes all the words that an individual can employ in writing.

Speaking vocabulary. This refers to all the words that an individual can use in speech.

Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are: *form*, *meaning*, and *use*. According to Nation (2001), as cited in Farr & Murray (2016), the *form* involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix), the *meaning* includes the way that form and meaning work together and the associations that come to mind

when people think about a specific word or expression and the *use* involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any restriction on its use, in terms of frequency, level, and so forth for *form, meaning, and use*.

Aspects of vocabulary			
Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	what does the word sound like?	how is the word pronounced?
	written	what does the word look like?	how is the word Written and spelled?
	word parts	what parts are recognizable in this word?	what word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	what word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	what items can the concept refer to?
	association	What other words does this make people think of?	what other words could people use instead of this one?
Use	grammatical functions	in what patterns does the word occur?	in what patterns must people use this word?
	collocations	what words or types of words occur with this one?	what words or types of words must people use with this one?
	constraints on use	where, when, and how often would people expect to meet this word?	where, when, and how often can people use this word?

Source adapted from Nation (2011)

Additionally, Nation (2001), as cited in Farr & Murray (2016), states that teaching form includes mainly: spelling, parts of speech and cognates.

Spelling

Nordquist (2015), defines spelling in different ways. It is the process or activity of writing or naming the letters of a word; the choice and arrangement of letters that form words; the forming of words from letters; and the way in which a word is spelled. Moreover, he states that students frequently misspell some words like these: "good" or "food", "form" or " from ", "affect" or "effect" and "freak" or "break." It is easy to confuse words because they contain the same vowel letters or sometimes some words are similar in sound, spelling or meaning, but with a bit of review it is also easy to clear up such confusions.

Parts of speech

According to Bellurget (2015), learning parts of speech helps students to develop vocabulary necessary to discuss and study the English language. Students especially need to recognize the parts of speech in the context of sentences. Furthermore, having a good knowledge about parts of speech help students punctuate correctly and choose precise words for clear writing. There are eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.

Parts of speech			
Part of speech	Function or "job"	Example words	Example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	English Club is a web site. I like English Club.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	good, big, red, well, interesting	My dogs are big .
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

Source adapted from Google

Cognates

Zambrano (2002), claims that cognates are words that share similar meaning, spelling and pronunciation in different languages. And, he claims that there are true cognates and false cognates. True cognates are words that sound similar, have similar or same spelling and have the same meaning in both languages, such as actor, animal, central, error, hospital, hotel, idea, natural and so on. False cognates are words that have identical spelling, but they have completely different meaning.

For example:

True cognates	
English	Spanish
Radio	radio
Hotel	hotel
Dentist	dentista
President	presidente
Author	autor

Source adapted from Google

English Word	Correct Spanish Word	Confused With	English Translation
Actually	en realidad	actualmente	currently
Assist	Ayudar	asistir	to attend
Attend	Asistir	atender	to attend to
Bizarre	Extraño	bizarro	gallant
Carpet	Alfombra	carpeta	folder
Choke	Estrangular	chocar	to collide
Deception	Engaño	decepción	disappointment
Embarrassed	Avergonzado	embarazada	pregnant
Exit	Salida	éxito	success
Idiom	Modismo	idioma	language

Source adapted from Google

Similarly, Nation (2001), states that idioms and word in context can be taught into the *meaning*.

Idioms

According to Easy Pace Learning (2016), idiom its full name is idiomatic expression can be an expression, word, or phrase that only has a meaning to the native speaker. The meaning of an idiom is totally different from the literal meaning of the idiom's individual elements”.

On the other hand, the English Oxford Dictionary as cited in Yi-Chen & Ling (2013), claims that an idiom, or idiomatic expression, is a group of words whose meaning cannot be deduced from the individual words that form it. In other words, idioms are considered as fixed chunks with arbitrary meanings, for example, the idiom *kick the bucket* cannot be translated word by word or interpreted by simply connecting the meanings of each single word. In the same way, idioms are the expressions whose meanings are not derivable from their words and syntax, or do not mean exactly what the words say, but have a hidden meaning. Here, one of the more common idioms in the English language is "*break a leg*". Students interpret or understand in the literal meaning and not in the idiomatic meaning, which means "*good luck*". To conclude, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

Break a leg	A way to wish someone good luck
To live it up	To enjoy life
To kick the bucket	To die
Shape up or ship out	When you tell someone if their behavior does not improve they will have to leave
To spill the beans	To tell a secret
It's raining cats and dogs	It's raining hard
Top dog	The leader
To smell a rat	To think that something is wrong
To chicken out	Not doing an activity because of fear
To eat like a horse	To eat a lot
To break someone's heart	To cause someone to feel sad
Burn the midnight oil	To work studiously late into the night

Source adapted from Google

Word in context

Another challenge that the learner will face when learning the meaning are word in context. These are new words that students can find when they read something, and they often have to figure it out by reading carefully what these words mean in order to understand the context. In addition, these words can have different meanings, depending on how we use them. Recognizing that a word may be used differently from subject to subject is an extremely important critical thinking skill

that the students can develop when they are facing with word in context. (Brinton 2000).

In addition, Dash (2008), describes words in context as hints that readers have to find within a sentence or paragraph in order to understand the meanings of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. Readers must be aware that many words have several possible meanings and they have to figure out an appropriate definition to fit the context.

Graphic Organizers

Definition

According to McKnight (2010), graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's *Theory of Multiple Intelligences* cites that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Since graphic organizers present material through visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers help students internalize what they are learning.

Moreover, Smith (2008), claims that using graphic organizers as a cognitive strategy contributed to the improvement of students' vocabulary, since it is an effective strategy to improve understanding of the vocabulary and content reading. It can also help them make explicit connections and relationships between

vocabulary words, ideas, or concepts. Furthermore, he adds that graphic organizers are used as a way for visual thinking to occur. They often help students classify and communicate more effectively, and they are used to show relationship between facts, terms, and ideas within a learning task. Furthermore, “Graphic organizers use lines, circles, grids, charts, tree diagrams, symbols, and other visual elements to show relationship-classification, comparisons, contrasts, and so on” (Cleveland, 2005).

Likewise, McKnight (2013), states that graphic organizers are visual representations of information and concepts since graphic organizers use visual images and words. They also are more effective tools for learning for a wide variety of learners, such as English learners and students with special needs.

Moreover, Lovitt (1994), as cited in Nicholas (2008), asserts that graphic organizers “are diagrammatic illustrations used to organize and highlight content information and or vocabulary.” Furthermore, Maccini & Gaqnon (2008), summarized that graphic organizers are designed so that “words and phrases are used to connect the content information in a meaningful way to help students gain a clearer understanding of the vocabulary.”

Effectiveness of graphic organizers

According to McKnight (2013), graphic organizers are the most effective tools in the teaching and learning process because they help students focus on important and key information. Students learn in pictures, and graphic organizers are a visual representation of new learned material. Graphic organizers help us organize content

information. As students become able to create, interpret, analyze, and synthesize information graphically, they are developing important skills in visual literacy

Similarly, Goss (2007), as cited in European Centre for Research Training and Development UK (2015), shows that there are three main factors that demonstrate the effectiveness of graphic organizers. First, graphic organizers help students understand and learn the subject. Second, they help students focus their energies and facilitate reading, writing and thinking skills. Third, they serve as effective devices for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so on. In the same way, “Graphic organizers not only help students manage information, but they also offer information in a way that students can understand at a glance” (Conklin 2004).

Benefits of graphic organizers

According to Swoosh (2013), graphic organizers play an essential role in the classroom and it is also considered one of the most effective strategy for teaching and learning because it allows for easily breaking down broad topics into specific topic. Additionally, graphic organizers permit teachers to show and explain relationships between content and sub-content. In the same way, through the use of the graphic organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning for easy understanding (Swoosh, 2013).

Moreover, Fourth (2015), reports that graphic organizers are an excellent way to help students develop vocabulary skills. They can help learners visualize the connections between words and their meaning, and students are able to better

understand the meaning of words as well as make connections to the vocabulary word.

How to elaborate graphic organizers

McKnight (2013), argues some strategies for teachers to elaborate graphic organizers are the following:

- Include vocabulary, pictures, and icons in graphic organizers to place greater emphasis on key information and relationships.
- When using graphic organizers, make sure that students have already used them before.
- If you are using graphic organizers with the students for the first time, begin with simpler graphic organizers. Once the students master them, begin to implement increasingly more difficult and complex ones.
- When students are working in groups and using graphic organizers, remind them the skills that are important for effective collaborative learning.
- Encourage discussion of the concepts and relationships that are represented in the graphic organizers.
- Model and remind students that the same information can be represented in many different ways.

Moreover, Flood, Heath, & Lapp (2007), claim that when teachers and students create graphic organizers together, they learn from each other as they extend their understanding of concepts. Through this collaborative activity, students learn how to organize knowledge, and eventually use graphic organizers as a learning strategy to improve vocabulary, because they involve both visual and verbal information.

According to Merkley & Jefferies (2000), as cited in Kluch (2008), there are five essential steps that a teacher should follow while implementing graphic organizers. The first step is to verbalize relationships among concepts expressed by the visual, which is a factor of reminding students that a graphic organizer is an overview of material they will encounter during reading. Secondly, the teacher needs to provide an opportunity for students' input, which will provide them with an opportunity to get involved in the class discussion. Teachers should then make a connection between the current and past instruction knowledge. The final step is to help the students decode the text and make sense of what they have read.

Types of graphic organizers

Inspiration Software. INC (2016), presents some types of graphic organizers that help students enhance thinking skills and improve their vocabulary on written papers, tests and homework assignments.

Concept Mapping

In the same way, Inspiration Software INC (2016), argues that concept maps graphically illustrate relationships between two or more concepts. They are often represented in circles or boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping students organize and structure their thoughts to further understand information and discover new relationships. In addition, a concept map is a type of graphic organizer used to help students organize and improve the vocabulary of a subject. Concept maps begin with a main idea or concept and then branch out to show how that main idea can be broken down into specific topics. In fact, concept mapping graphic organizers have several benefits

for students: they help them brainstorm and generate new ideas, encourage students to discover new concepts and the ideas that connect them; allow students to more clearly communicate ideas, thoughts and information; help students integrate new concepts with older concepts.

Concept map



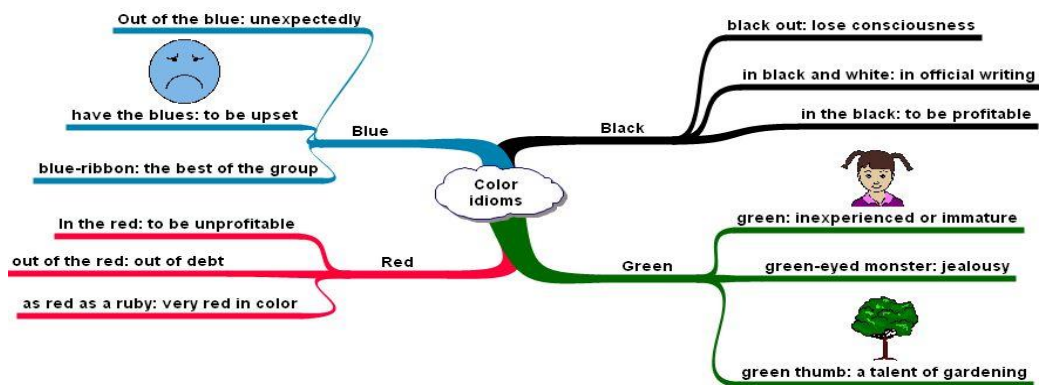
source adapted from (Inspiration Software. INC 2016)

Mind Mapping

According to Inspiration Software. INC (2016), mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to understand the vocabulary, create new ideas and build connections through the use of colors, images and words. A mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. Some benefits of mind maps include: helping students brainstorm and explore any idea, concept, or problem; facilitating better understanding of vocabulary and the connections between ideas and concepts; making it easy to communicate new ideas and thought processes;

allowing students to easily recall information; helping students take notes and plan tasks; making it easy to organize ideas and concepts

Mind map

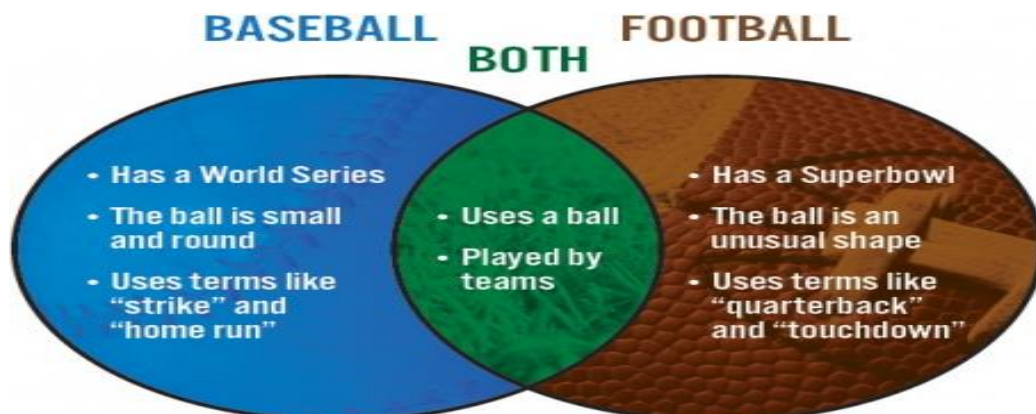


Source adapted from (Inspiration Software. INC, 2016)

Venn diagrams

According to McKnight (2013), the Venn diagram is one of the most well-know graphic organizers. This useful and adaptable graphic organizer provides a visual comparison of similarities and differences between concepts. Furthermore, “The Venn diagram was named for a man named John Venn in 1800s who used it in mathematics” (Cleveland, 2005).

Venn diagram



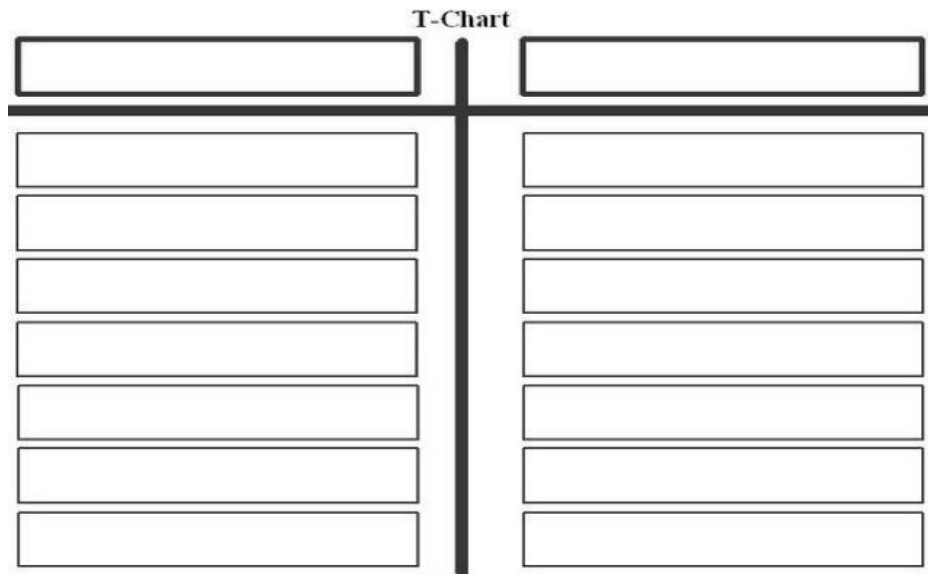
McKnight (2010)

T- Charts

Lupiani (2013), states that the T-Chart is a graphic organizer that separates information into columns, traditionally for comparing. The T-Chart graphic organizer gets its name from the basic version with two columns: it looks like the letter "T". It is both versatile and commonly used across all subjects. T-Charts help you compare and contrast two or more items; separate information into groups and show change.

In addition, Join Enchanted Learning (2015), claims that T-Charts are a type graphic organizer in which students list and examine two facets of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, and so on. For example, a student can use a T-Chart to help graphically organize thoughts about:

- Making a decision by comparing resulting advantages and disadvantages (like getting a pet or taking a new job).
- Evaluating the pros and cons of a topic (for example, adopting a new invention).
- Enumerating the problems and solutions associated with an action (for example, analyzing the plot of a book or a topic like poor nutrition).
- Explaining the strengths and weaknesses of a piece of writing (useful after reading a piece of persuasive or expository writing).
- Listing any two characteristics of a topic (like the main ideas for a given topic and a salient detail for each idea).



Source adapted from google

Why Use Graphic Organizers

Smith (2008), stated that Graphic Organizers are valuable instructional tools, they are flexible and infinite in application. They can be used as needed in differentiated instruction situation. Students engage in information processing and higher-order thinking skills when using graphic organizers. They allow students opportunities to make decisions about what is important and essential, and they require students to consolidate, classify and compare and contrast information.

In the same way, students are considerably more likely to comprehend, understand and remember vocabulary when using graphic organizers. Graphic organizers allow students not only to read and remember the information from the text but it also requires them to manipulate the information by sorting through and reorganizing the information into some sort of structure (Smith, 2008).

Furthermore, Swoosh (2013), claims that there are five reasons to use graphic organizers which are:

Tools for critical and creative thinking. Bromley, DeVitis, & Modlo (2006), as cited in Swoosh (2013), suggest that graphic organizers help students focus on what is important because they highlight key concepts and vocabulary and the relationships among them, thus providing the tools for critical and creative thinking.

Tools for organizing information. Ausubel (1968), as cited in Swoosh (2013), said that graphic organizers are visual representations that appear like networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Tools for understanding information and relationships. Vygotsky (1962), as cited in Swoosh (2013), said that graphic organizers serve as mental tools to help the students understand and retain important information about vocabulary.

Tools for self-learning. Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation and review (Dunston 1992, as cited in Swoosh 2013). In other words, graphic organizers are beneficial to students' learning within and beyond classrooms.

According to Ellis (2004), there are three compelling reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less confusing and more precise. Graphic organizers help students separate what is important from what might be interesting, but not essential information.

Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels. This is especially true for many students with learning disabilities.

The last important reason is that graphic organizers help students improve their reading and vocabulary knowledge and their analytical, critical, and creative thinking skills. In addition, Smith (2008), claims that graphic organizers can be used before, during and after instruction.

Before

Graphic organizers can be used before a concept is introduced or text is read to provide a structure for the students to follow as they are listening to or reading about the particular subject.

During

Graphic organizers can be used during the introduction of a new concept to give students a structure to follow or to arrange or rearrange the new information being taught. When students are looking for specific information in the text during their reading, they become more actively engaged in their reading and the content or text being read.

After

Graphic organizers are most commonly used after a concept is taught or a text has been read. Using a graphic organizer at the end gives students a structure to summarize the information (Smith, 2008).

e. MATERIALS AND METHODS

Materials

In this research work the following resources were used: the human resources, which involved the researcher who executed the intervention plan, the teacher who helped control the class, the thesis advisor who was helpful in giving advice and suggestions, and twenty-six students of second year of Bachillerato participated in the development of the research. The material resources used were paper to print the worksheets, stories and the project. Also, wallpapers were used to design the graphic organizers. The technical resources used were computer to type all the information, internet to search for useful information and a flash memory to save all the information.

Design of the research

The present research was based on the Action Research as an enquiry, which was carried out in order to understand, to evaluate and then to change a situation, at the time the research in conducting and improving educational practice. This study is an educational research that allowed the researcher to study and practice a variety of aspects using graphic organizer as a strategy to improve vocabulary.

Methods

In this research work the researcher used different methods which helped to carry out this work. The following general methods were applied over the descriptive research:

The analytic/ synthetic method was useful in the research work to analyze and interpret the gathering results during the application of the tests and questionnaire. It also was helpful at the time to draw up the conclusions.

The statistic method allowed to develop the quantitative statistical analysis of the data obtained from the tests and the qualitative data analysis from a questionnaire. Also, it facilitated the tabulation of the information into tables and graphs to obtain the mean.

The Scientific method was useful to help with the study of graphic organizers as a cognitive strategy to improve the vocabulary in English. Besides, this method assisted in the development of the instruments and plans. Furthermore, this method helped to support the analysis of the gathering data with the theory.

The Descriptive method was valid to explain the different stages of the research work (before, during and after) and the kind of resources used by the researcher. Also, it served to explain and analyze how Graphic organizers as a cognitive strategy improve vocabulary. Moreover, it allowed describing the data obtained through pre-posttest and pre-post questionnaire which are expressed in tables and graphs.

Techniques and instruments

Data collection

To collect the data tests, questionnaires, observation sheet, observation tracking progress and a field notes were designed and applied at the beginning, during and after the application of the intervention plan.

Tests: A pre-test which contained five questions was applied to diagnose the proficiency of students' vocabulary at the beginning of the intervention plan. The same pre-test was used as a post-test at the end to gather information about students' progress on vocabulary during the intervention plan. Therefore, tests helped the researcher to get a numerical score to calculate the mean to compare the pre and post-test result.

Questionnaires it was based on a set of six closed questions which were designed to verify if the strategy applied had a positive effect on the development of students' vocabulary from the beginning to the end of the intervention plan. Also, pre and posttest questionnaire was given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

Observation It helped the researcher to know the facts in a participative and non-participative way. The observation was developed through a field note sheet.

Nonparticipant observation in nonparticipant observation, the researcher was not involved in the situation being observed. The researcher observed and recorded behaviors but did not interact or participated in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research which was supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

Observation sheet. The application of the observation sheet helped to record the participants' behaviors during the development of each lesson.

Participant the problematic situation by means of the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst the second year H

of bachillerato at Colegio de Bachillerto 27 de Febrero during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

Field notes. It was used to record a description of the events, activities, and what happened in each lesson. It helped the researcher record the participants' behaviors, attitudes and feelings toward the treatment to improve the vocabulary (the issue), that is graphic organizer as a cognitive-based strategy.

Population Sample Twenty-six students, fourteen boys and twelve girls of second year H of bachillerato at Colegio de Bachillerato 27 de Febrero in the afternoon section, academic year 2016-2017, were the population who participated in the development of this research work. These students were between seventeen and nineteen years old.

f. RESULTS

This section details and explains how the objectives were accomplished during the intervention plan.

The first objective was accomplished with the theoretical frame about the two variables, which were graphic organizers and vocabulary. It was useful to support the results gathered in the pre and post-test and the pre and post-questionnaire and also for the recommendations. Moreover, it was necessary to design the intervention plan.

The second objective was realized through the pre-test results shown in Table 1. It permitted the researcher to diagnose students' limitations in vocabulary.

The third objective was achieved with the design of the intervention plan. It was accomplished with eight lessons, each one with a different type of graphic organizers that was executed over two months.

The fourth objective was achieved with the findings obtained from the pre-and post-questionnaires, they are shown in the Tables 2 to 7.

The fifth objective was reached with the post-test findings described in Table 8.

Pre – Test Results

Objective two

To diagnose the issues that limit the development of students' vocabulary through a pre-test amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

a. Table 1*Pre-test Results in Vocabulary*

Students' code	PS /2	S /2	C /2	I /2	WC /2	Score /10
CB27F2H001	1	1	2	2	1	7
CB27F2H002	2	1,5	1,5	0	2	7
CB27F2H003	0	1	0	1	2	4
CB27F2H004	0,5	0,5	1	2	1	5
CB27F2H005	1	1,5	1	2	2	7,5
CB27F2H006	2	2	1,5	0	2	7,5
CB27F2H007	1,5	0,5	1,5	2	2	7,5
CB27F2H008	2	1,5	2	1	1	7,5
CB27F2H009	1	0,5	2	2	0	5,5
CB27F2H010	0	2	2	0	2	6
CB27F2H011	1	0,5	2	1,5	2	7
CB27F2H012	0	1	2	1	1	5
CB27F2H013	2	1	2	0	2	7
CB27F2H014	1	1	0	2	1	5
CB27F2H015	1,5	0,5	0,5	2	2	6,5
CB27F2H016	1	2	0	0,5	2	5,5
CB27F2H017	1,5	0	2	1	2	6,5
CB27F2H018	1,5	0	2	2	1	6,5
CB27F2H019	1,5	1,5	2	0	2	7
CB27F2H020	1	0	2	2	0	5
CB27F2H021	1,5	2	1	0,5	2	7
CB27F2H022	1	2	2	0	2	7
CB27F2H023	1	1	2	0	2	6
CB27F2H024	1	1	1	1	1	5
CB27F2H025	1,5	0,5	2	1	2	7
CB27F2H026	1,5	2	1	1	1	6,5
MEAN	1,17	1,08	1,46	1,06	1,54	6,31

Note: CB27F =Colegio “Colegio de Bachillerato 27 de Febrero”, 001= students' code; PS=Parts of Speech; S= Spelling; C= Cognates; I= Idioms; WC= Word in context.

b. Interpretation and analysis.

Based on the results gathered in Table 1, the total mean score was 6,31/10, which was below the expected level 7/10 (See page 152). It means that students had lack of vocabulary before starting the intervention plan, they face difficulties in different vocabulary' aspects; however, they showed a good level in word in context where they got 1,54/2, which was the highest score mean reached, due to the fact that they could figure out the word depending on the context.

The greatest difficulty for students was in idioms with the lowest mean score 1,06/2, this is because, students translated the idioms word by word and for that reason, they confuse the meaning of the idiomatic expressions.

These results demonstrated that student's issues in vocabulary were because they lack a good strategy to teach vocabulary, for that reason the researcher considered important to use graphic organizers as a cognitive strategy to improve students' vocabulary.

Fourth (2015), reports that graphic organizers are an excellent way to help students develop vocabulary skills. They can help learners visualize the connections between words and their meaning, and students are able to better understand the meaning of words as well as make connections to the vocabulary word.

Comparison of the Pre-and Post-Questionnaires Results

Objective four

To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities and solve the limitations in the development of student`s vocabulary.

Question 1

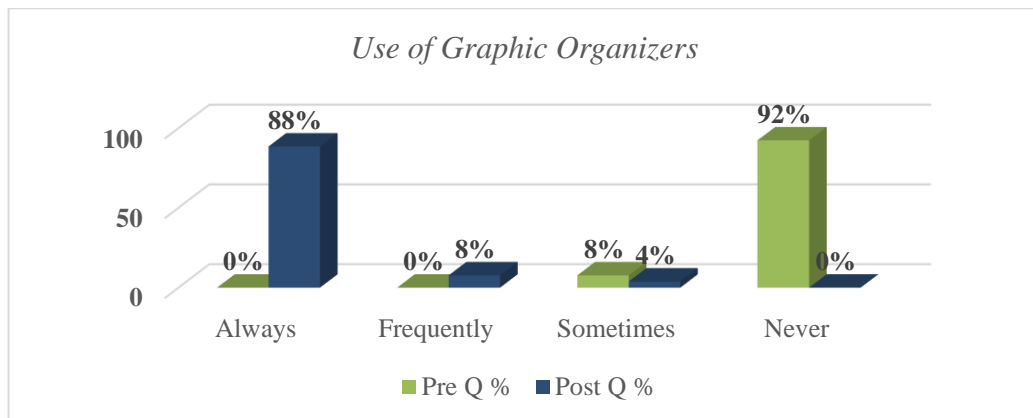
How often does your teacher use graphic organizers to teach vocabulary?

a. Table 2

Use of Graphic Organizers

	Pre-Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	23	88
Frequently	0	0	2	8
Sometimes	2	8	1	4
Never	24	92	0	0
Total	26	100	26	100

b. Figure 1



c. Interpretation and analysis

The results gathered before the application of the intervention plan revealed that the majority of students (92%) answered that their teacher never used graphic organizers to teach vocabulary. This means that they did not know graphic organizers as a strategy to improve their vocabulary. However, after the intervention phase, the outcomes obtained were relevant because most of students (88%) mentioned that their teacher always used graphic organizers as a strategy to teach vocabulary. It is evident that the graphic organizers used by the researcher were absolutely useful to improve vocabulary.

Smith (2008), claims that students comprehend, understand and remember vocabulary when using graphic organizers because they allow students not only to read and remember the information from the text, but it also allows them to manipulate and reorganize the information.

Question 2

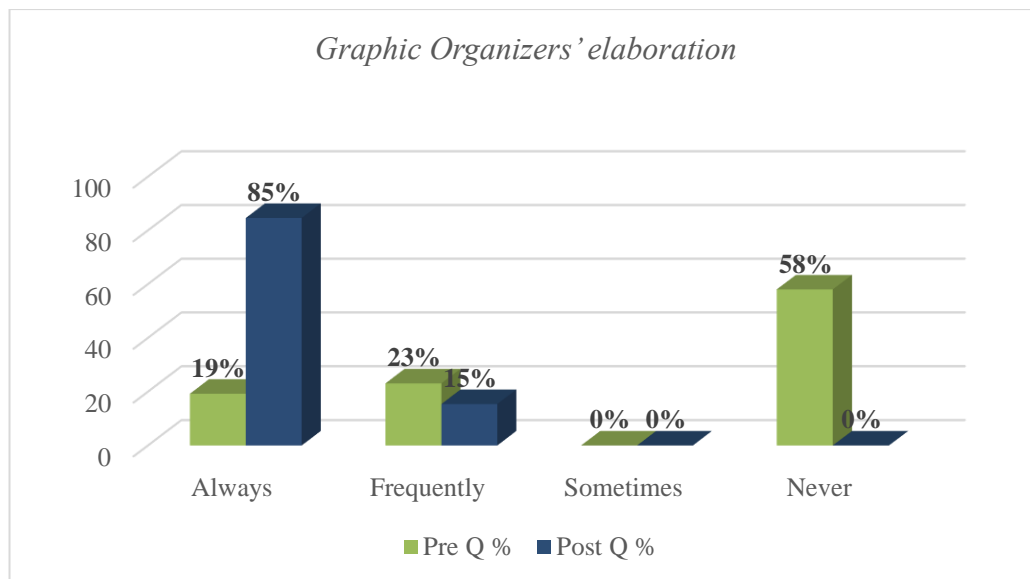
Are graphic organizers elaborated in an easy way to understand?

a. Table 3

Graphic Organizers' elaboration

	Pre-Questionnaire		Post Questionnaire	
	f	%	f	%
Always	5	19	22	85
Frequently	6	23	4	15
Sometimes	0	0	0	0
Never	15	58	0	0
Total	26	100	26	100

b. Figure 2



c. Interpretation and analysis.

The results collected from this question before the application of the intervention plan revealed that more than half of students (58%) agreed that the elaboration of the graphic organizers was never easy to understand. This means that the teacher had never used graphic organizers as strategy, so students did not have opportunities to improve the vocabulary. However, after the intervention plan, the outcomes were noticeable. The vast majority of students (85%) answered that the teacher presented graphic organizers that always were easy to understand. It is evident that during the intervention plan, the researcher presented easy and understandable graphic organizers in order to improve student's vocabulary.

McKnight (2013), argues some strategies for teachers to make understandable graphic organizers, which are the following: include vocabulary, pictures, and icons in graphic organizers to place greater emphasis on key information and relationship; when using graphic organizers, make sure that students have already used them

before; if you are using graphic organizers with the students for the first time, begin with simpler graphic organizers. Once the students master them, begin to implement increasingly more difficult and complex ones.

Question 3

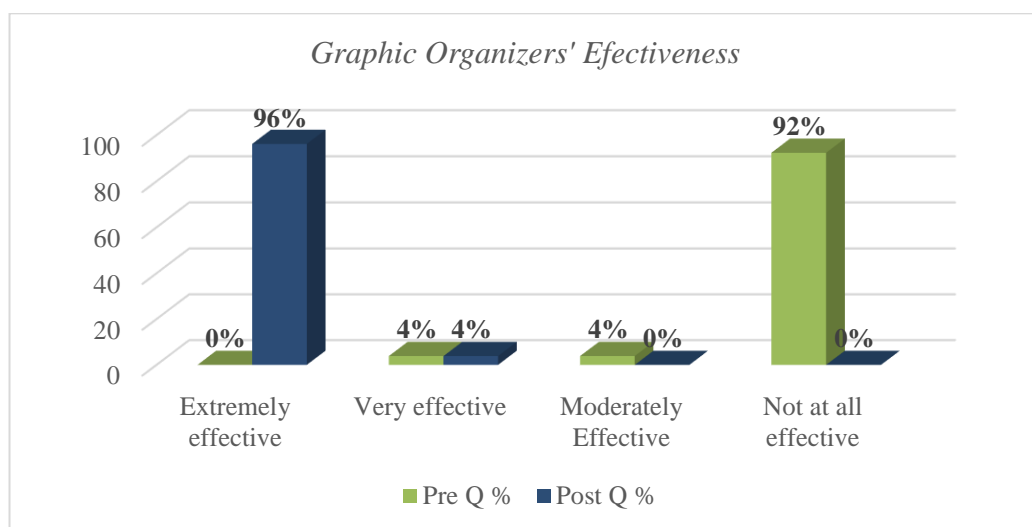
How effective do you consider is the use of graphic organizers to improve vocabulary?

a. Table 4

Graphic organizers' Effectiveness

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Extremely effective	0	0	25	96
Very effective	1	4	1	4
Moderately Effective	1	4	0	0
Not at all effective	24	92	0	0
Total	26	100	26	100

b. Figure 3



c. Interpretation and analysis.

Based on the data gathered, before the intervention phase almost all students (92%) answered that graphic organizers are not at all effective to improve vocabulary, because the teacher never used graphic organizers to increase students' interest to learn vocabulary. However, after the application of the intervention plan, the outcomes obtained were excellent, almost all the population (96%) answered that graphic organizers are extremely helpful to improve their vocabulary. It reflects that the strategy applied was successful to achieve a good level in vocabulary.

According to McKnight (2013), graphic organizers are the most effective tools in teaching vocabulary because they are a visual representation of new learned material and students learn easier in pictures.

Question 4

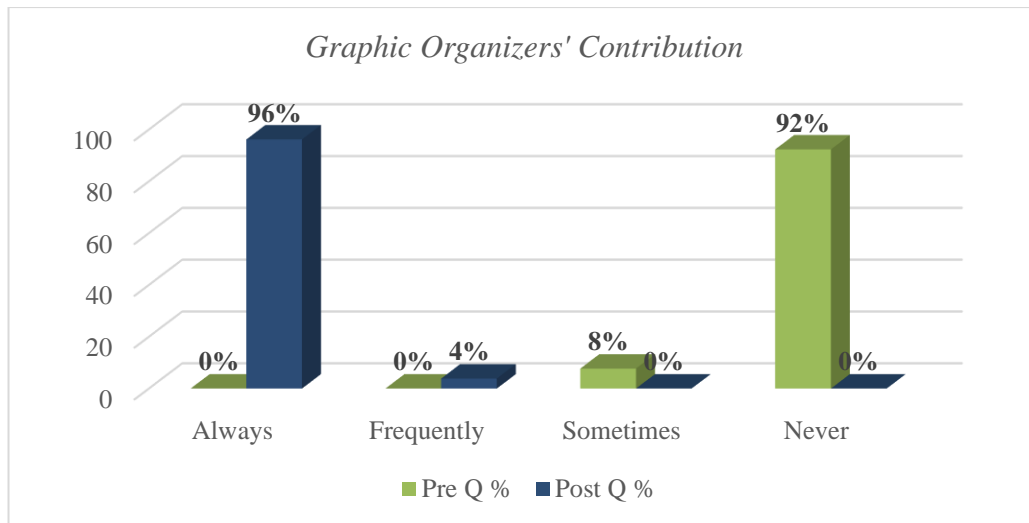
How frequently do you think graphic organizers contribute to developing your vocabulary in English?

a. Table 5

Graphic Organizers' Contribution

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	25	96
Frequently	0	0	1	4
Sometimes	2	8	0	0
Never	24	92	0	0
Total	26	100	26	100

b. Figure 4



c. Interpretation and analysis.

As it is illustrated in Table 5, at the beginning of the intervention plan most of the students (92%) thought that graphic organizers never contributed to the development of their vocabulary. It is noticeable that their teacher did not apply any type of graphic organizers to teach vocabulary. But after the application of the intervention plan, the outcomes obtained were excellent, almost all the population (96%) agreed that graphic organizers always contribute to the development of their vocabulary. It is because the graphic organizers applied by the researcher were helpful to improve their vocabulary.

Thus, Goss (2007), as cited in European Centre for Research Training and Development UK (2015), shows that there are three main factors to demonstrate the contribution of graphic organizers: first, graphic organizers help students understand and learn the vocabulary; second, they help students focus their energies and facilitate reading, writing, and thinking skills; third, they serve as an effective

tool for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so on.

Question 5

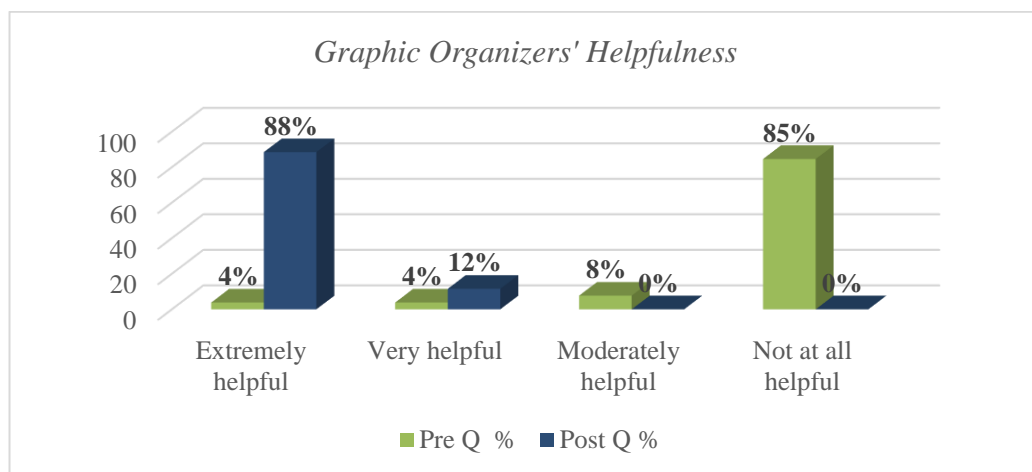
How helpful do you think graphic organizers are to learn vocabulary?

a. Table 6

Graphic Organizers' Helpfulness

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Extremely helpful	1	4	23	88
Very helpful	1	4	3	12
Moderately helpful	2	8	0	0
Not at all helpful	22	85	0	0
Total	26	100	26	100

b. Figure 5



c. Interpretation and analysis.

According to the results displayed in Table 6, since almost all students (85%) mentioned that graphic organizers were not at all helpful to learn vocabulary. This

reflects that the teacher had never used graphic organizers to teach vocabulary. However, after the application of the intervention plan, the outcomes change, the majority of students (88%) mentioned that graphic organizers were extremely helpful to learn vocabulary. This implies that the strategy applied was successful and they comprehended the necessity and importance that graphic organizers represented in learning vocabulary.

According to Smith (2008), graphic organizers frequently help students classify and communicate more effectively and they are used to show the relationships between facts, terms, and ideas. In the same way, students are considerably more likely to comprehend, understand and remember vocabulary when using graphic organizers.

Question 6

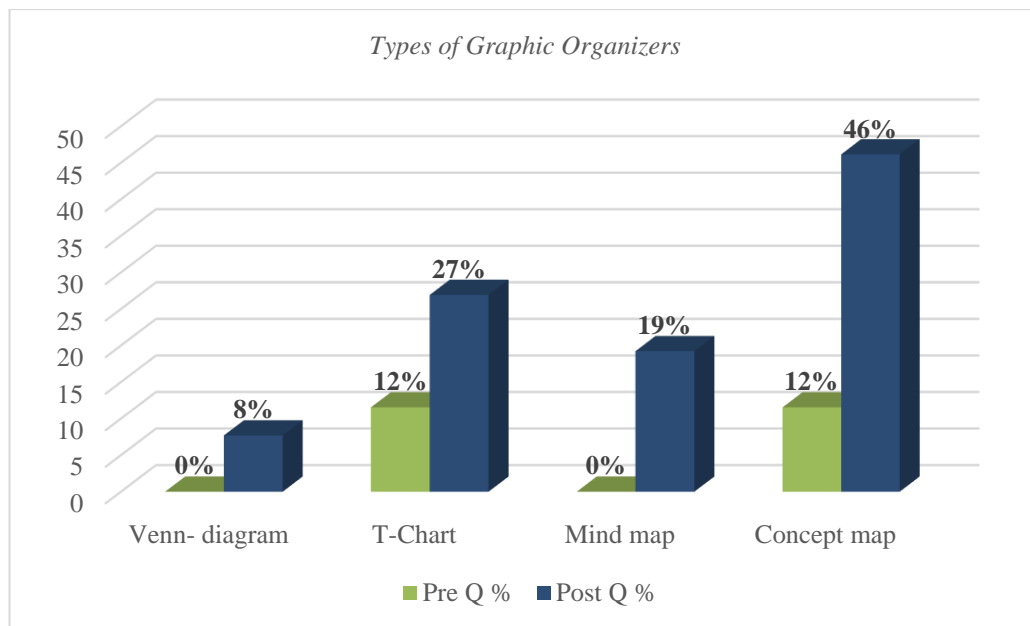
From the following list, check the graphic organizers that you know.

a. Table 7

Types of Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Venn- diagram	0	0	2	8
T-Chart	3	12	7	27
Mind map	0	0	5	19
Concept map	3	12	12	46
Total	26	100	26	100

b. Figure 6



c. Interpretation and analysis.

The data in Table 7 shows that before the intervention plan, few students (12%) mentioned that they only knew T-Chart and concept map as graphic organizers. It revealed that they had never used graphic organizers as a strategy to teach vocabulary and they also did not know the benefits and the effectiveness that they have to learn vocabulary. However, after the application of the intervention plan, the outcomes got better, a lot of students (46%) mentioned that they recognized concept map, another considerable group of students (27%) mentioned that they recognized T-chart, followed by significant group (19% and (8%) respectively, mentioned that they recognized mind maps and Venn diagrams. Evidently, the strategy applied by the researcher was successful to improve vocabulary.

In relation to what has been mentioned, Lovitt (1994), as cited in Nicholas (2008), asserts that graphic organizers “are diagrammatic illustrations used to

organize and highlight content information and or vocabulary.” In addition, Maccini and Gaqnon (2008), summarized that graphic organizers make that “words and phrases are used to connect the content information in a meaningful way to help students gain a clearer understanding of the vocabulary.”

Post-test Results

Objective five: To validate the results obtained after the application of graphic organizers as a cognitive strategy to develop vocabulary.

a. Table 8

Post-Test Results in Vocabulary.

Students' code	PS /2	S /2	C /2	I /2	WC /2	Score /10
CB27F2H001	2	2	2	1,5	2	9,5
CB27F2H002	1,5	1,5	2	1,5	2	8,5
CB27F2H003	2	2	2	2	2	10
CB27F2H004	1,5	2	2	1,5	2	9
CB27F2H005	2	2	2	1,5	2	9,5
CB27F2H006	2	2	2	2	2	10
CB27F2H007	2	2	2	2	2	10
CB27F2H008	2	1,5	2	2	2	9,5
CB27F2H009	2	2	2	2	2	10
CB27F2H010	1,5	2	2	1,5	2	9
CB27F2H011	2	2	2	1,5	2	9,5
CB27F2H012	2	2	2	2	2	10
CB27F2H013	2	2	2	1,5	2	9,5
CB27F2H014	2	2	2	2	2	10
CB27F2H015	2	2	2	1,5	2	9,5
CB27F2H016	2	2	2	2	2	10
CB27F2H017	2	1,5	2	2	2	9,5
CB27F2H018	2	2	2	2	2	10
CB27F2H019	2	2	2	1,5	2	9,5
CB27F2H020	2	2	2	2	2	10
CB27F2H021	2	2	2	2	2	10
CB27F2H022	2	2	2	1,5	2	9,5
CB27F2H023	2	2	2	1,5	2	9,5
CB27F2H024	2	2	2	1,5	2	9,5
CB27F2H025	2	2	2	2	2	10
CB27F2H026	2	2	2	2	2	10
MEAN	1,94	1,94	2,00	1,77	2,00	9,65

Note: CB27F =Colegio “Colegio de Bachillerato 27 de Febrero”, 001= students' code; PS=Parts of Speech; S= Spelling; C= Cognates; I= Idioms; WC= Word in context.

b. Interpretation and analysis.

Based on the results gathered in Table 8, the total mean score was 9,65/10, which was over the expected level 7/10 (See page 152). It means that after the application of the intervention plan the students improved their vocabulary aspects from a low level to an excellent level which is corroborated by 2/2 for cognates and word in context aspects, it indicates that students were able to figure out the word depending on the context when they were reading or writing something and also, they were able to recognize and use true and false cognates easily. This means that the application of graphic organizers as strategy contributed to the improvement of students' vocabulary.

To support the results Smith (2008), claims that using graphic organizers as a strategy contributed to the improvement of students' vocabulary since it is an effective strategy to improve understanding of the content reading. Also, it can help them make explicit connections and relationships between vocabulary words, ideas or concepts.

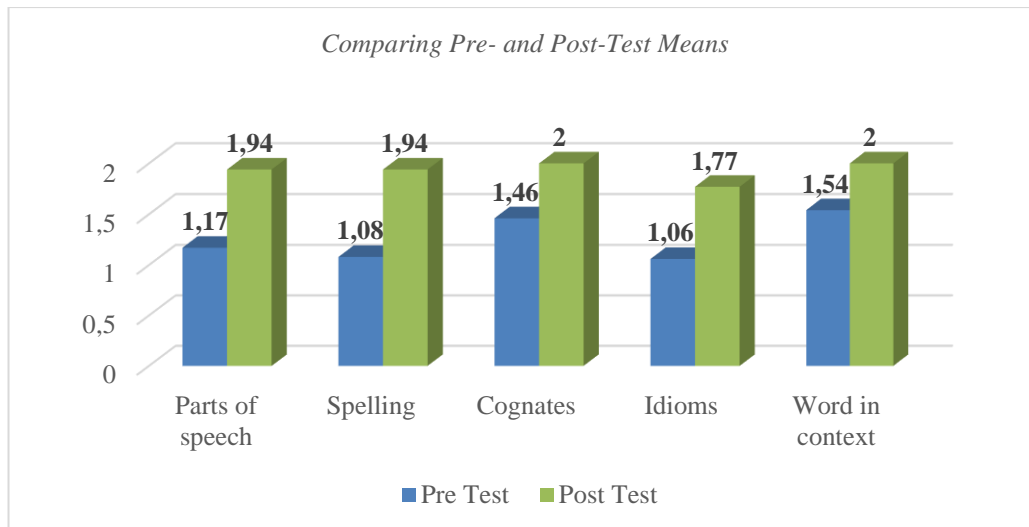
Comparing Pre- and Post-Tests Means in Vocabulary

a. Table 9

Comparing Pre- and Post-Test Means

	Pre Test	Post Test
Parts of speech	1,17	1,94
Spelling	1,08	1,94
Cognates	1,46	2
Idioms	1,06	1,77
Word in context	1,54	2
Total	6,31	9,65

b. Figure 7



c. Interpretation and analysis.

The findings in Table 9 demonstrated that the entire population had a high improvement in all aspects of vocabulary. It reflects that the intervention plan applied by the researcher was successful to improve students' vocabulary, since all of them rose their scores. Consequently, students increased their vocabulary proficiency in the following aspects: parts of speech, spelling, cognates, idioms, and word in context. It was demonstrated by the mean score of 9,65/10. Fortunately, students overcame the limitation that had in all these aspects. It was demonstrated that the strategy applied during the development of this action research work had a great impact on the students' vocabulary.

According to Swoosh (2013), graphic organizers play an essential role in the classroom and also are considered as one of the most effective strategies for teaching and learning, because they allow broad topics to be easily broken down into specific topic. In the same way, graphic organizers allow students an active role in their vocabulary learning.

g. DISCUSSION

Based on the findings of the research, results showed that implementing graphic organizers as a cognitive strategy had a meaningful impact on improving student's vocabulary. This improvement is revealed in the findings of the pre-and post-test which were applied to twenty-six students of second year of Bachillerato H at Colegio de Bachillerato 27 de Febrero. These results demonstrated that there was a significant change in students' performance in vocabulary. Furthermore, the resources like pre- and post- questionnaires the field notes and the observation sheet also shown the positive impact on students' vocabulary. The results were related to the literature review, which according to Maccini & Gaqnon (2008), graphic organizers make it so "words and phrases are used to connect the content information in a meaningful way to help students gain a clearer understanding of the vocabulary." The application of the intervention plan based on graphic organizers allowed learners to achieve meaningful improvement in their vocabulary. This improvement is reflected in the significant increase of the students' mean scores from 6.31/10 in the pre-test to 9.65/10 in the post-test.

The pre-test indicated that most of the students had problems in all aspects of vocabulary such as: parts of the speech, spelling, cognates, idioms, and words in context. These problems were reflected in reading a paragraph and in using the correct vocabulary to write a short paragraph. In the post-test after the intervention, the results showed that students improved their knowledge in vocabulary in all its aspects excellently. They were able to recognize new words, make short paragraphs

using correct word in context understanding the figurative meaning of idioms and recognizing true and false cognates. This way, the results were excellent and even overcame the expected level (7/10).

During the execution of the intervention plan, the students' attitudes using graphic organizers as a cognitive strategy was enhanced little by little, taking into account the problems that students had in different aspects of the vocabulary. At the beginning, it was understandable that students felt uncomfortable because they had not worked with this strategy. However, during the application of graphic organizers as a cognitive strategy, students showed a positive change in their attitude with respect to the use of it because they started to participate and become more engaged with the class through the variety of activities presented by the researcher during the application of the intervention plan. At the end, they felt enthusiastic and motivated.

Furthermore, this research had some strengths and limitations. When the strategy was applied it enriched and affected the development of vocabulary. Some strengths in the application of the strategy were that learners felt motivated when using graphic organizers, they paid attention all the time and even wanted to continue practicing more, and they felt really engaged in class with the different activities that the researcher prepared using graphic organizers. Despite this, the time and the materials used for each lesson were the appropriate for achieving their participation. However, different limitations arose; students sometimes were asked to go to conferences or meetings, making it complicated to develop the teaching process.

However, at the end, all the planned activities were developed successfully thanks to the help given by people in the school. The application of graphic organizers contributed to getting students more involved and engaged with vocabulary. Finally, graphic organizers helped students to be more confident and feel more motivated in developing their vocabulary.

h. CONCLUSIONS

- The problem that limited the improvement of vocabulary in second year H students of Bachillerato was the lack of exposure to students had good strategies like graphic organizers to learn vocabulary. These made that students not show interest in learning it because they were not taught it with an appropriate strategy that enabled them show interest in vocabulary learning. For this reason, the score obtained before the intervention plan was low at 6,31/10, and students did not feel confident about their vocabulary.
- The implementation of graphic organizers as a cognitive strategy applied in the classroom meaningfully reduced the students' weaknesses in all vocabulary aspects. This means that students actively participated while the vocabulary activities were carried out. They were able to write a paragraph using the correct word in the context, recognize the parts of speech, identify the true and false cognates; and they used the vocabulary correctly without misspelling like in the beginning.
- The use of graphic organizers as a cognitive strategy in the classroom was effective for improving vocabulary because students at the end of the intervention plan demonstrated that they felt more confident using it. Their motivation to use vocabulary to write or speak increased highly since they demonstrated improvement in all of vocabulary's aspects.

i. RECOMMENDATIONS

- Teachers should diagnose and determine previously, what are the issues that limit the students' vocabulary learning, in order to plan activities addressed to solve students' limitations in vocabulary.
- Teachers should use graphic organizers more frequently to teach vocabulary since it was confirmed that they are an effective strategy to improve students' vocabulary. The graphic organizers implemented in the classroom should be attractive and easy for students to use and the text should be interesting, not so extensive or difficult to understand.
- Teachers ought to work most of the time with graphic organizers since they help students to retain words more easily. Furthermore, graphic organizers should be understandable with the purpose of helping learners acquire vocabulary more quickly.
- Teachers should be aware of the importance that graphic organizers play in learning vocabulary. They are the most suitable strategy to teach vocabulary since they are a visual illustration. It not only catches the learner's attention, but also helps them to be interested to learn new words.

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k. ANEXXES



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

**GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY TO DEVELOP
VOCABULARY AMONG SECOND YEAR H OF BACHILLERATO
STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF
THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**

Thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

MERCY YOLANDA PAQUI GUALÁN

LOJA – ECUADOR

2016

a. THEME

GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY TO DEVELOP
VOCABULARY AMONG SECOND YEAR H OF BACHILLERATO
STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE
CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

This research work will be developed at Colegio de Bachillerato "27 de Febrero" This prestigious high school was founded in November, 1958 as Colegio Tecnico "27 de Febrero". Years later, it was named as Colegio de Bachillerato "27 de febrero", This high school has two sections morning and evening, and its main authority in the present year 2016, is Dr. Mg. Galo Sidney Guaicha Guaicha, this institution is located in the city of Loja in Santa Teresita town and Pablo Palacios y Kennedy street.

Currently, there are four hundred eighty students in the morning section and five hundred twenty in the evening section, and 80 teachers seventy-five teachers covering different subjects, and it is important to mention that only three of them are English teachers. On the other hand, the campus maintains specialties of bachillerato in Social Sciences, Chemical and Biological Physics and Mathematics those are the career that the students can obtain during their studies.

Current Situation of the Research Problem

One of the objectives of the Ecuadorian curriculum for English as a foreign language for Educación General Básica and Bachillerato (2016) is “to have enough language with sufficient vocabulary to express themselves without hesitation and circumlocution on topics such as family, hobbies interests, work, travel and current events, but at times lexical limitations make cause repetition and even difficulty with formulation”. In addition, students on their graduation in third of bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the second-year of bachillerato students are expected to reach the A.1.2 level of the CEFR.

Unfortunately, second year of bachillerato students currently do not show understanding of vocabulary and the appropriate ways to use it to communicate using English as a foreign language. The researcher through a non-participant observation demonstrates that students have problems with the use of cognates, parts of the speech, word in context, spelling and idioms. This is due to their lack of vocabulary knowledge, which is an essential component in order to achieve the goal of the national curriculum aforementioned. Students’ learning is focused more on grammar structures rather than in meaningful communication, which is accomplished just following established contents in their textbooks. It is important to mention that grammar structures are essential in meaningful communication, but students need to learn vocabulary in context to retain the words and use them more frequently.

In response to this problem, this research project proposes to investigate several options for making the second-year of bachillerato students aware of the importance of vocabulary which will allow them to communicate better using parts of the speech, word in context, cognates, spelling, and idioms. The researcher will consider some effective teaching strategies such as graphic organizers that will enhance student's development of vocabulary. Graphic organizers as a cognitive strategy provide more understanding and remembering of the content that you are teaching. Also, graphic organizers help students separate what is important to know from what might be interesting, but not essential information. Finally, students are more likely to become strategic learners. Analytical, critical, and creative thinking skills are matters to improve when students learn recognize patterns of thinking, construct, and use graphic organizers

Research Problem

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES THE GRAPHIC ORGANIZER AS A COGNITIVE STRATEGY DEVELOP THE VOCABULARY AMONG SECOND YEAR H OF BACHILLERATO STUDENTS AT COLEGIO DE BACHILLERATO “27 DE FEBRERO” OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research:

Timing

This research work will be developed during the school year 2016-2017.

Location

This present project will be carried out at Colegio de Bachillerato 27 de Febrero which is a public school located in the city of Loja at Pablo Palacios y Kennedy street.

Participants

The participants of this research work are the second year H of bachillerato students at Colegio de Bachillerato 27 de Febrero who are all about sixteen to seventeen years old; they are twenty students, eight girls and 12 boys and the teacher candidate of this study who is going to take part in the intervention plan.

Sub problem

- What theoretical and methodological references about the graphic organizer as a cognitive strategy are suitable for the development of vocabulary amongst second-year H of bachillerato students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- What are the issues that limit the development of the EFL vocabulary amongst second-year H of bachillerato students at Colegio de Bachillerato 27 de febrero during the 2016-2017 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the ELF vocabulary amongst second year H of bachillerato students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- Which graphic organizers as a cognitive strategy implemented in the classroom activities develop vocabulary amongst second-year H of bachillerato students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst second-year H of bachillerato students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

c. JUSTIFICATION

The purpose of this research work is to increase the vocabulary through graphic organizers as a cognitive strategy amongst second year H of bachillerato students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. Vocabulary is one of the essential elements for the successful comprehension of a language. However, most of the students have many problems in mastering English words and as a result they feel unmotivated to study English.

Based on the aforementioned, one of the effective pedagogical tool for teaching vocabulary is the use of graphic organizers, which according to Gardner's *Theory of Multiple Intelligences* students are better able to learn and internalize information, since graphic organizers are strong visual pictures that support students by enabling them seeing connections and relationships between facts, information, and terms. Likewise, graphic organizers help to the reinforcement of what has been taught before.

On the other hand, the application of this project will help to the teacher candidate to gain experience through managing the classroom using the correct methodological resources. Moreover, it will benefit its future development as a professional increasing the ability to teach vocabulary using graphic organizers, and at the same time to prove the effectiveness of this strategy.

Besides that, this investigation is a previous requirement of the Universidad Nacional de Loja, to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

To develop vocabulary through the graphic organizers as a cognitive strategy amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Specific

- To look for theoretical and methodological references about graphic organizers as a cognitive strategy and its implication on the development of vocabulary amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.
- To diagnose the issues that limit the development of vocabulary amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.
- To design an intervention plan based on graphic organizers as a cognitive strategy in order to develop vocabulary second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.
- To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities, to solve the limitations in the development of vocabulary amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year

- To validate the results obtained after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst second-year H students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

e. THEORETICAL FRAMEWORK

Vocabulary

Vocabulary is the foundation on which a language is taught, and also vocabulary is “the knowledge of the meanings of words” (Rasinki & Timothy, 2011 as cited in Herbert & K (Dugan, Strategies for building academic vocabulary in science, 2010)amil, 2005). So, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. In other words, it can be said that vocabulary constitutes information coded in language meaning.

Hatch & Brown (1995) as reported in Kurt & Sozudogru (2014), claims that the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. On the other hand, vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

In 1995, Hornby (as reported in Setiawan, 2010) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns & Broman (1975) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different.

There are two different manners of conveying information through language: oral and written. According to (Herbert & Kamil, 2005).

Oral vocabulary is the set of words in which a person knows the meaning when speaking or reading aloud. Written vocabulary is a set of word meanings encoding information that is meant to be written or read silently. According to Cameron (2001), the learner's vocabulary acquisition is seen as “learning words, learning phrases and chunks”. On the other hand, in oral and written form, vocabulary acquisition helps improve spontaneous communication in class, supporting the teaching and learning of other language skills, such as listening, writing, reading, and speaking (Chengian, 2009).

Importance of Vocabulary

Vocabulary, then, refers to well-known words that are used and recognized frequently by a person. For this reason, vocabulary is important in the English language teaching (ELT) process because it seeks to engage a successful language learner who is able to recognize and produce communicative functions (Herbert & Kamil, 2005).

On the other hand, vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. According to Wilkins (1972) as reported in Grauberg (1997) wrote that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This point means that if you do not know nothing vocabulary you cannot communicate with another people that is, is not sufficient to learn

grammar to transmit information, but also is very important to learn a lot of vocabulary in order to transmit a good information.

In the same way Herbert & Kamil (2005) as reported in Rasinki & et. al. (2011) suggested the vocabulary “as bridge that connects the world-level process of phonics and the broader cognitive process of comprehension”. This is a useful way to visualize the importance of vocabulary for students. An extensive vocabulary helps students read fluently, comprehend, discuss what they have read and learn.

Early reading instructions focuses on the phonological aspects of words learning. Students learn to manipulate phonemes and recognize letter patterns and to use this information strategically to decode unfamiliar words (Rasinki & et al, 2011).

In summary, is very important that students have a large range of vocabulary because it helps them to find it easier to comprehend more of what they are reading than do students who has limit vocabulary. Furthermore, or most people, the importance of vocabulary seems very clear. If we do not pronounce perfectly and not place words in correct order, the communication can break down unless gesture can sometimes compensate.

Types of vocabulary

In the same way in 2004, Lehr, Osborn, & Hiebert (as cited in Dugan, 2010) divides two kinds of vocabulary, namely receptive and productive. Receptive vocabulary is words that the learners recognize and understand when they hear or see them, and they occur in context, but which cannot produce correctly. It is

vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary includes words that we use when we speak or write, and also is called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

In 1998, Harmer (as cited in Setiawan, 2010) adds that active vocabulary refers to vocabulary that students have been thought or learnt and which the students will recognize when they meet then but which they will probably not be able to produce.

Hatch & Brown (1995) In these respects, Richard & Rodger (1987) as cited by Setiawan (2010) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

On the other hand, productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others

Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use*. According to Nation (2001) as cited in Farr & Murray (2016) claims the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can be seen with the word *uncommunicative*, where the prefix *un-* means *negative* or *opposite*, *communicate* is the root word, and *ive* is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative*.

Nation (2001) as reported in Farr & Murray (2016) stated that *meaning* include the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *Use*, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any restriction on its use, in terms of frequency, level, and so forth For *form*, *meaning*, and *use*, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in the table below .When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.

Table. What Is Involved in Knowing a Word? This table was adapted for (Nation, 2001)

<i>Aspect</i>	<i>Component</i>	<i>Receptive knowledge</i>	<i>Productive knowledge</i>
<i>Form</i>	spoken	what does the word sound like?	how is the word pronounced?
	written	what does the word look like?	how is the word Written and spelled?
	word parts	what parts are recognizable in this word?	what word parts are needed to express the meaning?
	form and meaning	What meaning does this word form signal?	what word form can be used to express this meaning?
<i>Meaning</i>	concepts and referents	What is included in this concept?	what items can the concept refer to?
	association	What other words does this make people think of?	what other words could people use instead of this one?
<i>Use</i>	grammatical functions	in what patterns does the word occur?	in what patterns must people use this word?
	collocations	what words or types of words occur with this one?	what words or types of words must people use with this one?
	constraints on use	where, when, and how often would people expect to meet this word?	where, when, and how often can people use this word?

Source (Nation, 2001)

In the same way Ukessays (2015) show us what to teach while teaching vocabulary. The effective way to present vocabulary involves what need to be taught about a word. There are many things to teach while teaching vocabulary. They are divided into three groups that are *form*, *meaning* and *usage*.

Form is divided into spoken form, written form and word part. First, spoken form concerns with pronunciation. It is the initial stages of language learning for teacher to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllabus. Second, written form concerns with spelling. Teacher should clarify the pronunciation before showing the written form. Finally, word parts concern with part of speech of word. Students need to know part of speech of the vocabulary such as it is verb, noun or adjective in order to use it effectively. In addition, students have to study about the affixes (the prefixes and suffixes) because it may indicate about the meaning. For example, 'superman' super mean *above* or *beyond* and man mean *hum* and *being*. This is particularly useful for a higher level.

Meaning, in teaching vocabulary, teachers need to look at two aspects of meaning in order to make students understand better in learning vocabulary of the English language. The first concerns the link between meaning and the world to which words refer. The second involves the sense relations that exist among words. First, if a word has reference to an object, action or event in the physical world. This can be described as denotative meaning. In contrast, connotative meaning relates to the attitudes and emotions of a language user in selecting a vocabulary and the influence of these on the listener of reader's interpretation of the word. Second, this

aspect of meaning involves the sense relations that exist among word. These relations can be found into syntagmatic relation, which is about the relations between words in sentence, and paradigmatic relations, which is about complex relations with other words in the language in a network of meaning.

On the other hand, within of the *meaning* there are the idioms “An **idiom** its full name is **idiomatic expression** can be an expression, word, or phrase that only has a meaning to the native speaker. The meaning of an idiom is total different from the literal meaning of the idiom's individual elements” (Idioms, 2016)

As the same way according to, the (Oxford English Dictionary) as cited in Yi-Chen & Ling (2013), claims that an *idiom*, or *idiomatic expression*, is a group of words whose meaning cannot be deduced from the individual words that form it. In other words, idioms are considered as fixed chunks with arbitrary meanings. For example, the idiom *kick the bucket* cannot be interpreted by simply connecting the meanings of each single word; L2 learners who want to obtain the meaning of the idiom have to memorize its corresponding figurative interpretation. Furthermore, idiomatic expressions, they have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms as above all, to get along, on the whole, to look up, etc., even the best student's speech will remain awkward and ordinary.

Idioms, are the expressions whose meanings are not derivable from their words and syntax, or do not mean exactly what the words say. They have a hidden meaning. Here one of the more common idioms in the English language is, "**break a leg**". Students interpret or understand that idiom in the same context for instance, they think that someone break a leg that is, they understand in literal meaning and not in Idiomatic meaning: that means "good luck". Here (Schmitt, s.f.) Presents, a table with some examples of idioms.

Idioms	Meaning
A blessing in disguise	Seems bad, but is actually good
A piece of cake	easy
Shake a leg	To hurry
Don't spill the beans	To reveal a secret

Besides, the *use* is another important aspect of the vocabulary, it means that teacher has to teach the usage of vocabulary about the situation when the word is used or is not used. Teacher has to describe that it is formal, neutral or informal word. Moreover, it is used in speaking or in writing. Then, teacher has to describe the words which have the same collocations as an L1 word of similar meaning in order to prevent mistakes in usage. For example, you describe thing 'in great detail' not 'in a big deal'

According to Barcroft, Sunderman, & Schimitt (2011) as cited in Farr & Murray (2016) claims that "Lexis refers to all the words in a language, the entire vocabulary of a language" this include individual words collocation and fixed and semi fixed expressions and idioms such as *here and there*, which are taught and learn as single

lexical chunks because vocabulary learning frequently involves learning chunks that are longer than individual words. So, what does teaching vocabulary actually involve? Is it enough for the learner to know the *form* of the word and one or more of its *meanings*?

Of course, knowing the *form* of the word, learners also need to be familiar with its grammar. Learners need to know e.g. irregular forms of verbs or plural nouns, the position of adjectives etc. Another aspect in teaching vocabulary is the word formation. Learners should know how to change a word form and when to use it (gerund, the past form...).

According to Brinton (2000), teaching the meaning includes mainly the word classes, or also known as parts of speech. Traditionally, there are eight parts of the speech that are recognized, those are: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection or also called article. The reason for eight parts of the speech is that the first Greek grammarian recognized that number of parts of the speech in classical Greek. The traditional parts of the speech are identified by a mixed combination of criteria, both notional (according to the meaning of word) and formal (according to the form, function, or distribution of word).

Another challenge that the learner will face when learning the vocabulary is word in context, those are new words that students could find when they read something, and they often, have to figure out by reading carefully what these words mean in order to understand the context.

Besides that, those words can have different meanings, depending on how use it. Recognizing that a word may be used differently from subject to subject is an extremely important critical thinking skill that the students can develop when they are facing with word in context.

On the other hand, it is not enough to learn just the form of a new vocabulary it also important that students become familiar with the cognates words. As suggest Zambrano (2002) that cognates are words in different languages that share a similar meaning and spelling because they originated from the same word. True cognates share the same meaning. Pure cognates are spelled identically in both languages. False cognates share a common origin and spelling but have completely different meaning. So, words such as actor, animal, central, error, hospital, hotel, and idea, natural and so on are true pure cognates. Words like accident, author, elephant, president, and telephone are true cognates they share similar but not exactly spelling. Equally important many cognates between English and Spanish originated from Latin hence the words “Latin America.” These words are called false cognates. For example:

Anciano: “elderly man” (not ancient)

Asistir: “to attend” (not to assist)

Recordar: “to remember” (not to record) (Zambrano, 2002).

Another, significant factor in teaching vocabulary is the *spelling* is a system which integrates phonetic and morphemic patterns to produce meaning in writing. Understanding phonetic patterns enables writers to spell those words that have

predictable sound-letter relationships. In (1998) Trai presents, some spelling patterns in order to understand well what is spelling.

ff ll ss zz

In a one-syllable word with a short vowel, double the final **f, l, s,** and **z** after a single vowel. **miss, staff, buzz**

Exceptions: **bus, gas ck** or **k**

Using **ck** to spell the (k) sound after one short vowel at the end of a one-syllable word and also in a few two-syllable words.

If the (k) sound follows immediately after the vowel, then use **ck**. **back**

If the (k) sound follows a consonant, then use **k**. **bank**

tch or ch

Use **tch** to spell the (ch) sound after one short vowel at the end of a one-syllable word and also in a few two-syllable words.

Generally, think of the rule above for **ck**.

If the (ch) sound follows immediately after the vowel, then use **tch**. **fetch**

If the (ch) sound follows a consonant, then use **ch**.

bench dge or ge

Again, this is very similar to the rule for **tch** or **ck**. Use **dge** to spell the (j) sound after one short vowel on the end of a one-syllable word and also in a few two-syllable words.

If the (j) sound follows immediately after the short vowel, then use **dge**. **badge**
lodge

If the (j) sound follows a consonant, then use **ge** **plunge tinge**

Ble, tle, fle, etc.

If the short vowel is alone, double the letter. Bubble huddle battle

If the short vowel is followed by a consonant, then use a single letter. handle

Candle Change y to i

Change final y to i when the word ends in y and the letter before the y is a consonant.

noisy+ ly= noisily fly+ er= flier

Except when the suffix begins with a y or an i. cry+ ing= crying

fly+ ing= flying

If the letter before the y is a vowel, the y never changes. joy + ful = joyful

play+ ing= playing

Basic Elements of Vocabulary Learning and Teaching

According to Wallace (1984) as reported in Cárdenas claims that there are some elements to study the vocabulary. The first element to consider is form and meaning. It is possible to 'know' a word without necessarily knowing how to use it in all its various forms. For example, a learner can know the use of the adjective 'big' before knowing its comparative and superlative forms. The second element refers to the common argument which infers that it is better to teach common words before we teach more unusual ones. However, we need to remember that frequency is not the only criterion for vocabulary selection. In certain learning situations, rather unusual words may be of the greatest use. So, words may be learned or taught because they are seen to be of special relevance to particular situations in which the learners find themselves or might find themselves. The third element has to do with English for specific purposes vocabulary. This element deals with the idea

special kinds of vocabulary (words or expressions) which are relevant to special interests or fields or knowledge. There is another aspect to this, however, and it is the question of learnability. In situations where English is taught as a second language, learners have a more difficult task. Apart from certain typical grammatical or rhetorical features, the nontechnical framework will probably consist of two kinds of language: first, basic lexical items, and secondly, other subtechnical words and expressions typical of academic discourse.

Another element of vocabulary learning and teaching is concerned with productive and receptive vocabulary. Everyone who learns a foreign language is usually able to recognize many more words than he can produce. This involves pronunciation, spelling, appropriate grammatical form, and so on. It may therefore be important for a teacher to decide which words he wishes a student to produce correctly, and which words he wishes him merely to recognize.

How to Teach Vocabulary

At the same time “lexis is the core or heart of language” Lewis (1993) for that reason vocabulary is the largest and most important task that students have to face in English, and as a teacher needs to know some techniques to teach it.

For the same reason, Hasbún (2005) as cited in Thornbury (2002) said that there are several techniques and procedures a teacher might choose to help learners acquire new vocabulary items

Sometimes there is a need for the instructor’s direct intervention in the teaching of selected vocabulary items. Thornbury notified teachers to consider important issues such as how many words to present at a time, whether to present the meaning

or the form of a word first, and whether to use translation, as opposed to using some type of visual or verbal illustration. This reflection will enable teachers to make appropriate choices. Thornbury adds that the procedure a teacher follows to help learners become aware of how the grammar of a given word works is very similar to the one learners use to understand collocations. The key is to provide learners with rich data and to guide them to pay attention to patterns and to notice.

In a similar manner Lewis (1997) claims that most of the activities used in the communicative approach are compatible with the lexical approach, then what teachers need to do is adapt activities so that the tasks have a clear lexical focus. In addition to achieve this goal, Lewis (1997), points out that teachers should do the following:

Consciously take every chance to expand the learners' phrasal lexicon. Develop learners' awareness of word-grammar as well as sentence grammar. Highlight Fixed Expressions and prototypical examples, so ensuring learners have maximum benefit from the language they meet. Encourage accurate observation and noticing by learners, but without excessive analysis. Use many different ways to increase learners' awareness of the value of noticing, recording and learning multi-word items. Encourage learners to keep a well-organized lexical notebook.

Encourage lexical, but not structural, comparison between L1 and L2.

Help learners to hear and learn language in multi-word units.

Talk more informally, but in a carefully controlled way, with your class. Tell simplified anecdotes (true or otherwise): increase carefully-controlled teacher talking time.

Take a global, holistic view of pronunciation.

Value successful language at all times, even if it is not formally occurring

Strategies to Teach Vocabulary

A lack of vocabulary development affects students' reading comprehension and their writing and speaking skills. For that reason, researchers consider mention some strategies to teaching vocabulary.

In 1998, Marzano (as cited in Tileston, 2004) claims that one of the best ways to teach vocabulary is, first explanation of the vocabulary terms, and then ask students to describe the terms in their words and to use. Another way is use nonlinguistic strategies such as pictures or charts to show their interpretation of the meaning of the words.

There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that teachers can employ with the students (Smith, 2008).

Explicit Vocabulary Instruction

Pre-teaching vocabulary words: One of the most effective methods of helping students learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Teacher should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the teacher to not only tell the students what the word means, but also to discuss its meaning. This allows the students to develop an understanding of the word's connotations as well as its denotation.

Repeated exposure to words: It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Teachers often forget that students need to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword method: Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the teacher teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context.

Word maps: The word map is an excellent method for a child’s vocabulary learning, and that help readers develop complete understandings of words. The teacher should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the student creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge, the students fills in each of these three categories.

language is derived from Latin or Greek roots. They either contain a “core” root

Root analysis: While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English (the primary component of the word) or use prefixes or suffixes that hold meaning. Teachers should focus on teaching students the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition.

Restructuring reading materials: This strategy is particularly effective for helping students to improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Teachers can restructure the materials in several different ways to help students comprehend them more easily. A portion of the difficult words can be replaced with "easier" synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text.

Implicit Vocabulary Instruction

Incidental learning: Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on.

Context skills: Context skills are the strategies that a reader uses for incidental

vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it.

Ways to Teach Vocabulary

On the other hand, in order to teach the vocabulary then the students Jones (2013) mentioned some techniques for that.

Stress about stress: There is usually no point to students learning new words if they can't actually use them in speech, so making sure learners can accurately pronounce the target vocabulary is key. The most effective way to help students with their pronunciation is to have them learn the correct stress when they first encounter a new word

Translation: For many years, teachers discouraged students from relying on L1 to L2 dictionaries, insisting that they use English dictionaries. However, recent research has demonstrated that bilingual dictionaries are extremely useful for understanding new vocabulary. Rather than insist a monolingual dictionary use, encourage your students to look up translation of words.

Vocabulary log: Have student's record new words in a vocabulary log or journal. The entry for each word should include A picture, synonyms or clear definition in English A short example sentence the pronunciation (word stress, especially) of the word A Definition Students may need help with this, especially as they develop

the habit, so when you introduce new vocabulary, help by providing definitions, examples sentences, pronunciation, and notes

Seated card match: prepare several sets of cards Vocabulary cards with words on some and definitions or pictures on the others. Put students into pairs or small groups and give each group a set of cards. Have them work together to match the words with their definition.

Video vocabulary: Find a video clip that contains a lot of vocabulary associated with a specific topic. This can take some time, but the end results is worth it. For instance, if you are teaching vegetable vocabulary, you might search for the clip about the vegetable.

Sentence writing: Write a list of target vocabulary words on the board. Instruct students to choose 5-10 words, however many you want to assess, and write sentences that clearly show the meaning of the word

Recording and transcription: Set a timer for 1 minute and have students record a spontaneous monologue that uses a set number of vocabulary words. This can be done in class using tape recorders or voice recording software on computer.

Hunt for vocabulary: Prepare a text that contains a large number of the words you want to test. Under the text, list questions designed to help students to identify the words from the text

Circulate and correct: Having an activity with a lot of group work can be a bit disorienting for teachers. We may not know what we should be doing while the students are working together. However, this is a good chance to circulate and correct vocabulary errors.

Presentation: Prepare a list of target vocabulary and designate 3-5 different vocabulary word for each student. Instruct the student to plan and practice a presentation using their words.

Graphic Organizer

In 1999, Bromley, DeVitis, & Modlo (as cited in Graphic Use, 2001) claims that graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

In the same way, in 2013, Bishop (as cited by European Centre for Research Training and Development UK ,2015) define the graphic organizers as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose. Furthermore, Baxendell (2003) as cited by Bishop said that GOs help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of abstract concepts. In the same way Moore & Readence (1984) demonstrated that “graphic organizers are an effective tool for improving vocabulary knowledge as well as conceptual knowledge”

Likewise, (2004) as cited in Goss (1991) defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. For that reason, GOs can be used by students, on the one hand, as a study tool to better understand

vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area. Teachers, on the other hand, can use the GO prior, during or following teaching a topic to organize the concepts taught. In brief,

Mercury (2010) confirms that GOs are powerful; they can be part of a supportive classroom environment and integrative instruction; and they can be easy to implement tools that allow teachers to examine students' learning on a particular topic, assess ongoing learning, and design and modify instruction to meet students' needs.

Effectiveness of graphic organizer

(Professional, s.f.), described other benefits of graphics organizer those are the follow. The use of graphic organizers is an effective strategy to improve understanding of the vocabulary and subsequent content reading. Graphic organizers can help make explicit connections and relationships between vocabulary words, ideas, or concepts. Karen Bromley, Linda Irwin-De Visitis, and Marcia Modlo claim that graphic organizer: Focus attention on key elements.

Help integrate prior knowledge with new knowledge.

Enhance concept development.

Enrich reading, writing, and thinking.

Aid writing by supporting planning.

Promote focused discussion

Serve as an assessment and evaluation tool.

Assist instructional planning

Graphic organizers help students to sort, classify, categorize, and cluster information and make it easier to recall. Graphic organizers in and of themselves are not sufficient to develop meaning and understanding. (Shalaway, 1998).

On the other hand, Goss (1991) as cited in European Centre for Research Training and Development UK (2015) describes another effectiveness about the use of graphic organizers and said that it, helps students to acquire an effective vocabulary because, the author shows three main factors to demonstrate the effectiveness these is. First, the graphics help students understand and learn the subject. Second, they help students focus their energies on studying the test scores will go up graphic Organizers are used effectively, and also the use of graphics organizer facilitate reading, writing, & thinking skills Using graphics to think ahead, during, and after instruction the content instruction is more effective Graphics help students understand and learn the subject. Improved performance on classroom test scores improved performance on basic skills standardized test scores (reading & writing) essential information. Third, they serve as effective devices for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so on.

In the same way a graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task. The visual representation of graphic organizers provides learners with a structural framework of information to be learned (European Centre for Research Training and Development UK, 2015). On the other hand, according to Lovitt (1994) as cited by Nicholas (2008) define that graphic organizers “are diagrammatic illustrations used

to organize and highlight content information and or vocabulary”. Moreover, Maccini & Gaqnon (2008) summarized that graphic organizer makes that “words and or phrases are used to connect the content information in a meaningful way to help students gain a clearer understanding of the vocabulary”. The researchers’ goals are to ensure that students receive meaning from the use of graphic organizer, which will then assist them in being able to represent problem situations, and being able to select the most appropriate operation needed to find a solution to any problem circumstance in subject areas such as English vocabulary and Spanish.

“Graphic Organizers not only help students manage information, but they offer information in a way that students can understand at a glance” (Parker, 2006 as cited by (Teaching, 2016). Finally, graphic organizers guide learners’ thinking as they fill in and build upon a visual map or diagram. They are the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students’ learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects (Teaching, 2016).

In addition to helping students organize their thinking and writing process, graphic organizers can act as instructional tools. Teachers can use graphic organizers to illustrate a student’s knowledge about a topic or section of text showing areas for improvement. For more graphic organizer examples including, webs, concept maps and mind maps.

Benefits to Students and Teacher

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning. For easy understanding, specific benefits to students and teachers are presented in the following organizer. The same author suggests that there are some specific benefits about graphic organizer those are the follow. (Graphic, 2001)

- Benefits to students
- Understand the concept of part to whole
- Record relationships
- Clarify and organize ideas
- Improve memory
- Comprehend texts
- Recognize and assimilate different points of view
- Benefits for teachers
- Show and explain relationships between and among content
- Make your lessons interactive
- Help visual learners to acquire information more easily
- Motivate students
- Assess what students know

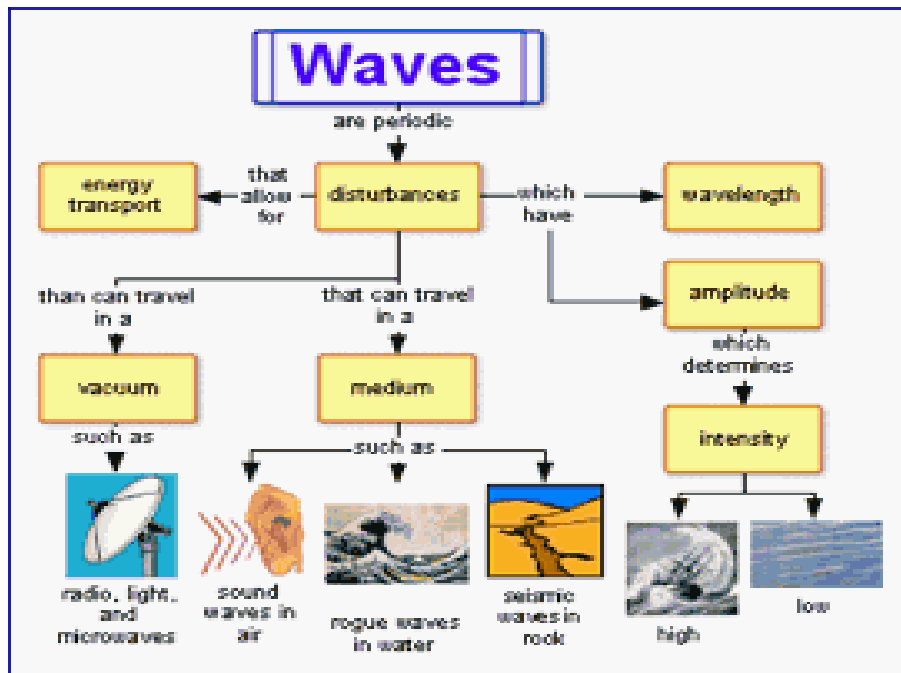
Types of graphic organizers

In the same manner (Teaching, 2016) presents some types of graphic organizer that help students to enhance thinking skills and improve academic performance on written papers, tests and homework assignments those are: Webs, concept maps, mind maps, word maps and Venn diagrams are some of the types of graphic organizers used in vocabulary.

In 2016, Teaching, gives the definition, concept and examples about some graphic organizers. Concept maps graphically illustrate relationships between two or more concepts and are linked by words that describe their relationship. Often represented in circles or boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping students organize and structure their thoughts to further understand information and discover new relationships. Most concept maps represent a hierarchical structure, with the overall, broad concept first with connected sub-topics, more specific concepts, following. A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics. In fact, the concept mapping has some benefits like this. Helping students brainstorm and generate new ideas

- Encouraging students to discover new concepts and the propositions that connect them
- Allowing students to more clearly communicate ideas, thoughts and information

- Helping students integrate new concepts with older concepts
- Enabling students to gain enhanced knowledge of any topic and evaluate the information



source (Teaching, 2016)

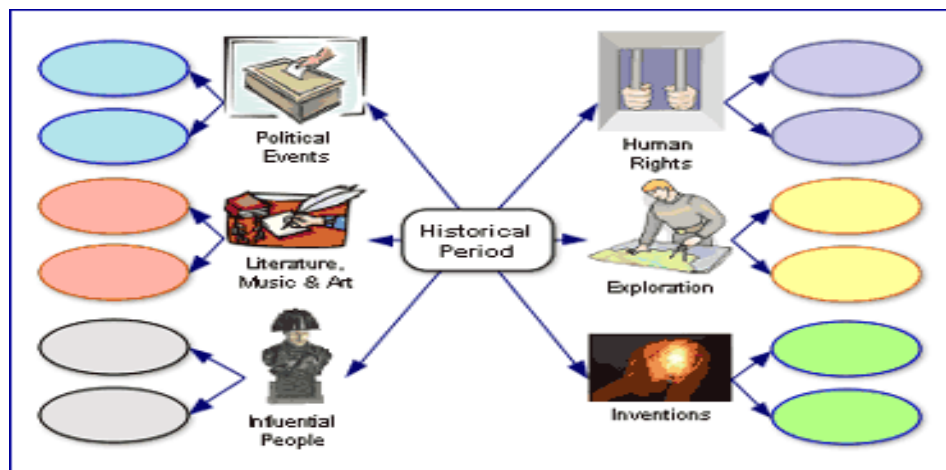
Web

Commonly used as a tool to help begin the writing process or a research assignment, webbing is a brainstorming method that provides structure for ideas and facts. Brainstorming webs provide students with a flexible framework for idea development, organizing and prioritizing information. Typically, major topics or central concepts are at the center of a brainstorming web. Links from the center connect supporting details or ideas with the core concept or topic. A web is a visual map that shows how different categories of information relate to one another. Webs

are typically used by students, teachers and professionals as brainstorming strategies for developing and connecting ideas.

There are some benefits of brainstorming webs those are:

- Help students develop and improve fluency with thinking
- Allow students to discover new ideas and relationships between concepts
- Get the mind going to generate and organize thought processes, new ideas and information.



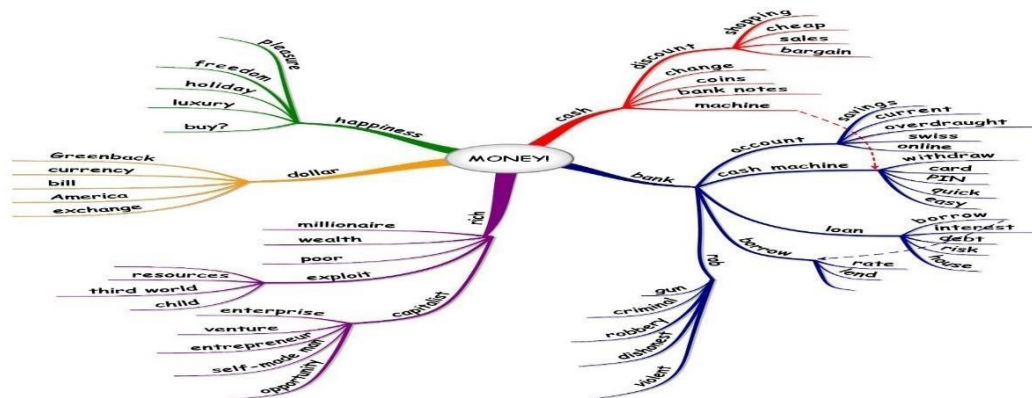
(Teaching, 2016) sources

Mind Mapping

Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in- depth sub-topics. A mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics, here some.

benefits of mind map.

- Help students brainstorm and explore any idea, concept, or problem
- Facilitate better understanding of relationships and connections between ideas and concepts
- Make it easy to communicate new ideas and thought processes
- Allow students to easily recall information
- Help students take notes and plan tasks
- Make it easy to organize ideas and concepts



Source (Teaching, 2016)

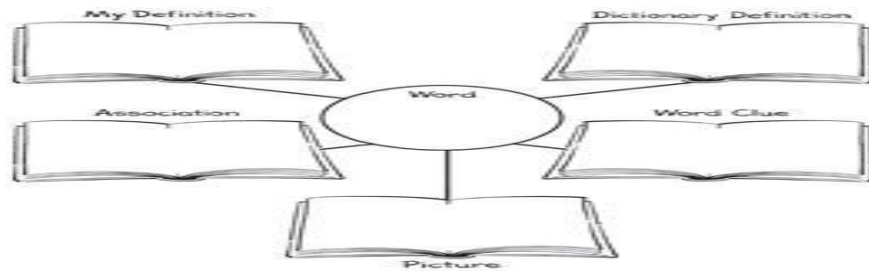
Word Maps

In the same way (Zinsser, s.f.) also presents a word map as a GO and claims that is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important to developing their reading comprehension.

A word map is useful for helping students develop their understanding of a word. They help students think about new terms or concepts in several ways by asking the following questions: "What is it?" "What is it like?" and "What are some examples?" and also a word map helps student build upon prior knowledge and visually represent new information. Here are some tips to use the word maps.

- Introduce the vocabulary word and the map to the students.
- teach them how to use the map by putting the target word in the central box.
- Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
- Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
- Model how to write a definition using the information on the word map. Zinsler (s.f.).

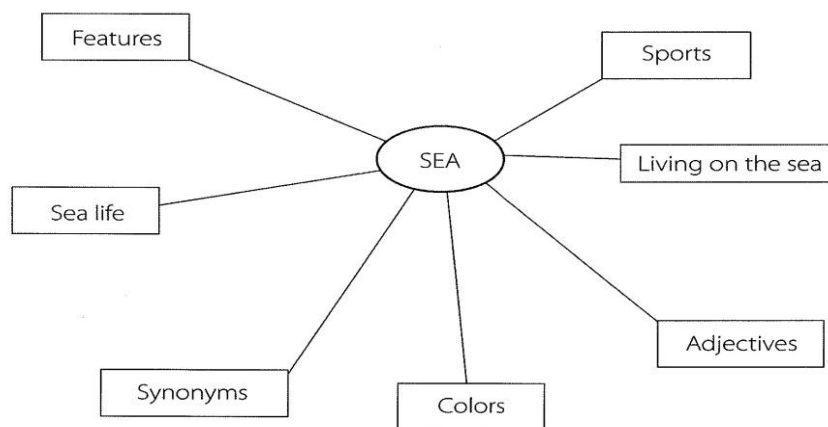
On the other hand, in 1985, Rahael & Schwartz indicate that when students encounter a new word for the first time, they need more than a simple reference from the dictionary definition to learn that word, to remember it, or to use it correctly in speaking or writing. Therefore, they claim that the word map is to teach students how to use context clues independently by learning and using the components of a definition (Cohen & Cowen, 2011).



Source: (Zinsser, s.f.)

Semantic Map

A brainstorming graphic organizer often is used together with semantic mapping to teach students how these new vocabulary word relates to familiar words and concepts. Therefore, the use of brainstorming and semantic mapping helps students integrate learning about word with other background knowledge. By mapping out how new information relates to what they already know, students are able to use this background knowledge as a basis for learning new words. For example, if a student knows the word *fear*, and the teacher uses the semantic map to link the word *fear* graphically to the word *ominous*, defined as “threatening” the student is able to understand the relationship and, therefore, the distinction necessary for learning how these two words are similar in meaning.



Source (Pittelman, 1986)

Using the Graphic Organizer to Teach Vocabulary

Hyerle (1996) as cited in Cohen & Cowen (2011) claims that “graphic organizers, in the form of semantic maps and other visual tools serve as framework for interactive learning, enabling students to make connections between their prior knowledge and unknown words”. As well as, mapping and other graphic organizers are most helpful in scaffolding the learning of struggling readers ELLs, who use these visual tools to guide them on the way to a better vocabulary and toward independent reading (Cowen, 2003).

According to Report of the National Reading Panel (2000) as cited in Cohen & Cowen (2011) describes that semantic maps are effective tools that can be used to illustrate instructional strategies. Mapping is valuable in helping students construct deeper understanding of new vocabulary words, which, in turn, empower them to read with greater confidence, increased organization, and improved categorization of ideas, resulting in better comprehension. Below there are some types of graphic organizer that the Cohen & Cowen (2011) gives to teach vocabulary.

Why Use Graphic Organizers

There are five reasons to use graphic organizers those are:

Tools for critical and creative thinking

Bromley, DeVitis, & Modlo (1995) suggest that graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

Tools for organizing information

In 1968, Ausubel said that graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Tools for understanding information and relationships

In 1962, Vygotsky said that graphic organizers serve as mental tools to help the students understand and retain important information and relationships.

Tools for depicting knowledge and understanding

Graphic organizers provide an optional way of depicting knowledge and understanding Sorenson (1991) so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word.

Tools for self-learning

In this last reason students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review (Dunston, 1992) In other words, graphic organizers are beneficial to students' learning inside and beyond classrooms.

In the similar way, (Using, 2011) described three main reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphic organizers help students separate what is important to know from what might be interesting, but not essential

information. Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding. Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

For the reasons described above I consider is very important to use the graphic organizer as strategy to teach vocabulary. There are three important reasons why you should use graphic organizers (Using, 2011). First, because students understand easier and remember the content subject that they are teaching. Simply put, the information tends to be less confuse and more precise. Graphics organizer help students separate what is important to know from what might be interesting, but not essential information. Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding. The last important reason is that; students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

Major, Harris, & Zakrajsek (2016) similarly, in a study of 102 students investigated the relationship between use of graphic organizer and vocabulary, and they concluded that half of students learned English vocabulary words using traditional methods while the other half learn the vocabulary such as: spelling, word meaning, part of speech, idioms, and cognates through of the graphic organizer.

When to Use Graphic Organizer

We can use graphic organizer, called tree map as strategy to teach parts of the speech. The purpose of that GO is displays the hierarchy of a topic with it subparts. This graphic organizer allows students to organize information for studying topics, brainstorming ideas, and planning written assignments. It is also a tool that helps students learn to make connections between different ideas and details and is especially helpful when background knowledge is limited. The organizer is useful in many other ways: *Reading* and *writing*.

- Reading: comparing characters from a read aloud story
- Writing: collecting and organizing information on parts of the speech and providing examples of each. Using the organizer helped the student arrange the information to conclude that an overhand pitch moves faster and farther than an underhand pitch.

According to Bromley (1995) as cited in Raymer (2008) graphic organizers are all of which are essential for spelling retention, for that reason we can use graphic organizer to teach spelling, because it offers students an efficient, interactive way to connect their learning to new words and contexts, represent and clarify complex

ideas, display their thinking, and monitor their use of learning strategies. Research has shown that graphic organizers help students to:

- Connect prior knowledge to new information Guastello (2000), which comes in handy when applying learned spelling rules to larger, more complex words.
- Integrate language and thinking in an organized format (Bromley et al, 1995) Engage in mid- to high-level thinking along Bloom's Taxonomy with regard to comprehension analysis, and synthesis Bodge (2005).

Organizers help

- Reinforce critical thinking skills by requiring students to sort and categorize based on their analysis (Raymer, 2008).

Suggestion to Select the Best Graphic Organizers

In 2008, Raymer gives some suggestions to select the graphic organizer that best suits the instructional needs, in order to prepare and use the organizer with students.

Test It. Before using an organizer, give it a "trial run" on your own to experience the process firsthand. This will allow you to see how well the organizer works with the selected words or concept. Make any modifications necessary to best meet the needs of your students (Egan, 1999).

Present It. Determine the best method for presenting the graphic organizer. You might make a photocopy for use as a transparency on the overhead projector or distribute paper copies to students to complete as you model its use. Keep a supply of frequently used organizers on hand for students to use independently.

Model It. Research has shown that graphic organizers are most effective when the teacher presents and models the organizer first for the whole group Bowman (1998). To ensure greatest success, model the use of each organizer with the whole class before asking students to complete it independently.

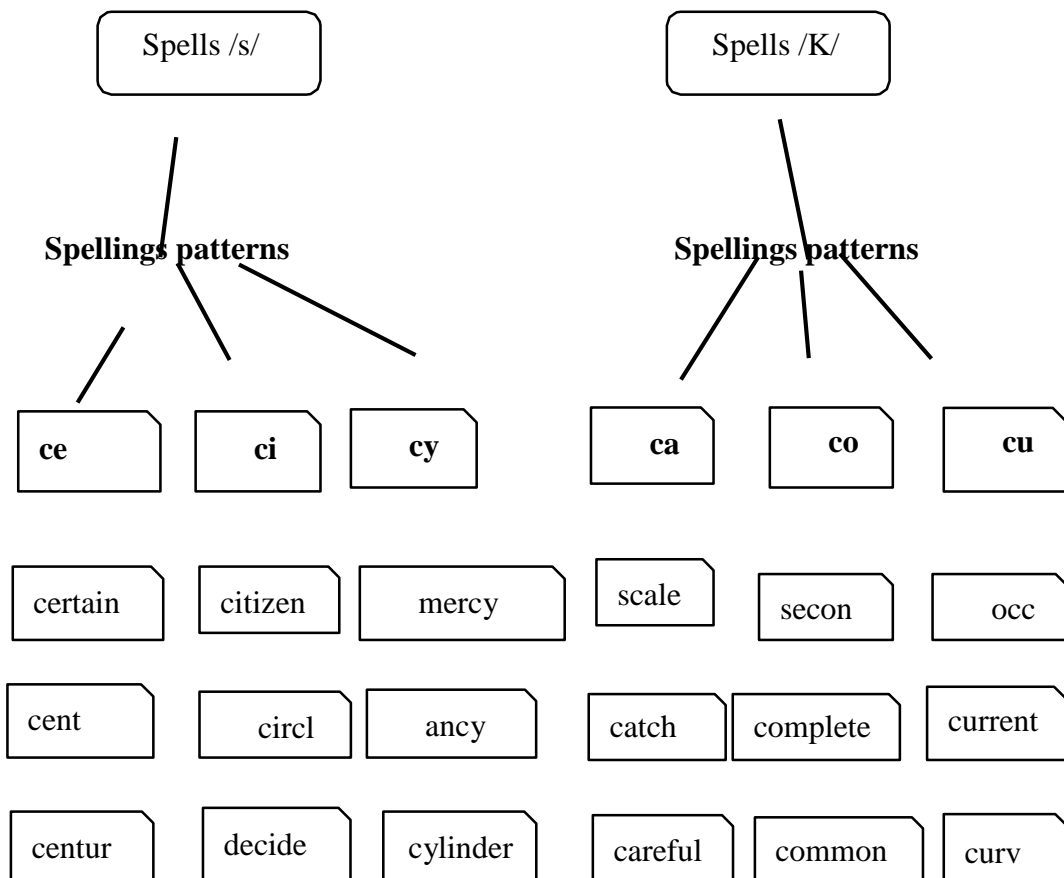
As well as, in 2008 the same author states, some hints for success spelling using graphic organizer, those are:

- Model the use of the organizer so that students will gain a clear understanding of its purpose and how to complete it.
- Choose words wisely. Use those that teach spelling patterns or principles—and that you know most students can read. Also, encourage students to select words to use on the organizers. This will reinforce their curiosity and awareness of the words they encounter.
- When discussing words, “walk and chalk.” Saying and writing words simultaneously reinforces students’ awareness of the sound-spelling connection.
- When analyzing words during a mini-lesson, “think out loud.” This will allow students to recognize and apply your strategies for spelling difficult words.
- Create a word-rich environment. Use word walls, have students keep word journals, and provide them with word games and puzzles. Reinforce and share students’ excitement about discovering new word knowledge.
- Provide adhesive note strips so students can mark unfamiliar or interesting words in the articles and books they read.

- Invite students to work together in pairs or groups to complete the organizers. This way they can pool their knowledge, share views, and build a more thorough understanding of word definitions, relationships, and concept (Raymer, 2008).

Graphic organizers are visual representations of a concept or idea. Over the years we've all become acquainted with graphic organizers. A simple use of this strategy is a linear list of the events of a story in the order they happened. Teachers may use this system with students to recall story events.

The letter C (Sitton)



Summary

Graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels. To increase the effectiveness of graphic organizers, three simple guidelines should be followed: (a) organizers should be clear and straightforward; (b) teachers should teach students how to use organizers and implement them in creative ways; and (c) teachers should integrate them into daily instruction so that students internalize the organizational strategies displayed.

f. METHODOLOGY

Design of the research

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action research can be undertaken by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research has the aim of improving vocabulary through the application of cognitive learning strategies such as graphic organizers. Action research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different graphic organizers as a cognitive strategy to improve vocabulary in the English Foreign Language amongst second year H of bachillerato students at Colegio de bachillerato 27 de Febrero during the academic period 2016-2017. School year.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of vocabulary in which the students have showed some problems experimenting vocabulary as a foreign language due to the lack of implementation of cognitive learning strategies such as the use of graphic organizers

Methods, techniques and instruments

Methods

In this research work the researcher will use different methods which will help her to carry out this project. The following general methods will be applied along the descriptive research:

The analytic/ synthetic method will help the researcher to analyze all the information found through of the observation checklist, questionnaires and the pre and posttest, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

The statistic method through which the researcher will collect and analyze all the answers which will be represent in graphics to indicate the percentages and results got in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The Scientific method will facilitate the study of the graphic organizers as a cognitive learning strategy to improve the vocabulary in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments will come from questionnaires and observations sheets.

Tests: The test will allow students to perform cognitive tasks in relation to vocabulary. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of vocabulary that students have; and, at the end to measure the performance of vocabulary achieved by the students after the intervention plan designed in this research project with the activities applied with the graphic organizer strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of vocabulary of the participants (second year H of bachillerato at Colegio de Bachillerato 27 de Febrero) of the city of Loja during the 2016-2017 school year) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the graphic organizer as a cognitive learning strategy.

A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the second year H of bachillerato at Colegio de Bachillerto 27 de Febrero during their English classes. There will be two types of observation as detailed below.

Nonparticipant observation in nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012). The instrument for the nonparticipant observation is the observation sheet.

Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of vocabulary this observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the graphic

organizers as a cognitive learning strategy in order to improve the vocabulary amongst the second year H of bachillerato at Colegio de Bachillerto 27 de Febrero during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

Field notes. The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to improve the vocabulary (the issue), that is graphic organizer as a cognitive-based strategy.

Pilot Testing the questions once the questions for both the test (pre and post) and questionnaire (pre and post) have been developed under the principles of question construction, the researcher will test the questions in order to evaluate the instruments and to make the necessary changes based on the feedback from a small number of individuals who will evaluate the instruments. Because the pilot group will provide feedback on the questionnaire or test, the researcher will exclude them from the final sample or population for the study.

Population Sample The target population of this research work is constituted by the students of second year H of bachillerato at Colegio de Bachillerato 27 de Febrero in the afternoon section, academic year 2016-2107, who are a total of 19 students; it is a small population, it was no necessary to take a sample of it. Besides there are two teachers who work teaching English language in the High school, thus it will be essential to work with all of them.

Intervention plan

The intervention plan is designed based on a lesson plan model that contains three stages: (Herrera, holmes, & Kavimandan, 2011).

Activation. - In the activation phase, the goal is to create a risk-free environment for our students so they can draw from their funds of knowledge, prior knowledge, and academic knowledge and identify links to the content-area topic, concepts or vocabulary

Connection. - In this phase teacher acts as a facilitator, aiding students in the construction of meaning and knowledge, students need to know the purpose of the lesson and what they can hope to achieve. This phase also promote discussion among students as they negotiate their individual and group understanding of the academic content vocabulary. During this model teachers can include strategies that use images to spark student's imagination and ignite student's connections to their background knowledge (i.e., funds of knowledge, prior knowledge, and academic knowledge).

Affirming. - In the affirming phase, teachers affirm and celebrate student's learning. Teachers use authentic assessment to evaluate what students have gains from the lesson and determine what they as a teacher have to revisit. (Herrera, holmes, & Kavimandan, 2011)

Week one

<p>RESEARCH PROBLEM</p>	<p>How does the graphic organizer as a cognitive strategy develop the vocabulary among second year H of bachillerato students at Colegio de Bachillerato “27 de Febrero” of the city of Loja during the 2016-2017 school year?</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To talk about experiences using the present perfect
<p>KEY VOCABULARY</p>	<p>awesome, idioms, Champaign</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • I am building a lesson based on present perfect tense • I will introduce the Content of the lesson orally. • To get started, I will have students activate their prior knowledge related to the present perfect (have been, has been). Students will have to remember the regular and irregular verbs that they already learned in previous classes. • Warm-up activity in which students has to be divided into two groups and tell me a number. I will count the number of the students. The student who has the number said has to say any regular or irregular verb. Once, the student speaks up, I will prompt the other students to say the verb again. Then I will ask another student to say a number from the list, to do the same with some other students. • During this warm up stage, I will also assess the students’ prior knowledge which will allow me to know students’ knowledge about verbs. <p style="text-align: center;">Connection</p> <ul style="list-style-type: none"> • I will present the graphic organizer with the regular and irregular verbs. For example:

English Verbs

Regular



Verb+ed

Dance -> Danced

Irregular



Verbs list

Sing -> Sang

(Englishlinx.com.)sources

- Students have to pronounce the vocabulary one by one
- They individually will have to take notes the new vocabulary in their notebooks.
- After students have finished writing their notes, they have to relate or compare the regular verbs between irregular verbs
- Students have to make groups to exchange their opinions about the vocabulary.
- While they are relating and comparing the verbs, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their grammatical but, if they are wrong, I will help them to get the correct information.

Affirming

At this phase, I will hand out a worksheet in which students has to write the past of the following verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
1. become	became	become
2. catch	_____	_____
3. fall	_____	_____
4. feel	_____	_____
5. find	_____	_____
6. know	_____	_____
7. say	_____	_____
8. tear	_____	_____
9. write	_____	_____
10. swim	swam	swum

(Englishlinx.com.)sources

	<ul style="list-style-type: none"> I will be checking my students to provide information either about the instructions or about the content
CLASSROOM RESOURCES	Worksheet Student's notebook Student's book markers
DATA COLLECTION SOURCES	Data source 1: Pre- test/Pre-questionnaire Data source 2: worksheet about vocabulary related to the present perfect Date source 3: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

D' Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .

Beach, D. (s.f.). *Project CENTRAL*.

Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Week two

RESEARCH PROBLEM	How does the graphic organizer as a cognitive strategy develop the vocabulary among second year H of bachillerato students at Colegio de Bachillerato "27 de Febrero" of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> To talk about their experiences using present perfect tense.
KEY VOCABULARY	hobby, dare, web helper,

**INSTRUCTIONAL
FOCUS**

Activation

- I am building a lesson based on present perfect verb.
- I will introduce the content of this topic by writing sentence on the board.
- To get started, I will have students activate their prior knowledge related to the present perfect
- Students will have to remember the words related to the present perfect that they already learned in previous classes.
- As a warm-up activity. I will ask the students to tell me a number then I will check the number in the attendance and I will call the name of the student that are in the list. So that students has to answer a couple of questions using the present perfect.

Have you read a book recently?

Have you seen a good movie?

- This activity will last 5 minutes, 1 minute per student. During this warm up stage, I will also assess the students' prior knowledge which will allow me to know their knowledge.

Connection

- I will present the topic about present perfect grammar through a graphic organizer. For example:

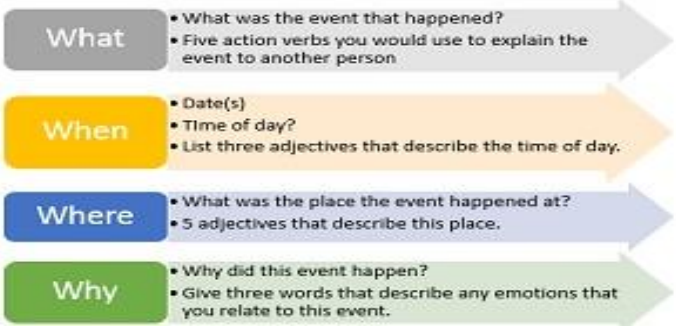
PRESENT PERFECT TENSE

The reason why we use the present perfect is to connect the past to the present. Something began in the past and it continue still now



- ❖ I have seen that movie twenty times
- ❖ Have you read the book yet?
- ❖ She has ever climbed that mountain

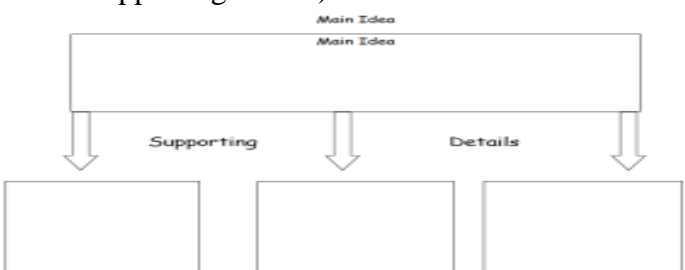
- Students will take notes in their notebooks about present perfect tense
- I will divide the students in pairs A and B, then student A has to interview the student B using present perfect tense

	<ul style="list-style-type: none"> • Students will share the information for the whole class • While they are sharing the answers, I will monitor them to check if they are right or wrong. If they are right, I will affirm their grammatical use of the sentence but if they are wrong, I will help them to get the correct information. <p style="text-align: center;">Affirming</p> <ul style="list-style-type: none"> • In order to know what students have learned in the lesson, I will ask students to work individually • I will give them a worksheet with the W’s question chart where the students have to write about some event lived in the past.  <p style="text-align: right;">(Study.com.) Sources</p>
CLASSROOM RESOURCES	Worksheet Student’s notebook Student’s book internet
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: worksheet with graphic organizer about vocabulary source
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week two

D’ Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .
Beach, D. (s.f.). *Project CENTRAL*.
Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Week three

<p>RESEARCH PROBLEM</p>	<p>How does the graphic organizer as a cognitive strategy develop the vocabulary among second year of bachillerato students at Colegio de Bachillerato “27 de Febrero” of the city of Loja during the 2016-2017 school year?</p>
<p>GOALS</p>	<p>By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To recognize nouns, verbs, adjectives, and adverbs correctly in sentences. • Recognize words in context • To read aloud and fluently a context.
<p>KEY VOCABULARY</p>	<p>podcast, performing, rehearse, unlike</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • I am building a lesson based on the reading orally. • To get started, I will have students activate their prior knowledge related any reading • As a warm up I will give a ball to a student then, I will say <i>tingo, tingo, tingo, tingo, tango</i>. When I say <i>tango</i> the ball should stop. The student who has the ball is going to talk about a reading that they have been read. <p>Connection</p> <ul style="list-style-type: none"> • I will bring some supplementary material with readings about landmarks For example: <div data-bbox="630 1534 1337 1854" data-label="Image"> </div> <ul style="list-style-type: none"> • In this phase students have to read one by one in order that they can improve their pronunciation. • Students have to understand the reading, discuss, and give opinions about that.

	<p>Affirming</p> <ul style="list-style-type: none"> • I will also assess the student’s understanding of the reading. • I will give them a worksheet with a graphic organizer where they have to write what they understood about the reading (main ideas and supporting details). <div style="text-align: center;">  <p>(Write desing.) Sources</p> </div> <ul style="list-style-type: none"> • I will monitor them to check if they are right or wrong. If they are right, I will affirm their discussion. If they are wrong, I will help them to get the correct information. • I will be checking my students to provide information either about the instructions or about the content
CLASSROOM RESOURCES	<p>Power point with vocabulary Student’s notebook Student’s book Markers worksheet</p>
DATA COLLECTION SOURCES	<p>Data source 1: Worksheet with graphic organizer related to the reading Data source 2: Field notes</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor</p>
TIME	<p>Week three</p>

D’ Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .
Beach, D. (s.f.). *Project CENTRAL*.
Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Week four

RESEARCH PROBLEM	How does the graphic organizer as a cognitive strategy develop the vocabulary among second year of bachillerato students at Colegio de Bachillerato “27 de Febrero” of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of speech to sharpen their communication
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • To talk about using idiomatic expressions • To write sentences using the idioms
KEY VOCABULARY	hit, boat, check,
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> • I am building a speaking lesson based on idiomatic expressions • I will introduce the content of this the lesson orally. • I will have students activate their prior knowledge related to the idiomatic expressions (a real page turner, take a rain check, in the same boat, hit the books). • Students will have to remember the idiomatic expressions that they already learned in previous classes. • In order to assess their previous knowledge as a warm up I will divide students into group of four. Then I will tell them for discuss its possible meaning and come up with one definition. The group with the correct definition will be granted a point. • This activity will last 5 or 6 minutes. <p>Connection</p> <ul style="list-style-type: none"> • I will present a graphic organizer with some idiomatic expressions for example:

IDIOMS

To be in the same boat

To be in the same situation

To hit the books

To study hard

To be a real page Turner

To be a very exciting novel

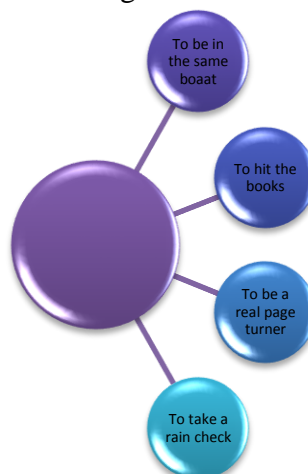
To take a rain check.

To postpone an invitation

- Students individually have to take notes of the idioms presented with the respective meaning.
- I will divide students in pairs, then one student has to say the idiom and the other students has to say the respective meaning or the definition.
- While they are working, I will monitor them to check if they are right or wrong. In the case that they are right, I will affirm their discussion, but if they are wrong, I will help them to get the correct information.

Affirming

- In order to know what students have learned in the lesson I will ask students to work individually
- I will give them a worksheet with a graphic organizer in order that they write the idiom and its meaning.



- I will be observing my students during the activity to provide information either about the instructions or about the content.

	<ul style="list-style-type: none"> As homework, students will have to find out 5 idiomatic expressions.
CLASSROOM RESOURCES	Worksheet Student's notebook Student's book Markers
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Students' graphic organizer samples (idioms) weekly Data source 3: Test
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week four



D' Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .

Beach, D. (s.f.). *Project CENTRAL*.

Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Week five

RESEARCH PROBLEM	How does the graphic organizer as a cognitive strategy develop the vocabulary among second year H of bachillerato students at Colegio de Bachillerato "27 de Febrero" of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> To narrate and write stories and events in the past using adverbs

	<ul style="list-style-type: none"> • To recognize true and false cognates through the adverbs of manner • To recognize the parts of the speech
<p>KEY VOCABULARY</p>	<p>picky, leadership, abroad, campaign</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • I am building a lesson based on adverbs of manner and attitude to describe the stories in the past. • I will introduce the Content of the lesson orally. • To get started, I will have students activate their prior knowledge related to adverbs (mysteriously, suddenly, and so on). They will have to remember the words related to adverbs that they already learned in the previous classes • As a warm-up activity in which students have to tell me a number. I will check this student in the list, then the student who I am going to call is going to mention some adverbs of manner. <p>Connection</p> <ul style="list-style-type: none"> • I will present the students a graphic organizer with the adverbs of manner and then I will the form and the meaning about it <div style="text-align: center;"> </div> <div style="text-align: center; border: 1px dashed red; padding: 5px; margin: 10px 0;"> <p>Adjective + -ly = adverb of manner</p> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>I have a fast car.</p> </div> <div style="text-align: center;"> <p>Slow + -ly = slowly Beautiful + -ly = beautifully Happy + -ly = happily</p> </div> <div style="text-align: center;">  <p>He drives fast.</p> </div> </div> <p>IRREGULAR FORMS:</p> <ul style="list-style-type: none"> → Good – well → Fast – fast → hard - hard <p style="text-align: right; font-size: small;"> She is a good friend. We get on well. I bought a fast car but I don't drive fast. The test is very hard. It is hard form me to understand it. </p> <p style="text-align: center;">(language arts) Sources</p> <ul style="list-style-type: none"> • They individually have to take notes on their notebooks about the vocabulary presented

	<ul style="list-style-type: none"> • I will ask the students to give some examples of sentences with adverbs • They have to share their examples for all class to share their personal backgrounds for each new word • While they are sharing their examples, I will monitor them to check if they are right or wrong. In the case they are right, I will affirm their opinions. If they are wrong, I will help them to get the correct knowledge. <p>Affirming</p> <ul style="list-style-type: none"> • In order to know what students have learned in the lesson, I will give students a worksheet with a flow chart, in order that students change the adjectives into adverbs of manner <table border="1" data-bbox="632 898 1342 1128"> <thead> <tr> <th data-bbox="632 898 932 936">Adjective</th> <th data-bbox="932 898 1342 936">Adverb</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 936 932 974">Strange</td> <td data-bbox="932 936 1342 974">.....</td> </tr> <tr> <td data-bbox="632 974 932 1012">Mysterious</td> <td data-bbox="932 974 1342 1012">.....</td> </tr> <tr> <td data-bbox="632 1012 932 1050">Immediate</td> <td data-bbox="932 1012 1342 1050">.....</td> </tr> <tr> <td data-bbox="632 1050 932 1088">Sudden</td> <td data-bbox="932 1050 1342 1088">.....</td> </tr> <tr> <td data-bbox="632 1088 932 1128">Fortunate</td> <td data-bbox="932 1088 1342 1128">.....</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • I will be observing my students during the activity in order to provide information either about the instructions or about the content. • As homework, students will have to write a short paragraph narrating some experiences in the past and they have to use the adverbs. 	Adjective	Adverb	Strange	Mysterious	Immediate	Sudden	Fortunate
Adjective	Adverb												
Strange												
Mysterious												
Immediate												
Sudden												
Fortunate												
CLASSROOM RESOURCES	Power point with vocabulary Worksheet Student's notebook Student's book Markers												
DATA COLLECTION SOURCES	Data source 1: Worksheet related to the adverbs of manner vocabulary Data source 2: Students' writing samples of graphic organizer Data source 3: Field notes												
SUPPORT	Coaching and guidance from our thesis advisor												
TIME	Week five												

D' Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .

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Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

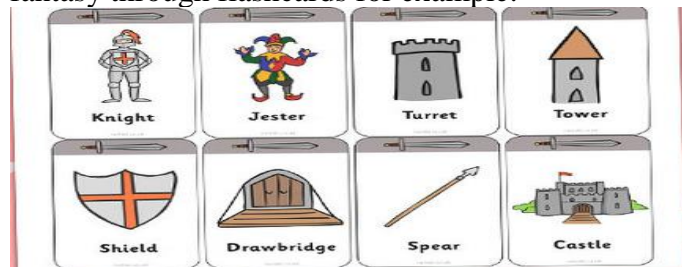
Week six

RESEARCH PROBLEM	How does the graphic organizer as a cognitive strategy develop the vocabulary among second year H of bachillerato students at Colegio de Bachillerato “27 de Febrero” of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of speech to sharpen their communication
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Write a short story and sentences using the vocabulary • Tell a story
KEY VOCABULARY	Woodcutter, gnome, gold
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> • In this lesson I will talk about the vocabulary based on the fantasy • I will introduce the Content and Language objectives for the lesson orally. • To get started, I will have students activate their prior knowledge related to adverbs (fortunately, suddenly etc.) As a whole class, they will have to remember the words related to activities that they already learned in previous classes. In this game I will write one adverb on the board, then I chose one student to act what the word means and the other students have to guess the word

- A will give a point for student who guess the word.
- During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' knowledge

Connection

In this lesson I will present the vocabulary based on fantasy through flashcards for example:

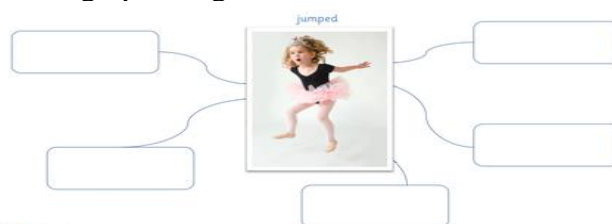


(Englishlinx.com) Sources

- Students will have to take notes about the vocabulary presented
- Students have to repeat the pronunciation
- I will write the vocabulary based on the fantasy, then I will divide students into groups of five in order that they have to find out the meaning of those words in the dictionary
- I will be monitoring while they are working in order to clarify some doubts about the topic
- In the same group I will ask students to dramatize their favorite story in the class, obviously using the vocabulary learned

Affirming

- At the end to this lesson in order to assess students I will hand out students a worksheet with a mind map.
- Students will have to write the adverbs of manner that describe the verb show in the graphic organizer.



(Test for students) Sources

	<ul style="list-style-type: none"> • I will be observing my students during the activity to provide information either about the instructions or about the content. • As a homework student have to write five sentences using the vocabulary
CLASSROOM RESOURCES	Power point with vocabulary Worksheet Student's notebook Student's book Markers
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Students' writing samples, (parts of speech) weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Six week

D' Ann Rawlinson, & Mary Little. (2004). *Improving Student Learning through Classroom Action Research*.

Beach, D. (s.f.). *Project CENTRAL*.

Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York: Teacher college press.

Week seven

RESEARCH PROBLEM	How does the graphic organizer as a cognitive strategy develop the vocabulary among second year of bachillerato students at Colegio de Bachillerato "27 de Febrero" of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication

LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To spell well the words in oral and writing form • To write paragraphs • Understand the word in context
KEY VOCABULARY	Jokinggly, woodcutter, fairy
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> • I am building a writing lesson based on short story of fantasy • I will introduce the Content and Language objectives for the lesson orally. • To get started, I will have students activate their prior knowledge related to the fantasy vocabulary (princess, prince, gold etc.). • As a whole class, they will have to remember the words related to stories that they already learned in previous classes. • As a warm up activity I will provide the broken telephone as a game where the leader first must think of a sentence using the vocabulary and tell the ear it to the person beside her. That person will then pass the message to the next students and so on. When the message reaches the end of the student that student must speak out loud. This will last 5 minutes. The students will be placed in circle. • During this warm up stage, I will also assess the students' prior knowledge which will allow me to know my students' diverse linguistic background. <p>Connection</p> <ul style="list-style-type: none"> • In order that students improve the writing skills in this lesson, I will present a topic about writing. • Students will have to write a short story about them or any story that like them • While they are writing I will be monitoring them in order to clarify some doubts or provide some information • Students have to share their story for the class. • Students have to discuss about the story and tell what the best was

	<p>Affirming</p> <ul style="list-style-type: none"> • To finish the lesson, we will review again the learning the vocabulary learnt in the class. • As a homework student will have to write a short story based in their real life
CLASSROOM RESOURCES	<p>Power point with vocabulary Worksheet Student's notebook Student's book Markers</p>
DATA COLLECTION SOURCES	<p>Data source 1: Field notes Data source 2: Students' writing samples weekly Date source 3: worksheet related to the reading</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor</p>
TIME	<p>Week seven</p>

D' Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .

Beach, D. (s.f.). *Project CENTRAL*.

Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Week eight

RESEARCH PROBLEM	<p>How does the graphic organizer as a cognitive strategy develop the vocabulary among second year H of bachillerato students at Colegio de Bachillerato "27 de Febrero" of the city of Loja during the 2016-2017 school year?</p>
GOALS	<p>By the end of this intervention plan, students will be able to use words in context that include aspects such as spelling, cognates, idioms and parts of the speech to sharpen their communication</p>
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To talk about using idiomatic expressions • To recognize the word in context • To recognize the meaning of the idioms

<p>KEY VOCABULART</p>	<p>creep, guidance, récipe, enligten</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • I am building a speaking lesson based on quantifiers how much and how many. • I will introduce the Content and Language objectives for the lesson orally. • To get started, I will have students activate their prior knowledge related to some idioms (to give someone the creeps, to draw a blank etc.). As a whole class, they will have to remember the vocabulary that they already learned in previous classes. In this game, one person should to use the vocabulary already learned and tells a short story about themselves or someone they know or heard about. It can be a true story, or something made up. • During this warm up stage, I will also assess the students' prior knowledge which will allow me to know how much they are learned <p>Conection</p> <ul style="list-style-type: none"> • I will present a graphic organizer with some idiomatic expressions for example: <div data-bbox="651 1294 1326 1684" data-label="Diagram"> </div> <p>(Englishlinx.com) Sources</p> <ul style="list-style-type: none"> • Students individually have to take notes of the idioms presented with the respective meaning. • I will divide students in pairs, then one student have to say the idiom and the other student has to say the respective meaning or the definition. I

	<p>will a point if the students give the correct answer</p> <ul style="list-style-type: none"> • While they are working, I will be observing them to check if they are right or wrong. In the case that they are right, I will affirm their discussion, but if they are wrong, I will help them to get the correct information. <p>Affirming</p> <ul style="list-style-type: none"> • At this time student have to read and complete a conversation with the correct idiom in their book • I will be observing my students during the activity to provide information either about the instructions or about the content.
CLASSROOM RESOURCES	<p>Power point with vocabulary Worksheet Student's notebook Student's book Markers</p>
DATA COLLECTION SOURCES	<p>Data source 1: Post -test/ Post-questionnaire Data source 2: Students' writing samples weekly Date source 3: Field notes</p>
SUPPORT	<p>Coaching and guidance from our thesis advisor</p>
TIME	<p>Week eight</p>

D' Ann Rawlinson , & Mary Little. (2004). *Improving Student Learning through Classroom Action Research* .

Beach, D. (s.f.). *Project CENTRAL*.

Herrera, holmes, & Kavimandan. (2011). *Crossing the vocabulary bridge*. New York : Teacher college press.

Organization and management of the research

Resources

Human

- The researcher
- The students of second year H of bachillerato
- The teacher
- The thesis advisor

Material

- Scripts
- Student's book
- Student's notebook
- Papers
- Copies
- Flashcards
- worksheets

Technical

- Computer
- Printer
- Projector
- Internet

g. TIMELINE

ACTIVITIES	2016												2017																
	MONTHS																												
	Jul		Aug		Sep		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		
3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PHASE I: PROJECT	x	x																											
Presentation of the Project	x	x																											
Designation of the Project			x	x	x	x																							
Project revision and Approval					x	x	x																						
Designation of Thesis Advisor						x	x	x																					
PHASE II: ACTION PLAN																													
Application of instruments							x	x																					
Act and observe							x	x	x	x	x	x	x	x															
PHASE III: THESIS																													
Tabulation and elaboration											x		x																
a. Theme					x																								
b. Introduction																													
c. Summary																													
d. Review of Literature									x	x	x																		
e. Material and methods																													
f. Results																													
g. Discussion																													
h. Conclusions																													
i. Recommendations																													
i. Bibliography and Annexes																													
PHASE III: REVISION																													
Thesis revision																													
Thesis presentation																													
Thesis approval																													
PHASE IV: INCORPORATION																													
Presentation of documents																													
Private review																													
Corrections																													
Public sustentation																													

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$ 40.00
Print of reports	\$ 50.00
Print of the Project	\$ 55.00
Print of the final report and thesis	\$ 165.00
Unexpected expenses	\$ 50.00
TOTAL	\$ 350.00

The financing of the expenses derived from the present research work will be assumed by the research author.

All the expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Annex 1: Observation sheet

**UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE DEPARTMENT
 DATA COLLECTION SOURCE: OBSERVATION SHEET**

OBSERVATION SHEET					
Observation#:	Date/Time:			Role of the researcher:	
Topic:	Participants: Second Year H of bachillerato			Non-participant observer	
Objective of the session:				Duration of the observation:	
Levels of Acceptability					Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
1. Parts of speech					
2. Idiomatic expressions					
3. Spelling					
4. Cognates					
5. Word in context					

Annex 2: Field notes



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT DATA COLLECTION

SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Second year H of bachillerato students	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective notes

Annex 3: Pre and Post test & Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: PRE TEST/POST TEST

Researcher: Mercy Yolanda Paqui

Year: Second Year of Bachillerato group H

Code: CB27F2H

Date: November 7th, 2016

1. Circle the correct answer (2 points)

a) I bought a _____ dress at the mall.

1. Beauty 2. Beautiful 3. Beautifully

b) John came _____ than Peter

1. Latest 2. Late 3. Later

c) If we finish our work very _____ you can go out to play.

1. Quick 2. Quickly 3. Quicken

d) He is an old _____ of mine.

1. Friend 2. Friendly 3. Friendship

2. Check the box next to the word that is spelled correctly.

- a) becam becaim became beecam
- b) manny many mainy meny
- c) was wuz whas wase
- d) beeing bing being beign

3. Choose the correct answer. (2pts)

a) Desert = a place where there is no water

() True () False

b) Pie = a part of the body

() True () False

c) Exit= be successful

() True () False

d) Embarrassed = a woman who is pregnant

() True () False

4. Match the idiom with the corresponding meaning (2 points)

to be in the same boat to hit the books to be a real page turner to



a) _____ b) _____ c) _____ d) _____

5. Fill in the blanks with the correct word. (2pts)

internet

information

homework

teacher

I told my parents the importance to search _____ on the website. So
yesterday I installed _____ on my house to do my _____ of
English that the _____ assigned on the platform

Scoring Guide

Second year H of Bachillerato

1. This scoring is used to verify that the specific task has been performed
2. If a task has been successfully completed, and all points are aware
3. No points are awarded if a task is not completed

Questions	Scoring	Time	Points
1. Circle the correct answer	0.5 peer each literal	3 minutes	2
2. Match the Idiom with the corresponding meaning	0.5 peer each literal	3 minutes	2
3. Check the box next to the word	0.5 peer each literal	3 minutes	2
4. Choose the correct meaning	0.5 peer each literal	3 minutes	2
5. Fill in the blanks	0.5 peer each literal	3 minutes	2
	Total 4 literal for each	Total time= 15	Total scoring= 10

Annex 4: Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE/POST QUESTIONNAIRE

Dear students, I request your cooperation in order to complete the following questionnaire being the sincerest, related to the English subject. Your answers will be anonymous and confidential.

Student's code: CB27F2H

Date: January 12th, 2017

1. How often does your teacher use graphic organizers to teach vocabulary?

- 4 Always ()
- 3 Frequently ()
- 2 Sometime ()
- 1 Never ()

2. Are graphic organizers elaborated in an easy way to understand?

- 4 Always ()
- 3 Frequently ()
- 2 Sometimes ()
- 1 Never ()

3. How effective do you consider the use of the graphic organizer to improve vocabulary

- 4 Extremely effective ()
- 3 Very effective ()
- 2 Moderately effective ()
- 1 Not at all effective ()

4. How frequent do you think that the graphic organizers contribute to develop your vocabulary in English?

- 4 Always ()
- 3 Frequently ()
- 2 Sometimes ()
- 1 Never ()

5. How helpful do you consider the use of the graphic organizers to learn vocabulary?

- 4 Extremely helpful ()
- 3 very helpful ()
- 2 Somewhat helpful ()
- 1 Not at all helpful ()

6. From the following list. Check the graphic organizers that you know

- Venn diagram ()
- T-Chart ()
- Mind map ()
- Concept map ()

Thanks you for your attention

Annex 5. Research Matrix

Theme: Graphic organizer as a cognitive strategy to develop vocabulary among second year of bachillerato students at colegio de bachillerato 27 de febrero of the city of loja during the 2016-2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p>General How does the graphic organizer as a cognitive strategy develop the vocabulary among second year of bachillerato students at colegio de bachillerato “27 de febrero” during the 2016-2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about the graphic organizer as a cognitive strategy are 	<p>General</p> <ul style="list-style-type: none"> • To develop vocabulary through the graphic organizers as a cognitive strategy amongst second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. <p>Specific</p> <ul style="list-style-type: none"> • To look for theoretical and methodological references about graphic organizers as a cognitive strategy and its 	<p>Dependent variable Vocabulary</p> <ul style="list-style-type: none"> • Such as: spelling, idioms, parts of the speech, word in context and cognates. <p>Independent variable Graphic organizer</p> <ul style="list-style-type: none"> • Types • Strategies • Effectiveness • Benefits 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes. • Stating the background of the problem. • Describing current situation. • Locating and reviewing the literature. • Creating a methodological framework for research. • Designing an intervention plan. 	<ul style="list-style-type: none"> • Observation Sheet • Pre and Post test • Pre and Post Questionnaire • Field notes

<p>suitable for the development of vocabulary amongst second-year of bachillerato students at Colegio de Bachillerato “27 de Febrero” during the 2016-2017 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of the EFL vocabulary amongst second-year of bachillerato students at Colegio de Bachillerato “27 de febrero” during the 2016-2017 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the ELF vocabulary amongst second year of bachillerato at Colegio de Bachillerato 	<p>implication on the development of vocabulary amongst second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the development of vocabulary amongst second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. • To design an intervention plan based on graphic organizers as a cognitive strategy in order to develop vocabulary second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. 		<p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering tests and questionnaires. • Observing and monitoring students` performance according to the intervention plan. • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report 	
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<p>“27 de Febrero” during the 2016-2017 school year?</p> <ul style="list-style-type: none"> • Which graphic organizers as a cognitive strategy implemented in the classroom activities develop vocabulary amongst second-year of bachillerato students at Colegio de Bachillerato “27 de Febrero” during the 2016-2017 school year? • How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst second-year of bachillerato students at Colegio de Bachillerato “27 de Febrero” during the 2016-2017 school year? 	<ul style="list-style-type: none"> • To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities, to solve the limitations in the development of vocabulary amongst second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. • To validate the results obtained after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst second-year students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. 			
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Annex 6. Grading Scales

Vocabulary

Quantitative score range	Qualitative score range
81-100	High level acceptance of graphic organizer as a visual aid
61-80	Expected level acceptance of graphic organizer as a visual Aids
41-60	Moderate level acceptance of graphic organizer as a visual Aids
21-40	Unexpected level acceptance of graphic organizer as a visual Aids
01-20	Low level of acceptance of graphic organizer as a visual aid

Graphic organizer as a cognitive strategy

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below Average
4	Failing

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