



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

**GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO
DEVELOP VOCABULARY AMONGST EIGHTH YEAR “B”
STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN
CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-
2017 SCHOOL YEAR.**

This thesis is 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 ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST EIGHTH YEAR “B” STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR**, under responsibility of the undergraduate **Yuri Silvana Correa Mijas**, has been thoroughly revised and fully analyzed. Therefore, I authorize its presentation for the pertinent legal aims.

Loja, August 30, 2017.



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THE AUTHOR

DEDICATION

I would like to dedicate this research work to God who gave me the motivation I needed to complete my goals. Also, to my family and friends who gave me their support when I needed help with my research work. Finally, I dedicate this work to my father who is in heaven.

YURI SILVANA

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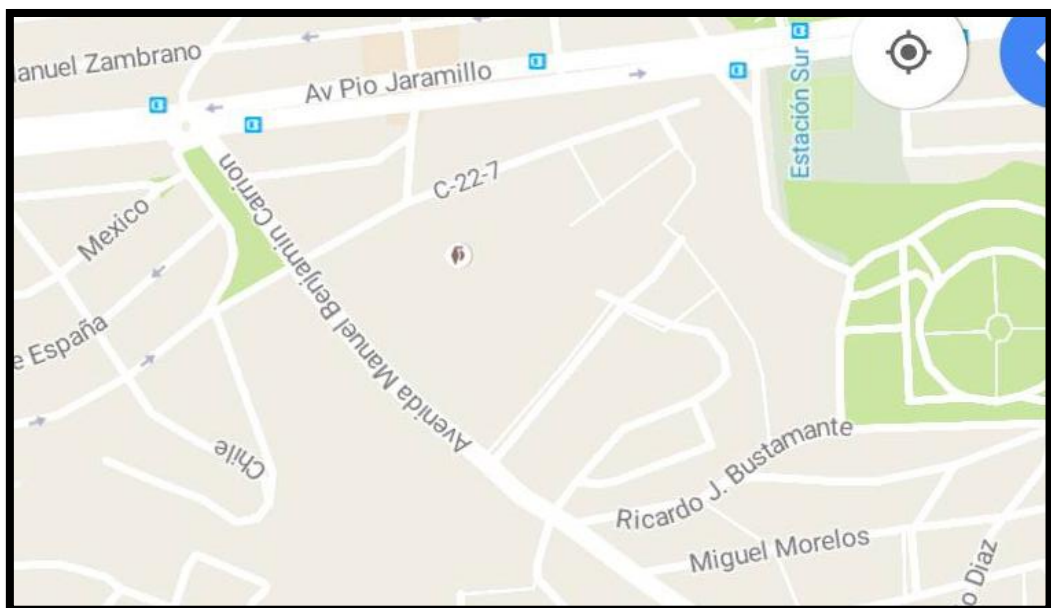
MAPA GEOGRÁFICO Y CROQUIS

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CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA DR.

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a. TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP
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EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY
OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR.

b. RESUMEN

El objetivo de la presente investigación fue desarrollar el vocabulario en inglés utilizando organizadores gráficos como una estrategia cognitiva con los estudiantes de octavo grado "B" de la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. Para llevar a cabo este trabajo de investigación se utilizaron los siguientes métodos: analítico-sintético, estadístico, científico y descriptivo. También se utilizaron pruebas y cuestionarios para diagnosticar el nivel de conocimiento del vocabulario en inglés, y las notas de campo para recopilar datos sobre el comportamiento y desarrollo de los estudiantes en cada clase. Los resultados indicaron que los estudiantes mejoraron significativamente su habilidad de usar expresiones idiomáticas, cognados, el significado de las palabras, colocaciones e hipónimos. En conclusión, el uso de organizadores gráficos como una estrategia cognitiva ayudó a superar las limitaciones de los estudiantes en el aprendizaje del vocabulario en idioma inglés.

ABSTRACT

The aim of the research was to develop the learning of vocabulary in English using graphic organizers as a cognitive strategy with eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year. In order to carry out this research work the following methods were used: the analytical-synthetic, the statistical method, the scientific method and the descriptive method. Also, tests and questionnaires were used to diagnose the level of knowledge of English vocabulary, and the field notes to collect data about the behavior and development of the students in each class. The results indicated that students improved significantly their ability to use idioms, cognates, word meaning, collocations and hyponyms. In conclusion, the use of graphic organizers as a cognitive strategy helped overcome the limitations that students had in learning English vocabulary.

c. INTRODUCTION

It is known that English is absolutely necessary for every person. It is important to learn at least one foreign language to get a good level professionally, to travel around the world and to communicate with people from different cultures. For that reason, to comprehend the meaning of a good number of words and develop the four skills is essential, and students must get a fine vocabulary during their schooldays. However, many students find a variety of challenges to accomplish this goal.

Most of students of eighth year "B" of basic education at Unidad Educativa Dr. Manuel Cabrera Lozano faced difficulties in five aspects of English vocabulary because they did not know the meaning of the words, idiomatic expressions, they could not recognize collocations, they got confused with cognates, and they did not realize what are the hyponyms. These limitations that students presented, motivated the researcher to investigate how the graphic organizers used as a teaching strategy contribute to the development of the English vocabulary learning. Hence, the use of graphic organizers would be a support to work in the aspects where they need more attention.

The specific objectives established to carry out this research 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 the vocabulary; to design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve the

vocabulary; to apply the most suitable graphic organizers to improve the vocabulary; and, to validate the results obtained after the application of graphic organizers to develop the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano.

The main methods used were: the analytic-synthetic method that helped the researcher to analyze all the information found through the field notes, questionnaires and the pre and post-tests; the statistical method through which the researcher collected and analyzed all the answers which results were represented in tables and graphs to indicate the percentages and results gotten from the questionnaires and tests; the scientific method facilitated the study of the graphic organizers as a cognitive learning strategy to improve the vocabulary in English, and provided the necessary information about the indicators to later establishing the conclusions accurately; the descriptive method was useful to describe the different stages of the study and the kind of resources used by the researcher, it served to explain and analyze the object of the investigation.

The present research work includes the following parts: at the beginning there is the Abstract, it contains the formulation of the general objective, a description of the main methods, techniques or procedures used, the main results, and the conclusion. Then, the Introduction which involves the contextualization of the problem investigated, the statement of the central problem, the reasons for choosing the topic, the specific objectives of the research, the methodology used, and the contents of the thesis. After that, comes the Literature Review, which has detailed information about the variables: vocabulary and graphic organizers. Next,

the Materials and Methods section which refers to a brief description of the human, material and technical resources that were used in the research, a reference of the methods and materials used, and the population who participated in the research work. Later, there is the Results section that includes tables, figures and the interpretation of the data. Then, there is the Discussion, which includes the major findings of the research, and stating the reasons why the findings were relevant, and finally, the Conclusions and Recommendations about the research work, which demonstrate the main achievements and give some suggestions for future works.

d. LITERATURE REVIEW

Vocabulary

Definition of vocabulary

According to Cambridge dictionary (2012), vocabulary is defined as “all the words you know in a particular language”. Furthermore, vocabulary is not only single words. It also refers to single items, phrases or lexical chunks with a particular meaning. Harmer (as reported in Sárosdy, 2006), states that both languages structures and vocabulary are important and independent in the learning process. Moreover, in earlier methods vocabulary was seen as incidental to the main purpose of language teaching. It was not the main focus of language teaching. This trend has come to an end and recently experts in methodology have increasingly been turning their attention to vocabulary. Modern language course books concentrate equally on structures and vocabulary and we should do the same in our teaching process.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching process deals with items that learners see as being very relevant for the activity (Nation, Teaching Vocabulary, 2012). Besides, Zheng (2012) argues that understanding the cultural differences is an important component in teaching English vocabulary. It is

certainly helpful for learners to understand and learn vocabulary if the teachers can introduce the different values or thinking of the people in different cultures, studying a language without knowing its culture is like knowing the shell without knowing its content. Culture teaching and learning can undoubtedly enhance students' metaphorical competence which in turn will improve the learning of a language. So, teachers should focus on the teaching of culture in English class to develop the learners' awareness of native speakers' way of thinking, and to really understand the meaning of words and use them appropriately.

Importance of vocabulary

Behlol (2010) claims without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. Therefore, vocabulary learning is an important aspect to learn and use a language. According to Allen (as cited in Behlol, 2010), teaching vocabulary was neglected during 1940-1970 due to some reasons because some thought that the focus of the language learning must be on grammar instead of vocabulary. One must know how the words work together in English sentence. Secondly, it was also believed by some of the linguists that the meaning of the words cannot be adequately taught, so, it is better to avoid teaching them. Third, some specialists were of the view that being exposed to too many words might lead the students to make mistakes in sentence construction. However, different studies revealed that lack of command on vocabulary frequently interfere with communication, and as a result become the cause of communication breakdown.

Purposes for teaching vocabulary

First of all, vocabulary facilitates the comprehension of a text. If students do not know the meaning of many words that they will encounter in a text, their comprehension will be minimal. So, the teacher have to determine if there are any new words that denote concepts that are critical to understanding the selection and which are not adequately defined in context. Besides, a second major is to increase the number of words that students know and can use in a variety of educational, social, or eventually work-related areas (Pikulski & Templeton, 2004).

Some other factors that impact on students' productive use of vocabulary

Materials

According to Aziz (2015), in some public institutions teachers do not select the textbooks used for teaching vocabulary. Generally, textbooks are designed with a specific number of words or phrases with practical exercise. Moreover, the exercises that are provided in this book are designed in a limited way. In other words, it limits the learner's practicing the word. They do not have the chance to practice the words in different contexts and in different forms. Therefore, vocabulary exercises focus on deepening and internalizing knowledge of words, not only the surface form-meaning level.

Teaching methodology

Most teachers who teach vocabulary they teach the isolated word, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word. Thus, one of the reasons for teaching individual words without presenting full information might be the lack of time. The teacher does not have enough time in order to cover or teach the whole knowledge of the word (Aziz, 2015).

Learning context

Learning vocabulary is one of the hardest factors for students. They try to memorize the words but in this way students will be dissatisfied because they do not understand the words in context. Therefore, if students can practice and learn the vocabulary items in a real-life context, they will be able to learn and remember it easily (Aziz, 2015).

Selecting the words

Robinson (as reported in Aziz, 2015) claims that teachers pay quite attention to encourage students to select the high frequency words, which can be utilized to define and paraphrase. So, students will be able to deal with the challenges in communication with others and understand better the meaning in context.

Learning the words

According to Aziz (2015), teachers can practice memory strategies to provide a chance of learning for the learners. Since each learner learns best in his or her own preferred method of learning, teacher can use a variety of teaching styles.

Sharing with others

The role of the teacher in this stage is monitoring the students and give feedback or make comment in case of need to work on expanding students' knowledge of vocabulary or give more information about the words. Students present an oral practice about what they had learnt. Furthermore, the process of sharing enriches other students' knowledge, whose listen to the presenter about some other vocabulary (Aziz, 2015).

Kinds of Vocabulary

Receptive Vocabulary

Alqahtani (2015) claims that students identify the vocabulary when they see or find in reading text but do not use it in speaking and writing. So, receptive vocabulary is words that learners distinguish and comprehend when they are used in context, but which they cannot produce.

Productive Vocabulary

Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. That is, productive vocabulary is the words that the learners understand and 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 at the appropriate time (Alqahtani, 2015).

Vocabulary Mastery

Alqahtani (2015) says that vocabulary mastery is required to express our ideas and to be able to comprehend other people's ideas. Furthermore, Hornby (as cited in Alqahtani, 2015), defines mastery as complete knowledge or great skill that makes someone a master in a certain subject, in this case in vocabulary.

According to Fortes (2007), there are three main approaches in which vocabulary can be presented: explicit/direct vocabulary instruction, implicit/indirect vocabulary and independent vocabulary instruction.

Explicit vocabulary instruction

Explicit vocabulary instruction is when the meaning of words is presented directly and then they can be illustrated with examples or using visual aids. Students benefit from explicit vocabulary instruction by the use of context to determine word meanings, and students have the opportunity to see and hear how words tend to be used. Therefore, the explicit vocabulary instruction is effective for providing information or developing step-by-step skills. Panel (as cited in Fortes, 2007) argues that explicit instruction of vocabulary is highly effective and it justifies this fact stating that to develop vocabulary intentionally students should be explicitly taught; and seeing vocabulary in rich contexts provided by authentic

use of visual aids, rather than in isolated vocabulary drills, produces robust vocabulary learning. The use of visual aids gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Implicit vocabulary instruction

According to Fortes (2007), vocabulary growth occurs naturally when students read and listen to each other on a daily basis. Implicit vocabulary instruction encourages deducing word meanings from context, by engaging in oral language experiences at home and at school, or while reading books. That is, students internalize the word meanings in contexts accidentally. Furthermore, this type of teaching seeks a high level of student involvement in observing, investigating, that is, it takes advantage of student's interest and curiosity, creativity and the development of interpersonal skills. In addition, incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum.

Moreover, learning vocabulary implicitly is considered more efficient in intermediate and advanced students through extensive reading and listening because they are the most likely to have a powerful vocabulary knowledge when compared to beginner English students. This means that this strategy cannot be suitable for beginner English students because they still do not have a large number of word meanings in order to be able to deduce unknown word meanings in a text or while listening to the teacher or to someone else. In this approach the teacher arranges the learning environment, provides opportunity for student

involvement, and when appropriate, provides feedback to students. In addition, implicit vocabulary instruction used by the teacher can be effective depending on the level of the students (Fortes, 2007).

Independent vocabulary instruction

Learners can understand a lot of words through systematic guessing and through the use of a dictionary. So, Independent vocabulary instruction refers to instructing learners how to be independent vocabulary learners. Furthermore, one relevant strategy to listening and reading success involves the use of contextual clues. Contextual clues are the reasons for many correct guesses about the meaning of written passages, for example, teachers can teach suffixes and prefixes such as the prefix “un” is the opposite of the word that it follows, and the suffix “ment” makes that word a noun. So, when learners read or hear the word “unhappy”, they should know that it is the opposite of the word happy. And when they read or hear the word “development” should be able to conclude that this word is a noun and get the meaning of the mentioned word by themselves. In conclusion, teachers should instruct students to help them build their vocabulary and develop strategies to learn vocabulary on their own (Fortes, 2007).

When teachers teach vocabulary, they take into account two factors, frequency and coverage. So, frequency refers to how native speakers use a word frequently, and coverage denotes to how with a word covers many things, it does not have only one specific meaning. For the same reason, in the teaching-learning process

it is important to focus on the factors that students need to develop or improve about the vocabulary knowledge (Sárosdy, 2006).

Word meaning

The importance of vocabulary knowledge given by teachers would make sense to intercede in some way that would narrow the vocabulary gap. More exposure to rich language is certainly essential to communicate or express the ideas easily. However, simply providing a linguistically richer environment might intensify rather than reduce previous differences in vocabulary size because children differ in their ability to learn words from contexts. Therefore, an explicit instruction concerning the meanings of words is necessary to help students who enter school with smaller vocabularies (Wagner, Muse, & Tannenbaum, 2007).

Additionally, it is important that students know what a word is, because there are many definitions of this term. First, an orthographic word is any sequence of letters limited on either side by a space or punctuation mark. Secondly, according to semantics, a word can be defined as the smallest meaningful unit of language. Some units of meaning involve several words, for some the meaning cannot be determined without looking into their function in structuring and organizing information, and certain integral parts of words cannot stand on their own even if we know their meaning (Takač, 2008). Furthermore, McCarthy (as reported in Takač, 2008) claims that a word as a free meaningful unit of language must contain at least one potentially freestanding morpheme. So, he says that a word is a combination of morphemes that include a firm unit appropriate for the formation

of higher level units. Finally, words can have the same form with completely different and unconnected meanings.

Moreover, the conventional meaning related to a word is often referred to more exactly as a semantic representation, semantic unit or lexical concept. In modern linguistics, word meanings are held to be conceptual entities, so, they are held to constitute mental units, paired with phonetics forms, and stored in long-term memory. A linguistic meaning is vague rather than ambiguous if context, rather than information stored in the mental lexicon, provides the meaningful detail about a word. Ambiguity is often associated with that of polysemy. Therefore, ambiguity relates to the individuality of a distinct word-meaning, also known as a sense, polysemy is when a single word or sign language has several meanings. Lastly, learning words in a first language is different than learning in a second language, when we are considering how many words students know or need to learn, we will use the term word to refer to word families. And by word families, we mean the basic word and all of its inflected forms (Hogan, 2011).

Also, Anderson & Nagy (2007), argue that there are three ways that information about a word meaning could be stored in the mental lexicon: 1. Knowledge of a word's meaning is stored exclusively in the form of a rule or generalization defining the set of entities or events to which this word can be applied. No information about individual examples is stored permanently in the mental lexicon. 2. Knowledge of a word's meaning is stored exclusively in terms of a set of examples of the use of that word, along with the situations in which these examples are embedded. No rule is stored, but ordinarily one can be quickly

derived from the examples when needed to interpret a new use of the word. 3. Knowledge of a word's meaning is stored both in terms of examples, and in terms of a rule, perhaps an incomplete one that helps determine the set of possible uses of the word.

Collocations

According to Henriksen (2009), collocations are frequently recurring two-to-three word syntagmatic units which can include both lexical and grammatical words. There are several different types of collocations, these are: adjective + adverb, noun + noun, verb + noun and so on.

Cognates

Richards, Platt, and Platt (as reported in Lengeling, 2016) define cognates as a “word in one language which is very similar in form and the meaning to -a word in another language because both languages are related”. So, a problem that arises is the pronunciation of these cognates which Whitley calls "phonetically seductive, inviting transference of a source-language pronunciation". Learners could make an overgeneralization and form a new word that does not exist in the target language. For example, in Spanish the word 'asistir' means "to attend a class" but it is confused with the word "assist" in English which is synonymous with "help". Also, cognates can be helpful and learned with little effort but at the same time students and teachers must be aware of the problems these words can create when students try to learn a foreign language. Besides, false cognates cause problems in communication because the learner thinks these words have the same

meanings in the target language as in their first language whereas in fact these words mean something different.

Idioms

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. In other words, the meaning of an idiomatic expression is not the sum of the individual words. For example, the meaning of bite the dust has little to do with the meaning of bite or dust; similarly, the meaning of by and large cannot be understood from the literal meanings of by or large (Ali & Rahimi, 2012).

Zhang (as cited in Ali & Rahimi, 2012) claims that "idioms are a type of multiple word units that have both literal and figurative meaning. In most cases, the figurative meaning of an idiom cannot be readily derived from the literal meaning of the individual constituent in the unit".

In summary, an idiom is a common expression that its meaning does not relate to the literal meaning of its word. That is, they can be defined like phrases that do not have to be translated literally to comprehend the meaning.

Hyponyms

Hyponym is "a word whose meaning is included in the meaning of another word" (Panevová & Hana, 2011). Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation. Hyponymy involves specific instantiations of a more general concept such as holds between horse and animal or vermillion and red or buy and

get. In each case, one word provides a more specific type of concept than is displayed by the other (Nordquist, 2015). In conclusion, hyponym is a word whose meaning is included in the meaning of another more general word; for example, red is a hyponym of color.

Graphic Organizers in Vocabulary Instruction

Graphic organizers are representations, pictures or models used for processing visual information. They help understanding knowledge when there is a large amount of information to work with. In the same way, graphic organizers are the theoretical construct that the visual and verbal organizational structure of the diagram combines information into a meaningful whole because visuals seem to enhance retention and recall of vocabulary (Bergerud as reported in Hinnawi, 2012). Therefore, students do not have the impression that they are learning a series of unrelated terms, facts, or concepts. Thus, teachers should explore and exploit spatial instructional strategies to improve learning the vocabulary and instruction (Hinnawi, 2012).

Kang (as cited in Hinnawi, 2012) defines a graphic organizer as a creative technique used to present complex information and adapt it into a simple and meaningful graphic of the relationships between concepts. Further, Ausubel (as reported in Manoli & Papadopoulou, 2012) argues that the purpose of the organizer is to activate students' prior knowledge and relate the new material to the previously stored information providing a correct relation with the different contents previously acquired. In addition, graphic organizers is an effective tool to

show the students how to connect their knowledge by visual material. They can use these structured overviews to learn the vocabulary in a better way.

Likewise, graphic organizers are visual displays of key content information designed to help learners who have difficulty organizing information. That is, graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Finally, for graphic organizers to be effective instructional tools, several factors must be taken into account. First, the graphic organizers need to be very straightforward and coherent. Second, students must be taught how to use the graphic organizer. Finally, graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels. Therefore, teachers should consistently use graphic organizers during all aspects of instruction so that students begin to internalize the organizational skills of the graphic display.

Functions of the graphic organizers

Ciascai (2009) claims that graphic organizers are representations, pictures or models used for processing visual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time. In essence, the functions of graphic organizers in the learning process are:

Clarifying knowledge and reasoning

According to Ciascai (2009), graphic organizers are used to explain the relations between concepts. There are graphic organizers that organize information into categories, simplifying in this way the explanation of different concepts or topics.

Strengthening the learning process

This type of work with knowledge contributes to the rise of learning comprehension and critical thinking of the students in education (Ciascai, 2009).

Integration of the new knowledge in the prior knowledge system

It is important to associate the prior knowledge with the new knowledge in order to integrate the concepts to lead a superior learning process (Ciascai, 2009).

Identification of the conceptual errors

Filling in a graphic organizer shows the teacher and the student the conceptual and perceptual errors (Ciascai, 2009).

Use of graphic organizers

Ciascai (2009) argues that teachers can use the graphic organizers for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers, we have the following steps to do these in a better way: familiarize yourself with diverse kinds or forms of graphic organizers;

explain to students what graphic organizers are and why they are convenient in learning process, present the specific graphic organizer for a topic; use examples to show the use of some graphic organizers; assign the graphic organizer as an individual, paired, or group task; review students' work or produce a classroom discussion on the effective use of graphic organizers.

Reasons for Using Graphic Organizers

They are used as tools for critical and creative thinking because 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. Also, they are tools for organizing information because 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. Furthermore, they provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty with expressing relationships among parts of concepts in written word. Finally, 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. In other words, graphic organizers are beneficial to students' learning inside and beyond classrooms (Department Education, 2001).

Ausubel (1963), states in his theory of meaningful verbal learning, advocated the use of graphic organizers to facilitate the learning of written material. The

author claimed that graphic organizers or advance graphic organizers present students an overview of the more detailed material being studied. This presentation could facilitate vocabulary development and comprehension before and during the reading of assigned text material.

Graphic organizers for teaching vocabulary

Kootol.info (2016) states that graphic organizers are used to take notes on a specific topic, to compare two countries or trace a time line in your social studies classroom, and to outline causes and effects or a sequence of events for a writing assignment, you can also use graphic organizers to learn vocabulary words. The following are the most suitable graphic organizers to teach vocabulary.

Three Column Notes Graphic Organizer

This strategy should be used during or after reading activity. During a reading activity, you and students complete the organizer together. The first column is used to record the topic of the text or discussion. In the second column, students should record what they learned from reading the text or from discussion. In the third column, the students will write their ideas and opinions as they reflect on the information about the topic (McKnight, 2010).

Name _____
Date _____

THREE-COLUMN NOTES

Topic from text or class discussion	What did you learn about this topic from the text or class discussion?	Record your ideas, thoughts, and opinions

Source: (McKnight, 2010).

Compare Contrast Matrix Chart Graphic Organizer

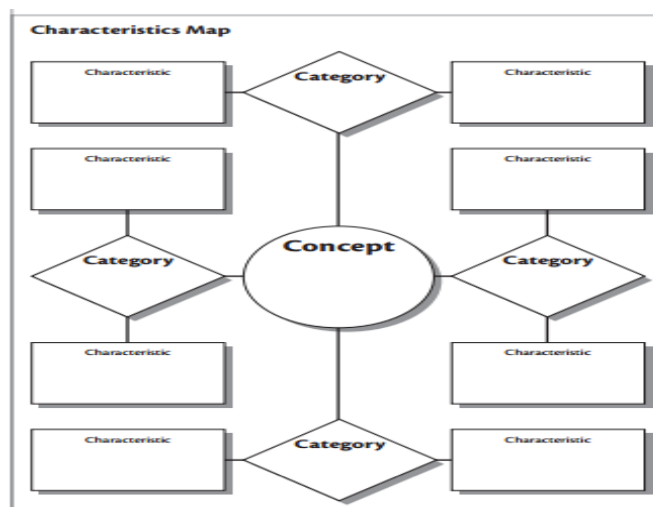
It is a kind of input table, which confines the sum of the desired information within its square. It is used to delineate important categories or relationships and represent similarities and differences between two or more people, things, places or events. Also, in order to design a matrix, learners need to identify which main aspects they wish to focus on and what types of relationships they wish to highlight (Graney, 1992 as reported in Manoli & Papadopoulou, 2012).

	Name 1	Name 2	Name 3
Attribute 1			
Attribute 2			
Attribute 3			

Source: (Manoli & Papadopoulou, 2012).

Characteristics Map Graphic Organizer

This graphic organizer can be used to promote students' critical and analytical thinking about key concepts and their characteristics. Students are expected to list the major characteristics of a concept and illustrate with examples. The following steps are to make a good characteristics map graphic organizer: select a concept and write it in the middle of the organizer; identify the categories belong to the concept and write them in the 'category' boxes, you may change the number of these boxes as appropriate; brainstorm the major characteristics of each category and annotate with evidence where appropriate and necessary (Department Education, 2001).

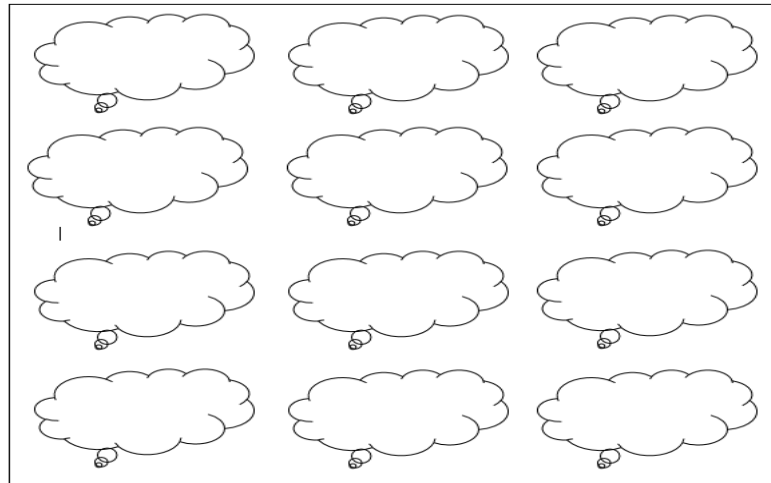


Source: (Department Education, 2001).

Language Lingo Graphic Organizer

The language lingo sorts the language and helps students to understand meanings behind figurative words. Furthermore, they support students to think about what they read, as they ponder the meaning of words on the page instead of

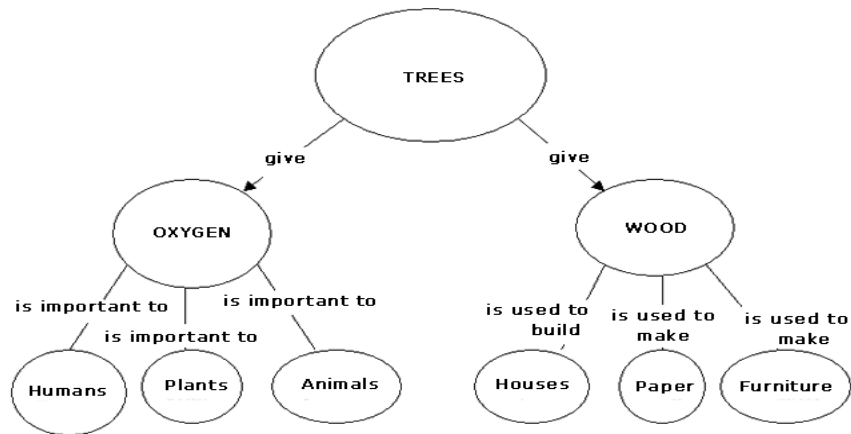
only decoding them. Also, this graphic organizer permits students dividing information into two categories that reveal their comprehension of the subject, obviously comprehension is an important part of the learning process because it forms the foundation for higher-level thinking (Conklin, 2004).



Source: (Conklin, 2004).

Concept Map Graphic Organizer

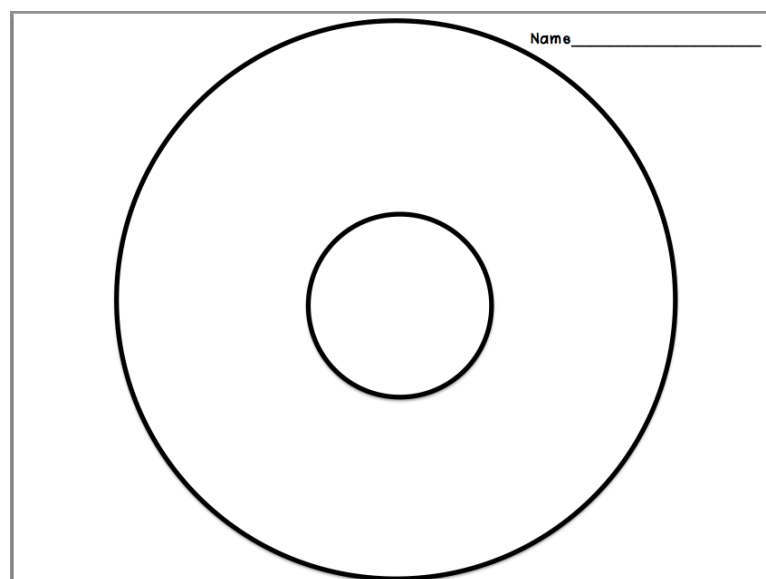
Concept maps are the spatial representations concepts and their interrelationships that are intended to represent the knowledge structures that humans store in their minds (McAleese, 1998 as cited in Birbili, 2006). Therefore, as a teaching tool, concept maps can be used to help children clarify, organize, relate, and group ideas and information about a topic (Birbili, 2006). Concept maps should be organized in a hierarchical way, that is, the more general, more inclusive concepts should be at the top of the map, with progressively more specific concepts arranged below them (Novak and Gowin, 1984 as reported in Birbili, 2006).



Source: (Birbili, 2006)

Circle Map Graphic Organizer

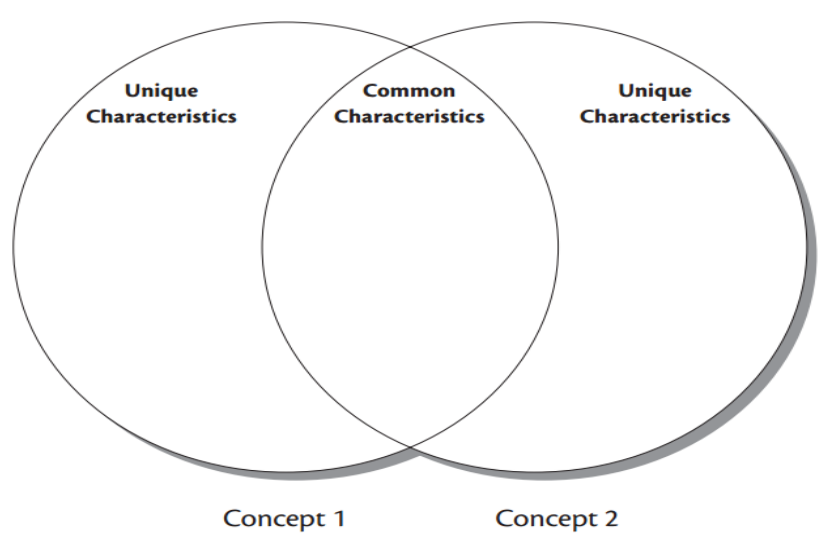
The circle map is just two concentric circles. In the middle of the circle you put the key ideas and on the outside circle you put everything you know about those ideas. It is a good vocabulary strategy for use in all languages to teach grammar, nouns, verbs, adjectives, word structure, opposition, synonyms, and so on (Holzman, 2004).



Source: (Holzman, 2004).

Venn Diagram Graphic Organizer

This organizer can be used to help students develop skill in comparing and contrasting similar and/or different information. A Venn diagram may consist of two or more circles. It is important that students identify and label each circle the concepts to be compared and contrasted, then, discuss and record the similarities and differences among the concepts, after that, they put the shared characteristics in the appropriate overlapping sectors, finally, they record the unique characteristics of each concept in its own sector (Department Education, 2001).

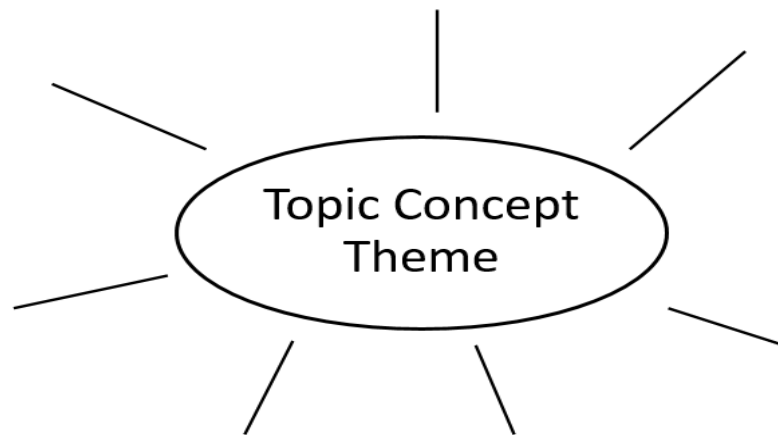


Source: (Department Education, 2001).

Semantic Map Graphic Organizer

Graney (1992) (as cited in Manoli & Papadopoulou, 2012) claims that semantic maps are web-like organizers. They are diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea of the text and represent relationships of the different components of

an idea. Semantic maps place the main idea in the center around which relevant notions or sub-concepts are linked. Also, they offer an overview of key vocabulary and concepts. It is a type of a brainstorming activity mainly used before reading a passage to stimulate students' background cognitive structure and assess their knowledge of a specific topic.



Source: (Manoli & Papadopoulou, 2012).

e. MATERIALS AND METHODS

The human resources that were necessary to develop the research process successfully were 35 students of eighth year “B” of basic education, the English teacher who supervised the student’s work, and the thesis advisor who gave important suggestions to the application of the intervention plan, and the researcher who carried out the research work. Finally, the technical materials used were: internet and computer that were necessary to search and type the information needed to develop this research.

Design of the Research

Action research in education involved 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.

Action Research assisted the researcher to conduct this investigation, to find immediate solutions to the issue of vocabulary in which the students had showed problems using vocabulary due to the lack of implementation of a strategy like graphic organizers. Furthermore, this investigation allowed the researcher to study the problematic situation, to analyze and reflect on the results that were derived

from the application of the cognitive strategy to develop vocabulary amongst eight year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year.

Methods

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

The analytic-synthetic method helped analyze all the information found through the field notes, questionnaires and the pre and post-tests, and then make the interpretation and analysis of the data and to draw up the conclusions.

The statistical method through which the researcher collected and analyzed all the answers which were represented in graphs to indicate the percentages and results gotten from the questionnaires, field notes and tests applied to the students to then give a quantitative and qualitative analysis and the interpretation according to the theoretical reference and establish the conclusions.

The Scientific method facilitated the study of the graphic organizers as a cognitive learning strategy to develop the vocabulary in English Language. It helped to develop the phases during the intervention.

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

Techniques and Instruments

Data collection

Since this work was an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considered variables and statistics whereas qualitative research considered an understanding of words and action. These instruments were self-developed by the researcher taking into account the principles of question construction. The researcher gathered the necessary information from paper and pencil methods (tests) which came from questionnaires and observations sheets..

Test

The test allowed students to perform cognitive tasks in relation to vocabulary. Therefore, tests generated a numerical score by which the researcher calculated the means to compare the pre and post-test result.

Pre-test, Post-test

Tests were given at the beginning and at the end of the intervention plan; at the beginning a pre-test was given to measure the performance of vocabulary skill that students had; and, at the end a post-test that showed the progress of the knowledge of the English vocabulary by the students of eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano.

Questionnaire

The questionnaire was given to the participants to answer questions related to their attitudes and feelings toward the graphic organizers as a cognitive strategy. A pre and post questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

Observation

The observation permitted the researcher to know the facts in a participative and nonparticipative way. The observation was developed through field notes. It was done during the English classes on a natural environment as lived by the eighth-year “B” students. There were two types of observation as detailed below.

Nonparticipant observation

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

Participant observation

In the participant observation, the researcher became a part and a participant in the situation being observed. The researcher participated deliberately in the

problematic situation by means of the graphic organizers as a cognitive learning strategy in order to develop vocabulary.

Field notes

The researcher recorded a description of the events, activities, and people (e.g., what happened), also the participants' behaviors, attitudes and feelings toward the treatment to develop vocabulary through graphic organizers as a cognitive strategy.

Population

The population who participated in the development of the intervention plan was the students of the eighth year "B". They were 35 students between eleven and twelve years old. They received five hours of English classes per week with a certified teacher.

f. RESULTS

This part of the research details how the objectives were accomplished in this action research work.

The objective one was fulfilled with the Literature Review that supports the design of the instruments, the design of the intervention plan and the analysis of the results, it also was useful to analyze and to give some suggestions.

Regarding objective two was accomplished with the pre-test results shown below, in Table 1, such outcomes evidence the issues that limit the development of the vocabulary in the students.

Objective three was achieved with the application of the intervention plan based on the graphic organizers as a cognitive strategy in order to improve the students' vocabulary, which contains eight lessons that include a diversity of rehearsal activities using different kinds of graphic organizers.

Objective four was attained through the pre and post questionnaires which were applied before and after the intervention, and the application of the most suitable graphic organizers. The results are displayed from Table 2 to 6.

Objective five was accomplished with the post-test results. These results indicate the students' successful progress after the application of the intervention, such results are displayed in Table 7.

Pre-Test Results

Objective two

To diagnose the issues that limit the development of the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.

a. Table 1.

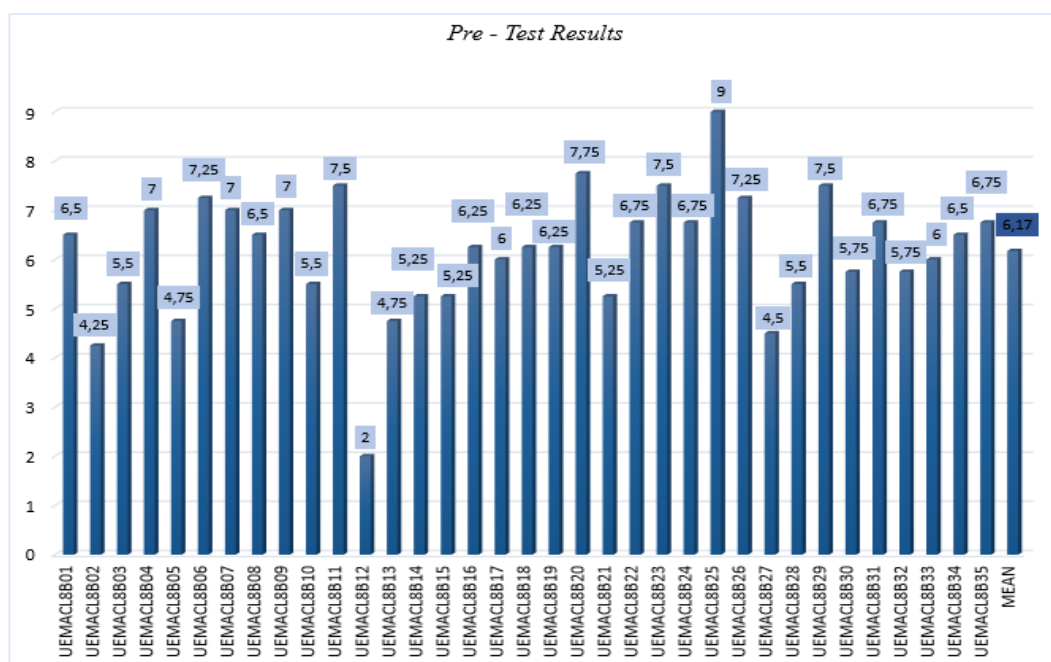
Pre-test Results

Students Code	I/2	C/2	WM/2	C/2	H/2	SCORE 10/10
UEMACL8B01	0	1	2	2	1,5	6,5
UEMACL8B02	0,5	1,5	1	1	0,25	4,25
UEMACL8B03	0	1,5	2	1	1	5,5
UEMACL8B04	0,5	1,5	2	2	1	7
UEMACL8B05	0	1,5	1	2	0,25	4,75
UEMACL8B06	1	1,5	2	2	0,75	7,25
UEMACL8B07	0	2	1,5	2	1,5	7
UEMACL8B08	0	2	2	2	0,5	6,5
UEMACL8B09	1	2	1	2	1	7
UEMACL8B10	0	1,5	1,5	2	0,5	5,5
UEMACL8B11	0,5	2	2	2	1	7,5
UEMACL8B12	0,5	1,5	0	0	0	2
UEMACL8B13	1	1	1,5	1	0,25	4,75
UEMACL8B14	1	1,5	2	0,5	0,25	5,25
UEMACL8B15	0,5	1,5	2	0,5	0,75	5,25
UEMACL8B16	1	1,5	1	2	0,75	6,25
UEMACL8B17	1	2	2	0,5	0,5	6
UEMACL8B18	1	2	1	2	0,25	6,25
UEMACL8B19	1	1,5	1	2	0,75	6,25
UEMACL8B20	0,5	2	2	2	1,25	7,75
UEMACL8B21	0,5	2	2	0	0,75	5,25
UEMACL8B22	1	2	2	1	0,75	6,75
UEMACL8B23	0,5	2	2	2	1	7,5
UEMACL8B24	0,5	2	1,5	2	0,75	6,75

UEMACL8B25	2	2	2	2	1	9
UEMACL8B26	2	1,5	2	1	0,75	7,25
UEMACL8B27	0	1,5	1	1	1	4,5
UEMACL8B28	0	1,5	2	1	1	5,5
UEMACL8B29	2	2	2	1	0,5	7,5
UEMACL8B30	0	2	2	1	0,75	5,75
UEMACL8B31	0,5	2	2	1	1,25	6,75
UEMACL8B32	1	1,5	2	0,5	0,75	5,75
UEMACL8B33	0,5	1,5	2	1	1	6
UEMACL8B34	0	2	2	2	0,5	6,5
UEMACL8B35	0	1,5	2	2	1,25	6,75
MEAN	0,61	1,7	1,69	1,4	0,77	6,17

NOTE. UEMACL=Unidad Educativa “Manuel Agustín Cabrera Lozano”, 001:=student’s code, I=Idioms, C=Cognates, WM= Word Meaning, C=Collocations, H=Hyponyms

b. Figure 1.



c. Interpretation and Analysis

As it is showed in Table 1, the mean score was (6,17/10) which reflects that students got the qualitative score range of (61-80/100). The results demonstrated that students had limitations in vocabulary. So, the lowest mean score gotten was

0.61/2 in idioms which indicates that students could not identify idiomatic phrases in context. Regarding cognates the score was 1,70/2 which proved that students had an acceptable level on this aspect. Also, in word meaning, students got 1,69/2, this score shows that students had difficulties to know some words with the same form but different and unrelated meaning. Furthermore, students could not recognize collocations, thus they got a mean score 1,40/2 which demonstrated that they had limitations on this aspect. Finally, in homonyms, students also got a low mean score 0,77/2 which established that they had problems to recognize them. Consequently, it is evident students faced serious limitations on different aspects of English vocabulary such as: idioms, cognates, word meaning, collocations and hyponyms.

According to Behlol (2010), without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. Therefore, vocabulary learning is an important aspect to learn and use a language. Also, McKeown, 2002 (as reported in Fortes, 2007) argues that vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra, 1995 (as cited in Fortes, 2007) suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language.

Comparison of the Pre and Post Questionnaire Results.

Objective four

To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.

Question 1.

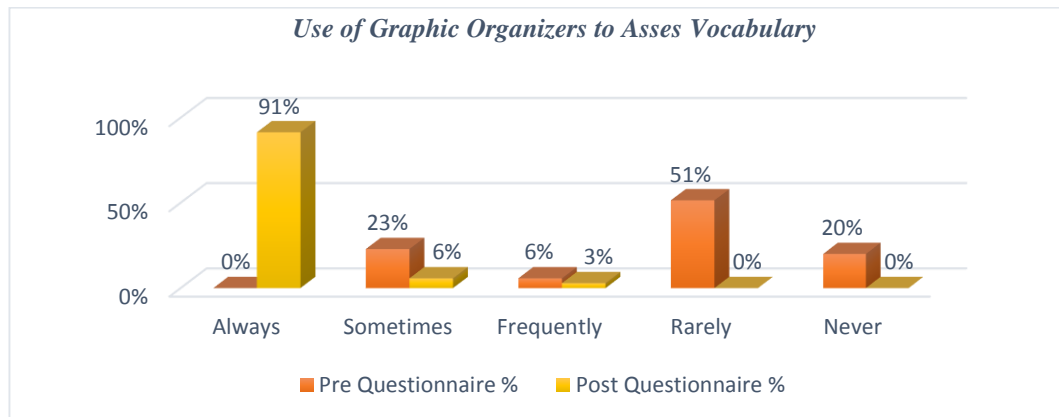
How often does your teacher use graphic organizers to assess vocabulary?

a. Table 2.

Use of Graphic Organizers to Asses Vocabulary

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	0	0	32	91
Sometimes	8	23	2	6
Frequently	2	6	1	3
Rarely	18	51	0	0
Never	7	20	0	0
Total	35	100	35	100

b. Figure 2.



c. Interpretation and Analysis

The data showed that before the application of the intervention plan more than half of students (51%) stated that the teacher rarely worked with graphic organizers to asses vocabulary; some students (20%) said that the teacher never uses this strategy; another group (23%) claimed that the teacher sometimes applies this technique to evaluate vocabulary. On the other hand, after applying graphic organizers as a cognitive strategy, almost all students (91%) said that the teacher always used this technique to asses vocabulary. It means that the use of graphic organizers to assess vocabulary is a suitable strategy and it has to be implemented by the teacher.

Ciascai (2009) argued that teachers can use the graphic organizers for instruction, asses, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them. Furthermore, according to Hong Kong Department Education (2001), 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.

Question 2.

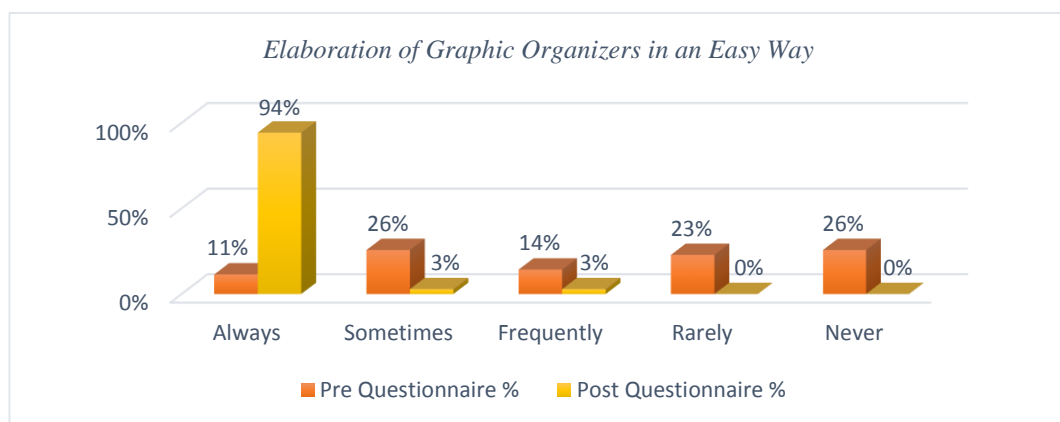
Are graphic organizers elaborated in an easy way in the classroom?

a. Table 3.

Elaboration of Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	4	11	33	94
Sometimes	9	26	1	3
Frequently	5	14	1	3
Rarely	8	23	0	0
Never	9	26	0	0
Total	35	100	35	100

b. Figure 3.



c. Interpretation and Analysis

The information in this graph demonstrated that few students (26%) said that sometimes graphic organizers were elaborated in an easy way; another group (26%) claimed that teacher never made the graphic organizers in a simple manner; some students (23%) affirmed that graphic organizers were rarely elaborated easily way. Fortunately, after applying graphic organizers as a cognitive strategy during two months, the majority of students (94%) said that graphic organizers were always elaborated easily to learn English vocabulary. It means that the graphic organizers were straightforward and coherent, and the students comprehended clearly the procedure to elaborate them.

According to Ausubel (as reported in Manoli & Papadopoulou, 2012), for graphic organizers to be effective instructional tool, several factors must be taken into account: first, the graphic organizers need to very straightforward and coherent; second, students must be taught how to use the graphic organizer; finally, graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels. Thus, it is important that teachers elaborate the graphic organizers clearly.

Question 3.

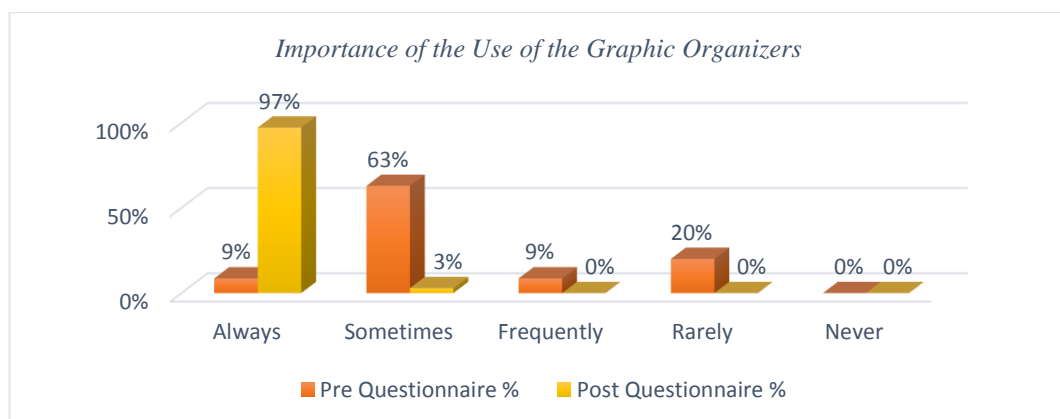
How frequent is important the use of the graphic organizers to learn vocabulary?

a. Table 4.

Importance of the Use of the Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	3	9	34	97
Sometimes	22	63	1	3
Frequently	3	9	0	0
Rarely	7	20	0	0
Never	0	0	0	0
Total	35	100	35	100

b. Figure 4.



c. Interpretation and Analysis

The results stated that more than before the intervention was applied more than half of students (63%) asseverated that the use of the graphic organizers is

sometimes important to learn vocabulary; few students (20%) stated that the use of the graphic organizers is rarely important. However, after the application of this cognitive strategy almost all students (97%) said that graphic organizers were always important to learn English vocabulary. The results indicate that the importance of the use of graphic organizers increased after the application of intervention plan because this strategy helped students to focus on the vocabulary in English activating their critical thinking to learn the meaning of the words.

Graphic organizers are used as tools for critical and creative thinking because they 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. Also, they are tools for organizing information because they 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 (Hong Kong Department Education, 2001).

Question 4.

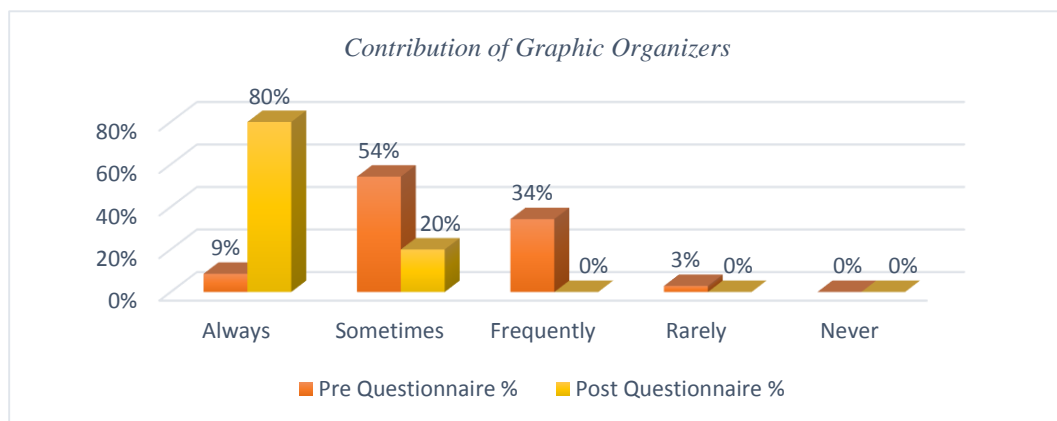
Do graphic organizers contribute developing your vocabulary in English?

a. Table 5.

Contribution of Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	3	9	28	80
Sometimes	19	54	7	20
Frequently	12	34	0	0
Rarely	1	3	0	0
Never	0	0	0	0
Total	35	100	35	100

b. Figure 5.



c. Interpretation and Analysis

The data obtained indicated that a relevant number of students (54%) claimed that graphic organizers sometimes contributed to develop their vocabulary in

English; some students (34%) argued that the graphic organizers frequently contribute to develop their English vocabulary. However, after applying this strategy, a vast majority (80%) said that graphic organizers always contribute to learn and develop their English Vocabulary. It means that graphic organizers as a cognitive strategy give the students an excellent support and a meaningful contribution to develop the different aspects on vocabulary.

Kang (as cited in Hinnawi, 2012), defined a graphic organizer as a creative technique used to present complex information and adapt it into a simple and meaningful graphic of the relationships between concepts. Further, Ausubel (as reported in Manoli & Papadopoulou, 2012), argued that the purpose of the organizer is to activate students' prior knowledge and relate the new material to the previously stored information providing a correct relation with the different contents previously acquired.

Question 5.

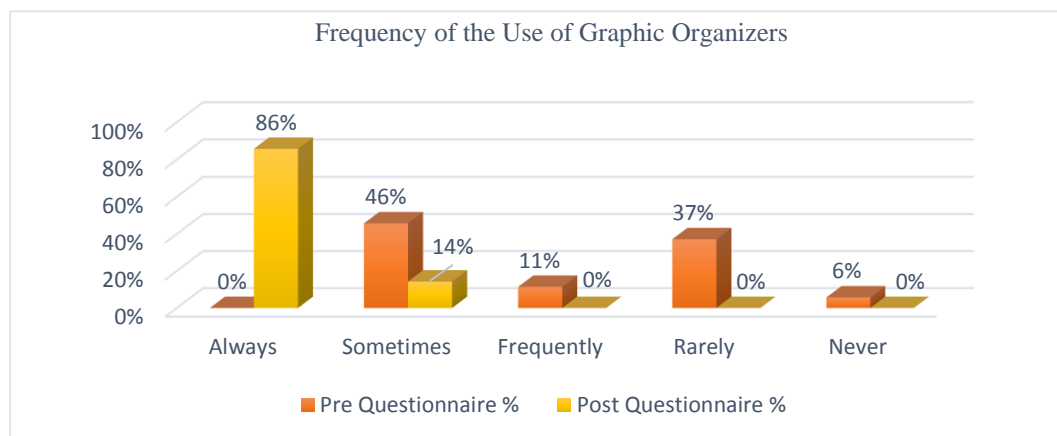
How often do you learn vocabulary through graphic organizers?

a. Table 6.

Frequency of the Use of Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	0	0	30	86
Sometimes	16	46	5	14
Frequently	4	11	0	0
Rarely	13	37	0	0
Never	2	6	0	0
Total	35	100	35	100

b. Figure 6.



c. Interpretation and Analysis

According to the results several students (46%) claimed that they sometimes learn vocabulary using graphic organizers; some students (37%) stated that they

rarely learn vocabulary through this strategy. Nonetheless, after the application of the intervention plan, almost all the population (86%) stated that they always use graphic organizers as a cognitive strategy to learn English vocabulary. It means that the frequent use of graphic organizers is an appropriate resource which was useful to engage students to practice and learn their English vocabulary.

According to Ciascai (2009), the frequent use of graphic organizers is useful to clarify the knowledge, because they organize information into categories, simplifying in this way the explanation of different concepts or topics. Also, this type of work contributes to the rise of learning comprehension and critical thinking of the students in education. Finally, graphic organizers help teachers to identify the conceptual and perceptual errors.

Post-Test Results

Objective five

To validate the results obtained after the application of graphic organizers to develop the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.

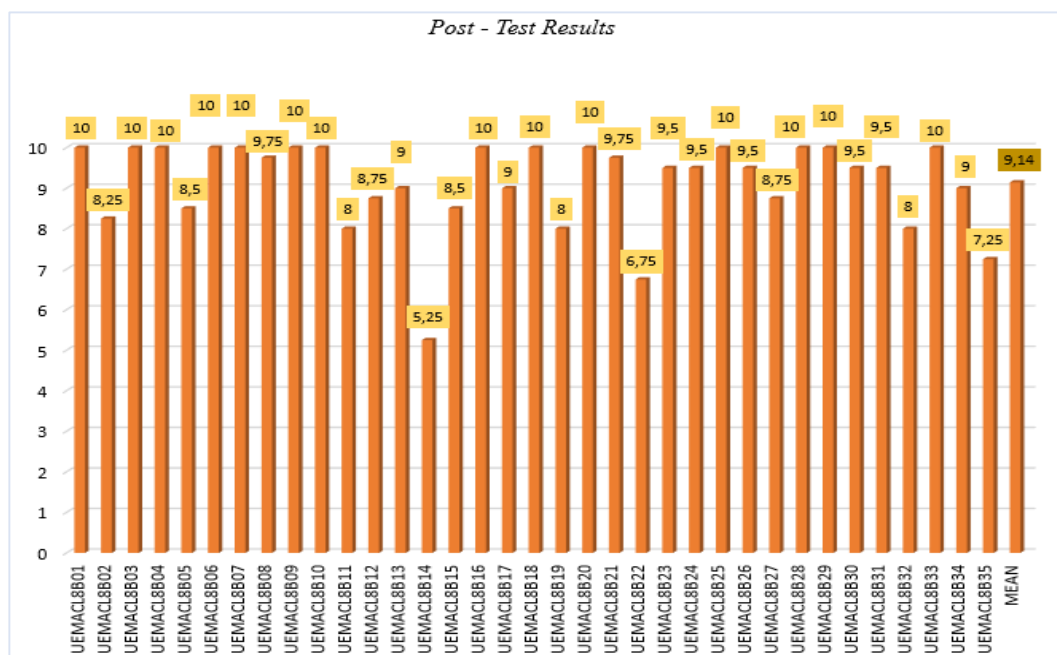
a. Table 7.

Post-Test Results

Students Code	I/2	C/2	WM/2	C/2	H/2	TOTAL 10/10
UEMACL8B01	2	2	2	2	2	10
UEMACL8B02	2	2	1	1,5	1,75	8,25
UEMACL8B03	2	2	2	2	2	10
UEMACL8B04	2	2	2	2	2	10
UEMACL8B05	1,5	2	2	2	1	8,5
UEMACL8B06	2	2	2	2	2	10
UEMACL8B07	2	2	2	2	2	10
UEMACL8B08	2	2	2	2	1,75	9,75
UEMACL8B09	2	2	2	2	2	10
UEMACL8B10	2	2	2	2	2	10
UEMACL8B11	1	2	2	1	2	8
UEMACL8B12	2	2	1	2	1,75	8,75
UEMACL8B13	2	2	2	1	2	9
UEMACL8B14	0,5	1	0,5	2	1,25	5,25
UEMACL8B15	1	1,5	2	2	2	8,5
UEMACL8B16	2	2	2	2	2	10
UEMACL8B17	2	1	2	2	2	9
UEMACL8B18	2	2	2	2	2	10
UEMACL8B19	1	1,5	1,5	2	2	8
UEMACL8B20	2	2	2	2	2	10
UEMACL8B21	2	2	2	2	1,75	9,75
UEMACL8B22	0,5	1,5	1	2	1,75	6,75
UEMACL8B23	2	2	1,5	2	2	9,5

UEMACL8B24	2	2	1,5	2	2	9,5
UEMACL8B25	2	2	2	2	2	10
UEMACL8B26	2	2	2	1,5	2	9,5
UEMACL8B27	2	2	1,5	1,5	1,75	8,75
UEMACL8B28	2	2	2	2	2	10
UEMACL8B29	2	2	2	2	2	10
UEMACL8B30	2	1,5	2	2	2	9,5
UEMACL8B31	2	2	1,5	2	2	9,5
UEMACL8B32	1	2	1,5	2	1,5	8
UEMACL8B33	2	2	2	2	2	10
UEMACL8B34	2	2	1	2	2	9
UEMACL8B35	1	1,5	1	2	1,75	7,25
MEAN	1,76	1,87	1,73	1,9	1,89	9,14

b. Figure 7.



c. Interpretation and Analysis

The results in Table 7 showed an important improvement of students' English vocabulary, it was demonstrated with the mean score 9.14/10. That is, students

increased their level on all the following aspects; idioms, cognates, word meaning, collocations and hyponyms. Fortunately, students overcame the limitations they had before, they were able to recognize idiomatic phrases, which is supported with the mean score 1.76/2 showing a good level. On the cognates aspect, they differentiated words that are similar in form and meaning in another language, which is validated with the mean score 1.87/2 showing a better level. Also, students got 1.73/2 in word meaning, this means that the majority of them identified this kind of words. Furthermore, in collocations students showed an excellent level which is corroborated with the mean score obtained 1.90/2, this affirms that they had a great improvement on this aspect. Besides, students overcame the difficulties in hyponyms showing a meaningful improvement, which is justified with the mean score 1.89/2. Finally, it is noticeable that students had a great improvement in their vocabulary after the application of Graphic Organizers as a cognitive strategy to teach it.

According to Nation (2012), the positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing. Besides, Behlol (2010) claims without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. Therefore, vocabulary learning is an important aspect to learn and use a language.

Comparison of Pre and Post Test Results

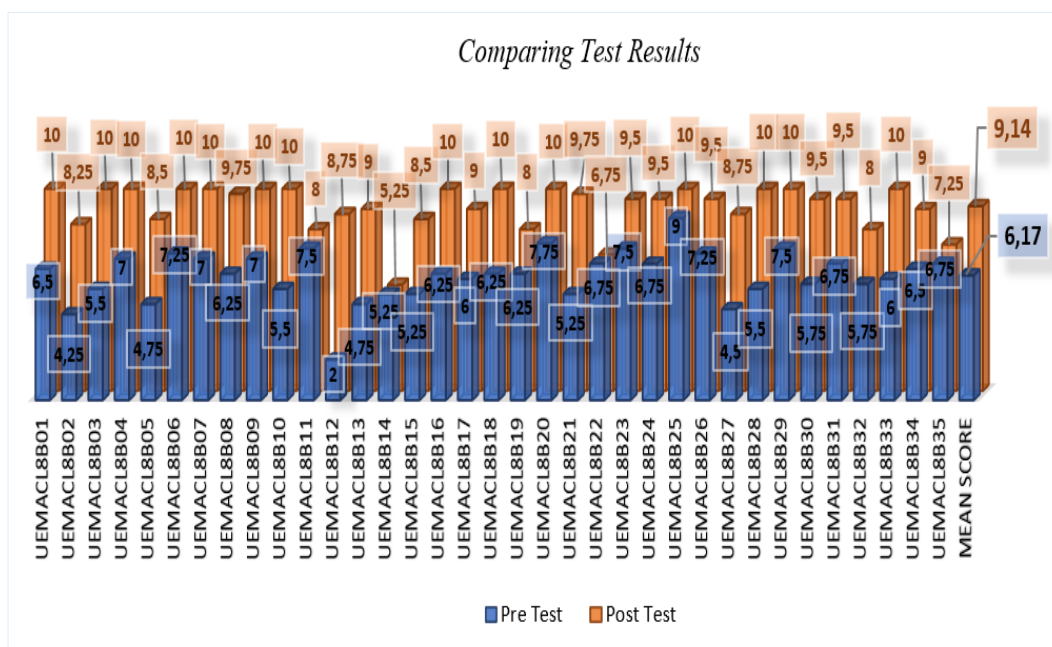
a. Table 8.

Comparing Test Results

Students Code	Pre Test	Post Test
UEMACL8B01	6,5	10
UEMACL8B02	4,25	8,25
UEMACL8B03	5,5	10
UEMACL8B04	7	10
UEMACL8B05	4,75	8,5
UEMACL8B06	7,25	10
UEMACL8B07	7	10
UEMACL8B08	6,25	9,75
UEMACL8B09	7	10
UEMACL8B10	5,5	10
UEMACL8B11	7,5	8
UEMACL8B12	2	8,75
UEMACL8B13	4,75	9
UEMACL8B14	5,25	5,25
UEMACL8B15	5,25	8,5
UEMACL8B16	6,25	10
UEMACL8B17	6	9
UEMACL8B18	6,25	10
UEMACL8B19	6,25	8
UEMACL8B20	7,75	10
UEMACL8B21	5,25	9,75
UEMACL8B22	6,75	6,75
UEMACL8B23	7,5	9,5
UEMACL8B24	6,75	9,5
UEMACL8B25	9	10
UEMACL8B26	7,25	9,5
UEMACL8B27	4,5	8,75
UEMACL8B28	5,5	10

UEMACL8B29	7,5	10
UEMACL8B30	5,75	9,5
UEMACL8B31	6,75	9,5
UEMACL8B32	5,75	8
UEMACL8B33	6	10
UEMACL8B34	6,5	9
UEMACL8B35	6,75	7,25
MEAN SCORE	6,17	9,14

b. Figure 8.



c. Interpretation and Analysis

After the application of the intervention plan, it can be stated that the strategy applied during the development of this research work had an important impact on all aspects of English vocabulary learning. Students enhanced their vocabulary in idioms from 0.6/2 to 1.76/2; in cognates from 1.7/2 to 1.87/2; in word meaning they improved from 1.69/2 to 1.73/2; in collocations they raise from 1.4/2 to

1.9/2; in hyponyms they increased from 0.77/2 to 1.89/2. Therefore, results demonstrated that the use of graphic organizers in class gave students a good support to increase their vocabulary on these aspects: idioms, cognates, word meaning, collocations and hyponyms because they could differentiate better the idiomatic expressions in context; they were able to know cognates and false cognates; also, students realized the meanings of the words and how to use them; regarding to collocations, students could put in the correct place each word to form the collocations, and about hyponyms, they were able to get together the words in the correct column, that is, they understood what was the relation between each word. It was demonstrated that students achieved a meaningful increase in vocabulary knowledge after of application of intervention plan. Therefore, graphic organizers as a cognitive strategy facilitated the teaching – learning process, gave to the students an excellent tool to comprehend and develop English vocabulary in a different and interesting way.

According to Ausubel (1963), in his theory of meaningful verbal learning, advocated the use of graphic organizers to facilitate the learning of written material. The author claimed that graphic organizers present students an overview of the more detailed material being studied. This presentation could facilitate vocabulary development and comprehension before and during the reading of assigned text material.

g. DISCUSSION

This investigation was carried out with the purpose of developing vocabulary through the implementation of graphic organizers as a cognitive strategy. The application of this strategy had an effective impact on enhancing students' English vocabulary. This impact is showed in the findings of the pre and post-tests, which were from 6,17/10 to 9,14/10, and the pre and the post questionnaires, which were applied to thirty five students of eighth year "B" at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano; and also through the use of the field notes which were helpful to monitor the progress of the students. This result was consistent with the literature, which according to Kang (2004), visual organizers are visual systems of using spatial frameworks such as diagrams, maps, or charts to organize and present structural knowledge in a content domain. They are a creative technique used to present information through graphic depictions of the relationships between concepts.

The data was collected using some instruments such as a pre and post-test which permitted to obtain reliable information. The pre-test allowed the researcher to know that the level of students' knowledge about vocabulary was limited, especially in idioms, cognates, word meaning, collocations and hyponyms which was under the expected level. It was demonstrated with the obtained mean score (6,17/10). Likewise, the pre-questionnaire which was focused on the use, frequency, elaboration, importance, and contribution of the graphic organizers, permitted to know that students were not familiarized with the use of graphic

organizers. However, after the intervention plan the results in the post-test and post-questionnaire indicated that students had a significant progress. The mean score obtained in the post test was 9,14, which demonstrated that the problems mentioned before were overcome. In the same way, the obtained results in the post- questionnaire showed that the students' attitude in front of the use of graphic organizers changed positively.

Even though the obtained results were positive, it is important to comment that at the beginning of the investigation the students faced difficulties to work using graphic organizers, which was comprehensible because they had not used before this kind of strategy. Also, students presented a little indiscipline and negative attitudes towards learning through graphic organizers due to their lack of interest but the researcher used the most appropriate techniques to catch students' attention and made them work actively as much as possible achieving all the learning outcomes.

Furthermore, this research had some strengths and limitations during the application of the intervention that enhanced and affected the development of English vocabulary. The strengths in the application were that students felt motivated when using graphic organizers, the majority of them were willing to participate in each activity and were no longer afraid to speak; also, the time assigned for each lesson was enough to practice the activities; additionally, the teacher's attitude was positive and very collaborative inside and outside of the classroom. Nevertheless, there were some limitations to be considered. These were that some students did not had their own material; also, they had lack of

vocabulary knowledge and basic grammar structures; and some of them were annoying and disrespectful with their classmates.

As a conclusion, the progress achieved in the students' development of vocabulary through the use of graphic organizers as a cognitive strategy resulted positive and appropriate. Students had a meaningful improvement in all aspects of vocabulary such as: idioms, cognates, word meaning, collocations and hyponyms. Hence, teachers and students should continue working with this strategy and could implement other kinds of graphic organizers in order to obtained better results in English vocabulary teaching.

h. CONCLUSIONS

- The issues that limited the vocabulary learning of students was due to the fact that they did not use a cognitive strategy like graphic organizers to learn vocabulary in an interesting way. As a result, the data given in the preliminary test revealed that students had problems in the vocabulary development especially in the following aspects: idioms, cognates, word meaning, collocations and hyponyms. In the same way, the pre-questionnaire findings showed that students have not worked with graphic organizers before.
- The use of graphic organizers helped students reduce their limitations meaningfully since this strategy contributed to the improvement of different aspects of the vocabulary where students had difficulties. After the intervention plan, almost all students felt motivated to participate during the development of class activities and showed more self confidence about their knowledge of all aspects of vocabulary such as: idioms, cognates, word meaning, collocations and hyponyms.
- The findings gotten indicated that the use of graphic organizers was effective to teach and learn vocabulary and to increment the students' achievement. Also, this strategy had a positive impact on all aspects of vocabulary and gave the students and the teacher an important tool to apply in their future classes in order to reinforce the vocabulary knowledge.

i. RECOMMENDATIONS

- Teachers should diagnose the issues that do not permit that students develop their vocabulary in order to overcome the weaknesses and improve the strengths using graphic organizers as a good strategy to teach vocabulary because the results in the preliminary test showed that they had serious limitations in the comprehension of the English vocabulary.
- Teachers ought to use the most suitable graphic organizers to reduce the student limitations since graphic organizers are an excellent support to organize information and to connect the prior knowledge with the new contents. Likewise, graphic organizers facilitate the work in pairs or groups, and the teachers can use them for instruction, enrichment and asses the class.
- The researcher suggests the application of graphic organizers as a tool to teach and learn vocabulary to reduce the students limitations and to innovate the way to teach vocabulary since this investigation proved the effectiveness of this cognitive strategy.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST EIGHTH YEAR “B” STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO 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

YURI SILVANA CORREA MIJAS

LOJA–ECUADOR

2016

a. THEME

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST EIGHTH YEAR “B” STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. This prestigious and traditional high school was founded in September 28th, 1971 by the Honorable Consejo Universitario of the Universidad Nacional de Loja. So, Unidad Educativa Dr. Manuel Agustín Cabrera Lozano is an educational institution mid-level annexed to the area of Education, art and communication from the Universidad Nacional de Loja. It is a center of basic education and high school that offers educational services quality in scientific and technical order and in the formation of values.

Nowadays, this high school is into the Coordinación de Educación Zona 7. It includes provinces; Loja, El Oro and Zamora Chinchipe. This institution is controlled to the rules of the Education Ministry. They contribute to strengthening educational services and bring them closer to citizenship, serving local, cultural and territorial realities.

Current situation of the 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 to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel and current events, but at times lexical limitations make cause repetition and even difficulty with formulation”. In addition, students upon 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 eighth- year students are expected to reach the A.1.1 level of the CEFR.

Unfortunately, eighth year “B” 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 realized through a non-participant observation demonstrates that students have problems with the use of cognates, hyponyms, word meaning, collocations 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 eighth-year students aware of the importance of vocabulary which will allow them to communicate better using collocations, word meanings, cognates, hyponyms, 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 teacher is 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 since analytical, critical, and creative thinking skills are matters to improve when students learn to recognize patterns of thinking, construct, and use graphic organizers.

Research problem

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

HOW DO GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY DEVELOP VOCABULARY AMONGST EIGHTH YEAR “B” STUDENTS AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

The research will be developed during the academic year 2016 – 2017

Location

The present project will be developed at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano which is a public school located in the city of Loja.

Participants

The participants of this research work are the eighth-year students B at Manuel Cabrera Lozano high school who are all about eleven to twelve years old; these are twenty-six students and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for the development of vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year?
- What are the issues that limit the development of the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.
- Which graphic organizers as a cognitive strategy are implemented to develop the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year?
- How effective was the application of graphic organizers to develop the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 tools 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 development 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 to the researcher as a future professional increasing the ability to teach vocabulary using graphic organizers, and at the same time to prove the effectiveness of this strategy.

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

d. OBJECTIVES

General

- To improve the vocabulary through graphic organizers as a cognitive strategy amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year.
- To diagnose the issues that limit the development of the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.
- To design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.
- To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.

- To validate the results obtained after the application of graphic organizers to develop the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Communicative Competence

Zaščerinska (2010) found that communicative competence is an individual combination of abilities and experience based on the social interaction and cognition that provides constructive interaction with other people in the interpersonal system, there by promoting the system of the external and internal perspective. Savignon claims (as reported in Zhang & Wang, 2012) that communicative competence is the ability to function in a truly communicative setting – that is, in a dynamic ex-change in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. So, communicative competence is the ability to understand and use language effectively to communicate in authentic social and school enviromets. Furthermore, it refers to the grammatical knowledge of syntax, morphology, phonology and so on, as well as social knowledge about how and when to use utterances appropriately.

In addition, communicative competence consists of three domains of knowledge and skills. They are grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistic competence refers to the language user's ability to produce and understand language in different social contexts. Strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of

communication (Canale and Swain, 1980 as cited in Salama, 2013). Thus, into grammatical competence is the vocabulary and all aspects that it includes.

Grammatical or language competence

Averianova (2015) argued that language competence in various communicative activities in L2 largely depends on the learners' size of vocabulary. She says "the target vocabulary of adult L2 learners could be between 2,000 high frequency words to have a critical threshold and 10,000 word families for comprehension of university texts." For this reason, vocabulary acquisition has become an important part of second language acquisition, and teachers cannot rely on students acquiring the needed vocabulary just through interaction with the language.

Vocabulary

Cambridge (2012) claims that vocabulary is defined as "all the words you know in a particular language". Furthermore, vocabulary is not only single words. It also refers to single items, phrases or lexical chunks with a particular meaning. Harmer (as reported in Sárosdy, 2006) believed that both languages structures and vocabulary are important and independent in the learning process. Moreover, it is important to mention that in recently methodologists give more attention to the vocabulary. Therefore, modern language course books focus likewise on structures and vocabulary.

In the same way, Ma (2009) said that in a learning process of the language, it is composed of linguistic knowledge so grammar and vocabulary are always the two

focal points. Likewise, vocabulary has been emphasized in the language textbooks by the teachers and the learners themselves.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity (Nation, Teaching Vocabulary).

Zheng (2012) argued that understanding the cultural differences is an important component in teaching English vocabulary. It is certainly helpful for learners to understand and learn vocabulary if the teachers can introduce the different values or thinking of the people in different cultures. Studying a language without knowing its culture is like knowing the shell without knowing its' content. Culture teaching and learning can undoubtedly enhance students' metaphorical competence which in turn will improve the learning of a language. So we should focus on the teaching of culture in English class to develop the learners' awareness of native speakers' way of thinking, and to really understand the meaning of words and use them appropriately.

Academic Vocabulary

Academic vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student's conceptual understanding. As well, academic vocabulary is used across all academic

disciplines to teach about the content of the discipline. For example, if student studies medicine, they need to know about medicine concepts (Mukoroli, 2011).

Purposes for teaching vocabulary

First of all, it facilitates the comprehension of a text. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension will be minimal. So, the teacher have to determine if there are any new words that denote concepts that are critical to understanding the selection and which are not adequately defined in context. Besides, a second major is to increase the number of words that students know and can use in a variety of educational, social, and eventually work-related areas (Pikulski & Templeton, 2004).

Kinds of Vocabulary

Receptive Vocabulary

(Alqahtani, 2015) claimed that it is vocabulary that learners identify when they see or meet in reading text but do not use it in speaking and writing. So, receptive vocabulary is words that learners distinguish and comprehend when they are used in context, but which they cannot produce.

Productive Vocabulary

Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. That is, productive vocabulary is the words that the learners understand and

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 at the appropriate time (Alqahtani, 2015).

Vocabulary Mastery

Alqahtani (2015) said that vocabulary mastery is required to express our ideas and to be able to comprehend other people's sayings. Hornby (as cited in Alqahtani, 2015) argued that mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

According to Fortes (2007) there are three main approaches in which vocabulary can be presented: explicit/direct vocabulary instruction, implicit/indirect vocabulary and independent vocabulary instruction.

Explicit vocabulary instruction

In explicit vocabulary instruction the meaning of words is presented directly and then they can be illustrated with examples or using visual aids. Students benefit from explicit vocabulary instruction by the use of context to determine word meanings, and students have the opportunity to see and hear how words tend to be used. Therefore, the explicit vocabulary instruction is effective for providing information or developing step-by-step skills. Panel argued (as cited in Fortes, 2007) that explicit instruction of vocabulary is highly effective and it justifies this fact stating that to develop vocabulary intentionally students should be explicitly taught. And seeing vocabulary in rich contexts provided by authentic use of visual

aids, rather than in isolated vocabulary drills, produces robust vocabulary learning. The use of visual aids gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Implicit vocabulary instruction

Vocabulary growth occurs naturally when students read and listen to each other on a daily basis. Implicit vocabulary instruction encourages deducing word meanings from context, by engaging in oral language experiences at home and at school, or while reading books. That is, students internalize the word meanings in contexts accidentally. Furthermore, this type of teaching seeks a high level of student involvement in observing, investigating, that is, it takes advantage of student's interest and curiosity, creativity and the development of interpersonal skills. In addition, incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum.

Learning of vocabulary implicitly is considered more efficient in intermediate and advanced students through extensive reading and listening because they are the most likely to have a powerful vocabulary knowledge when compared to beginner English students. This means that this strategy cannot be suitable for beginner English students insomuch as they still do not have a large number of word meanings in order to be able to deduce unknown word meanings in a text or while listening to the teacher or to someone else. In this approach the teacher arranges the learning environment, provides opportunity for student involvement, and when appropriate, provides feedback to students. In addition, implicit

vocabulary instruction used by the teacher can be effective depending on the level of the students (Fortes, 2007).

Independent vocabulary instruction

Learners can understand a lot of words through systematic guessing and through the use of a dictionary. So, Independent vocabulary instruction refers to instructing learners how to be independent vocabulary learners. Further, One relevant strategy to listening and reading success involve the use of contextual clues. Contextual clues are the reasons for many correct guesses about the meaning of written passages. For example, teachers can teach about suffixes and prefixes such as the prefix “an” is the opposite of the word that it follows, and the suffix “ment” makes that word a noun. So, when learners read or hear the word “unhappy”, they should know that it is the opposite of the word happy. And when they read or hear the word “development” should be able to conclude that this word is a noun and get the meaning of the mentioned word by themselves. In conclusion, teachers should instruct students to help them build their vocabulary and develop strategies to learn vocabulary on their own (Fortes, 2007).

Importance

Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. Therefore, vocabulary learning is one of the important aspect to learn and use a language (Behlol, 2010). Allen argued (as cited in Behlol, 2010) that teaching of vocabulary was neglected during 1940-1970 due to some educationists believed that the focus of the language learning

must be on grammar instead of vocabulary. I disagree with this fact because even when students know a lot about grammar, they need to learn vocabulary in order to express or communicate their ideas.

Learning a language cannot be reduced to only learning vocabulary, but it is also true that no matter how well the student learn grammar, no matter how successfully the sounds of L2 are mastered, without words to convey a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

When teachers teach vocabulary, they take into account two factors, frequency and coverage. So, frequency refers to how native speakers use a word frequently, and coverage denotes to how with a word covers many things, it does not have only one specific meaning. For the same reason, in the teaching-learning process is important to focus in the factors that students need to develop or improve about the vocabulary knowledge. Inasmuch that there are several problems to learn vocabulary. The factors are: meaning, use, word formation, spelling, word grammar, and phonology (Sárosdy, 2006).

Word meaning

Given the importance of vocabulary knowledge, it would make sense to intercede in some way that would narrow the vocabulary gap. More exposure to rich language is certainly essential to communicate or express the ideas easily. However, simply providing a linguistically richer environment might intensify rather than reduce previous differences in vocabulary size because children differ

in their ability to learn words from contexts. Therefore, an explicit instruction concerning the meanings of words is necessary to help students who enter school with smaller vocabularies (Wagner, Muse, & Tannenbaum, 2007).

It is important that students know what is a word inasmuch as there are many definitions of this term. First, in orthographic, word is any sequence of letters limited on either side by a space or punctuation mark. Secondly, according to semantics, a word can be defined as the smallest meaningful unit of language. Some units of meaning involve several words, for some the meaning cannot be determined without looking into their function in structuring and organizing information, and certain integral parts of words cannot stand on their own even if we know their meaning (Takač, 2008). Furthermore, McCarthy claims (as reported in Takač, 2008), that a word as a free meaningful unit of language must contain at least one potentially freestanding morpheme. So, he said that a word is a combination of morphemes that include a firm unit appropriate for the formation of higher level units. Finally, words can have the same form with completely different and unconnected meanings.

The conventional meaning related with a word is often referred to more exactly as a semantic representation, semantic unit or lexical concept. In modern linguistics, word meanings are held to be conceptual entities, so, they are held to constitute mental units, paired with phonetics forms, and stored in long-term memory. A linguistic meaning is vague rather than ambiguous if context, rather than information stored in the mental lexicon, provides the meaningful detail about a word. Ambiguity is often associated with that of polysemy. Ambiguity

relates to the individuality of a distinct word-meaning, also known as a sense, polysemy is when a single word or sign language has several meanings or meanings (Hogan, 2011).

Lastly, learning words in a first language is different than learning in a second language. When we are considering how many words students know or need to learn, we will use the term word to refer to word families. And by word families, we mean the basic word and all of its inflected forms.

Anderson & Nagy (2007) argued that there are three ways that information about a word meaning could be stored in the mental lexicon:

1. Knowledge of a word's meaning is stored exclusively in the form of a rule or generalization defining the set of entities or events to which this word can be applied. No information about individual examples is stored permanently in the mental lexicon.
2. Knowledge of a word's meaning is stored exclusively in terms of a set of examples of the use of that word, along with the situations in which these examples are embedded. No rule is stored, but ordinarily one can be quickly derived from the examples when needed to interpret a new use of the word.
3. Knowledge of a word's meaning is stored both in terms of examples, and in terms of a rule, perhaps an incomplete one, that helps determine the set of possible uses of the word.

A word does not have just a meaning, it has a family of meanings. The meanings of the words in an utterance are further articulated in a process of

inferential insertion based on schemata which incorporate one's knowledge of the world (Anderson & Nagy, 2007).

Connotation and Denotation

Connotation and Denotation are two principal methods of describing the meanings of words. Connotation refers to the wide array of positive and negative associations that most words naturally carry with them, while denotation is the exact, literal definition of a word that might be found in a dictionary.

Collocations

Collocations are frequently recurring two-to-three word syntagmatic units which can include both lexical and grammatical words (Henriksen, 2009). There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on.

Cognates

Richards, Platt, and Platt (as reported in Lengeling, 2016) define cognates as a “word in one language which is very similar in form and the meaning to -a word in another language because both languages are related”. So, a problem that arises is the pronunciation of these cognates which Whitley calls "phonetically seductive, inviting transference of a source-language pronunciation". Learners could make an overgeneralization and form a new word that does not exist in the target language. An example of this is the word 'aborcion' which should be 'aborto' in Spanish. Cognates can be helpful and learned with little effort but at the same

time students and teachers must be aware of the problems these words can create when students try to learn a foreign language.

Cognates are valuable as a method to expand the student's vocabulary. For them learning English, the number of such lexical items that he can add to his vocabulary is enormous. This is important especially for the beginner, for he often feels himself in a linguistic straitjacket, bursting with things to say, but frustrated by his belief that he lacks vocabulary (Anthony, 1952).

Idioms

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. In other words, the meaning of an idiomatic expression is not the sum of the individual words. For example, the meaning of bite the dust has little to do with the meaning of bite or dust; similarly, the meaning of by and large cannot be understood from the literal meanings of by or large (Ali & Rahimi, 2012).

Zhang (as cited in Ali & Rahimi, 2012) claims that "idioms are a type of multiple word units that have both literal and figurative meaning. In most cases, the figurative meaning of an idiom cannot be readily derived from the literal meaning of the individual constituent in the unit".

In summary, an idiom is a common expression that its meaning does not relate to the literal meaning of its word. That is, they can be defined like phrases that do not to be translated literally to comprehend the meaning.

Hyponyms

Hyponym is “a word whose meaning is included in the meaning of another word” (Panevová & Hana, 2011). Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation. Hyponymy involves specific instantiations of a more general concept such as holds between horse and animal or vermilion and red or buy and get. In each case, one word provides a more specific type of concept than is displayed by the other (Nordquist, 2015).

In conclusion, hyponym is a word whose meaning is included in the meaning of another more general word; for example, red is a hyponym of color.

Some other factors that impact on students’ productive use of vocabulary

✓ Materials

In some public institutions teachers do not select the textbooks that used for teaching vocabulary. Generally, textbooks are designed with a specific number of words or phrases with practical exercise. Moreover, the exercises that are provided in this book are designed in a limited way. In other words, it limits the learner’s practicing the word. Often the learners have the opportunity to practice just the same given form in the exercises. They do not have the chance to practice the words in different contexts and in different forms. It is important that the vocabulary exercises focus on deepening and internalizing knowledge of words, not only the surface form-meaning, and deal with collocations and multiple-word units, not only single words.

✓ **Teaching methodology**

Sometimes teachers teach words in an isolated way. They teach the lonely word, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word. One of the reasons that the teachers teach individual words without presenting full information might be the lack of time. They do not have enough time in order to cover or teach the whole knowledge of the word. Also, in some cases teachers lack of experience or not well prepared of teaching vocabulary words or Spending more time on introducing the vocabulary instead practicing it.

✓ **Learning context**

Learning vocabulary is one of the hardest factors to students. They try to memorize the words but in this way students will be dissapointed because they do not understand the words in the context. Therefore, if the students could practice and learn the vocabulary items in a real-life context, they will be able learn and remind easily (Aziz, 2015).

✓ **Procedure and Strategies**

Exist some effective strategies to expand their productive vocabulary and turn their passive vocabulary into active one.

a. Selecting the words

Robinson claims (as reported in Aziz, 2015) that teachers pay quite attention to encourage the students to select the high frequency words, which can be utilized

to define and paraphrase. So, the students will be able to deal with failures in communication with others and they will be more efficiently involve in the negotiation of meaning.

b. Recording the words and monitoring the recording

The teacher with the aid of the smart students were monitored the students to check their work and to check the selected words to see their frequency. The teacher also was available to any help and answering any question(Ibid, 2001 as cited in Aziz, 2015).

c. Learning the words

Teachers can practice memory strategies to provide a chance of learning for the learners. Since each learner learns best in his or her own preferred method of learning, teacher can use a variety of teaching styles.

d. Sharing with others

The role of the teacher in this stage was monitoring the students and gave feedback or made comment in case of need to work on expanding students' knowledge of vocabulary or gave more information about the words. Students present an oral practice about what they had learnt. Furthermore, the process of sharing enriches other students' knowledge, whose listen to the presenter about some other vocabulary (Aziz, 2015).

Strategies in teaching and learning vocabulary

Use of strategies by L2 learners

Word lists, rote repetition, contextualized words, and association tasks

When the students are beginners, they find word lists beneficial while more advanced learners find contextualized words more beneficial, and if learners are more proficient they can use associations in recall tasks.

Keyword Method

The keyword method had a positive long-term effect. The word to be learned is linked to a keyword, one that sounds like the native word, but is also an interactive image involving both the foreign word and the native word, so it can also be a visual encoding.

Repetition, manipulation of information and mechanical strategies

Repetition was a common strategy, but active use of information (imagery, inferencing, keyword method) was used less frequently. Schmitt argued (as cited in Easterbrook, 2013) that mechanical or basic strategies, for example repetition, tend to be used rather than more complex ones like keyword method.

Guessing from context

It is guessing the meaning of the new word from the context of its use. It can be in a conversation or in a passage of written text. Also, involves using background information about previously learned language knowledge and encyclopedic knowledge (Easterbrook, 2013).

The importance of strategy use

Efficacy of strategies

Politzer and McGroarty warn (as cited in Easterbrook, 2013) that the frequent use of a strategy does not necessarily mean that it is a ‘good’ strategy and that strategy use depends on the context of use. Context refers to the social, cultural and political environment in which learning occurs, and includes aspects like the teacher, the students, the classroom, the classroom culture, the learner’s family support, the social and cultural tradition of learning, the syllabus and curriculum, and the learning materials (Easterbrook, 2013). They are important factors to the development of learning during the process of acquire new vocabulary of a second language. The teacher has to know that activities requiring a deeper, more involved manipulation of information promoted effective learning.

It is important to take into account the characteristics of learners because the effectiveness of the strategies used will depend on a number of variables, including proficiency level, task, text, language modality, background knowledge, context of learning, target language, and learner characteristics as we said.

Hill (as reported in Mukoroli, 2011) claims that he uses these criteria below to select vocabulary items.

Range - the extent to which a word occurs in different types of texts.

Coverage - the capacity of a word to replace other words.

Frequency - the number of occurrences of a word in the target language.

Learnability - the extent to which a word can be learned without difficulty.

Language needs - the extent to which a word is regarded as essential for the specific outcomes of the course or communication purposes.

Other strategies to implement in each class to teach English vocabulary

Direct Strategy

Structure Reviewing

Naeimi & Chow (2015) said that to remember and use new vocabulary in the target language using the structured reviewing is an effective technique. This strategy included reviewing materials at different intervals. For instance, students can acquire a collection of vocabulary item in English, then they follow 15 minutes before applying them again, and practiced them an hour later or some days later, the following week, and so on until the materials became more or less were automatic. Finally, students put the vocabulary into a context or recombining them to make new judgements.

Using Mechanical Techniques

An example of Mechanical Technique is the use of flashcards with the new vocabulary written on one side and the definition written on the other. Then students are able to wrote the new expression in a full sentence on flash cards. This technique required learners to read and practice the vocabularies when they had some free time (Naeimi & Chow, 2015).

Indirect Strategy

Organizing

Naeimi & Chow (2015) argued that when teacher uses indirect strategies to require different tools, such as planning well, preparing the best possible environment for study, and keeping a language learning notebook. According to this strategy, the students need a good physical environment, as a significant factor for every language skill. On the other hand, it is important to improve practical weekly plans for language learning. Consequently, students can use a notebook for some activities such as class assignments, writing down the new target language expressions, purposes and objects, strategies which were more effective, things to remember, and organized it for the best use.

Discussing Your Feelings with Someone Else

In this indirect strategy language learners to discuss their daily events with other people. They can use diaries to comprehend and kept track of their thoughts, attitudes, and strategies for learning more vocabularies. Then, they shared their diary entries during group discussion by dividing learners in several groups in class once or twice a week. Furthermore, discussions of feelings could also take place outside the classroom setting with peers or a family member (Naeimi & Chow, 2015).

English speakers will want to improve and enlarge their English vocabulary whether at the school, college or the university level. Therefore, teachers need to

use effective strategies to teach it. So, we are talking about graphic organizer as strategy to teach vocabulary.

Graphic Organizers in Vocabulary Instruction

Graphic organizers are representations, pictures or models used for processing visual information. They help understanding of knowledge when there is a large amount of information to work with. In the same way, graphic organizers are the theoretical construct that the visual and verbal organizational structure of the diagram combines information into a meaningful whole because visuals seem to enhance retention and recall of vocabulary (Bergerudas reported in Hinnawi, 2012). Therefore, students do not have the impression that they are learning a series of unrelated terms, facts, or concepts. Thus, teachers should explore and exploit spatial instructional strategies to improve learning the vocabulary and instruction (Hinnawi, 2012).

Kang (as cited in Hinnawi, 2012) defines a graphic organizer as a creative technique used to present complex information and adapt it into a simple and meaningful graphic of the relationships between concepts. Further, Ausubel (as reported in Manoli & Papadopoulou, 2012) said that the purpose of the organizer is to activate students' prior knowledge and relate the new material to the previously stored information providing a correct relation with the different contents previously acquired. In addition, Graphic organizers is an effective tool to show the students how to connect their knowledge by visual material. They can use these structured overviews to learn the vocabulary in a better way.

Likewise, graphic organizers are visual displays of key content information designed to help learners who have difficulty organizing information. That is, graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Finally, for graphic organizers to be effective instructional tools, several factors must be taken into account. First, the graphic organizers need to very straightforward and coherent. Second, students must be taught how to use the graphic organizer. Finally, graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels. So, teachers should consistently use graphic organizers during all aspects of instruction so that students begin to internalize the organizational skills of the graphic display.

Functions of the graphic organizers

✓ Clarifying knowledge and reasoning

Ciascai (2009) report that they are used to explain the relations between concepts. There are graphic organizers that organize information into categories, simplifying in this way the explanation of different concepts or topics.

✓ Strengthening the learning process

This type of work with knowledge contributes to the rise of learning comprehension and critical thinking of the students in education.

✓ **Integration of the new knowledge in the prior knowledge system**

It is important to associate the prior knowledge with the new knowledge in order to integrate the concepts to lead a superior learning process.

✓ **Identifying the conceptual errors**

Filling in a graphic organizer shows the teacher and the student the conceptual and perceptual errors.

Use of graphic organizers

The use of graphic organizers to enhance thinking skills in the learning of economics (2001) argued that teachers can use the graphic organizers for instruction, review, extension and enrichment, and have their students work in pairs, or groups, we have the following steps to do these in a better way.

- ✓ Familiarize yourself with diverse kinds or forms of graphic organizers.
- ✓ Explain to students what graphic organizers are and why they are convenient in learning process.
- ✓ Present the specific graphic organizer for a topic.
- ✓ Use examples to show the use of some graphic organizers.
- ✓ Assign the graphic organizer as an individual, paired, or group task.
- ✓ Review students' work or produce a classroom discussion on the effective use of graphic organizers.

Thinking skills and graphic organizers

There are five different ways in which thinking skills can be used to enhance classroom instruction. First, thinking skills can be used to improve students' learning by producing ideas and stimulating relevant diagrams of economic concepts. That is, students can connect new knowledge to their prior knowledge. Second, thinking skills help students organize ideas and components of concepts through searching for meaningful patterns, organizing information, and hitting things in groups or categories in order to understand. Third, thinking skills help students understand the parts of an idea to the whole. Fourth, by focusing on similarities and differences, thinking skills can be used to help students establish relationships between two or more ideas, concepts and events. Finally, knowing how to use thinking skills in teaching will provide teachers with a good set of activities to use with any unit or lesson (The use of graphic organizers to enhance thinking skills in the learning of economics, 2001).

Types of graphic organizers

Vocabulary instruction through the GO usage

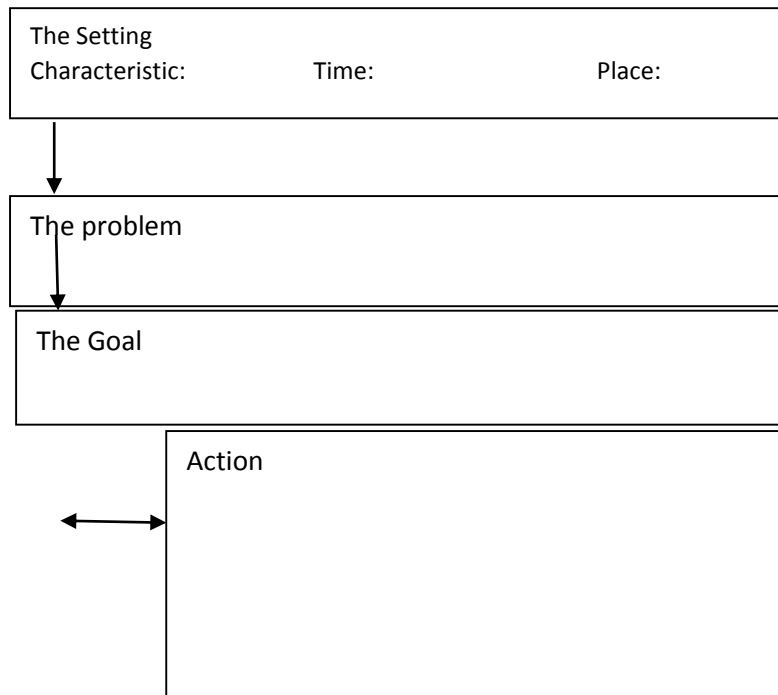
Manoli & Papadopoulou (2012) said that there are several types of GOs that use different conventions to communicate information and are classified in many ways. Graphic Organizers are used to foster learning from different kinds of topics, they differ from each other in appearance and the types of relationships displayed.

Story Maps

Story maps are used to facilitate comprehension of narrative texts, whereas the other types of GOs are mainly used to improve comprehension of expository texts, which pose more challenges to students, as they may contain unfamiliar vocabulary, complex relations, and structures and are often more information driven making the text dense in information and weak in comprehensibility (Kim, Vaughn, Wanzek, Wei, 2004 as cited in Manoli & Papadopoulou, 2012).

MY STORY MAP

NAME: _____ DATE: _____



Source: (Manoli & Papadopoulou, 2012).

Matrix

It is a kind of input table, which confines the sum of the desired information within its square. It is used to delineate important categories or relationships and represent similarities and differences between two or more people, things, places or events. Also, in order to design a matrix, learners need to identify which main aspects they wish to focus on and what types of relationships they wish to highlight (Graney, 1992 as reported in Manoli & Papadopoulou, 2012).

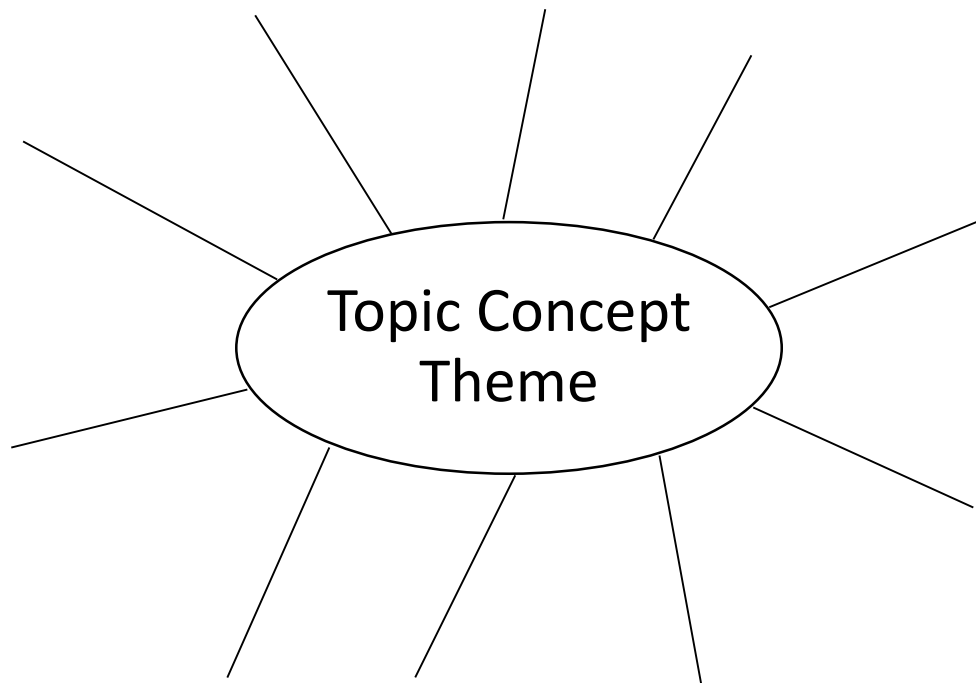
	Name 1	Name 2	Name 3
Attribute 1			
Attribute 2			
Attribute 3			

Source: (Manoli & Papadopoulou, 2012).

Semantics Maps

Graney, 1992 (as cited in Manoli & Papadopoulou, 2012) claims that semantic maps are web-like organizers. There are other names to refer to semantic maps like mind maps, spider maps or sunbursts. They are diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea of the text and represent relationships of the different components of an idea to the main idea, that is of the part to the whole. Furthermore, semantic

maps place the main idea in the center around which relevant notions or sub-concepts are linked. They offer an overview of key vocabulary and concepts providing a link between what students know and what will learn and read. It is a type of a brainstorming activity mainly used before reading a passage to stimulate students' background cognitive structure and assess their knowledge in terms of the specific topic.



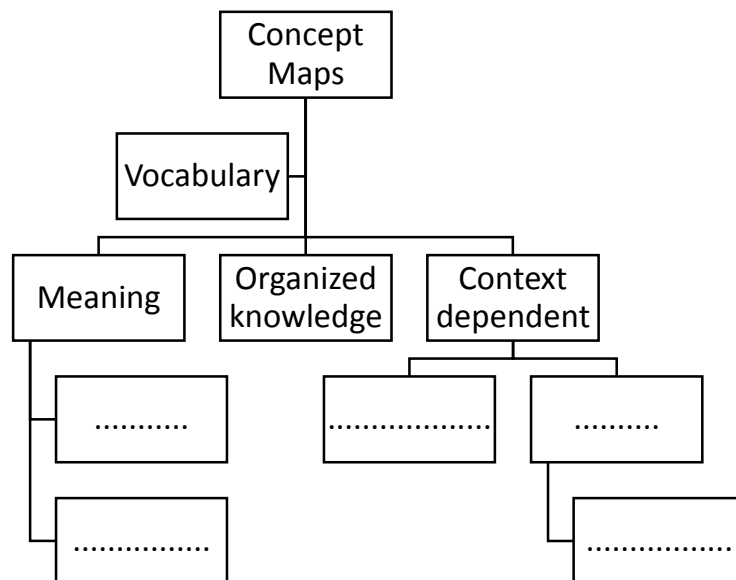
Source: (Manoli & Papadopoulou, 2012).

Concept Maps

Manoli & Papadopoulou (2012) claim that they include concepts enclosed in circles or boxes, and relationships between concepts indicated by a connecting line linking two concepts, while there are words on the line, referred to as linking words or phrases, which specify the relationship between the two concepts.

Besides, another characteristic of concept maps is that they indicate hierarchical representation of concepts usually organized with the most general at the top of the map, with successively less general, less inclusive concepts in appropriate subordinate positions.

A concept map is a general organizer that shows a central idea with its corresponding characteristics. For example, the most important concept can be placed at the top, in the center, or to the left, with descriptions, examples, or characteristics placed underneath, around, or to the right of the focal idea.

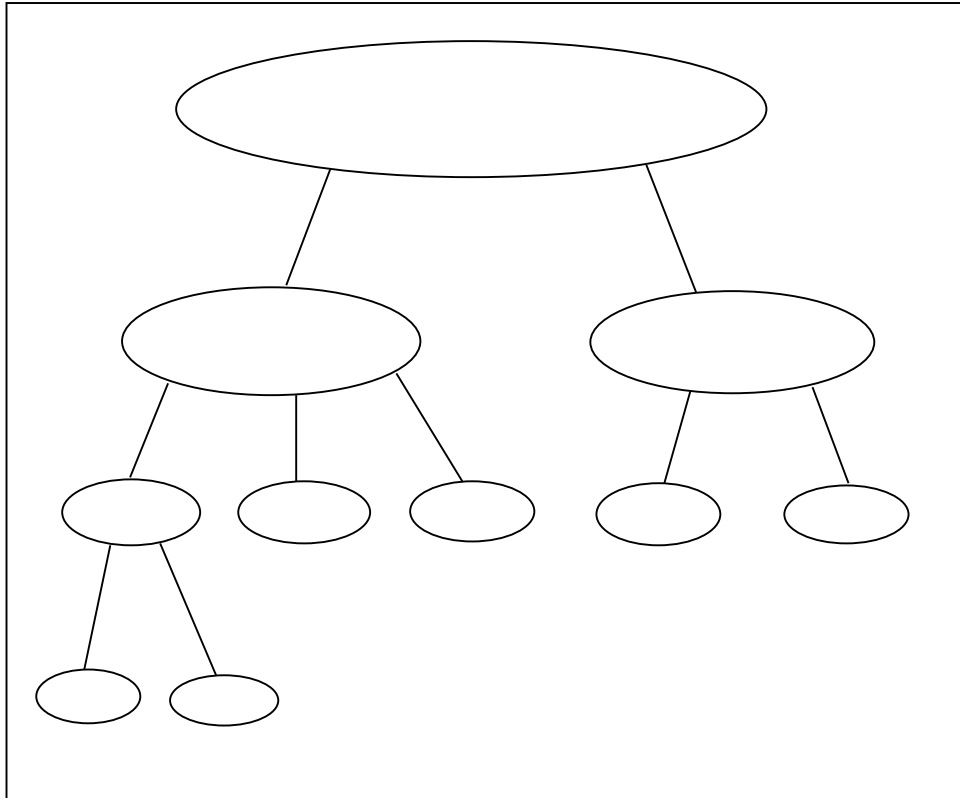


Source: (Manoli & Papadopoulou, 2012).

Tree Diagrams

They are hierarchical organizers, visually portray the main ideas of a text and establish the multiple relations among the different elements that exist in a passage, such as general to specific or specific to general through hierarchically describing the relationships of the different elements of the text. Furthermore, they

are used to describe family trees, the construction of a sentence, the structure of societies, classes, institutions, taxonomies, and various hierarchical models.

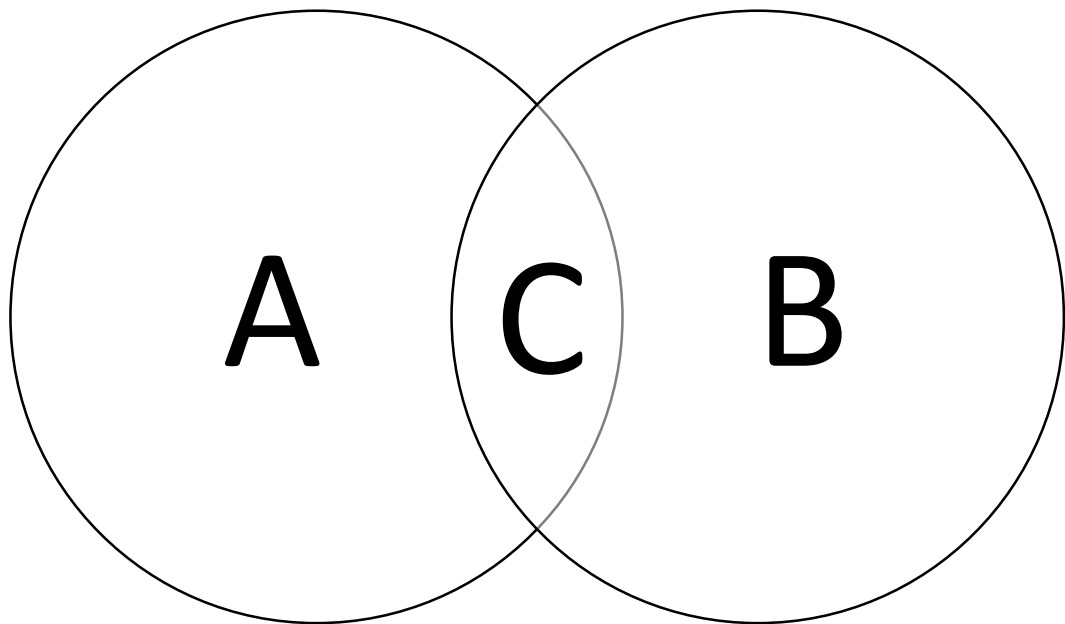


Source: (Manoli & Papadopoulou, 2012).

Venn Diagrams

It is composed of two or more circles used as a framework to make comparisons between two or more concepts (Manoli & Papadopoulou, 2012).

Venn diagram is used to identify the similarities and differences between two or more concepts.



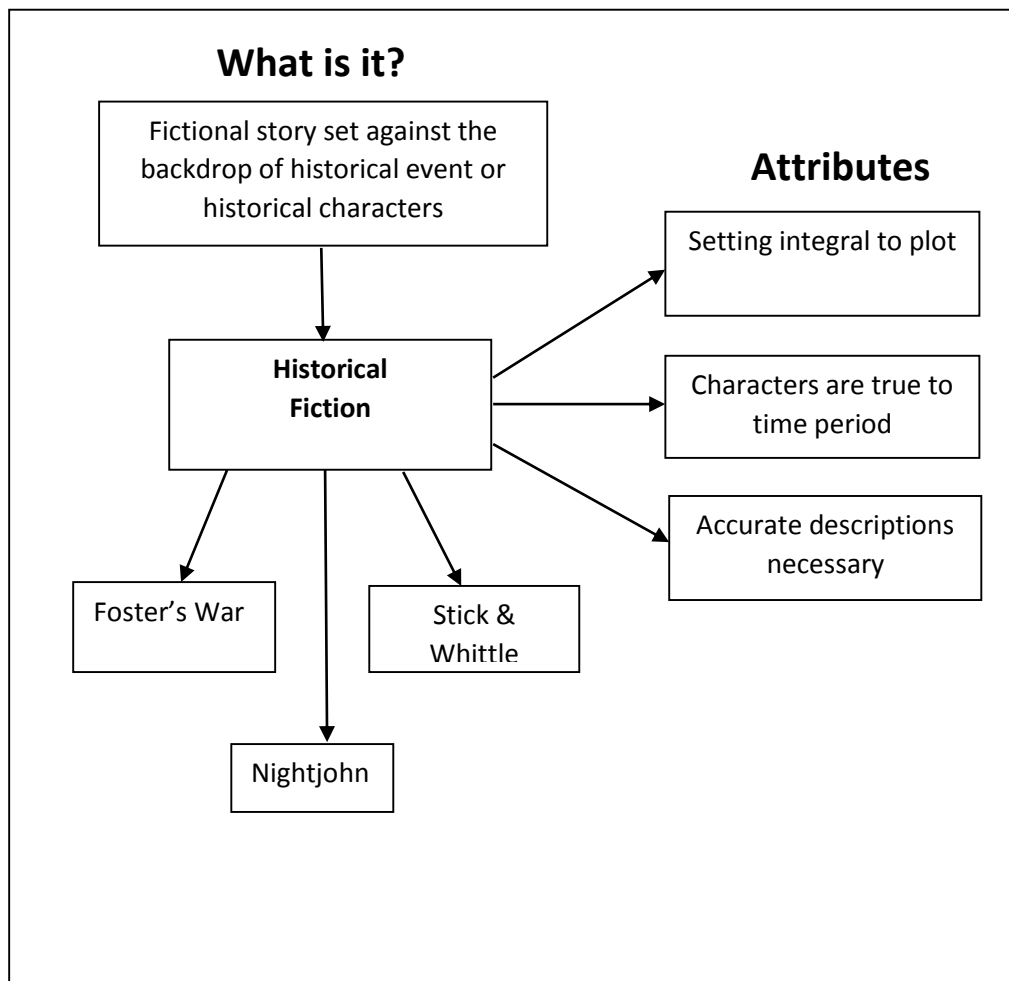
Source: (Manoli & Papadopoulou, 2012).

Vocabulary graphic organizers

Kootol.info(2016) believe that they are used them to take notes on a specific topic, to compare two countries or trace a time line in your social studies classroom, and to outline causes and effects or a sequence of events for a writing assignment. You can also use graphic organizers to learn vocabulary words.

Definition Map

It is a good organizer to use for an academic term. In your social studies class, academic terms might be words or phrases like “monarch” or “political system”. In this case, first you write the definition. In the boxes on the right, you identify its attributes, characteristics or features. Finally, in the boxes below the term, you provide examples (Kootol.info, 2016).

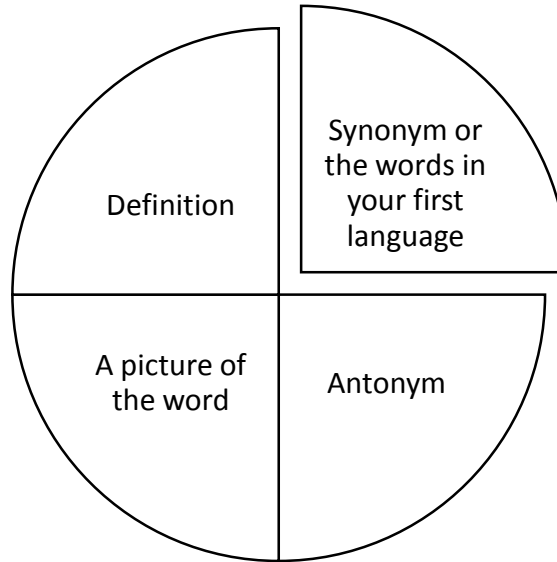


Source: (Kootol.info, 2016).

Circle Map

It can be used to study and learn any word or term. First, student starts with the word itself, and below the word you create a circle divided into four sections. In the top left section to write the definition. In the top right section to write a synonym for the word. In the lower right corner, write an antonym, a word that has the opposite meaning. In the lower left corner, draw some image that will remind you of the meaning of the word. And, finally, write a new sentence using the word (Kootol.info, 2016).

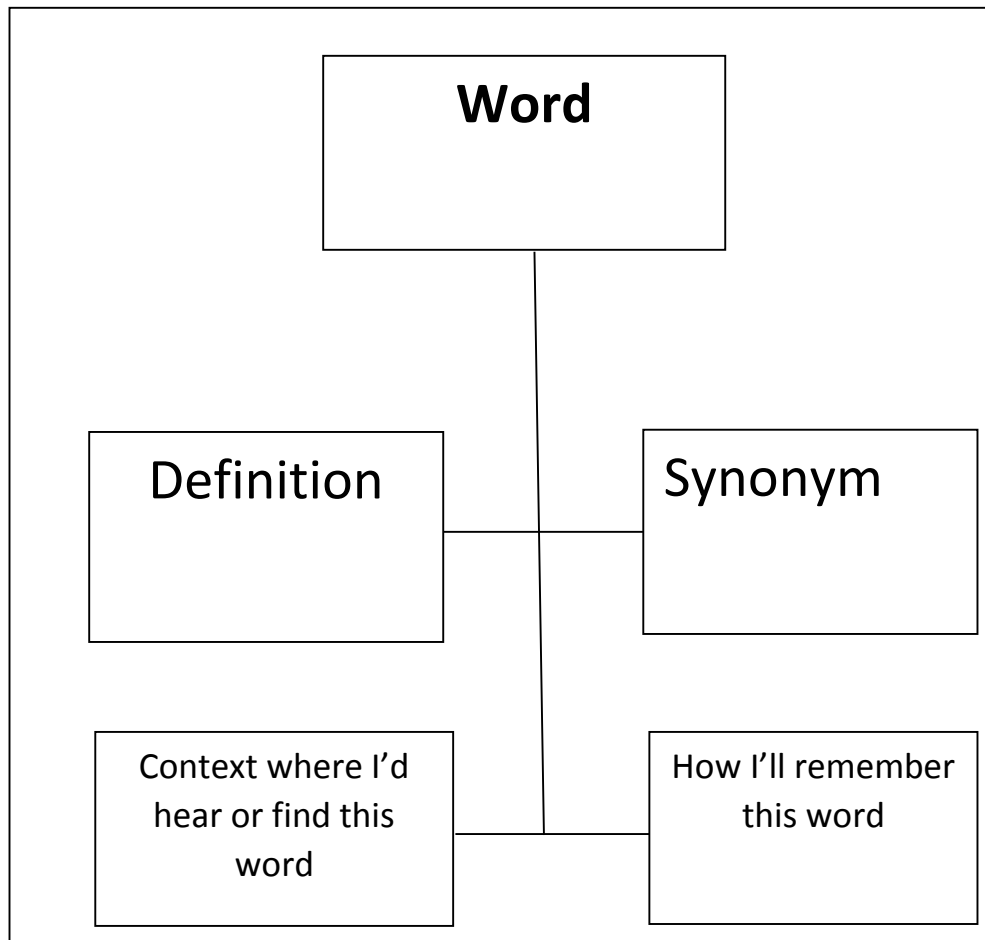
Target Word Goes Here



Source: (Kootol.info, 2016).

Association Map

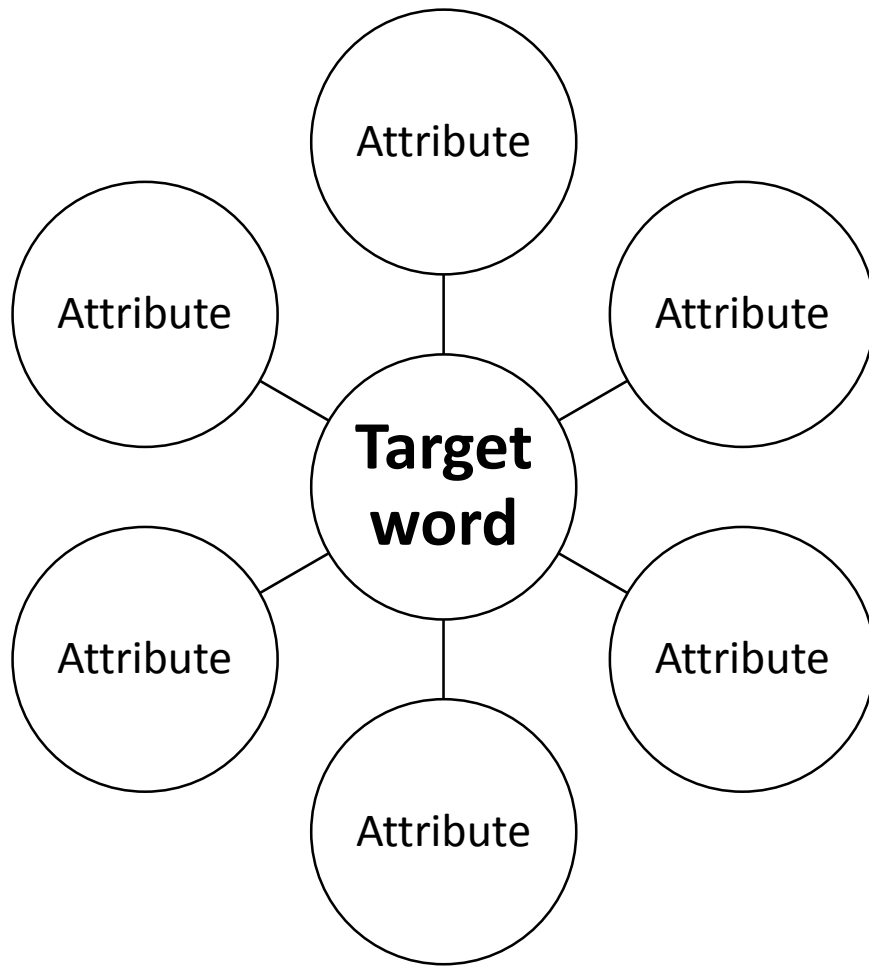
It is considered like a simple graphic organizer that helps you learn the word by making associations between the word and its definition, its synonym, the context in which you might hear it used, and a indicationto help you remember it (Kootol.info, 2016).



Source: (Kootol.info, 2016).

Attribute Map

It is sometimes called a cluster diagram or a spider map. It will work for any word or term. In this GO, to write the word or term you want to remember in a circle in the middle of the page. Then, draw lines out from that circle to other circles. In each of the other circles you write an attribute, caharakteristis, feature or something else related with the term (Kootol.info, 2016).



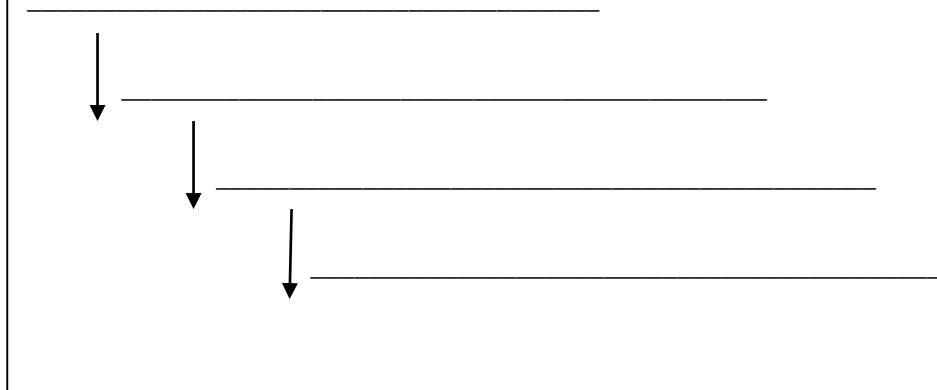
Source: (Kootol.info, 2016).

From Context to Context

It is a graphic organizer in which you keep expanding the contexts of the word, or the surroundings that can show its meaning (Kootol.info, 2016). So, with this model student can learn a word in its different contexts.

1. On the first line of the graphic organizer, write a sentence in which you use the word.
2. On the next line (one level down) use your own words to explain your understanding of the word from the context.
3. On the third line (next level down) write the dictionary or thesaurus definition of the word.
4. Finally, on the last line use the word in a sentence of your own.

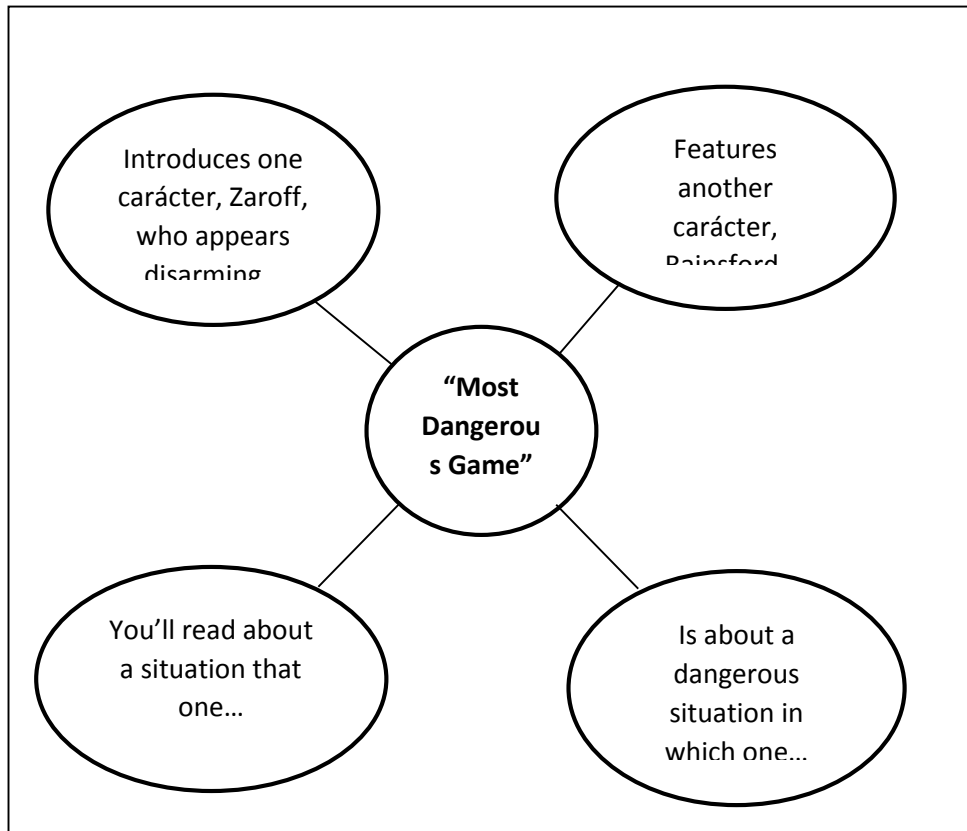
Target Word



Source: (Kootol.info, 2016).

Multi-Word Web or Diagram

It is convenient when you want to try to learn and remember a number of words at once. In the same way, students continue to construct the web or diagram using the selection vocabulary in related sentences (Kootol.info, 2016).



Source: (Kootol.info, 2016).

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 developing 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 cognitive learning strategies to develop vocabulary in the English Foreign Language amongst eighth-year students “B” at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year. Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solutions 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 we will use different methods that will help the researcher to carry out this project. The following general methods will be applied along the action 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 post tests, 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 represented in graphics to indicate the percentages and results gotten from 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 that 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.

Pre-test- Post-test 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 skill that students have; and, at the end to measure the performance of the vocabulary skill achieved by the students after the intervention plan designed in this research project with the activities applied with the cognitive learning strategies in order to make a pre-test – post-test comparison of the cognitive

dimension of the performance of vocabulary skill of the participants (eighth-year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 organizers 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 nonparticipative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be done during the English classes on a natural environment as lived by the eighth-year B students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 1 of the city of Loja during the 2016-2017 school year. There will be two types of observation as detailed below.

Nonparticipant observation in nonparticipant observation, the researcher will not involve in the situation being observed. The researcher will observe and record behaviors but will not interact or participate in the setting under study. The objective of this nonparticipant observation will be 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 will be 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 develop vocabulary amongst the eighth-year "B" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year. 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 develop vocabulary (the issue), that is the graphic organizers 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. The target population is the students of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano and the sample is the eighth-year “B” who will participate in the development of the intervention plan. The participants of the research will be 35 students. They are between eleven and twelve years old. The students receive five hours of English classes per week with a certified teacher.

Intervention Plan Description

The intervention plan is designed based on lesson plan model that contains three stages:

Activation (before), connecting (during), and affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.

Activation

“In the Activation phase, the teacher will use activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson”.

During this phase the teacher will act only as an observer. Students strengthen their previous knowledge using their native language (L1), English (L2), or non-linguistic representations. In this manner, students will participate and be responsible of their own learning process.

Students will also have opportunities to interact among them sharing their knowledge even though in pairs or small groups. While this is happening, the

teacher records every aspect and detail occurred in this process. All of these aspects will be carried on in order to improve and link what they already know with what they are studying (Herrera, Holmes, & Kavimandan, 2011).

Connection

In the connection phase, the teachers' role is to guide students in the learning process. Teachers will promote a good class environment, to keep students' attention and to guide them to maintain the information, connecting the new content and student's prior knowledge.

One of the teacher's skills is to retell what students understand using reporting, repeating, rephrasing, and reinforcing the new knowledge according to what was recognized in the previous phase to develop the students' knowledge.

In this phase, it is very important to make students aware of their expectations around the topic, definitions and key vocabulary that were learned in the activation phase. Then, students will expand the comprehension of the new information using different sources as texts, peers, and teacher.

For the duration of this period, students will interpret, discuss, asses, explore, ask, produce and build knowledge. So, they will have the opportunity to apply and practice the information, abilities, and processes in ways that integrate the four mainly skills (listening, speaking, reading, and writing.) The teacher will also try to engage students to work in a collaborative manner and peer-interaction in order to get some benefits from these kinds of activities (Herrera, Holmes, & Kavimandan, 2011).

Affirming

In this phase, teacher will act as an agent of affirmation, supporting students in recognizing ways in which their background knowledge provided a base for their construction of new learning and understanding. To reach this, teacher will use real assessment to control students' development in classroom, taking into account some aspects like linguistic and academic points of the learners.

In the same way, teacher will review the knowledge giving students tasks in order to motivate their creation and production. So, teacher will gain more complete understanding of the skills and knowledge students have acquired. Thus, teacher will challenge students to think creatively about the possibilities that using informal and authentic assessment.

Some of the activities that will be developed during the intervention plans are: bingo, broken telephone, tingo-tango, tic tac toe, time to speak, draw before guessing, act and guess (Herrera, Holmes, & Kavimandan, 2011).

Period

This intervention plan will be carried out into effect throughout the months of November and December during the 2016 – 2017 Academic period.

INTERVENTION AND OBSERVATION PLAN

Week one

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>Meeting new people</p>
<p>LEARNING OBJECTIVES</p>	<p>In this lesson students are able:</p> <ul style="list-style-type: none"> - To introduce yourself and others. - To greet formally and informally. - To ask and answer personal information questions.
<p>KEY VOCABULARY</p>	<p>Actress, age, nationality, country, classmate, housemate, form.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher introduces the learning outcomes to the class using the projector. • To start the class, teacher introduces herself and applies the strategy called two trues and a lie. In this strategy, teacher writes three statements on the board, in which two of them are true and one is a lie, and then asks students to guess which one is the lie. • This strategy will be useful in order to know some aspects like their names, and previous knowledge.

	<p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity. Teacher presents the greetings and personal information questions through a three column notes graphic organizer. • In the column one teacher writes the greetings, in the column two personal information questions and finally in the number three an example. • Then, teacher writes sentences and questions using some greetings and personal information questions. • Teacher reads the statements on the book, page N° 10 about meeting new people. • After that, teacher presents to the class some examples about a conversation with personal information questions. • Teacher introduces some greetings writing few examples on the board. • After teacher’s explanation, students work in small groups writing questions and answers about personal information and greetings. <p>Affirming</p> <ul style="list-style-type: none"> • Students writes questions using personal information to meet new people. • Teacher asks students to complete the activities on their book page N° 10 about personal information questions. • Teacher asks students to write and share their questions using personal information. • After this, teacher gives a feedback about it. • As homework, students will write a conversation using greetings and personal information questions.
<p>CLASSROOM RESOURCES</p>	<p>Student’s notebook Student’s textbook</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Pres test – Pre written questionnaire Data source 2: Student’s writing samples weekly</p>
<p>SUPPORT</p>	<p>Coaching and guidance from the University professor.</p>

TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00
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Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week two

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>Friends around the world</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 introducing new people using the simple present tense - To ask and answer information questions about nationalities.
<p>KEY VOCABULARY</p>	<p>Surname, nationality, around, Chilean, Japanese, England</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation:</p> <ul style="list-style-type: none"> • Teacher builds a lesson planned based on the applications of the simple present tense. • Teacher introduces the learning objectives for the lesson on the board • To get started, teacher activates Ss. prior knowledge related to the simple present tense. To do this, teacher forms two groups in the class. Then a member of each group has to take a sheet of paper where they write telephone number and a country. Finally, students in pairs have to perform asking and answering information question about nationality and personal information like telephone number, name, or age.

	<p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity, teacher presents a compare contrast matrix chart to explain the meaning of some new vocabulary. • Teacher also introduces the simple present tense to students and help them how to form a sentence. • Then, teacher asks students some questions and make sentences using the simple present tense. <p>Affirming</p> <ul style="list-style-type: none"> • After teacher’s explanation, students are going to work in pairs making a conversation in which they have to include simple present tense. • Once the students have made a conversation they are going to share the information with their classmates. • After students have shared their information with the class, teacher gives them a feedback • Then student make sentences using simple present tense • As homework, students remember some verbs and write few sentences about simple present tense.
CLASSROOM RESOURCES	Visual: compare contrast matrix chart Student’s notebook Student’s textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from the University professor
TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00

Adapted from D’ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
Herrera, S., Holmes, M. &Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week three

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>Get in touch with a VIP</p>
<p>LEARNING OBJECTIVES</p>	<p>In this lesson students are able:</p> <ul style="list-style-type: none"> - To predict the content of a text through pictures. - To use Vocabulary Strategy to talk about profile of famous people.
<p>KEY VOCABULARY</p>	<p>Actress, Soccer player, Computer scientist, VIP, creative, sociable, athletic</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher builds a lesson plan based on the applications of to get in touch with a VIP. • Teacher introduces the learning outcomes for the lesson on the board. • To get started teacher activates students’ prior knowledge related to get in touch with a VIP. • The warm up is called tic-tac-toe, in this activity teacher is going to use a balloon. It starts by teacher saying tic-tac, many times while the students pass the balloon among all of them, then when the teacher says “toe” it will stop. At this moment the teacher will check who has the balloon. So who has it, has to say a phrase related to the topic. • After the warm-up activity, teacher presents a mind map chart to explain the new vocabulary. <p>Connection</p> <ul style="list-style-type: none"> • Using the character map graphic organizer teacher explains the content related to “get in touch with a VIP”. • Teacher uses the character map graphic organizer to show some pictures to predict the content.

	<ul style="list-style-type: none"> • In the character map teacher, presents to students four pictures, one on each box. • Teacher asks students to take notes about the pictures. • Next, the teacher writes sentences using the vocabulary strategy. • Teacher uses the ten most important words graphic organizer and chooses the new words used in the sentences writing them in the left column and its definition in the right column. • Next teacher reinforces the meaning of those words making sentences on the board using those new words. <p>Affirming</p> <ul style="list-style-type: none"> • Students make ten sentences using the new words. • Students work in pairs and share their sentences talking about profile famous people. • After that, Ss join to other groups to work in a compare chart graphic organizer classifying vocabulary. • After Ss. had shared their information with the class the teacher gives a feedback. • As homework, Ss. writes a letter using the new vocabulary related to get in touch with a VIP.
CLASSROOM RESOURCES	Students notebook Students textbook Teachers book Cards
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from the University professor
TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00

Adapted from D’ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week four

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>The world we live in</p>
<p>LEARNING OBJECTIVES</p>	<p>In this lesson students are able:</p> <ul style="list-style-type: none"> - To use useful expressions such as: <ul style="list-style-type: none"> * Good morning / How are you? * The members of the group are * Thanks for your attention... - To talk about different countries and nationalities
<p>KEY VOCABULARY</p>	<p>South America, North America, Australia, Antarctica, Europe, Asia, Africa</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher makes a review about get in touch with a VIP. • Teacher builds a lesson based on the topic “The World We Live In”. • Teacher introduces the learning outcomes for the lesson on the board. • Teacher applies the broken telephone game where the class is divided in two groups. Then the teacher will say a sentence using simple to the first student of each column next the Ss. have to pass it until the last student in each column. • During the warm up stage the teacher also assess the student’s prior knowledge.

	<p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity teacher explains the meaning of the idioms using language lingo graphic organizer. • To use language lingo graphic organizer, the teacher uses a presentation power point that shows three columns of bubbles, in the first column the teacher writes the idiom, the meaning of the word in the second column of bubbles, finally the teacher uses the figurative language in a new sentence in the third column of bubbles. • After, the explanation teacher uses the conversation on the book to use the idioms in context. • Ss works in pairs making a conversation using the idioms. Teacher explains the different countries and nationalities using the different activities in the book to practice them. <p>Affirming</p> <ul style="list-style-type: none"> • Students uses language lingo graphic organizer to write their own definition of each idiom. • Students works with a partner showing their definitions to each other. • Students makes a conversation using the idioms to talk about different kind of celebrations. • Once the students have made a conversation they are going to share their information with the class. • After this the teacher gives a feedback. • As homework students writes a conversation using the idioms to talk about different countries and nationalities.
<p>CLASSROOM RESOURCES</p>	<p>Students notebook Students textbook Teachers book</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>
<p>SUPPORT</p>	<p>Coaching and guidance from the University professor</p>

TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00
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Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
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Week five

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year
GOAL	-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
TOPIC	This is my family
LEARNING OBJECTIVES	By the end of this lesson students are able: -To describe yourself and others. -To ask and answer questions about physical description.
KEY VOCABULARY	Mom, dad, sister, brother, aunt, uncle, grandma, grandpa.
INSTRUCTIONAL FOCUS	<p>Activation</p> <ul style="list-style-type: none"> • Teacher builds a lesson plan focus on key vocabulary related to “This is my family”. • Teacher introduces the learning outcomes for the lesson on the board. • To start the class, teacher activates students’ prior knowledge related to colloquial expressions using a strategy called “time to speak” in which students makes a circle. Then teacher gives them a small ball. After, any student starts by throwing the ball to whomever student and she/he immediately says a colloquial expression. They repeat this process three or six times. It takes 4 to 7 minutes. • This strategy helps teacher to know what colloquial expressions they already know. <p>Connection</p> <ul style="list-style-type: none"> • Once teacher has finished the activity. She/he asks students to open their books in order to introduce the new topic. • Teacher presents different members of the family through a power point presentation using a main concept map graphic organizer.

	<ul style="list-style-type: none"> • Teacher explains the meaning of each member of the family. • Students completes some activities on their book related to “this is my family”. • Teacher explains the use of the verb to be to describe people through a power point presentation using one and all graphic organizers. • Teacher explains the three structures: affirmative, negative and interrogative using the verb to be. <p>-Affirmative: S+ verb to be + complement</p> <p>-Negative: S+ verb to be + Not + complement</p> <p>-Interrogative: Verb to be + S + Complement?</p> <ul style="list-style-type: none"> • Teacher explains each structure with some examples. • During the teacher’s explanation students, take notes about the topic. • Teacher asks some volunteers to write one example on the board. Teacher and students checks them. <p>Affirming</p> <ul style="list-style-type: none"> • Students writes their own examples using the verb to be using the three structures on their notebooks. • Students develops an activity on their books and teacher monitors them. • After that, students finish the activity on their books. • Students work individually in a worksheet to summarize the use of the verb to be to describe yourself and others. • As homework, students write: 5 affirmative sentences, 5 negative sentences, 5 interrogatives questions with short answers using the verb to be.
<p>CLASSROOM RESOURCES</p>	<p>-Power point presentation -Projector -Worksheet -Students’ textbook -Teacher’s textbook -Computer</p>

DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from the University professor
TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00

Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week six

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>We are all different</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students are able:</p> <ul style="list-style-type: none"> -To describe physical appearance. -To use possessive adjectives to express possession.
<p>KEY VOCABULARY</p>	<p>Long, bald, short, straight, wavy, curly, ear, nose, hair, eyes, mouth, face, teeth.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • In order to activate students’ prior knowledge teacher makes a warm up activity called “Guess the picture”. To carry on this activity first, teacher starts to draw a picture related to previous lesson (this is my family). Then, students must try to guess what the picture is before the person has finished drawing it. Finally, the student who guesses correctly comes to the front to draw another picture. • Teacher writes on the board the new topic and introduces to them the learning objectives. • Teacher presents some of the key words that will be used during the present lesson “We are all different”. • For the present lesson, the VENN DIAGRAM & CIRCLE MAP graphic organizers are used.

	<p>Connection</p> <ul style="list-style-type: none"> • First, teacher will ask students to open their books on pag. 24. • Teacher asks students to listen the audio, related to “different hair colors” then students complete the sentences with the colors they heard. • In order to introduce students to the new vocabulary, teacher uses a circle map. • The circle map is divided in four parts. In the first part, teacher writes the new vocabulary. In the next part, teacher writes an antonym for each word. Then, in the following form teacher draws a picture that shows the meaning of the word. Finally, teacher writes a sentence using the new vocabulary. • Second, using the venn diagram teachers introduce Ss. to the usage of possessive adjectives. • To summarize the current topic, the teacher uses the venn diagram that is divided in three parts. • In the first one, teacher writes about the use and the rules of possessive adjectives. • In the next form, teacher writes about the use and the rules about possessive adjectives. • Then, in the figure that is in the center teacher writes the key vocabulary (adjectives). <p>Affirming</p> <ul style="list-style-type: none"> • Teacher asks students to fill in a circle map graphic organizer presented in a worksheet. In this worksheet students writes all the vocabulary that they remember about the studied topic following the same procedure as teacher did before. • After that, teacher asks students to write 5 sentences using the studied vocabulary to describe their classmates. • Teacher asks Ss. to complete the activities 4 and 5 in their books about possessive adjectives.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> - Worksheet - Students’ textbook - Teacher’s textbook
DATA COLLECTION SOURCES	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: Sub-test</p>
SUPPORT	<p>Coaching and guidance from the University professor</p>

TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00
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Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week seven

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>Diverse Families</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students are able:</p> <ul style="list-style-type: none"> - To use the verb to be and possessive adjectives to introduce yourself and others. - To identify detailed information about “Diverse families”.
<p>KEY VOCABULARY</p>	<p>Daughter, son, tall, athletic.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • In order to activate students’ prior knowledge teacher makes a warm up activity called “the broken telephone”. To carry on this activity first, Ss. form a circle. Then, teacher whispers to one student a sentence related to the last topic. After that, this student whispers the same sentence to the next Ss. and so on until the last one. Finally, the last student speaks aloud the sentence she/he received. • Teacher socializes with the class the new topic and introduces to them the learning outcomes. • Teacher presents some of the key words that are used during the present lesson “Outstanding people”. • For the present lesson, the WORD WEB graphic organizer is used.

	<p>Connection</p> <ul style="list-style-type: none"> • First, teacher asks students to open their books on pag. 26 to read the paragraph about a physical appearance description and members of the family. • Teacher asks students to identify body parts and members of the family. • Second, in the word web teacher introduces Ss. about diverse families. • To summarize the current topic, the teacher uses the word web that consists in five parts. • In the first one teacher writes the key terms for the current topic. • Next, teacher writes the rule for the usage of possessive adjectives. • In the forms of the right side teacher gives some examples to use and connect similar ideas, using verb to be, possessive adjectives and the vocabulary of the unit. • Finally, in the last forms students writes their own examples using the content of this unit. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher asks students to fill in a brainstorming graphic organizer presented in a worksheet about. In this worksheet students writes all the vocabulary that they remember about the studied topic. • Teacher also asks Ss. to add new forms to the presented graphic organizer in order to write sentences with the written vocabulary. • Teacher asks Ss. to complete the activities 4 and 5 in their books about physical appearance description and members of the family.
<p>CLASSROOM RESOURCES</p>	<p>- Worksheet - Students' textbook - Teacher's textbook</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>
<p>SUPPORT</p>	<p>Coaching and guidance from the University professor</p>

TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00
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Week eight

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year</p>
<p>GOAL</p>	<p>-By the end of this intervention plan, students are able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.</p>
<p>TOPIC</p>	<p>Keep an eye on.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students are able:</p> <ul style="list-style-type: none"> - To recognize and use idioms in different situations. - To express different ideas with different words.
<p>KEY VOCABULARY</p>	<p>Keep an eye on, I’m all ears, I’m up to my neck.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • In order to activate students’ prior knowledge teacher makes a “bingo” as a warm up activity. Teacher gives to each student a bingo chart that contains vocabulary of the previous lessons. • Teacher gives to the winners some prizes. • Teacher socializes with the class the new topic and will introduce to them the learning outcomes. • Teacher presents some of the key words that will be used during the present lesson “Keep an eye on”. • For the present lesson, the CIRCLE MAP graphic organizer is used. <p>Connection</p> <ul style="list-style-type: none"> • First, teacher gives to students some examples about the using different expressions. • Then, teacher presents to students the idioms that are used in the present lesson such as: <p>* Keep an eye on. * I’m all ears.</p>

	<p>* I'm up to my neck.</p> <ul style="list-style-type: none"> • Teacher fills in the circle map graphic organizer as follows: In the first part, teacher writes one idiom; in the second part, he/she writes the definition of it; in the third part, an example is written; and in the last part a picture is shown. • Teacher recycles some expressions and uses them in different situations. • To wrap up the taught information teacher asks students to find someone who has different abilities to talk about. <p>Affirming</p> <ul style="list-style-type: none"> • Students works on their books page 28 checking just the abilities they have. • Second, students listen to a conversation and will complete the activity N° 2 using the idioms in the exercise 1. • In activity N° 3 Ss. match the expressions with the correct meaning. • Teacher asks Ss. to perform a dialogue in pairs about abilities using the idioms in front of the class.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> - Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: Post test – Post questionnaire</p>
SUPPORT	Coaching and guidance from the University professor
TIME	Monday 13h00–14h20 / Wednesday 14h20–15h40 / Friday 17h20–18h00

Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Organization and Management of the Research

Resources

Human

- The researcher
- The eighth-year students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano
- The teacher
- The thesis advisor

Material

- Scripts
- Book
- Paper
- Tape
- Cardboard
- Worksheets

Technical

- Computer
- Projector
- Printer
- Internet

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$150
Print of reports	\$70
Print of the project	\$50
Print of the final report and thesis	\$300
Unexpected expenses	\$250
Total	\$820

The financing of the expenses derived from the present research work will be assumed by the research author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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Annex 1: Observation Sheet



**UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET					
Observation #:	Date/Time:			Role of the researcher:	
Topic:	Participants: Eighth year students & The researcher			Nonparticipant observer	
Objective of the session:				Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Word Meaning					
Collocations					
Cognates					
Idioms					
Hyponyms					

Annex 2: Field Notes



**UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #:	Date/Time:	Role of the researcher:
Topic:	Class size:	Participant observer
Objective of the session:	Participants: Eighth year students & The researcher	Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Post-test & Scoring Guide



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

DATA COLLECTION SOURCE: PRE TEST / POST TEST



Student's code:

Date:

1. Match the colloquial expression with its correct meaning. (2p)

- | | |
|------------------------------|-------------------|
| — a) It's a Chinese whisper | 1) to pay 50 / 50 |
| — b) It's all Greek to me | 2) hello! |
| — c) See you around! | 3) it's a rumor |
| — d) To go Dutch: | 4) it's confusing |
| — ² e) What's up? | 5) bye! |

2. Check true/false depend on the pictures of the following cognates (2p)

 <p>a. DIALOGUE</p> <p>True () False ()</p>	 <p>b. CARS</p> <p>True () False ()</p>
--	--



c. MASK

True () False ()



d. BLANK

True () False ()

3. Complete the following questions using the words in the box. Not all the words will be used. (2p)

COLOR	FROM	OLD
PHONE	NAME	

- What is your _____?
- How _____ are you?
- What is your _____ number?
- Where are you _____?

4. Fill in the blanks with the correct words from the box. (2p)

SOCIABLE – SOCCER – ACTRESS – ATHLETIC

This is Lionel Messi. He is a a)_____ player. He is Argentinian. He is from Rosario and is 25 years old. He is b)_____.

This is Emma Watson. She is an c)_____. She is French. She is from Paris and is 23 years old. She is d)_____.

5. Classify the following words according to the headings. You will not use all the options. (2 p)

Chilean	A bow	Chopsticks	Chicken
White	Rice	Greek	England
Give presents	Japan	Red	Shaking hands

a. NATIONALITIES b. GREETINGS c. FOOD d. COUNTRIES

_____	_____	_____	_____
_____	_____	_____	_____



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH
LANGUAGE DEPARTMENT**

Pre- Post Test Scoring Guide

QUESTION 1

IDIOMS

OPTION	ANSWER	SCORE
A	3	0.5
B	4	0.5
C	5	0.5
D	1	0.5

QUESTION 2

COGNATES

OPTION	ANSWER	SCORE
A	T	0.5
B	F	0.5
C	T	0.5
D	F	0.5

QUESTION 3

WORD MEANING

OPTION	ANSWER	SCORE
a	name	0.5
b	old	0.5
c	phone	0.5
d	from	0.5

QUESTION 4**COLLOCATIONS**

OPTION	ANSWER	SCORE
a	soccer	0.5
b	athletic	0.5
c	actress	0.5
d	sociable	0.5

QUESTION 5**HYPONYMS**

OPTION	ANSWER	SCORE
A	Chilean	0.25
	Greek	0.25
B	Shaking hands	0.25
	A bow	0.25
C	Chicken	0.25
	Rice	0.25
D	England	0.25
	Japan	0.25

Annex 4. Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

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

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

2. Are graphic organizers elaborated in an easy way in the classroom?

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

3. How frequent is important the use of the graphic organizers to learn vocabulary?

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

4. Do graphic organizers contribute developing your vocabulary in English?

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

5. How often do you learn vocabulary through graphic organizers?

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

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

Ven Diagramm ()

T-Chart ()

Circle Map ()

Cycle Map ()

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Graphic organizers as a cognitive strategy to develop vocabulary amongst eighth year of basic education at Manuel Cabrera Lozano High School of city of Loja during the 2016 – 2017 school year

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How do graphic organizers as a cognitive strategy develop vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano of the city of Loja during the 2016-2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for the development of vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? • What are the issues that limit the development of the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 	<p>General</p> <ul style="list-style-type: none"> • To improve the vocabulary trough graphic organizers as a cognitive strategy amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano 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 application on the development of vocabulary amongst eight year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016-2017 school year. • To diagnose the issues that limit the development of the vocabulary amongst eighth year “B” students at Unidad 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Vocabulary • Aspects such us (word meaning, collocation, cognates, idioms, hyponyms) <p>Independent variable Graphic Organizers</p> <ul style="list-style-type: none"> • Functions of the graphic organizers • Use of graphic organizers • Vocabulary graphic organizers 	<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 the research • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<p>during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. • Which graphic organizers as a cognitive strategy are implemented to develop the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? • How affective was the application of graphic organizers to develop the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year? 	<p>Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst eighth-year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. • To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. • To validate the results obtained after the application of graphic organizers to develop the vocabulary amongst eighth year “B” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2016 – 2017 school year. 		<ul style="list-style-type: none"> • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
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Annex 6. Grading Scales

Vocabulary

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

Graphic organizers as a cognitive strategy

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of graphic organizers as visual aids
61-80	Expected level of effectiveness of graphic organizers as visual aids
41-60	Moderate level of effectiveness of graphic organizers as visual aids
21-40	Unexpected level of effectiveness of graphic organizers as visual aids
01-20	Low level of effectiveness of graphic organizers as visual aids

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