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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR "L" STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH SCHOOL AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR.

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

AUTHOR

CRISTIAN EFRAIN FLORES PASACA

THESIS ADVISOR

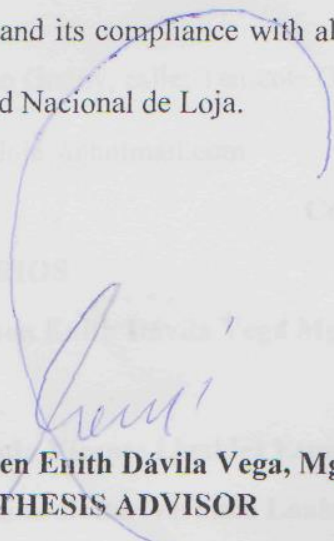DRA. CARMEN ENITH DÁVILA VEGA, MG. SC.

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DRA. CARMEN ENITH DÁVILA VEGA, MG. SC. PROFESSOR OF ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

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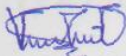**THESIS ADVISOR**

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THE AUTHOR

DEDICATION

I dedicate this work first to God who guided me for the right way. To my parents Efrain and Luz Angélica, who gave me all their love and support that I needed through my life and never let me down. To my brother Alex and sisters Daniela and Maria who were always with me. To my son Saúl and my ex-wife Carina for all their patience and love. I also dedicate it to my classmates that shared with me these four years, and my teachers who guided me through this process to succeed.

CRISTIAN EFRAIN

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THESIS OUTLINE

a. TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR "L" STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH SCHOOL AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR.

b. RESUMEN

El siguiente trabajo de investigación tuvo como objetivo desarrollo del vocabulario a través de la utilización de organizadores gráficos. En este trabajo, se utilizaron los siguientes métodos: el método científico, el método descriptivo, el método analítico-sintético, y el método estadístico que sirvieron para dar una explicación lógica a los resultados. Los instrumentos de recolección de datos fueron cuestionarios y pruebas aplicadas al principio y al final de la intervención. Los participantes en esta investigación fueron treinta y siete estudiantes de noveno año de Educación Básica. Los resultados demostraron que el uso de organizadores gráficos redujo las limitaciones de los estudiantes significativamente en los cinco aspectos del vocabulario: expresiones idiomáticas, palabras que son similares en inglés y español, palabra en contexto, combinaciones frecuentes de palabras y palabras que poseen todos los rasgos semánticos. En conclusión el uso de los organizadores gráficos fue efectivo, motivó a los estudiantes a asumir la responsabilidad de su propio proceso de aprendizaje y presentar los contenidos en una forma organizada y entendible.

ABSTRACT

This research work was focused on the development of vocabulary through the use of graphic organizers. To develop it, the following methods were used; the scientific method, the Descriptive method, the Analytic-synthetic method and the statistical method which helped give logical explanation of the results. The data collection instruments were questionnaires and tests applied at the beginning and at the end of the intervention. The participants in this research were thirty-seven students of ninth year of Basic Education. The results demonstrated that the use of graphic organizers reduced the students' limitations meaningfully in the five indicators of vocabulary: idioms, similar words in English and Spanish, word meaning, frequent combination of words and words that have all the semantic features. In conclusion, the use of graphic organizers was effective, it allowed students to take responsibility of their learning process and present the contents in an organized and understandable way.

c. INTRODUCTION

Nowadays, vocabulary is very essential for the successful understanding of communication. It is one of the bases of every language. Besides, learning vocabulary is comprehend words, their meaning and use them to express or to compose a text with the purpose of communicate a message in an accurate way. It also involves the development of some sub skills like collocations, cognates, hyponyms, word meaning, and idioms. However, the lack of these abilities in students implicates some of the major complications when acquiring a language because without these students do not master the meaning and use of words, as consequence they cannot use them properly.

Therefore, at Beatriz Cueva de Ayora high school most of students of ninth-year "L" of Basic Education faced difficulties in the five aspects of English vocabulary. First, they did not understand when two words go together to have a specific meaning and when use them. Another issue is that they have difficulties to differentiate the correct meaning of similar words in English and Spanish even though teachers use pictures to help them. Likewise, students did not recognize specific words, especially when they need to categorize them. Similarly students had problems using words in a specific context. Finally, they did not recognize the meaning and use of idiomatic expressions.

The students received English without the provision of a strategy to simplify the learning of English vocabulary. For the issues mentioned above the researcher considered essential to focus on the main problem: How do graphic organizers as cognitive strategy develop vocabulary? This topic was chosen because graphic organizers are a useful technique to learn vocabulary, catch the student's attention and motivate them to learn, as Gao and Ma (2011), claims the integration of vocabulary learning strategies, including contextual methods, fixed meaning and list learning improved participants' vocabulary learning beliefs and enhanced their motivation to develop new word knowledge.

As well as Horton (1990), says that graphic organizers relate topics and make much easier to understand new vocabulary is the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole.

The specific objectives established to carry out this research were: research the theoretical references about Graphic organizers in different environments and vocabulary learning; to diagnose the issues that limit English vocabulary-learning, to design an intervention plan with the use of graphic organizers which contains a variety of expressions and activities to develop English vocabulary; to apply the intervention plan as part of the classroom activities in order to solve the problems that students have in English vocabulary learning; and to validate the effectiveness of using graphic organizers to foster English vocabulary amongst ninth-year "L" students at Colegio Beatriz Cueva de Ayora during the 2016-2017 school year.

The methods used were: the scientific method that provided the necessary information about the two variables that supported the results obtained from the data collection and helped establish the conclusions; the Descriptive method described the stages of the intervention plan; the analytical-synthetic method was used to analyze and explain the results obtained from tests and questionnaires and the statistical method was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires observations sheets and field notes.

The present research work is organized in the following manner: The first section presents the Abstract that contains the general objective of the research work, the Description of the principal methods, Techniques and Materials used, as well as, the main results obtained and conclusions. Then, the second section encloses, the Introduction, which comprehends contextualization of the problem, also it mentions the main problems, the reason why the theme was chosen, the specifics objectives and a brief description of the methodology in the research work and finally the content of the thesis. Next, the Literature Review, which contains detailed information about the two variables English vocabulary and graphic organizers. The Materials and Methods section incorporate the different techniques, materials, instruments that were used and the population who participated in this research. Subsequently, the Results that include tables, figures and logical analysis. The Discussion, which includes a general analysis about results obtained. Finally, it shows the Conclusions, that reports the main improvements of the intervention plan and the Recommendations contain some suggestions for future similar works.

d. LITERATURE REVIEW

Vocabulary

Definition of vocabulary

There are numerous definitions of vocabulary like Diamond & Gutlohn (2006), suggest that vocabulary is the knowledge of words and their meanings. The types of vocabulary are the following as Hiebert & Kamil (2005), claimed there are two types of vocabulary First, productive vocabulary it includes words that students use when writing or speaking. Second, receptive vocabulary is that set of words which learners can understand meanings when listening or reading.

The importance of vocabulary is present in every language as the base of it like Barcroft (2011), claims "Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English "refers to all the words in a language, the Teaching Vocabulary entire vocabulary of a language" many author refute this like Beck (2007), said vocabulary is at the heart of oral language comprehension and sets the foundation for domain-specific knowledge and later reading comprehension, but why they said that it is the most important thing in learning a language as Wilkins (1972), wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed, for this reason vocabulary is the base of a language.

From these different things the lack of vocabulary can be the major problem for second language learners as researchers such as, Laufer (1997), have found out that vocabulary is the main factor which can impede or enhance comprehension.

Vocabulary is one of the basis of a language so for this reason it is very important to recognize its value at the moment of learning a foreign language. Vocabulary can be a big help at the moment of communicating but also if we do not have enough vocabulary it would be impossible to communicate in a new language, like some authors say we can communicative if we have an average knowledge of words but if we don't have the adequate words to express a message it is impossible do it. Vocabulary is necessary for the four skills of communication listening, speaking, reading and writing. All this skills of communication can't be used without using an adequate amount of vocabulary.

Types Of Vocabulary

According to Judy (2007), there are four types of vocabulary:

Listening vocabulary.- The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives.

Speaking vocabulary.- The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions

Reading vocabulary.- The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

Writing vocabulary.- The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Subskills of vocabulary

Cognates

According to Aske (2016), the words whose stories are concerned with the same root are call cognates. Another definitions is the one of Molina (2006), cognates are words descended from a common ancestor; that is, words having the same linguistic family or derivation. After all, cognate words are never identical in form or in meaning. Even if the spelling is identical, their pronunciation will never be identical.

In conclusion, cognates are a bridge to the English language for Spanish speaking students. Students learn to compare English and Spanish words that are related in meaning and spelling to acquire new vocabulary. When you are learning a new language, a cognate is an easy word to remember because it looks and means the same thing as a word you already know. Two words are cognates when both in two languages that are similar or have the same root.

Word Meaning

Defining the stages of word knowledge from the point of view of students Mukoroli (2011), provides a description of 5 stages:

- The student has no knowledge about the word.

- The student has a general sense of the word.

- The student has a narrow, context-bound knowledge about the word.

- The student has a basic knowledge of the word and is able to use it in many appropriate situations.

- The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

To conclude, considerate the meaning of the words is a procedure where students identify some features of the words. These can be spoken or written words in both students are able to understand the same word in different contexts. Likewise, it is essential that learners use them correctly in a speech.

Collocations

As McCarthy (2010), said a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make an effort to learn them because they are often difficult to guess. Some combinations just sound "wrong" to native speakers of English. As the point of view of Aske (2016), a collocation can be anything from a common, statistical co-occurrence of words, just like the fact that the word *blue* is found more often next to the word *sky* than the word purple, in the phrase *blue*

sky, to more conventionalized expressions of the language, such as *fast food*, and many other things in between.

In conclusion, the definitions beyond describe the meaning of collocation. This terms refers to words that come often together in order to make sense and these cannot be change the words' order. Learning collocations help us communicate using diary expressions and a variety of ways.

Idioms

Aske (2016), claimed that idioms are more-or-less frozen combinations of words the meaning of which is rather unpredictable, whereas collocations are word combinations whose meaning can be quite transparent, even if their existence is not predictable. Technically, we can say that the difference between collocations and idioms is that in the former the meaning is quite compositional. We can see what part of the meaning is contributed by each part, whereas in the latter, the meaning is more unitary and more like the meaning of a single word, as in Eng. *to pull someone's leg* or in Sp. *tomarle el pelo a alguien*. Thus, for example, one would not know that a particular concept, such as *fast food*, is expressed that way in a language, though it can be immediately quite obvious what it means upon hearing it for the first time. In other words, collocations can be seen as quite transparent idioms. In reality, what we have is a whole range of types of expressions, from close to fully transparent to fully opaque, with everything in between.

In summary, idioms are useful expression in a L2 because an expression whose meaning is not predictable from the usual meanings. In other words, idioms are phrases that cannot be translate word by word.

Hyponyms

According to Alarcon (2013), hyponyms were employed to explain how a particular concept contributes to or is a part of a bigger concept. Meronyms were used to give examples of a concept and to define a term. Superordinates were utilized to give a specific kind or brand of a more general idea.Hyponymy refers to the specific-to-general relationship between lexical items- (1) the class of thing (2)superclass or subclass or another class at the same level, for example life-people.

In addition, Jhosi (2014), says hyponym is a word that denotes particular item from general category. Hyponym is also called 'Subordinate', 'Subtype' or 'Subset'.

In conclusion hyponyms were used to explain how a particular concept contributes to or is a part of a bigger concept.

Methodologies to teach vocabulary

According to Pavicic(2003), vocabulary dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self-initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the

teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.

(Frisby, 1957), commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection".

To use methodologies to teach vocabulary correctly we have to know that for some authors is correct that teachers create activities and tasks to help students to build their vocabulary and develop the vocabulary by their own because almost all the books and resources don't have a wide range of vocabulary to learn one of this methodologies is listening carefully to the word and repeating it.

Strategies to teach vocabulary

According to (A.W.Frisby, 1957), the principal strategies that are used to teach vocabulary are:

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective

in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

Underlying graphic organizers Horton (1990), said that "is the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole".

Gao and Ma (2011), found in their study that integration of vocabulary learning strategies, including contextual methods, fixed meaning and list learning improved participants' vocabulary learning beliefs and enhanced their motivation to develop new word knowledge.

According to this theory, the use of visual spatial materials can facilitate processing of meaningful data and make real learning outcomes.

Resources to teach vocabulary

Resources

According to Reading Rockets (2011), there are many resources to teach vocabulary but the principals are:

Linking the language a cross-disciplinary vocabulary is introducing students to a rich variety of words that share the same root can help diverse learners make

important connections among vocabulary words within the same family and transfer core ideas across content areas.

Use words to teach words is when students with strong comprehension skills know about word prefixes, suffixes, word roots, and multiple meanings of words. Families can help develop word knowledge through simple conversations focused on words.

Building your child's vocabulary is talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and questions about interesting words are easy, non-threatening ways to get new words into everyday talk.

Building language and scientific literacy in young children it is when young children are naturally curious. Early childhood educators and parents can build on children's questions, eagerness, and enthusiasm to help them learn the language and concepts of science and scientific inquiry.

List-Group-Label in this classroom strategy — a form of semantic mapping — encourages students to improve their vocabulary and categorization skills, and organize concepts.

Word maps it is use a graphic organizer, students think about terms or concepts in several ways, including a definition, synonyms, antonyms, and a picture.

Semantic feature analysis in this strategy uses a grid to explore how a set of things are related to one another. It illustrates how words are both similar and different and emphasizes the uniqueness of each word. It also draws on students' prior knowledge and uses discussion to elicit information about word meanings.

Another opinion is the one of McCarten (2007), says the use of different kind of materials in classrom is useful for astudents. These are the following more common materials:

- Pictures
- Flash cards
- Realia
- Dictionaries
- Power point presentation

In summary, for teaching vocabulary is necessary to use many resources such as bilingual dictionaries, videos and textbooks. These resources are useful for students because help them to understand and learn the new words easy.

GRAPHIC ORGANIZERS

Kang (2004), defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. GOs can be used by students, on the one hand, as a study tool to better understand vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area.

Teachers, on the other hand, can use the GO prior, during or following teaching a topic to organize the concepts taught.

Importance of graphic organizers

First we have to know the importance of knowing the kind of students that we have to understand the importance of the use of graphic organizers as Daniel Willingham (2008), classifies learners into three different types: Those who learn by looking, those who learn by listening, and those who learn by manipulating things - or visual, auditory, or kinesthetic learners. By understanding what sort of a learner a child is, teachers can optimize his or her learning by presenting material appropriate to him/her. Use of graphic organizers as visual tools for visual learners of comprehension will make comprehending a reading text and this makes comprehending easy and fun for students.

In learning English is important the use new strategies that can facilitate the understanding of new content specially vocabulary as London (1999), EFL teachers should explore and exploit spatial instructional strategies to enhance learning and instruction. The graphic organizer strategy can be utilized in teaching vocabulary, among other courses, to EFL students.

Is important the use of graphic organizers as strategy because they help to understand the new contents and connect them as Penman (2005), said students do not have the impression that they are being taught a series of unrelated terms, facts, or concepts. Furthermore, visuals seem to enhance retention and recall of vocabulary.

Graphic organizers could be used with any content as Blachowicz (2011), stated for example, graphic organizers or semantic maps in vocabulary instruction can graphically display lists, flowcharts, categorical and, hierarchical information and examples of sentence usage, also semantic relatedness of words along with drawings or pictures. Also graphic organizers could motivate the participation of students as Clarke (1990), said initiated by the teacher, semantic maps save students' time and add information to what the students already know".

Another of the motivation that graphic organizers give to students Graves (2006), in said the research results have largely suggested that graphic representations are likely to be highly powerful and motivational tools, which can greatly increase word-learning rate.

Graphic organizers are easy to make and use by both teachers and students as Jiang (2007), said suitable GOs can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. GOs need to be as simple, clear, direct and teachable as possible.

To summarize, the use of graphic organizers can help students to organize and integrate information with their preexisting knowledge and contribute positively to the development of achievement emotions and values.

Classification of graphic organizers

Graphic organizers: Description and Procedures and Example

There are many classifications of graphic organizers but the principal is the one of Curriculum Development Institute (2001), asserts there are many kind of
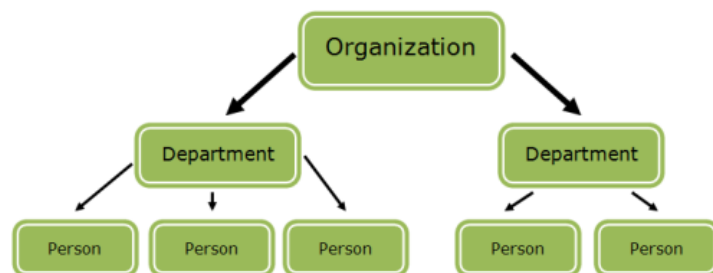
graphic organizers. But, the most appropriate to teach vocabulary are the following:

Hierarchy diagram

Description.-This organizer can be used to help students see superordinate and subordinate categories of a concept or topic. It clarifies relationships between and among concepts/topics in different levels.

Procedure.- First, choose a topic and write it in the box at the top of the organizer, secondly brainstorm a list of the subcategories of the topic, then cluster the ideas into different levels of ranks and levels , following write the first subordinates in the boxes in the second level. Add or delete boxes whereas appropriate, finally with materials that have more than two levels, students can add additional levels to the organizer (Curriculum Development Institute, 2001). Example:

Source: https://docs.telerik.com/devtools/silverlight/controls/radtreeview/how-to/howto-bind-hierarchical-data-style-binding

Main concepts map

 Description.-This organizer can be used to help students identify the main concepts of a topic. Students are encouraged to give a broad interpretation of the

components of a topic and to support their ideas with specific information from relevant source.

Procedure.- First, choose a topic to discuss, then identify main concepts that are important to the understanding of the topic, next Research information that illustrates the interrelationship among the main concepts, finally quote the source(s) of the information you get (Curriculum Development Institute, 2001).

Example:

Source: http://www.conceptdraw.com/How-To-Guide/concept-maps
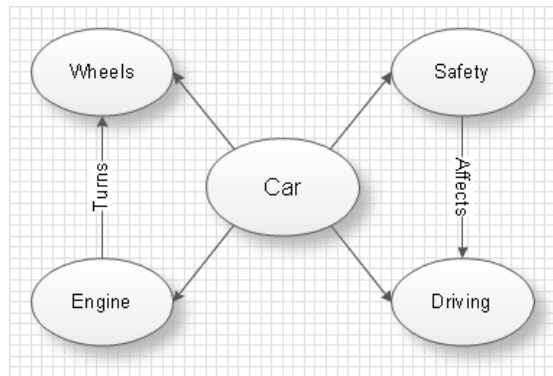
Multiple meaning map

Description.- This organizer can be used to help students explore concepts with more than one meaning, definitions, examples and categories. It is an excellent tool to develop students' skill in creating associations and conceptual links.

Procedures.- First, choose a concept/word with multiple meanings, definitions, examples...etc. a put it in the center of the organizer, then Identify the various meanings (or other categories) of the concept/word and help students make connections. Put these categories in the boxes of the outer level Adding or deleting the number of boxes as needed finally, Brainstorm associations to each of the categories (Curriculum Development Institute, 2001).

Example:

Multiple Meanings

Source: https://www.slideshare.net/MartinEduSanchez/hierarchical-graphic
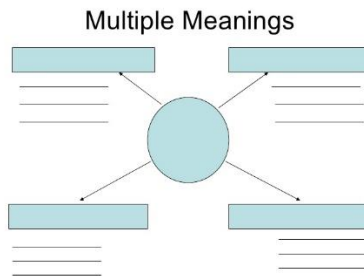
Word web

Description.-Word webs are graphic organizers that help students to better understand a key vocabulary term by connecting it to related terms.

Procedure.- Identify the word to research, then write the definition, next on the left write synonyms of the word, following on the right write antonyms of the word, finally In the bottom write examples.

Example:

Source: https://www.speechandlanguagekids.com/2-great-visual-aids-for expanding-your-childs-vocabulary/
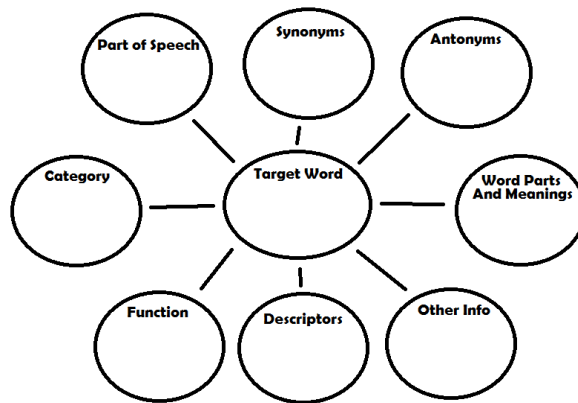
Venn diagram

Description.-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.

Procedure.- Identify and label each circle the concepts to be compared and contrasted, then Discuss and record the similarities and differences among the concepts, following put the shared characteristics in the appropriate overlapping sectors, finally Record the unique characteristics of each concept in its own sector (Curriculum Development Institute, 2001).

Example:

Source: https://study.com/academy/lesson/what-is-a-venn-diagram-lesson-for-kids.html
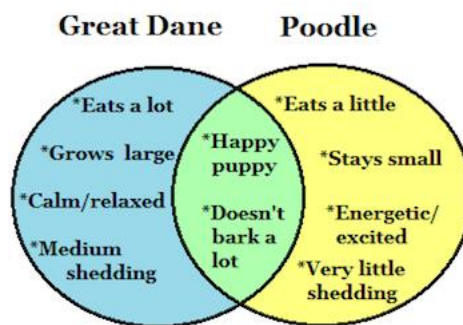
Three column notes graphic organizer

Description.-Utilizing 3-column note taking strategy would be best for visual learners. Visual learners want to see the "big picture" and can often grasp difficult information quickly if it is presented in a graph, chart, or outline form.

Procedure.- In the first column, write the main subjects or topics from the text, then in the second column, write significant details you learned from reading the

text, from research or discussion, finally In the third column, jot down opinions, observations, thoughts, etc

Example:

Source: http://engagingmindsonline.com/blog/26-blog/264-use-graphic-organizers-for-note-taking-too
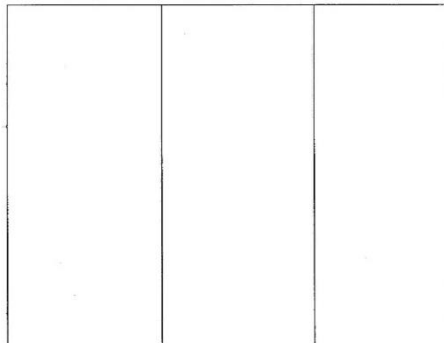
Idiom lingo graphic organizer

Description.-This organizer helps students divide information into two extra categories that reveal their comprehension of the subject.

Procedure.- Write four examples of figurative language the first column of four bubbles , then write the meaning of the idioms in the second column, finally writhe the figurative language in new sentences the third of bubbles (Conklin, 2004).

Example:

Source: http://www.enetlearning.org/
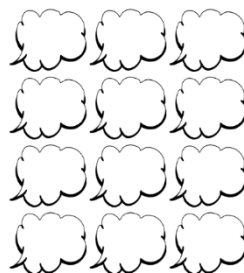
Circle organizer

Description.-This organizer can be used to help students understand the sequence of events in a process. On a sequence circle there is a consecutive flow of events with the last cycling back to the first event. Sequence circles are appropriate to represent the relationship of events that are continuous.

Procedure.- Discuss a cycle process with students and encourage them to retell the sequence of events, then Write the concept to be discussed in the middle of the organizer, following in clockwise direction write the events in order, finally Write a brief note to explain the steps in the process under the 'concept title' (Curriculum Development Institute, 2001).

Example:

Source: http://www.educationandbehavior.com/how-to-use-graphic-organizers-to-improve-reading-comprehension-writing-listening-note-taking-and-study-skills/
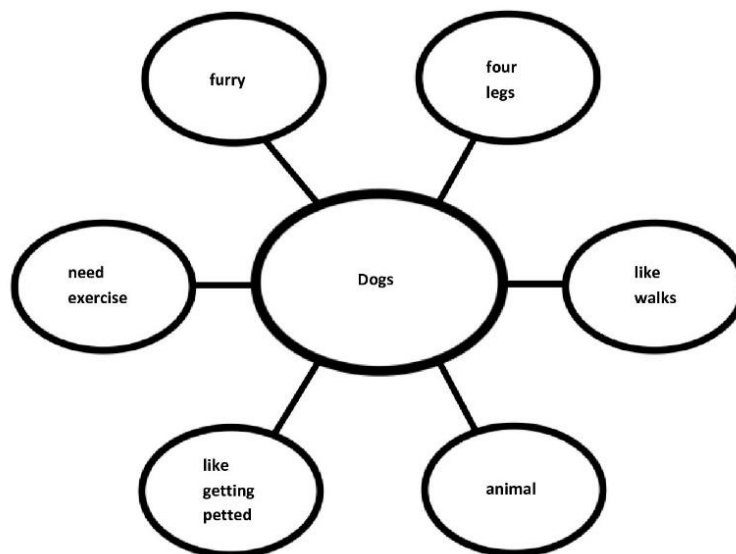
Compare and contrast map

Description.-This organizer can be used to help students compare two concepts according to a set of criteria. Students can make use of it to record a discussion between two concepts/subjects and as an organizing tool for comparison.

Procedure.- Identify two concepts/subjects that are to be compared and write them in the 'concept' boxes, list the criteria for comparing the two concepts/subjects. Put the criteria in the 'criteria' boxes, then discuss the similarities and differences between the two concepts/subjects, finally record information on the appropriate lines (Curriculum Development Institute, 2001).

Example:

Source: http://basranedu.weebly.com/reading-13-14.html
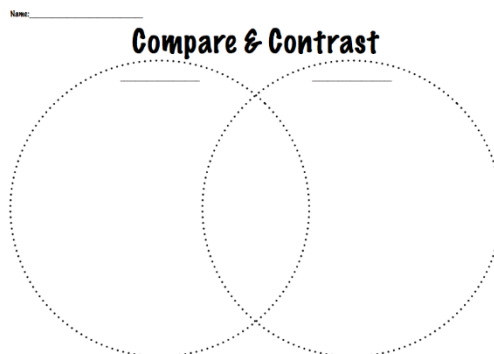
Character map

This graphic organizer will help students analyze a character by examining the character's actions, thoughts, words, and appearance.

Procedure.-Write the main characteristics of a person or character then a definition and an example. (Little, 2011).

Example:

Source: https://www.pinterest.com/pin/276056652136252329/
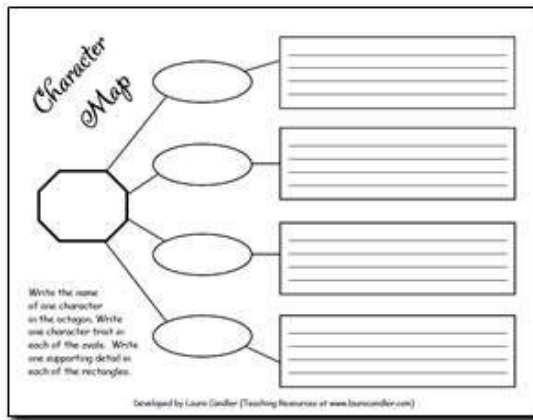
e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop the research process successfully were human resources and technical material. The human resources who participated in the development of this research were 37 students of ninth year "L" of basic education, the English teacher who helped to monitor student's work, and thesis advisor who helped to give suggestions to develop and apply the intervention plan. The material resources used were: books, copies, folders, work sheets and graphic organizers. Technical materials were: computer that was necessary to type the information needed to develop the research work and projector that was used to present many power point presentations.

Design of the Research

This research work involved the theory relate to action research which according to Kemmis and McTaggart (1988), is a particular gap, dilemma or challenge is identified. Action Research was the guide to research, to find immediate solutions to the issue of vocabulary in which the students had showed some problems experimenting vocabulary as a foreign language.

It had the aim of developing vocabulary through the application of cognitive learning strategies such as graphic organizers. Action research allowed the teacher candidate became a participant to study aspects in the problematic situation, analyzed and reflected on the results that were derived from the application of graphic organizers to develop vocabulary in the English Foreign Language

amongst ninth-year "L" students at Beatriz Cueva Ayora high school afternoon session of the city of Loja during the 2016-2017 school year.

Methods, Techniques and Instruments

Methods

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

The analytic/ synthetic method helped the researcher to analyze all the information found through of the observation checklist, questionnaires and the pre and post/test, 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 collected and analyze all the answers which were represented in graphics to indicate the percentages and results got in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The Scientific method facilitated the study of the graphic organizers as a cognitive learning strategy to improve the vocabulary in English Foreign Language. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted 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 enabled 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

TESTS

Pre-test – Post-test were given at the beginning and at the end of the intervention plan. At the beginning it was given to measure the performance of vocabulary skill that students had; and, at the end to measure the performance of the vocabulary skill achieved by the students after the intervention plan.

Questionnaires were 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 questionnaires were given to make a comparison between the results. This questionnaire contained six questions, five were closed and one was multiple choice question.

Observation sheet.

This observation sheet was a self-developed instrument that described accurately and comprehensively the indicators and the relevant aspects of the dependent variable.

Field notes.

They were recorded every class a description of the events, activities, and people. Recorded the participants´ behaviors, attitudes and feelings.

Population.

The target population was constituted by 37 students, 13 men and 24 women of ninth year "L", in the afternoon session.

f. RESULTS

This section details how the objectives of the action research work were accomplished.

The first objective of the research work was proved with the investigation of appropriate theoretical references that supported and facilitated the researcher's understanding about five variables: idioms, hyponyms, cognates, collocations, and word meaning. In the same way, this information helped to design the instruments and analyze the results obtained in the research work.

The second objective was achieved with the pre-test results, which are shown below in Table 1 and permitted to diagnose the students' limitations in English vocabulary.

The third objective was reached with the design of the Intervention Plan, it included eight lessons with a variety of activities using different kinds of graphic organizers such as Venn diagram, character map, multiple meaning, main map and cycle map which helped to developed vocabulary through idioms, hyponyms, cognates, collocations, and word meaning.

The fourth objective was achieved through the application of the most suitable graphic organizers and the results of the pre-post questionnaires, which are shown in Tables 2 to 6.

The fifth objective was proved with the application of the most suitable graphic organizers and the post-test results which are shown in Table 7.

Pre-Test Results

Objective two of the research work.

To diagnose the issues that limit the development of vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school during the 2016-2017 school year.

a. Table 1.

Pre Test Scores of the Ninth-Year L Students in English Vocabulary

Students code	I	CG	WM	CO	HY	SCORE
	/2	/2	/2	/2	/2	/10
BCA9L01	0.8	1.2	1.2	0.5	0.2	3.9
BCA9L02	1.6	1.5	0.5	0	0.7	4.3
BCA9L03	0.8	2	0	2	0.7	5.5
BCA9L04	0.8	1.5	0	1	1.5	4.8
BCA9L05	0.4	1.5	0	1	1.7	4.6
BCA9L06	0.5	2	0.5	0	0.7	3.7
BCA9L07	0.8	1.5	1	0.5	1	4.8
BCA9L08	0.8	2	1.5	0.5	1.7	6.5
BCA9L09	0.9	1.4	1.1	1.1	1	5.5
BCA9L10	1.2	1	1	0	1.7	4.9
BCA9L11	0.4	2	0	0	1	3.4
BCA9L12	0.4	2	0.5	1	1.5	5.4
BCA9L13	2	1.5	2	0	1	6.5
BCA9L14	0.4	1.5	0	0	0.7	2.6
BCA9L15	0.8	2	0	0.5	1.2	4.5
BCA9L16	0.4	1.5	0	0	0.7	2.6
BCA9L17	1.2	1.5	1	0	1.2	4.9
BCA9L18	0.4	2	0.5	1	1.2	5.1
BCA9L19	0.4	2	0.5	1	0	3.9
BCA9L20	0.8	2	1	1	0	4.8
BCA9L21	0.8	1.5	0	0.5	0.2	3
BCA9L22	0.8	1.5	0	0	0	2.3
BCA9L23	0.8	1.5	1	0.5	1	4.8
BCA9L24	0.4	1.5	1	0.5	1.2	4.6
BCA9L25	1.2	2	0.5	0.5	1	5.2
BCA9L26	0.4	1.5	0	0	0	1.9
BCA9L27	0.8	1.5	0	0	1	3.3
BCA9L28	0.8	2	0.5	0.5	0.5	4.3
BCA9L29	0.8	1.5	0.5	1	0.2	4
BCA9L30	1.2	1.5	0	0	0.7	3.4
BCA9L31	0.4	1.5	0	0	0.2	2.1
BCA9L32	2	1.5	0	0	0.5	4
BCA9L33	0.8	1.5	0	0.5	0.7	3.5
BCA9L34	0.4	1.5	0	0	0.7	2.6
BCA9L35	0.4	2	0.5	1	0.7	4.6
BCA9L36	1.2	2	0.5	1	1.2	5.9
BCA9L37	0.4	2	1	0	0	3.4
MEAN	0.8	1.7	0.5	0.5	0.8	4.2

Note. BCA=Beatriz Cueva de Ayora; 9=ninth "L"; 01=student´s code, ID= Idioms, CG=Cognates, WM=Word Meaning, CO=Collocations, HY=Hyponyms

b. Analysis and interpretation

As it is shown in Table 1, students got a mean score of 4.2/10, which corresponds to a failing qualitative score range (see grading scale page 162). This is because students had problems in understanding vocabulary and in using the appropriate words. Also students could not categorize the words when is necessary .In spite of this, students achieved the highest score mean of 1.7/2 that was gotten for cognates, that means they understood the correct meaning of words that are similar in English and Spanish language. On the other hand the lowest score 0.5/2 was obtained in two indicators, collocations and word meaning. This showed that students did not understand when two words go together, and the meaning of the words from context. Consequently student's understanding and use of vocabulary in different situations was poor which made them difficult to use vocabulary appropriately. As Easterbrook (2013), says the process of learning a foreign language is an important and challenging component in foreign language students' lives due to the students' limited language exposure and opportunities to practice the language.

Comparison of the Pre-Post Questionnaires Results

Objective four: To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities to solve the limitations in the development vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session during the 2016-2017 school year.

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

Table 2

Using Graphic Organizers to Assess Vocabulary

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	27	73
Sometimes	0	0	6	16
Frequently	0	0	4	11
Rarely	0	0	0	0
Never	37	100	0	0
Total	37	100	37	100

a. Figure 1

Using Graphic Organizers to Asses Vocabulary
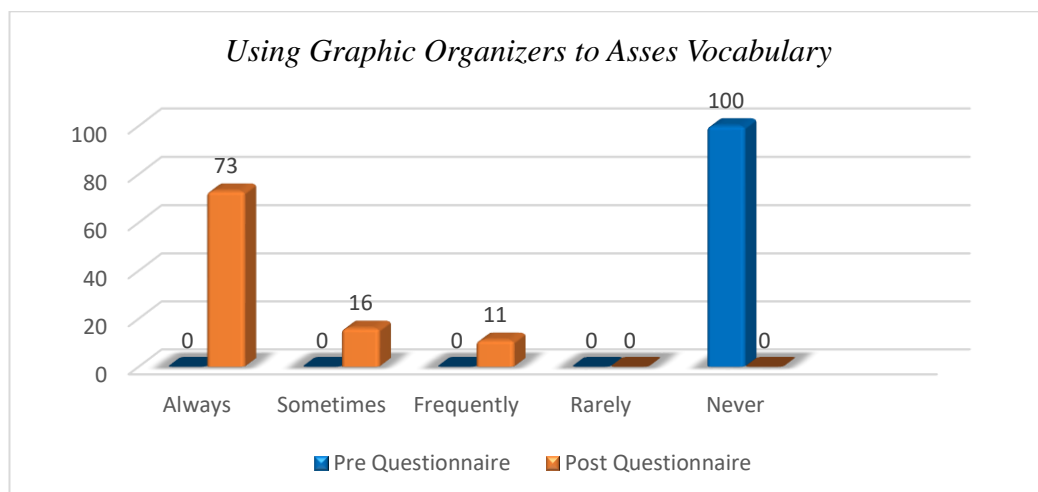
b. Analysis and interpretation

The results shown in Table 2, indicated that all the students (100%) answered that the teacher never used graphic organizers to assess vocabulary before administering the intervention plan. It indicates that students did not know what graphic organizers are and what they are used for. However after applying the intervention plan, most of the students (73%) answered that the teacher always used graphic organizers to assess vocabulary. This is because graphic organizers were related to the contents of the subject. So, students relate the meaning of

words according to the context of every topic and develop different activities with the new vocabulary. As Al-Hinnawi (2012), vocabulary development using graphic organizers as a strategy has four steps: preparation, presentation, practice and assessment. In the assessment step teachers evaluate students' vocabulary knowledge through graphic organizers.

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

a. Table 3

Elaborating Graphic Organizers in an Easy Way in the Classroom

	Pre Questionnaire		Post Questionnaire	
	F	%	f	%
Always	0	0	26	70
Sometimes	0	0	8	22
Frequently	0	0	3	8
Rarely	0	0	0	0
Never	37	37	0	0
Total	37	100	37	100

b.Figure 2
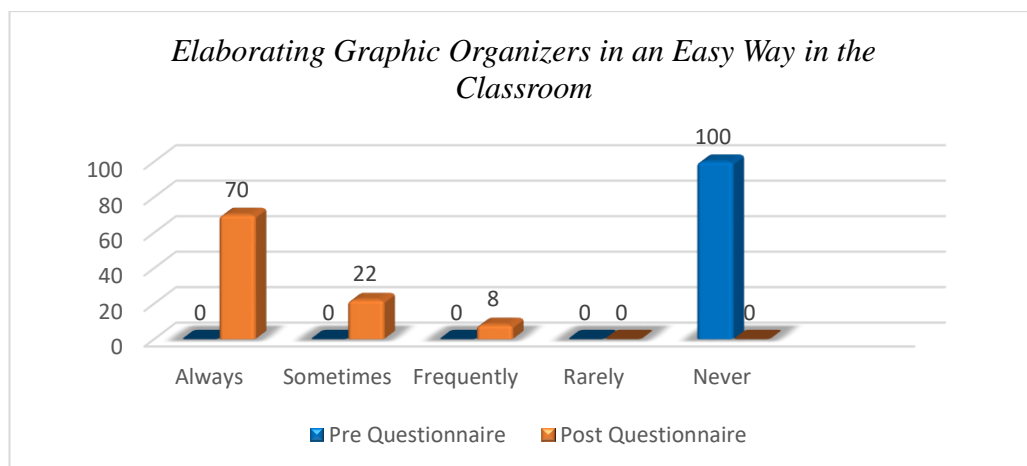
c. Analysis and interpretation

The results showed in Table 3, indicated that all the students (100%) answered that they never elaborated graphic organizers because this material was not used during the development of the classes. Nevertheless, after applying the intervention plan the results were that more than half of the students (70%), answered that they always elaborate graphic organizers in an easy way in the classroom. This is because students were provided with enough knowledge on how to elaborate graphic organizers and students practice elaborating them every class with the new vocabulary. As Jiang (2007), said suitable GOs can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. GOs need to be as simple, clear, direct and teachable as possible. For that reason, the following graphic organizers were chosen during the intervention plan: three column notes, hierarchy diagram, Venn diagram, word web, main concept map, circle map, and idiom lingo.

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

a. Table 4

Using Graphic Organizers to Learn Vocabulary

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	29	78
Sometimes	0	0	5	14
Frequently	0	0	3	8
Rarely	0	0	0	0
Never	37	100	0	0
Total	37	100	37	100

b. **Figure 3**

Using Graphic Organizers to Learn Vocabulary
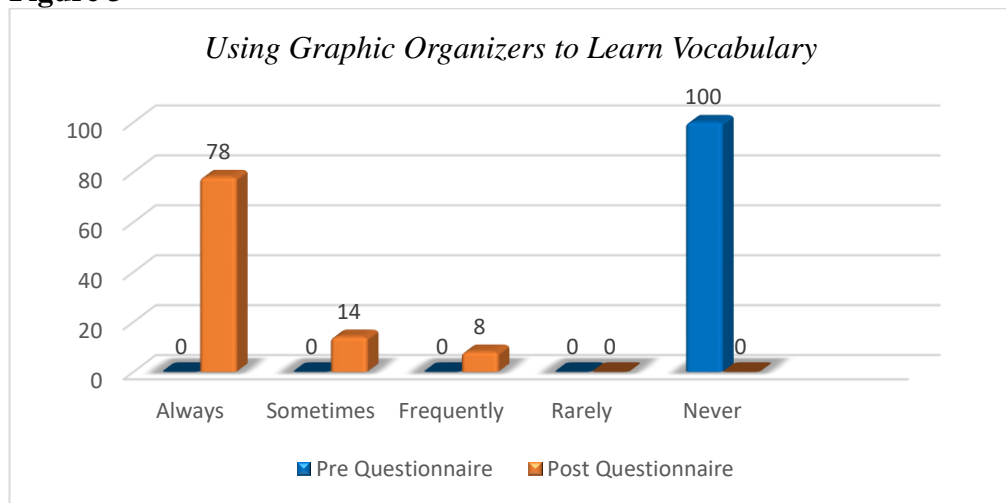
c. **Analysis and interpretation**

The results shown in Table 4 indicated that all the students (100%) answered that graphic organizers were never utilized in the progress of classes. This means this kind of material was not necessary to teach vocabulary. Instead of this the teacher preferred to use old strategies like word detective during the development of the classes. After the intervention plan, the results showed that the majority of the students (78%) discerned that the use of graphic organizers is always important. This is because the students noticed that their vocabulary learning improved, in the comprehension of the meaning and in the use of it. According to Blachowicz (2004), the effective vocabulary instruction involves the use of the interactive strategies for word-learning including vocabulary self-selection, displaying attributes of words visually, a variety of contexts that represent word meanings, playing with words and reference tools.

Question 4: Do graphic organizers contribute to develop your vocabulary in English?

a. Table 5

Graphic Organizers Contribute to Develop your Vocabulary in English

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	32	86
Sometimes	0	0	3	8
Frequently	0	0	2	5
Rarely	0	0	0	0
Never	37	100	0	0
Total	37	100	0	100

b. Figure 4
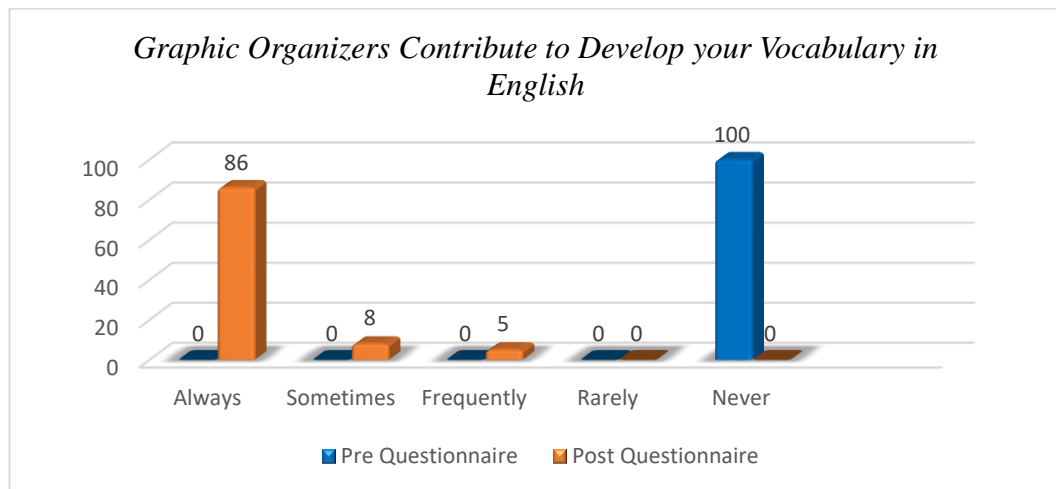
c .Analysis and interpretation

Based on the results obtained in Table 5, 100% of the students answered that graphic organizers do not contribute to develop their vocabulary. This indicates that this instrument was not implemented before during the development of the lessons, so students did not know the advantages of using it. However, after the implementation of intervention plan many students (86%) answered that graphic

organizers always contribute to develop their vocabulary in English, since graphic organizers gives them confidence to show their abilities, to define the meaning of words in a graphic way. Therefore students were motivated to learn new vocabulary. As Pekrun et al. (2002), indicates that an instruction via different types of GOs could be effective in promoting students to learn new words and directly foster emotions positively related to learning activities.

Question 5: How easy do you learn vocabulary through graphic organizers?

a. Table 6

Learning Vocabulary Through Graphic Organizers

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	32	86
Sometimes	0	0	4	11
Frequently	0	0	1	3
Rarely	0	0	0	0
Never	37	100	0	0
Total	37	100	37	100

b. Figure 6

Learning Vocabulary Through Graphic Organizers
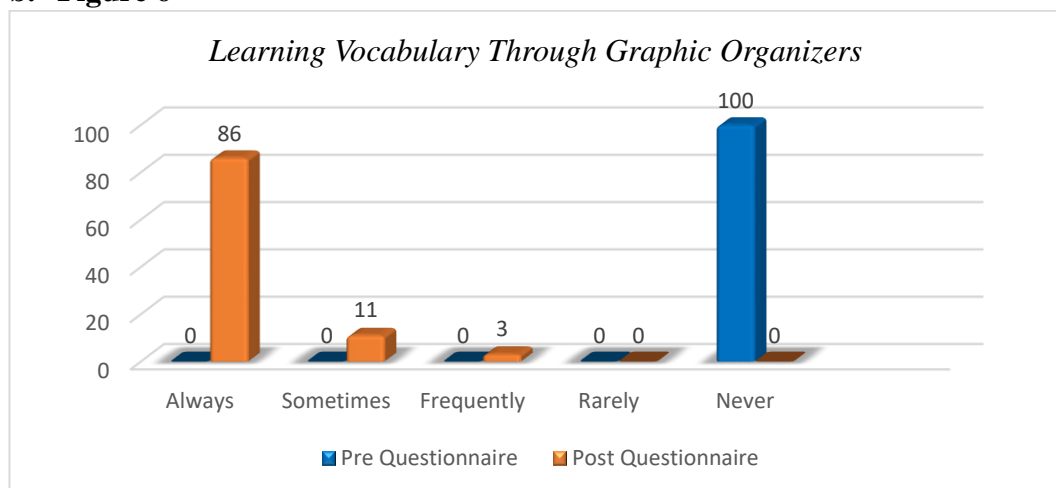
c. Analysis and interpretation

The results illustrated in Table 6 showed that 100% of the students answered that they certainly not learn easy using graphic organizers. This shows that

40

students never used before graphic organizers so they did not know if they were easy to use. But after administering the intervention plan many students (86%) answered that to learn vocabulary through graphic organizers is always easy. It indicates students realized that graphic organizers allow them to comprehend difficult vocabulary turning it into simple information to understand and are to review the vocabulary. As Alvermann (1981), claims learning new words is not a simple issue, and neither is vocabulary instruction in content-area. The use of graphic organizers can facilitate helping students organize and integrate information with their preexisting knowledge and contribute positively to the development of achievement emotions and values.
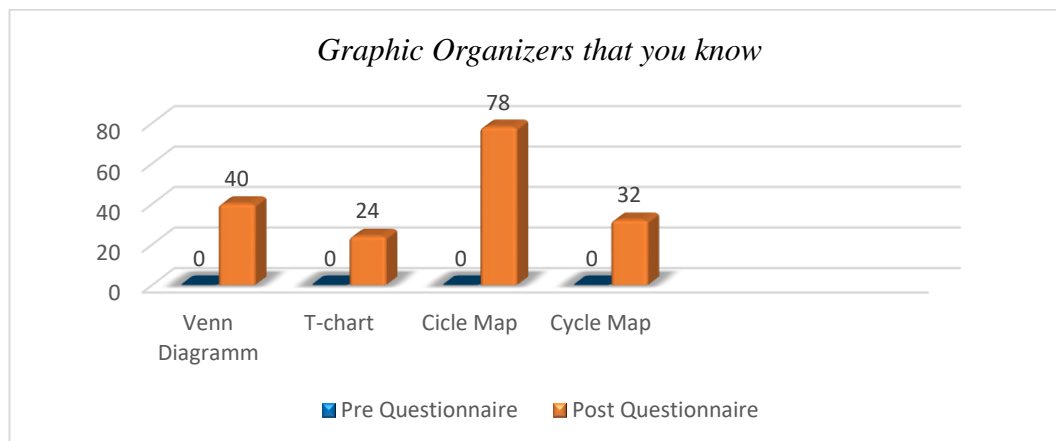
Question 6: From the following list. Check the graphic organizers that you know.

a. **Table: 7**

Graphic Organizers that You Know

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Venn Diagram	0	0	15	40
T-Chart	0	0	9	24
Circle Map	0	0	29	78
Cycle Map	0	0	12	32

b. **Figure 7**

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c. Analysis and interpretation

As it can be seen in Table 7, at the beginning of the intervention plan students could not identify the different types of graphic organizers because they did not have knowledge about them. But after applying the intervention plan many students (78%) students noticed that the use of different kinds of graphic organizers help them to develop their skills in comparing and contrasting similar or different information, understand the sequence of events in a process, also they can list and examine two faces of a topic. As a result students can remember the previous vocabulary and to use it later during the development of a new topic. Graphic organizers have many classifications but according to Blachowicz (2011), graphic organizers or semantic maps in vocabulary instruction can graphically display lists, flowcharts, categorical and, hierarchical information and examples of sentence usage, also semantic relatedness of words along with drawings or pictures.

Post Test Results

Objective five: To reflect upon the effectiveness of graphic organizers as a cognitive strategy had in developing vocabulary amongst students of ninth year "L" of Bachillerato at Beatriz Cueva de Ayora High school afternoon session 2016-2017 school year

a. Table 8.

Post Test Scores of the Ninth-Year Students in English Vocabulary

Student's code	ID	CG	WM	CO	HY	SCORE
	/2	/2	/2	/2	/2	/10
BCA9L01	1	2	2	2	1	7.5
BCA9L02	1	1.5	2	2	2	8.5
BCA9L03	1	2	2	2	1.8	8.3
BCA9L04	1.2	1.5	1	1	1.8	6.5
BCA9L05	1	2	2	2	2	8.5
BCA9L06	1.2	2	2	2	1	7.7
BCA9L07	1	1.5	2	2	2	8.5
BCA9L08	1	1.5	1.5	2	1.5	7.5
BCA9L09	1	2	2	2	1.5	8
BCA9L10	1	1.5	2	2	1.8	8.3
BCA9L11	1.2	2	1.5	2	1.5	7.7
BCA9L12	1	2	1	2	1.3	6,6
BCA9L13	0.8	2	2	2	2	8.3
BCA9L14	1	1.5	0.5	1	1.8	5.8
BCA9L15	1	2	2	2	1.3	7.6
BCA9L16	1	2	1.5	2	1.3	7.1
BCA9L17	0.4	2	1	2	2	6.9
BCA9L18	1	1.5	1.5	2	1.8	7.8
BCA9L19	1.2	2	1	2	1	6.7
BCA9L20	1.2	2	2	2	1.5	7.8
BCA9L21	1	2	0.5	1	1.5	5.5
BCA9L22	1	1.5	1.5	1.9	1.6	7.5
BCA9L23	1	1.5	2	2	1.8	8.3
BCA9L24	1	1.5	2	2	1.3	7.8
BCA9L25	1	2	0.5	2	1.3	6.3
BCA9L26	1	2	2	2	2	8,5
BCA9L27	1	2	2	2	2	8.5
BCA9L28	1.2	1.5	2	2	2	8.7
BCA9L29	1	1.5	0.5	2	1.8	7
BCA9L30	1	2	2	2	2	6.8
BCA9L31	1	1.5	2	2	1.3	7.6
BCA9L32	1	1.5	0.5	2	1.8	6,6
BCA9L33	2	1.5	2	2	1.5	9
BCA9L34	1	1	2	2	2	8
BCA9L35	1	2	1	0.5	0.5	5
BCA9L36	1	2	1	2	1.8	7.1
BCA9L37	1	1.5	1.5	1.9	1.6	7.3
MEAN	1	1.8	1.6	1.9	1.6	7.8

*Note.*BCA019L= Beatriz Cueva de Ayora 9=ninth "L", 01=student´s code,ID=Idioms, CG=Cognates, WM=Word Meaning, CO=Collocations, HY=Hyponyms
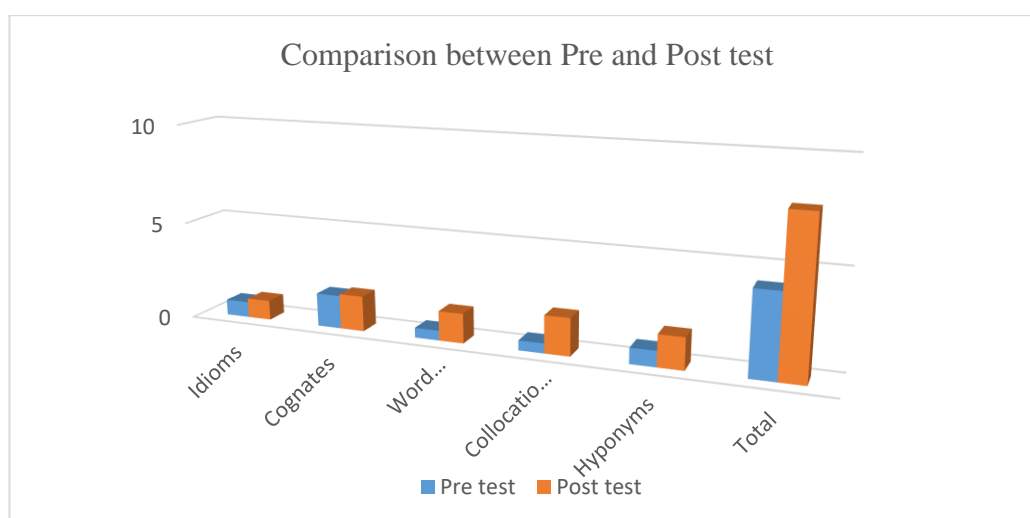
b. Analysis and Interpretation.

As it is shown in Table 8, students got a mean score of 7.8/10, which corresponds to an average score range (see grading scale page 162).This is because students could identify the correct meaning of the words without associating them with the meaning in the Spanish language, and they could categorize the words according to the different topics. However the highest mean score gotten was for collocations 1.9/2 which shows that students are able to recognize when two words are used together in a specific context. On the aspect of idioms, students obtained the lowest mean score that was 1/2, which indicates that students still had problems identifying the meaning of idioms since they continue translating each word in a separate way instead of understanding their meaning as a whole. It is evident students improved their English vocabulary learning. They represent the contents in a graphic way and also understand how to use the new vocabulary. As (Hong Kong Curriculum Development Institute. Personal, 2001), claims graphic organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections among pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate ideas.

a. Table 9

Comparison of the Pre and Post Test Means of Ninth Year Students in Developing

Vocabulary

Indicator	Pre-test	Post-test
Idioms	0.8	1
Cognates	1.7	1.8
Word Meaning	0.5	1.5
Collocations	0.5	1.9
Hyponyms	0.8	1.6
Total	4.2	7.8

b. Figure

c. Analysis and interpretation

The data from Table 9 reflects the problems students faced at the beginning of the intervention plan in vocabulary and also the progress they had after it. After the application of the intervention plan, it can be seen that the strategy applied during the development of this work had a significant influence student's vocabulary learning. The results demonstrated that the use of graphic organizers in class helped the students to reach a good level understanding the meaning of

colloquial expressions without translating each word separately, identifying the meaning of the words without associating them with their meaning in the Spanish language, know when two words are used together in an specific context, identify the meaning of the words from the context and categorize the words according to topics.

g. DISCUSSION

Based on the findings of the research, the results showed that the use of graphic organizers as a cognitive strategy had a meaningful impact on developing students' vocabulary. This improvement is revealed in the findings of the pre and post-tests and pre and post-questionnaires, which were applied to the 37 students of ninth year "L" of Basic Education at Beatriz Cueva de Ayora high school. Those results demonstrated that there was an important change in students' development of vocabulary in English after the application of graphic organizers strategy. This change can be seen in the considerable increase of the students' mean scores from the pre-test which was 4.2/10 and in the post-test, which was 7.8/10 in English vocabulary development after the intervention.

The findings gathered in the post-questionnaire also demonstrated that there was a change in vocabulary. The researcher's field notes also showed the positive impact that this cognitive strategy caused on students' vocabulary development. The results were related to the literature, which according to Kang (2004), defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts.

The aspects considered to evaluate students' English vocabulary were idioms, cognates, word meaning, collocations and hyponyms. The pre-test results showed that all the students had problems in understanding the meaning of colloquial expressions, associating the words with the words in Spanish, they did not know

when two words are used together in a specific context and do not understand the meaning of the words from the context and they could not categorize the words to specific topics. In the post-test after the intervention, the results pointed out that the students improved their knowledge in vocabulary in all its indicators in a major way, being able to identify and name familiar words by matching the words with their correct definition, classifying according to categories and understanding idioms from the context and they had a significant reduction of mistakes in every aspect. In conclusion, most of the students noticed that using graphic organizers to develop vocabulary has many advantages and motivates them to learn new vocabulary.

In the beginning of the intervention plan, students did not like to use graphic organizers to develop vocabulary or to asses it because they did not know what they are so they could not know if they had even used them before. While the intervention was implemented, the students' attitude toward the use of graphic organizers in the class was positive which was understandable since they were not exposed to this kind of strategy. They started to learn their vocabulary with motivation and cooperatively, taking into account the ease they had to use graphic organizers to learn vocabulary. The students' improvement was slow in the first few weeks, but then students progressively showed an improvement because they were able to use the new vocabulary. In the end, students felt motivated and confidence to use graphic organizers. Finally, students gradually showed an improvement and the results were good.

Additionally, this research had some strengths and weaknesses while the intervention plan was applied, that greatly affected the development of vocabulary. Specific strengths in the application of the intervention plan were that students felt motivated by graphic organizers, they wanted to use them to learn all topics, and they felt enthusiastic about participating in class. The attention was great at the time of presenting a class and creating graphic organizers. The time used for each lesson was necessary for achieving their participation and developing their vocabulary. Nevertheless, the number of students was excessive so this made some of the explanations of the lessons difficult and they practiced with a lot of difficulty because of the noise of some of their partners. Also, sometimes they did not have the necessary materials for class.

The application of the graphic organizers contributed developing vocabulary among students. Students felt really motivated to work with them in the activities assigned, which really encouraged students to use the vocabulary of each lesson. So, by using graphic organizers in each class, the students at the end meaningfully developed their vocabulary, shown in the last findings gotten from the post-test and post-questionnaires. In summary, the graphic organizers helped the students to increase their learning and improved the new vocabulary indicators by motivating them to use vocabulary and graphic organizers in all the topics.

h. CONCLUSIONS

- The issues that limited the development of English vocabulary of ninth-year "L" students were in relation to different aspects like understanding the use of cognates where the students got confused with the words that have similar pronunciation in Spanish and different meaning in English, students also had difficulty in hyponyms this is in categorizing the words according to topics. In the same way, in collocations students face problems recognizing how words go together, in word meaning learners could not recognize the meaning of the words in context, in idioms learners were not familiar with the meaning of idiomatic expressions. Likewise, students had difficulties in expanding their vocabulary because they used old strategies to learn it.

- The graphic organizers which were implemented in the intervention phase helped students deal with their problems in the acquisition of vocabulary. The Venn diagram and the compare and contrast matrix chart were useful to compare and contrast topics; the circle map was convenient for understanding the sequence of events in a process, the main concept map was beneficial for brainstorming and activating the students' prior knowledge; the language lingo graphic organizer was handy for students to clarify and enhance the meaning of idioms; the character map was advantageous to support students' comprehension of a text, and the three column notes helped students to use a word or phrase in different contexts ,so they facilitated the learning of vocabulary.

- The findings of the research showed that the implementation of graphic organizers was effective. Graphic organizers allowed students to take responsibility of their learning process. Students present contents in an organized and understandable way so they learned the meaning of the words in context and understood vocabulary in a better way. Moreover, students spent less time completing the activities.

i. RECOMMENDATIONS

- The researcher could notice and explain the failures in vocabulary learning so is necessary to implement strategies to increase the students' motivation while learning and using vocabulary. Teachers should implement new strategies like graphic organizers to catch the student's attention and comprehension of the contents to be studied since they allowed students to link the new information with their existing knowledge also they put vocabulary in a real context.

- English teachers should use graphic organizers to teach vocabulary. They help students to organize and clarify the ideas, students can connect contents, enhance retention and recall vocabulary. Students also can notice the semantic relatedness of words.

- Teachers should implement graphic organizers as the principal instrument for developing English vocabulary, since they help to reduce students' difficulties on learning vocabulary and the time in completing activities. Besides, this tool helps students to focus on the topic of the lesson and understand contents easily. Furthermore this strategy makes students enjoy the learning of vocabulary and they feel inspired to learn new words.

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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 NINTH –YEAR " L" STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH SCHOOL AFTERNOON SESSION 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

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LOJA – ECUADOR

2016

a. **THEME**

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR "L" STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH SCHOOL AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. **PROBLEM STATEMENT**

The lack of correct vocabulary at the moment of communicating interrupts the process of communication. It is really important to have a wide range of vocabulary because in this way we can express our messages in a better and understandable way. For many authors it is really important the use of vocabulary because in people that don't have enough vocabulary to communicate their language is not clearly understandable. In all the aspects of communication is necessary the vocabulary for speaking, listening, reading and writing, so for this reason it is very important to teach students vocabulary and daily expression when they are learning a second language. The problems with vocabulary at the moment of communicating are very common in students of foreign language because this lack of language inhibits the normal process of communication, the most common problems with vocabulary are shown in the appropriate and accurate use of synonyms and antonyms because they help learners to distinguish and speak correctly at the moment of expressing their ideas.

Background

The present research work will be carried out at Beatriz Cueva de Ayora High School during 2016 – 2017 school year. This prestigious and traditional high school started like Liceo Municipal Primero de Mayo, it according to the ministerial agreement No. 427 since november 23rd, 1954 become to be called Colegio Nacional Femenino Beatriz Cueva de Ayora. When the first year of Bachillerato in Humanidades Modernas was created its first director was Emiliano

Ortega Espinosa, who is the author of School's song in memory of Beatriz Cueva de Ayora.

Nowadays it is an institute recognized by the SENESCYT, with the best sources of the technology and material useful in classrooms to develop correctly the teaching learning process. It has a superior level into education but related what they can produce. Each year the student applied on a project to achieve a production. This institution has two sessions, morning and afternoon section. It has a pool, a professional basketball court and a convention room. Finally this institution is up to provide students a short degree to be employed in the society. It is located at Orillas del Zamora Avenue and 10 de Agosto street.

Current Situation of the Research Problem

This research project is going to be carried out with students of ninth year "L" bachillerato at Beatriz Cueva de Ayora High school. There are thirty-six students in this group, they are between twelve and thirteen years old. The students have five periods of English classes weekly. They use the Government book series, the book postcards level 2.

However, ninth-year students currently do not show understanding of the vocabulary that is related to each unit .The researcher realized through a non-participant observation that students aren't able to use correctly the new vocabulary.

The researcher during the observation realized that the students in general present the following problems:

Lack of participation in activities when they have to speak.

Lack of motivation when they are dealing with vocabulary activities.

The difficulty that the students have at the moment of using new vocabulary.

Research Problem

Considering the aforementioned elements, it is essential to investigate the

following problem:

HOW DOES THE USE OF GRAPHIC ORGANIZERS AS A COGNITIVE

STRATEGY DEVELOP VOCABULARY AMONG NINTH-YEAR "L" OF

BACHILLERATO STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH

SCHOOL AFTERNOON SESSION OF THE CITY OF LOJA DURING THE

2016-2017 SCHOOL YEAR?

Delimitation of the Problem

Temporal

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

Spatial

   The research work will take place at Beatriz Cueva de Ayora High School

afternoon section in the city of Loja .

Research Participants

         This research project is going to be carried out with students of ninth year

"L" bachillerato at Beatriz Cueva de Ayora High school afternoon session. There

are thirty-six students in this group, they are between twelve and thirteen years

old.; they are eight boys and twenty-eight girls and the teacher candidate of this

study who is going to take part in the intervention plan.

Sub problems

- What are the theoretical and methodological references about the graphic organizers as cognitive strategy to develop vocabulary amongst ninth year "L" of bachillerato students at Beatriz Cueva de Ayora High School during the 2016-2017 school year?

- What are the issues that limit the developmental of vocabulary amongst ninth year "L" of bachillerato students at Beatriz Cueva de Ayora High School afternoon session during the 2016-2017 school year?

- Wich graphic organizer techniques as cognitive strategy are implemented to develop vocabulary amongst ninth year L of bachillerato students at Beatriz Cueva de Ayora High School afternoon session during the 2016-2017 school year?

- How does graphic organizers as a cognitive strategy develop vocabulary amongst ninth year L of bachillerato students at Beatriz Cueva de Ayora High School afternoon session during the 2016-2017 school year?

c. **JUSTIFICATION**

The purpose of this research work is to develop the vocabulary through graphic organizers as a cognitive strategy amongst ninth year "L" of bachillerato at Beatriz Cueva de Ayora high school afternoon session during the 2016-2017 school year. Vocabulary is one of the essential elements for the successful comprehension of a language. However, most of the students have many problems in mastering English words and as a result they feel unmotivated to study English.

Based on the aforementioned, one of the effective pedagogical tool for teaching vocabulary is the use of graphic organizers, which according to Gardner's *Theory of Multiple Intelligences* students are 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 researcher's future development as a professional, increasing the ability to teach vocabulary using graphic organizers, and at the same time to prove the effectiveness of this strategy.

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

d. **OBJECTIVES**

OBJECTIVES

GENERAL

✓ To develop vocabulary through graphic organizers as a cognitive strategy amongst ninth year "L" of bachillerato students at Beatriz Cueva de Ayora High School afternoon session during the 2016-2017 school year.

SPECIFIC

✓ To research the theoretical and methodological reference about the graphic organizer as an effective strategy to develop vocabulary in the English Language Learning amongst ninth year "L" of bachillerato students at Beatriz Cueva de Ayora High school afternoon session 2016-2017 school year.

✓ To diagnose the issues that limit the development of the EFL vocabulary amongst ninth year "L" of bachillerato students at Beatriz Cueva de Ayora High school afternoon session 2016-2017 school year.

✓ To design an intervention plan based on the graphic organizer strategy to develop the vocabulary amongst students of ninth year "L" of bachillerato at Beatriz Cueva de Ayora High school afternoon session 2016-2017 school year

✓ To apply the most suitable graphic organizers as cognitive strategy part of the classroom activities in order to develop the vocabulary in the EFL among ninth year "L" of bachillerato at Beatriz Cueva de Ayora High school afternoon session 2016-2017 school year

✓ To reflect upon the effectiveness of graphic organizers as a cognitive strategy had in developing vocabulary amongst students of ninth year "L" of

Bachillerato at Beatriz Cueva de Ayora High school afternoon session 2016-

2017 school year.

e. THEORETICAL FRAMEWORK

The Importance Of Vocabulary

"Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English "refers to all the words in a language, the Teaching Vocabulary entire vocabulary of a language" (Barcroft, Sunderman, & Schimitt, 2011).

"Vocabulary is at the heart of oral language comprehension and sets the foundation for domain-specific knowledge and later reading comprehension" (Beck & McKeown, 2007).

"Vocabulary is a key aspect of language learning since it is a fundamental element of a language. Words "are basic building blocks of language" (Brown & Douglas, 1994).

"Learning vocabulary is an essential part of mastering a second or foreign language as considerable evidence points to the high correlation between vocabulary (usually a measure of vocabulary size) and various measures of language proficiency! (Paul & David, 2007).

"Learning vocabulary is likely to be one of the easiest things concerning learning a language, but it is also one of the hardest thing to do, especially when people have reached an advanced level" (Mongkol, 2008).

Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

The lack of vocabulary can be a major obstacle for second language learners as researchers such as, Haynes and Baker (1993), Laufer (1997), have found out that vocabulary is the main factor which can impede or enhance comprehension. Estimates of the size of the English vocabulary range from half a million to more than two million (Crystal, 1987).

Nation (2006) maintains that learners need a vocabulary size of about 6.000–7.000 word families if 98 per cent coverage of spoken text is needed, 8.000–9.000 word families for a written text.

Laufer and Ravenhorst-Kalovski (2010) calculated that between 4.000 and 5.000 word families are required for 95 per cent text coverage; they consider this threshold as a vocabulary size needed for minimal understanding.Studies examining the estimates of receptive (reading and listening) and productive (writing and speaking) vocabulary knowledge indicate that vocabulary size estimates of EFL/ESL learners with different language backgrounds range from conservative figures to lower ones.

"Moreover, the results also indicate that the growth of receptive vocabulary is more rapid than that of productive vocabulary, and that the gap between the two dimensions of vocabulary knowledge becomes smaller over time" (Laufer, 1998; Laufer&Paribakht, 1998; Zhong& Hirsh, 2009; Ozturk, 2012).

"Fortunately, learners of English do not need to achieve a size of vocabulary equivalent to that of a native speaker in order to use English for various forms of communication" (Shmitt, 2010).

Nassaji(2004) found that ESL students who had a wider vocabulary knowledge made more effective use of certain types of lexical inference strategies than their weaker counterparts. Depth of vocabulary knowledge made a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use.

"The activity of vocabulary learning was viewed to be a natural and mechanical process. Teachers just let the students learn vocabulary by themselves. In general, students feel that words are very important and are eager to learn them. But in contrast, teachers tend to feel that words are easy to learn--while grammar is the challenge "(Coady&Huckin, 2001).

Graves and Penn (1986) noted :that when vocabulary development and literacy acquisition are neglected in school curricula, students may have significant problems in achieving goals related to social studies, overall academic success and in their social lives. If students' outcomes in achievement situations are neglected in educational settings, their achievement goals, self-regulation of learning, literacy skills, and understanding of the world may be jeopardized.

"Effective vocabulary instruction is conceived as information about a student's achievement goals, belief and performance in academic settings such as the development of word consciousness, self-regulation of learning process,

modeling good word-learning and reading comprehension" (Blachowicz & Fisher, 2001).

They used physical action when they practiced learning the words. For example, students have tried to learn the word Clenched fist, so *Clenching fist* each time they physically have practiced the word to learn the word and not forget it. There is a great possibility of physical action to help students do not forget the word. "Employing the mentioned styles of learning worth trying, because it engages the type of elaborative mental processing, which helps long-term retention. It is obvious that practicing the MEM strategy takes time, but it is quite effective for learning the essential words that the learners want to learn" (Schmitt, 2000).

Vocabulary is one of the basis of a language so for this reason it is very important to recognize its value at the moment of learning a foreign language. Vocabulary can be a big help at the moment of communicating but also if we don't have enough vocabulary it would be impossible to communicate in a new language, like some authors say we can communicative if we have an average knowledge of words but if we don't have the adequate words to express a message it is impossible do it. Vocabulary is necessary for the four skills of communication listening, speaking, reading and writing. All this skills of communication can't be used without using an adequate amount of vocabulary. The problems that are find in vocabulary are related to a measure of vocabulary size and various measures of

language proficiency and this involves the use of synonyms and antonyms to have a wide range of vocabulary.

Cognates

The words whose stories we are concerned with here are words shared by both spanish and english, words that are known as cognates ,from the latin adjective cognātus (fem. cognāta),meaning 'related by blood', literally 'Born together' or 'co-born'. This adjective is formed with the prefix con-'with,together 'and the adjective gnātus 'Born ', an older form of Lat. nātus , past participle of the verb nāscī to be born' (older gnāscī), the source of the Spanish verb nacer'to be born (Aske, 2016).

"From the Latin COGNATUS (co- 'together' + gnatus, pp. of gnasci, 'to be born'), cognates are words descended from a common ancestor; that is, words having the same linguistic family or derivation (English)" (Molina, 2006).

According to (Aske, 2016):The term cognate also came to be used in language teaching and learning for a similar but quite different purpose, namely to refer to pairs of words in different that look very much alike and have very similar meanings. In this use of the word cognate, it does not matter whether the words are themselves borrowed, but they must look similar. We may call these types of cognates useful cognates (Sp. *cognados útiles*). If the meanings are not similar, then the pair of words are said to be false friends (Sp. *falsos amigos*). To differentiate these cognates from patrimonial cognates, we may call them similar cognates.

True *patrimonial* cognates, that is, cognates from the perspective of historical linguistics, do exist between Spanish and English, since both languages descend from a common ancestor. That ancestor, however, is much older than Latin and the connection is so remote that these historical cognates typically do not look anything like one another. That is the case of the historical cognates Eng. *fish* and Sp. *pez*. The meaning has not changed much, but the form (sounds and, thus, spelling) certainly has. Sometimes the meaning of historical cognates has changed too, not just the form. Thus, these are not pairs of words that are considered cognates in a language classroom. In this book, however, we will consider these cognates too.

As we just mentioned, in foreign language study, that is, applied linguistics and pedagogy, cognates are words that look (pretty much) the same and have (pretty much) the same meaning.

After all, cognate words are never identical in form or in meaning. Even if the spelling is identical, their pronunciation will never be identical.
In addition, as we will see, even when the meanings are close to identical, there may be differences in how the words are used.

As this pair of cognates shows, even the closest of cognates may have differences. In language study when two words look very much alike but have quite different meanings, we call them false friends. We will use this term sometimes, for it is useful. However, we will also see that few pairs of 'true friends', that is, identical in form and meaning. Most cognates false somewhere in between, with some being closer to true friends and some closer to false friends.

False friends are not to be confused with false cognates, which are pairs of words that are not cognates, even though they look very similar, words that are totally unrelated, such as Sp. *pie* 'foot' and Eng. *pie* 'pastel'.

Actually, most words with this suffix are in fact learned words borrowed from Latin, which explains that most cognates with this suffix are true friends. Not all similar-looking words in English and Spanish are as close as the pair, however, as we shall see.

Another example of imperfectly matched words that are considered cognates in language learning and paronyms by our definition are the words Sp. *gobierno*, which we have already seen, and its English cognate *government*.

There are cases in which two words may not on the surface look like cognates, for they appear too different, but once we know a little bit about how sounds changed in one or both of the languages, or we know related words in each of the languages that are more similar to each other, we can learn to notice similarities that were not obvious at first. Let us look for instance at the words Eng. *people* and Sp. *pueblo*.

As we have just seen, words were borrowed from written Latin into all three languages, Spanish, French and English, starting about 1,000 years ago in order to enrich these three vernacular languages, which were relatively lexically impoverished, compared to Latin. In the case of the Latinate languages, those that descended from Latin, namely Spanish and French, most of the time these loanwords were words that had failed to be passed on as patrimonial words. These were the learned words or *cultismos* that we have seen. Other times, however, the

Latin loanword served to 'refashion' a patrimonial word that had undergone significant changes. We saw we call this type of loanword a semi-learned word, or *semicultismo*. In addition, sometimes a Latin loanword was adopted where there already existed a patrimonial word that descended from the same Latin word, but not as a replacement, but rather as an addition.

The word *doublet* is also used in linguistics for other types of related pairs of words that are not cognates. Sometimes, the word *doublet* is also used for pairs of words that have the same meaning but have very different sources and thus are not cognates, such as *castillo* (from Latin) and *alcázar* (from Arabic), both of which mean 'castle' in Spanish. We can call these semantic doublets. English too has quite a few semantic doublets that are unrelated. They typically contain one member of the pair that is a native, Germanic word (or phrase) and one is a Latinate word.

In addition to true patrimonial-learned doublets, Spanish also has many more pairs of words that we can call patrimonial-learned quasi-cognate doublets. In such pairs, one word, typically a noun, is patrimonial. The other word comes from a word that was derived, typically means of a suffix, from the source word of the patrimonial word. If the patrimonial word was a noun, then the derived word was typically an adjective.

Importance of study of learning cognates with new strategies.

According to (Molina, 2006);

Cognates need to be studied less by linguists and studied more by foreign language learners.

We propose exploitation over analysis as it seems that these words have been analyzed for too long in their linguistic and historical contexts. Language material in general is obviously not created bearing in mind that in the case of cognates there is practically no limitation regarding the number of new words introduced per lesson. Here a linguistic paradigm falls apart; regardless of the language level a student might be in, the less knowledge of a cognate language, the more cognates we should use to accomplish comprehension and therefore engage in communication.

Classification of cognates.

According to (Molina, 2006);

Let us consider the following brief classification of cognates according to different perspectives:

° Exact Cognates: actor, doctor, error, terror, animal, general, hospital, hotel, cruel, angel,terrible, visible, radio, audio, kilo, casino, piano, chocolate, mosquito.

° Partial Cognates: perfect - perfecto, direct - directo, basic - básico, citric - cítrico, to visit -visitar, to limit - limitar, to indicate - indicar, to eliminate - eliminar, famous - famoso, fabulous -fabuloso.

° Real Cognates with some additional unrelated meaning: arm - arma: weapon; but also *upper limb* in English. Battery - batería: a device that produces electricity; but also *musical drums* in Spanish).

° False Cognates: *mayor* in English is *the head of a city*; *mayor* in Spanish is *older* or *higher*.

Arena in English is a *coliseum*; *arena* in Spanish is *sand. Care* in English is *carefulness*; *cara* in Spanish is *face*.

° According to their Latin roots: dict = to say: dictate - dictar, diction - dicción, edict - edicto,dictator - dictador, didactic - didáctico.

° According to their Greek roots: dem = people: democracy - democracia, demography -demografía, endemic - endémico, demagogue - demagogo.

° According to their prefixes: monocycle - monociclo, monochromatic - monocromático,monopoly - monopolio, monologue - monólogo,monogamy – monogamia.

° According to their suffixes: globally - globalmente, frankly - francamente, logically -logicamente, obviously - obviamente, legally - legalmente.

° Borrowed words: karaoke, karate, sushi (Japanese); violin, spaghetti, piano (Italian).

° Linguistic adaptations of borrowed words: (Spanish adaptations of French words on the right)collage - colaje, souvenir - suvenir, vedette - vedet, croissant - cruasán, soufflé - suflé.

The scope of cognate recognition and the sense of cognate vocabulary difficulty, if applicable,totally depend on the vocabulary a learner possesses in their own mother tongue. García de María (1996) states that we will simply not recognize in L2 the cognates we do not know in L1;additionally, Nagy and

Hancin-Bhatt (1993) had stated that our cognate recognition spam increases with age due to a richer L1 lexicon. "Consequently, the active perception or use of cognates has little to do with the target language itself because what counts first is our L1 lexicon (Molina, 2006).

Word Meaning

According to (Aske, 2016): We have seen that appeal to constructional meaning provides a un-fied treatment of two very different kinds of semantic interactions: the 'unmarked' type, in which lexical items match the meanings of the constructions with which they are combined, and the 'marked' type, in which the meanings of lexical elements conflict with con-structional meanings.

On the constructional account, the 'marked' combinations, far from being unexpected or exceptional, behave in accordance with the override principle, and serve a function identical to that of demonstrably compositional constructions like the partitive and progressive, i.e., type shifting. In fact, as we have seen, describing the semantics of nominal constructions, linking constructions, aspectual constructions and sentence types requires reference to both explicit type-shifting (as performed by shift constructions) and im-plicit type-shifting (as performed by both shift and concord construc-tions).

Our exploration of shift and concord constructions at several mor-phosyntactic levels has shown that an understanding of sentence meaning relies on the study of syntactic meaning. The study of syn-tactic meaning relies in turn on an understanding of concepts and distinctions that are fundamental to construal (entity types, the event-state distinction, causation, plexity, boundedness). In

addition, it re-quires an elaborated model of the functions served by syntactic forms like exclamatory and presentational constructions – a model which includes discourse-pragmatic roles like focus and discourse-theoretic properties like presupposition. Since constructions, like words, freely combine semantic features (like image schemas) with pragmatic features (like use conditions), the study of constructional meaning entails the integration of cognitive and discourse-functional explana-tion. This integrated approach to the study of meaning and use is already widely precedented in the cognitive sciences: studies of lan-guage acquisition,language breakdown due to focal brain injury, and sentence processing place increasingly strong emphasis on the role of usage factors, in particular the frequency of words and morphosyn-tactic patterns. Such studies have shown, for example, that the onset of verb over-regularization errors in early language is triggered by a marked increase in the proportion of regular to irregular verbs in the child's vocabulary (Marchman & Bates 1994), that sentence inter-pretation becomes harder for both Broca's aphasics and normal adults when there is conflict between the preferred syntactic frame of the lexical verb and the syntactic frame in which it is encountered(Gahl 2002), and that the likelihood of a garden-path 'detour' during sentence processing is a function of the prior probability of a given constituent-structure assignment(e.g., reduced relative vs. main verb)combined with the transitivity bias of the lexical verb (Narayanan &Jurafsky 1998).Such studies uphold the view, advanced by both Langacker (1987,1991) and Bybee (2001), that linguistic knowledge is to a large ex-tent the knowledge of routines. Significantly, such studies have also provided evidence that, as Bates

and Goodman (1997: 59) put it,"grammatical and lexical forms are handled by the same large andheterogeneous processing system." In light of such findings, it is rea-sonable to ask what theory of grammar could best capture the prop-erties of this non-modular representational system. Whatever the ul-timate answer, it seems safe to say that it will almost certainly in-volve reference to grammatical constructions.

According to (Anderson & Nagy, 1989);To maintain a distinction between specific and general reference, we will use the traditional term denotation to indicate the entire class of entities associated with a word. (An alternate term for the entire class that we could have chosen is extension.) Of course, the reference and the denotation of a word can be identical, as in I'm not afraid of dogs. The construct denotation applies most felicitously to concrete nouns; for example, the denotation of apple is the set of all apples. The construct is extended by analogy to other types of words; for example, the denotation of red can be defined as the set of all red objects; the denotation of migrate as the set of all instances of migrating. The denotation of a word is the set of all potential referents for a word, imaginary as well as real. Thus, we take the position that the denotations of unicorn and griffin are different, even though both sets happen to be empty in the known universe.

Notice that a person's internal representation of the denotation of a word could not be just a list of members in the set, because the denotations of most words are indenumerable. How, for instance, could apples from next year's crop be listed? Instead, what people must have in their heads is some basis for

determining membership in the set. We will use the traditional term connotation (we could have used intention) for the distinctions, or rule, for deciding whether an object, action, or property belongs to the set that constitutes the denotation of a word.

We will define the sense of a word as the distinctions the word conveys in a particular circumstance of use. A more common usage is to equate sense with connotation as we have just defined it; that is, as the distinctions which it is supposed are conveyed on any and all circumstances in which the word is used in a serious, literal-minded fashion.

Although all four of these concepts may not be necessary for a satisfactory characterization of word meaning, either the sense/reference distinction or, alternately, the connotation/denotation distinction is required. The distinction is necessary to account for the fact that two expressions can refer to the same individual or object, and yet clearly be different in meaning.

Collocations

As (Aske, 2016) claim ;A collocation can be anything from a common, statistical co-occurrence of words, just like the fact that the word *blue* is found more often next to the word *sky* than the word purple, in the phrase *blue sky*, to more conventionalized expressions of the language, such as *fast food*, and many other things in between.

The meaning of collocations is primarily compositional, and thus they are different from idioms. However, there is not clear dividing line between the too,

since idioms are collocations and some collocations can be seen as being idiomatic to some extent. Take the collocation *red wine*, for example. In it, the adjective *red* refers to a color that is which is non-prototypical of the adjective red and thus one could say that it is idiomatic and non-predictable. Nonetheless, even if it is not always possible to keep idioms and collocations fully separate, it is perhaps best to make a distinction between the two.

"A collocation is a pair or group of words that are often used together.These combinations sound natural to native speakers, but students of English have to make a effort to learn them because they are often difficult to guess.Some combinations just sound "wrong" to native speakers of English" (McCarthy & O'Dell, English collocations in use - advanced: How words work together for fluent and natural English, 2010).

Why learn collocations?

As (McCarthy & O'Dell, English collocations in use - advanced: How words work together for fluent and natural English, 2010) said;

a) Give you the most natural way to say something; smoking is strictly forbidden is more than smoking is strongly forbidden.

b) give you alternative ways of saying something, which may be more colorful /expressive or more precise: instead of repeating It was very cold and very dark, we can say .It was bitterly cold and pitch dark.

c)improve your style in writing : instead of saying poverty causes crime, you can say poverty breeds; instead of saying a big meal you can say a substantial

meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better.

Types of collocation.

Adjectives and nouns:Notice adjectives that are typically used with particular nouns.

Nouns and verbs:Notice how nouns and verbs often go together.The examples bellow are all to do with economics and business,example:The economy boomed in the 1990s.(the economy was very strong).

Noun+noun:There are a lot of collocations with the pattern a…of.. example:As sam read the lies about him he felt a surge of angers.

Verbs and expressions with prepositions: Some verbs collocate ith particular prepositional expressions,example :As Jack went on stage to receive his gold medal for the judo competition you could see his parents swelling with pride.

Verbs and adverbs:Some verbs have particular adverbs wich regularly collocate with them, example; She pulled steadily on the rope and helped him to safety.

Adverbs and adjectives:Adjectives often have particular adverbs wich regularly collocate with them, example ; They are happily married.

Idioms

Idioms are more-or-less frozen combinations of words the meaning of which is rather unpredictable, whereas collocations are word combinations whose

meaning can be quite transparent, even if their existence is not predictable. Technically, we can say that the difference between collocations and idioms is that in the former the meaning is quite compositional. We can see what part of the meaning is contributed by each part, whereas in the latter, the meaning is more unitary and more like the meaning of a single word, as in Eng. *to pull someone's leg* or in Sp. *tomarle el pelo a alguien*. Thus, for example, one would not know that a particular concept, such as *fast food*, is expressed that way in a language, though it can be immediately quite obvious what it means upon hearing it for the first time. In other words, collocations can be seen as quite transparent idioms. In reality, what we have is a whole range of types of expressions, from close to fully transparent to fully opaque, with everything in between (Aske, 2016).

"Idioms are groups of words in a fixed order that have a meaning that cannot be suggested by knowing the meaning of the individual words" (McCarthy & O'Dell, English collocations in use, 2005).

Hyponyms

"Hyponyms were employed to explain how a particular concept contributes to or is a part of a bigger concept. Meronyms were used to give examples of a concept and to define a term. Superordinates were utilized to give a specific kind or brand of a more general idea" (ALARCON, 2013).

"The word hyponym is composed of the morphemes (1) hypo- from Ancient Greek ὑπο- (hupo-), the combining form of ὑπό (hupó) 'under' (cf. Lat.

sub 'under') + (2) -onym, from Ancient Greek ὄνυμα (ónuma) 'name' (cf. Lat. nomen)" (Aske, 2016).

"Hyponymy is a primitive in most network theories of memory, while synonymy is a primitive in very few" (e.g. Anderson, 1983;Collins & Loftus, 1975; Glass & Holyoak, 1975; Lorch, 1981; Norman &Rumelhart, 1975; see reviews by Chang, 1986; Johnson-Laird, Herrmann &Cbaffin, 1984).

"Hyponymy that refers to the specific-to-general relationship between lexical items- (1) the class of thing (2)superclass or subclass or another class at the same level, for example life-people" (ALARCON, 2013).

Hyponyms were used to explain how a particular concept contributes to or is a part of a bigger concept.

Methodologies

According to (Pavicic, Vocabulary and Autonomy, 2003) ; vocabulary dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.

(Frisby, 1957)commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all

the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection".

To use methodologies to teach vocabulary correctly we have to know that for some authors is correct that teachers create activities and tasks to help students to build their vocabulary and develop the vocabulary by their own because almost all the books and resources don't have a wide range of vocabulary to learn one of this methodologies is listening carefully to the word and repeating it.

Strategies

According to (A.W.Frisby, 1957) the principal strategies that are use to teach vocabulary are :

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of

practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners

"Underlying graphic organizers (hereafter GOs) is the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole" (Horton, Lovitt, & Bergerud, 1990).

Gao and Ma (2011) found in their study that integration of vocabulary learning strategies, including contextual methods, fixed meaning and list learning improved participants' vocabulary learning beliefs and enhanced their motivation to develop new word knowledge.

According to this hypothesis, the use of visual spatial materials can facilitate processing of meaningful information (Larkin, & Simon, 1987) and make concrete learning outcomes (Watts-Taffe, Fisher, Ogle, & Blachowicz, 2013).

"Researchers suggest that teachers should build a word-rich environment including visualization in graphics or drawings, which enhances motivation, engaging in a process of attaining knowledge and ensuring greater satisfaction and interest in content-area word-learning" (Blachowicz, & Fisher, 2004; Blachowicz, Fisher, & Ogle, 2006; Egan, 1999).

Importance of graphic organizers

"Students do not have the impression that they are being taught a series of unrelated terms, facts, or concepts. Furthermore, visuals seem to enhance retention and recall of vocabulary" (Penman, 2005).

"This notion is important because the world is moving into an era in which visual literacy is as important as language/textual literacy" (Kang, 2004).

"Thus, Kang adds that EFL teachers should explore and exploit spatial instructional strategies to enhance learning and instruction. The graphic organizer strategy can be utilized in teaching vocabulary, among other courses, to EFL students" (London, 1999).

Kang (2004) defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. GOs can be used by students, on the one hand, as a study tool to better understand vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area. Teachers, on the other hand, can use the GO prior, during or following teaching a topic to organize the concepts taught.

Many different types and examples of these GOs are identified and described in the literature such as conceptual mapping, conceptual frames, networking (Dickson, Simmons & Kameenui, 1995), KWL, word maps, the knowledge Rating Scale (Gilbertsen, 2002), semantic word maps (Hall & Sabey, 2007), semantic mapping (Iwai,2007; Zaid, 1995), definitions, process and

sequence, timeline, description and classification, argument (Jiang &Grabe, 2007), Venn diagrams, semantic maps, spider maps, concept maps, matrix organizers, network trees(Kang, 2004), charts, semantic webs, and word webs (Templeton & Pikulski, 1999).

As Prater and Terry (1988) point out "When we consider the influence of background knowledge upon reading comprehension, we also must consider effective classroom techniques that activate students' prior knowledge. Semantic mapping is one of these techniques. If semantic mapping is used as a strategy to activate, assess and embellish students' prior knowledge of a topic before reading, it seems to have considerable merit".

"Semantic mapping is a categorical structuring of information in graphic form. It is an individualized content approach in that students are required to relate new words to their own experiences and prior knowledge" (Johnson & Pearson, 1984).

In their book, Semantic Mapping: Classroom Applications, Heimlich and Pittelman (1986) add a set of advantages related to the semantic mapping technique. These advantages are: 2 motivating students of all grade levels, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed. They state: Semantic mapping appears to motivate students of all age levels and to involve them actively in the thinking-reading process. . . .The process of semantic mapping also allows teachers to assess and interpret what students know as well

as to make judgments concerning the appropriate instruction needed. These judgments can be based upon what students demonstrate they already know about a topic, rather than teachers having to assume what the students know.

Research has also confirmed the effectiveness of using the semantic mapping technique in teaching reading comprehension. In many studies, subjects in the semantic mapping group scored significantly higher than the no-map control group on tests of recall and/or reading comprehension of both expository and narrative text (Baumann and Bergeron 1993, Melendez 1993, Rewey et al. 1991, Reynolds and Hart 1990, Scevak et al. 1993, Sinatra et al. 1984, Wachter 1993).

"However, the student-mediated strategy may be time-consuming, first in training students to use the semantic mapping procedures and second in putting these procedures to use" (Holly and Dansereau 1984).

In this strategy, the teacher functions as a participant. This role, according to Jones et al. (1987), encourages students to share in their own learning. Johnson et al. (1986) also claim that the involvement of the teacher and students in map construction helps not only in-depth processing but motivation as well. Furthermore, the teacher-student interactive semantic mapping strategy can provide the teacher with an opportunity to correct misinformation, introduce new ideas, or change interpretations (Clarke 1990).

"For example, graphic organizers or semantic maps in vocabulary instruction can graphically display lists, flowcharts, categorical and, hierarchical

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information and examples of sentence usage, also semantic relatedness of words along with drawings or pictures" (Blachowicz, & Fisher, 2011; Woolley, 2011).

"Initiated by the teacher, semantic maps save students' time and add information to what the students already know" (Clarke 1990).

Classification of graphic organizers

Conceptual frameworks are particularly useful as organizing devices in empirical research. One set of scholars has applied the notion of conceptual framework to deductive, empirical research at the micro- or individual study level.Likewise, conceptual frameworks are abstract representations, connected to the research project's goal that direct the collection and analysis of data (on the plane of observation – the ground). Critically, a football play is a "plan of action" tied to a particular, timely, purpose, usually summarized as long or short yardage (Shields, Patricia, & Rangarjan, 2013).

"However, the effective vocabulary instruction involves the use of the interactive strategies for word-learning including vocabulary self-selection, displaying attributes of words visually, a variety of contexts that represent word meanings, playing with words and reference tools "(Blachowicz, & Fisher, 2004).

"Suitable GOs can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. GOs need to be as simple, clear, direct and teachable as possible" (Jiang & Grabe, 2007).

"Graphic organizers have been used for promoting deeper processing during reading "(Alvermann, 1981; Thompson, 1998).

Pekrun et al. (2002) noted that when learners are motivated for academic achievement or academic goals in this environment, they can be successful in regulating their self-emotions positively. As researchers indicate that an instruction via different types of GOs could be effective in promoting students to learn new words and directly foster emotions positively related to learning activities.

For the initial study hypothesis, the result demonstrated that the hypothesed relations between the different types of GOs' instruction and positive achievement emotions were confirmed through the experimental runs. Moreover, in line with Hypothesis 1, the research results have largely suggested that graphic representations are likely to be highly powerful and motivational tools, which can greatly increase word-learning rate. At this point, they can encourage students to enhance achievement emotions and wordlearning beliefs positively (Graves, 2006).

To sum up, learning new words is not a simple issue, and neither is vocabulary instruction in content-area. The use of graphic organizers can facilitate helping students organize and integrate information with their preexisting knowledge and contribute positively to the development of achievement emotions and values(Alvermann, 1981; Pekrun, 2006; Punch, & Robinson 1992; Robinson, & Kiewra, 1995; Stull, & Mayer, 2007).

More deeply , the use of semantic maps, organizers, as well as ways to teach is very useful in learners' achievement emotions or achievement goals regarding the test which was assessed has been neglected in social studies.

As we saw we have many strategies to teach vocabulary from the most simplest to the more complicated but as we are going to use graphic organizer strategy in our project is important to know why we chose it because in this way we can explain in a more easy way the vocabulary its meaning and we can make a distinction between synonyms and antonyms.

Resources

According to Reading Rockets (2011),there are many resources to teach vocabulary but the principals are:

Linking the language a cross-disciplinary vocabulary is introducing students to a rich variety of words that share the same root can help diverse learners make important connections among vocabulary words within the same family and transfer core ideas across content areas.

Use words to teach words is when students with strong comprehension skills know about word prefixes, suffixes, word roots, and multiple meanings of words. Families can help develop word knowledge through simple conversations focused on words.

Building your child's vocabulary is talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and

questions about interesting words are easy, non-threatening ways to get new words into everyday talk.

Building language and scientific literacy in young children it is when young children are naturally curious. Early childhood educators and parents can build on children's questions, eagerness, and enthusiasm to help them learn the language and concepts of science and scientific inquiry.

List-Group-Label in this classroom strategy — a form of semantic mapping — encourages students to improve their vocabulary and categorization skills, and organize concepts.

Word maps it is use a graphic organizer, students think about terms or concepts in several ways, including a definition, synonyms, antonyms, and a picture.

Semantic feature analysis in this strategy uses a grid to explore how a set of things are related to one another. It illustrates how words are both similar and different and emphasizes the uniqueness of each word. It also draws on students' prior knowledge and uses discussion to elicit information about word meanings.

Graphic Organizers

According to Slavin R. E. (2011), research in pedagogy and psychology demonstrates that visual learning is among the most effective methods for teaching comprehension skills to students of all ages. Helping students organize the content helps them better comprehend texts for information such as main ideas supporting details, facts, opinions, comparisons and contradictions.

Tomlinson (1999) explains that teachers can modify three aspects of teaching: Content, Process, and Product. By using graphic organizers, teachers modify the product. It is a universal fact that students in a class are not likely to learn to read at the same rate. Some will learn faster than others, and some will be able to demonstrate their understanding in more complex ways sooner than others. For all children to learn at an optimal pace, teachers must match children with a reinforcing activity that allows each child to be successful in reading comprehension at a cognitively appropriate level.

According to Kintsch and Rawson (2005), comprehension skills aided by graphic organizers help a reader develop his/her reading abilities. Therefore, incorporating graphic organizers in reading comprehension helps middle school ESL students in developing their comprehension skills.

According to Keene and Zimmerman (1997), students must be encouraged to make connections with the text they read to increase the effectiveness of reading. Graphic organizers can play a vital role establishing the connections. The text will be very clear to students when a graphic organizer is incorporated depicting the theme or content of a text they read. Moreover, graphic organizers using diagrams illustrate concepts and relationships between concepts discussed in a text.

"Despite the appeal of using graphic organizers as a technique for assisting reading comprehension, critical response from research is mixed. Some research on graphic organizers has produced incongruent findings and has raised questions about their overall effectiveness in reading instruction" (Jiang & Grabe, 2007).

"Underlying graphic organizers (hereafter GOs) is the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole" (Horton, Lovitt &Bergerud, 1990).

Kang (2004) defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. GOs can be used by students, on the one hand, as a study tool to better understand vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area. Teachers, on the other hand, can use the GO prior, during or following teaching a topic to organize the concepts taught.

"Graphic organizers or semantic maps in vocabulary instruction can graphically display lists, flowcharts, categorical and, hierarchical information and examples of sentence usage, also semantic relatedness of words along with drawings or pictures" (Blachowicz, & Fisher, 2011; Woolley, 2011).

Gao and Ma (2011) found in their study that integration of vocabulary learning strategies, including contextual methods, fixed meaning and list learning improved participants' vocabulary learning beliefs and enhanced their motivation to develop new word knowledge.

"According to this hypothesis, the use of visual spatial materials can facilitate processing of meaningful information (Larkin, & Simon, 1987) and make concrete learning outcomes" (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2013).

"Researchers suggest that teachers should build a word-rich environment including visualization in graphics or drawings, which enhances motivation, engaging in a process of attaining knowledge and ensuring greater satisfaction and interest in content-area word-learning" (Blachowicz, & Fisher, 2004; Blachowicz, Fisher, & Ogle, 2006; Egan, 1999).

"Students do not have the impression that they are being taught a series of unrelated terms, facts, or concepts. Furthermore, visuals seem to enhance retention and recall of vocabulary(Sigueza,2005;Stirling,2003).

This notion is important because the world is moving into an era in which visual literacy is as important as language/textual literacy" (Kang, 2004).

Graphic organizers are instruments of representation, illustration and modeling of information. In the educational practice they are used for building, and systematization of knowledge. Graphic organizers are instruments that addressed mostly visual learning style, but their use is beneficial to all learners(Ciascai, 2009).

"Thus, Kang adds that EFL teachers should explore and exploit spatial instructional strategies to enhance learning and instruction. The graphic organizer strategy can be utilized in teaching vocabulary, among other courses, to EFL students" (Kang,2004; London, 1999).

"Graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time" (Liliana, 2009).

"Graphic organizers can have various forms, from representations of objects to hierarchical and cyclical structures.Although their use in learning activities is preferred by people who have a visual style of learning, graphic organizers are extremely useful to different learners "(Liliana, 2009).

Graphic organizers provide teachers with tools to help students on the road to higher achievement in their reading comprehension skills. Graphic organizers that target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text. The focus of the students in content is improved and they can classify the content into small understandable units. Graphic organizers provide new language that facilitates classroom communication, as well as deepen understanding of the content that teachers work to transmit(Marzano; Pickering; Pollock ,2001).

The National Reading Panel (220) cited graphic organizers as one type of instructional strategy that is effective in the improvement of reading instruction. Graphic organizers can also be used effectively during reading to check ongoing comprehension. Likewise, they can be used as a summative activity to assess comprehension once students are done with reading the text. It can also be used to review vocabulary in various content areas.

According to Barron (1979); graphic organizers are effective in reading comprehension whereas, providing students with readymade graphic organizer will not motivate them. Readymade graphic organizers will be viewed by them as another template were they have to fill in with information. Therefore, when students come out with their own organizers, they develop their thinking skills. If

teachers can avoid providing students with readymade graphic organizers, students would motivate themselves by designing their own graphic organizers.

Classification of graphic organizers.

Daniel Willingham (2008) classifies learners into three different types: Those who learn by looking, those who learn by listening, and those who learn by manipulating things - or visual, auditory, or kinesthetic learners. By understanding what sort of a learner a child is, teachers can optimize his or her learning by presenting material appropriate to him/her. Use of graphic organizers as visual tools for visual learners of comprehension will make comprehending a reading text and this makes comprehending easy and fun for students.

Another important feature of a graphic organizer is that it can be designed to match specific objectives with a text. In Figures 1.1 to 1.4, examples of some graphic organizers that are used for interpreting a text with a specific objective are shown. Figure 1.1 is a graphic organizer that could be used to classify the author's purpose in a reading comprehension passage. This could be further developed based on the requirements for different passages. Figure 1.2 is a graphic organizer that could be used to classify the main idea and supporting details in a passage. Figure 1.3 & 1.4 are graphic organizers that could be used for classifying information in a passage as fact or opinion and comparison or contrasting respectively.
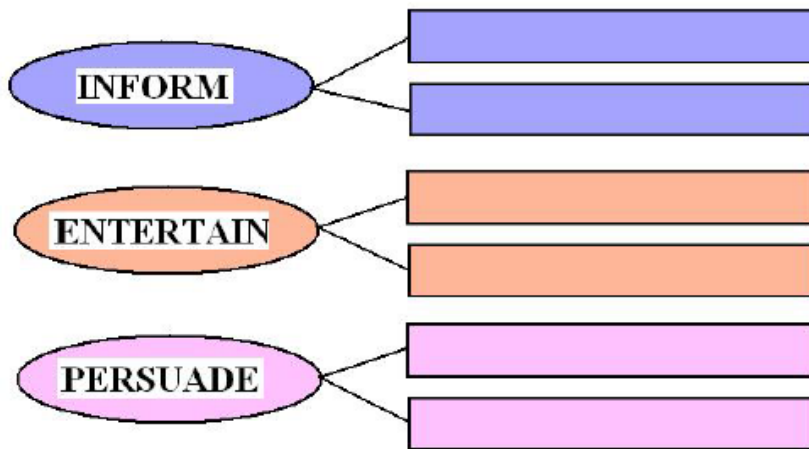
Figure 1. Author's purpose

(Gunderson & Murphy, 2014).
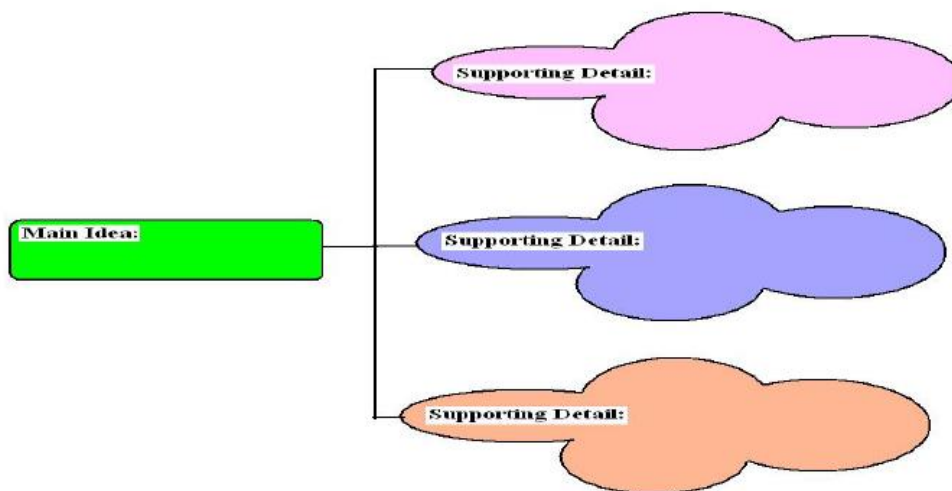
Figure 2. Main Idea & Supporting Details

(Gunderson & Murphy, 2014).

FACT	OPINION

Figure 3. Fact and Opinion

Contrast:

Comparison: Similarity:
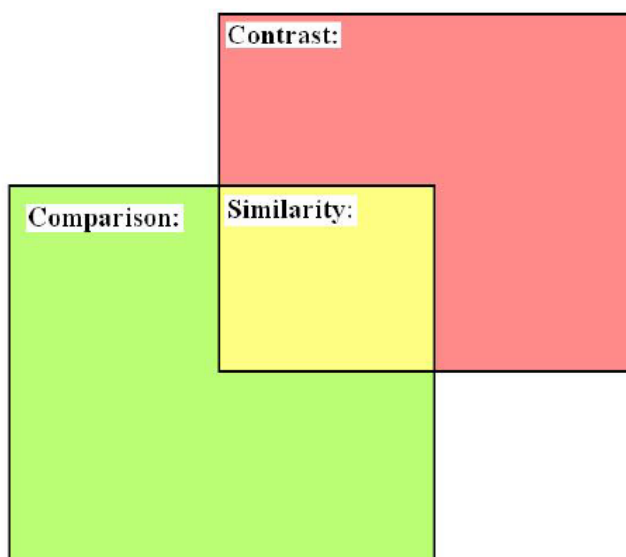
Figure 4. Compare and Contrast

(Gunderson & Murphy, 2014).

Graphic organizers are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn" (Gunderson & Murphy, 2014).

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"It was found that the GOs instruction assisted the students to be more successful on meaningful leaps of vocabulary knowledge and enhanced word meaning acquisition" (Stewart et al., 2012).

"A graphic organizer is a powerful instructional tool and strategy in vocabulary development "(Smith, 2002; Teal, 2003)

Graphic organizers have been developed as a result of Ausubel's (1960) research on the benefits of using an advance organizer to enhance learners' acquisition of new knowledge. Graphic organizers are considered to have impact on students' learning, such as reading comprehension and recall (Boulware & Jones, 2009; Merkley, 2000), math (Zollman, 2009), and science (Hawk, 1986). Graphic organizers help students organize and structure information and concepts as well as promote thinking about relationships between concepts. However, no studies have been conducted on the use and influence of graphic organizers on teachers' learning.

However, Ben-David (2002) discovered that there was no significant difference for results between the comprehension assessment and traditional tests regarding the provision of eight weeks of instruction and assessments on using graphic organizers and linear note forms among sixteen seventh-grade learning disabled students.

Graphic organizers have been classified into five major categories according to their structures: ''star web, chart matrix, tree map, chain, and sketch. Graphic organizers have also been classified into eight categories according to their purposes for learning.

Many different types and examples of these GOs are identified and described in the literature such as conceptual mapping, conceptual frames, networking (Dickson, Simmons & Kameenui, 1995), KWL, word maps, the knowledge Rating Scale (Gilbertsen, 2002), semantic word maps (Hall & Sabey, 2007), semantic mapping (Iwai,2007; Zaid, 1995), definitions, process and sequence, timeline, description and classification, argument (Jiang &Grabe, 2007), Venn diagrams, semantic maps, spider maps, concept maps, matrix organizers, network trees(Kang, 2004), charts, semantic webs, and word webs (Templeton & Pikulski, 1999).

"Semantic map, structured overview, web, concept map, semantic organizer, story map, graphic organizer, etc. no matter what the special name, a graphic organizer is a VISUAL representation of knowledge. It is a way of structuring information, of arranging important aspects of a concept or topic into a pattern using labels" (Bromley, Irwin-DeVitis, & Modlo, 1995).

Gil-Garcia and Villegas (2003) claimed that ; categorizing knowledge graphic organizers into six types: description or simple listing, time/temporal sequence, definition and example, comparison and contrast, cause and effect, and problem solution.Graphic organizers were designed and integrated into Workshop II including synonym bubble map, conceptual development chart, summarizing, Venn diagram, T-chart, and drawing conclusions.
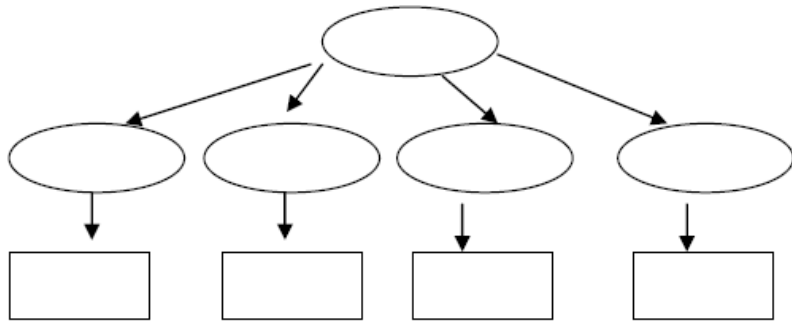
Figure 3. Synonym Bubble Map

(Ciascai, 2009).
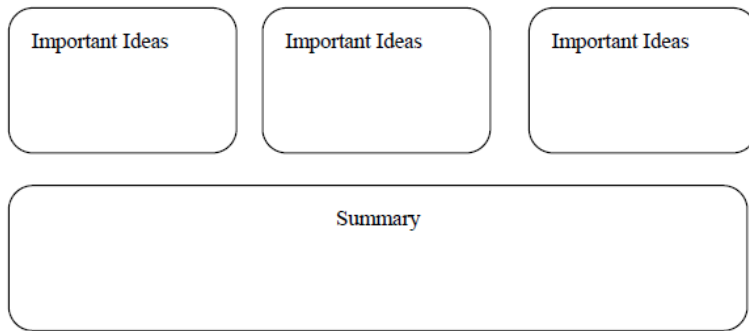
Figure 4. Summarizing

(Ciascai, 2009).

Fiction   Non/Fiction

Figure 5. Attribute T-Chart

different   same   different
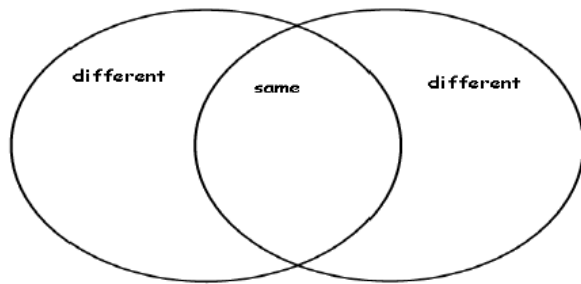
Figure 6. Compare/Contrast

(Ciascai, 2009).

Fiction   Non/Fiction
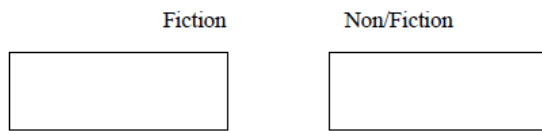
Figure 5. Attribute T-Chart
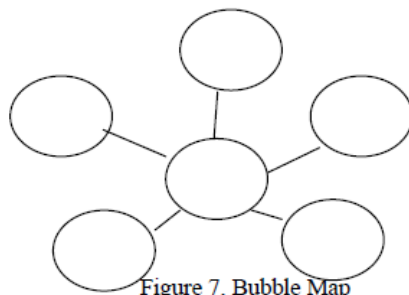
Figure 7. Bubble Map

(Ciascai, 2009).
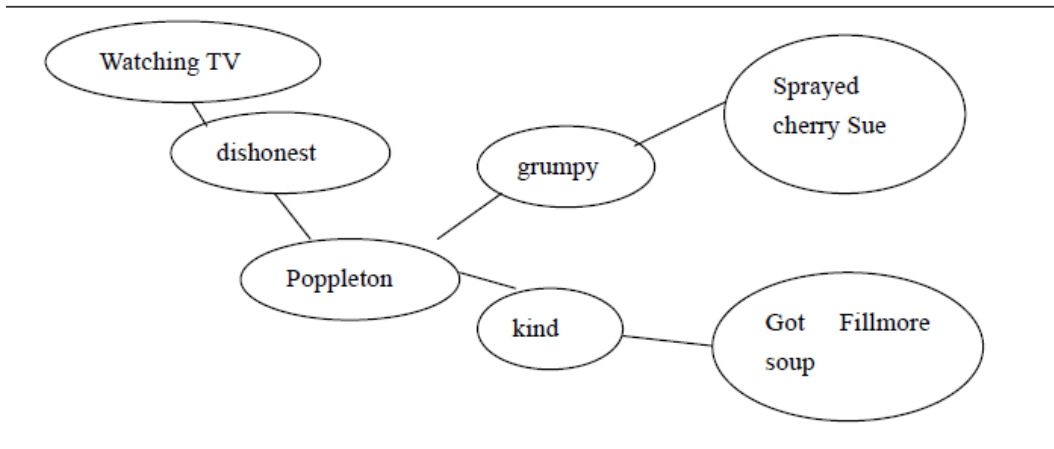
Figure 8. Character Traits on Rylant's (1997) *Poppleto*

(Poppleto, 1997).

McMackin and Witherell (2005) and Wallace et al (2007) suggest using four corners in Figure 2 in writing because it helps writers generalize their thoughts across the curriculum to make meaningful connections between self, world, and other texts.

(Ciascai, 2009).

Brainstorming Beginning Introduction Overview Text Summary	Supporting details Middle Problem/Cause Key concepts Text to Self
Make connections Ending Solution – Effects Analysis Text to World	Summarize Personal reactions Draw conclusions Inferences, evaluations Text to Text
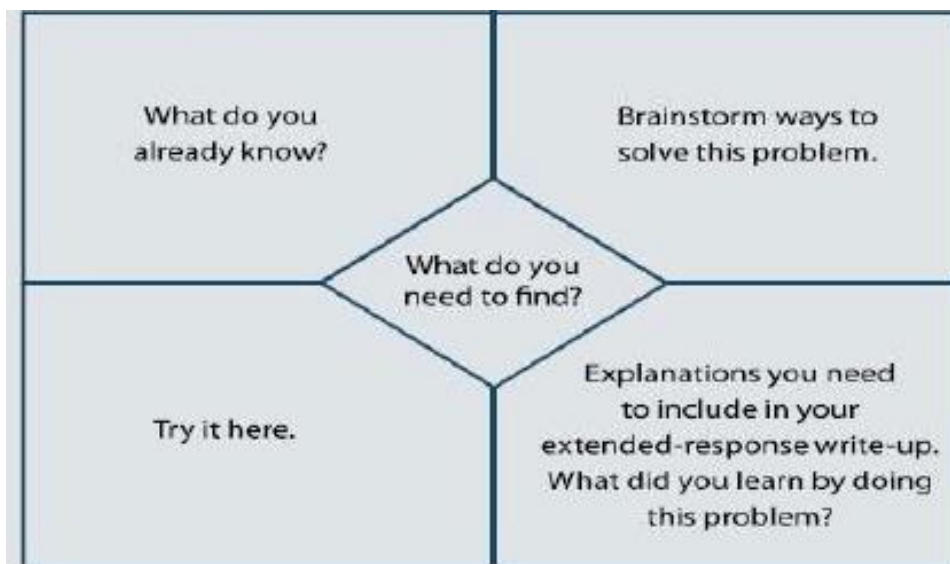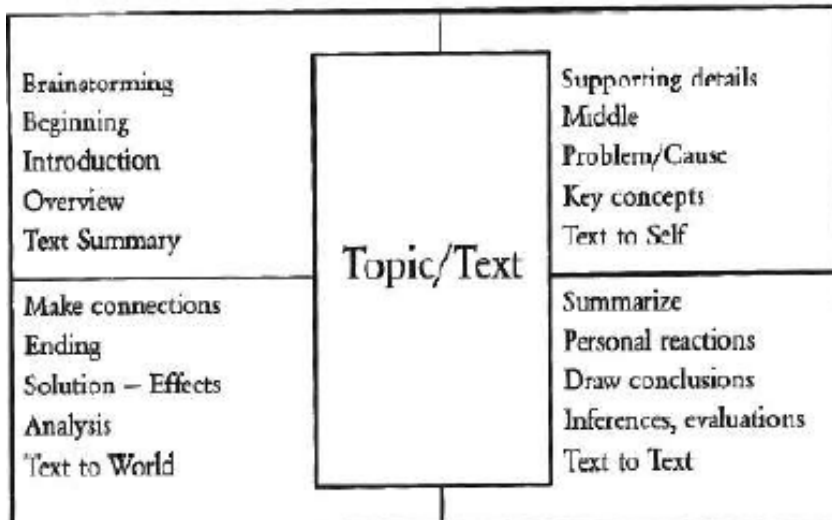
(Ciascai, 2009)**.**

The models proposed by NCCA (National Council for Curriculum and Assessment, Ireland) to present the context and themes of intercultural education are graphic organizers like "diagram Venn" (Figure4) and "structured overview" (Figure 5).
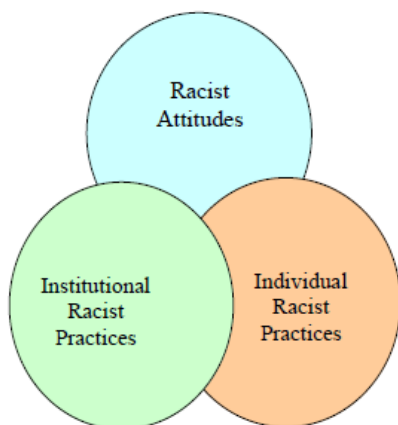
Figure 4. *The context of Intercultural education. „What do we mean by Racism?"*(NCCA, p. 8)
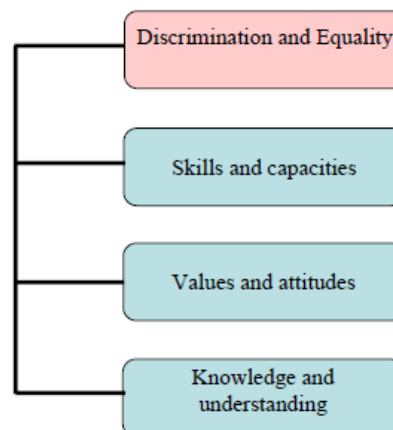
Figure 5. *The content of Intercultural education. Subject: Discrimination and equality (NCCA, p. 59)*

(Education, 2002).

Another type of model is the "cyclic organizer" used by Deardorff (2004, *apud* Deardorff, 2006) to specify the relationship between the degree of intercultural competence and the degree of achieved attitudes, knowledge and skills (Figure 6).
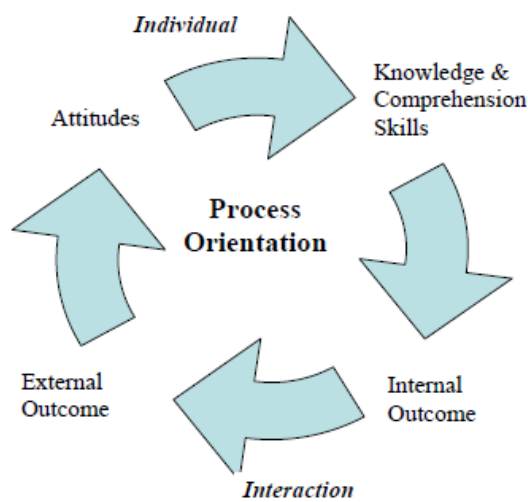
Figure 6. *The Process Model of Intercultural Competence* (Deardorff, 2004)

(Ciascai, 2009).

The Graphic Organizer of "cause-effect" type
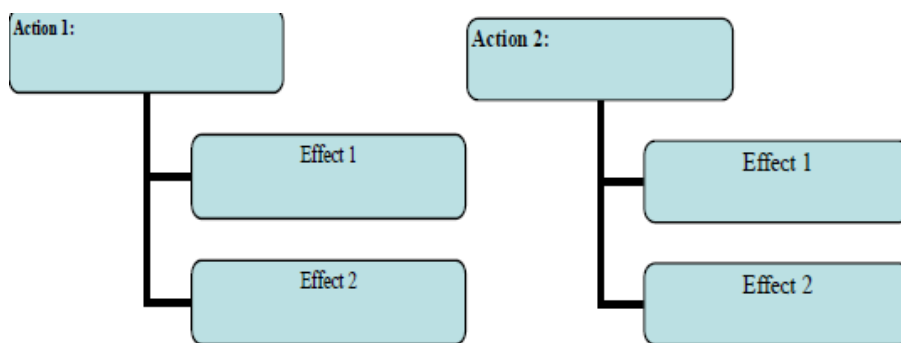
(Ciascai, 2009).

Pyramidal graphic organizer

Advanced cultural competencies

Basic cultural competenciess

Cultural pre-competence

Cultural blindness

Cultural incapacity

Cultural destructiveness
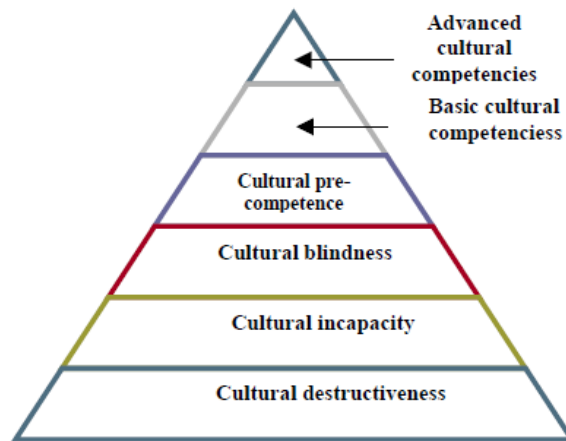
(Ciascai, 2009),

Scholars suggest the following steps in creating graphic organizers for reading: (1) analyze the learning task for words and concepts important for the student to understand, (2) arrange them to illustrate the interrelationships and patterns of organization, (3) evaluate the clarity of relationships as well as the simplicity and effectiveness of the visual, and (4) substitute empty slots for certain words in order to promote students' active reading (Dye, 2000; Merkley, 2000; Richardson & Morgan, 1997; Roe, Stoodt, & Burns, 1998; Ruddell, 1996).

When we consider the influence of background knowledge upon reading comprehension, we also must consider effective classroom techniques that activate students' prior knowledge. Semantic mapping is one of these techniques. If semantic mapping is used as a strategy to activate, assess and embellish students' prior knowledge of a topic before reading, it seems to have considerable merit(Prater ;Terry ,1988).

"Semantic mapping is a categorical structuring of information in graphic form. It is an individualized content approach in that students are required to relate new words to their own experiences and prior knowledge" (Johnson & Pearson, 1984).

In their book, Semantic Mapping: Classroom Applications, Heimlich and Pittelman (1986) add a set of advantages related to the semantic mapping technique. These advantages are: 2 motivating students of all grade levels, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed. They state: Semantic mapping appears to motivate students of all age levels and to involve them actively in the thinking-reading process. . . .The process of semantic mapping also allows teachers to assess and interpret what students know as well as to make judgments concerning the appropriate instruction needed. These judgments can be based upon what students demonstrate they already know about a topic, rather than teachers having to assume what the students know.

Research has also confirmed the effectiveness of using the semantic mapping technique in teaching reading comprehension. In many studies, subjects in the semantic mapping group scored significantly higher than the no-map control group on tests of recall and/or reading comprehension of both expository and narrative text(Baumann and Bergeron 1993).

However, the student-mediated strategy may be time-consuming, first in training students to use the semantic mapping procedures and second in putting these procedures to use (Holly and Dansereau 1984). Another disadvantage

associated with this strategy is that students with limited prior knowledge may fail to implement it properly or to apply it to what they read (McKeachie 1984).

In this strategy, the teacher functions as a participant. This role, according to Jones et al. (1987), encourages students to share in their own learning. Johnson et al. (1986) also claim that the involvement of the teacher and students in map construction helps not only in-depth processing but motivation as well. Furthermore, the teacher-student interactive semantic mapping strategy can provide the teacher with an opportunity to correct misinformation, introduce new ideas, or change interpretations (Clarke 1990).

"For example, graphic organizers or semantic maps in vocabulary instruction can graphically display lists, flowcharts, categorical and, hierarchical information and examples of sentence usage, also semantic relatedness of words along with drawings or pictures" (Blachowicz, & Fisher, 2011; Woolley, 2011).

"Initiated by the teacher, semantic maps save students' time and add information to what the students already know" (Clarke 1990).

Conceptual frameworks are particularly useful as organizing devices in empirical research. One set of scholars has applied the notion of conceptual framework to deductive, empirical research at the micro- or individual study level.Likewise, conceptual frameworks are abstract representations, connected to the research project's goal that direct the collection and analysis of data (on the plane of observation – the ground). Critically, a football play is a "plan of action" tied to a particular, timely, purpose, usually summarized as long or short yardage (Shields, Patricia, & Rangarjan, 2013).

"However, the effective vocabulary instruction involves the use of the interactive strategies for word-learning including vocabulary self-selection, displaying attributes of words visually, a variety of contexts that represent word meanings, playing with words and reference tools" (Blachowicz, & Fisher, 2004).

"Suitable GOs can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. GOs need to be as simple, clear, direct and teachable as possible" (Jiang & Grabe, 2007).

The procedure of mapping a topic provides students with a means for both activating and enhancing their knowledge bases regarding the specific topic(s) and words discussed. The vocabulary teaching methodology of semantic mapping results in a categorical structuring of information in graphic form. The map graphically displays known and new words under appropriately labeled categories or conceptual subtopics. Through the instructional process, students are given the opportunity to learn the meanings and uses of new words and new meanings for known words. In addition, they see the specific relationships among concepts.Graphic organizers have been used for promoting deeper processing during reading (Alvermann, 1981; Thompson, 1998).

Pekrun et al. (2002a) noted that when learners are motivated for academic achievement or academic goals in this environment, they can be successful in regulating their self-emotions positively. As researchers indicate that an instruction via different types of GOs could be effective in promoting students to learn new words and directly foster emotions positively related to learning activities.

For the initial study hypothesis, the result demonstrated that the hypothesed relations between the different types of GOs' instruction and positive achievement emotions were confirmed through the experimental runs. Moreover, in line with Hypothesis 1, the research results have largely suggested that graphic representations are likely to be highly powerful and motivational tools, which can greatly increase word-learning rate. At this point, they can encourage students to enhance achievement emotions and word learning beliefs positively (Graves, 2006).

To sum up, learning new words is not a simple issue, and neither is vocabulary instruction in content-area. The use of graphic organizers can facilitate helping students organize and integrate information with their preexisting knowledge and contribute positively to the development of achievement emotions and values (Alvermann, 1981; Pekrun, 2006; Punch, & Robinson 1992; Robinson, & Kiewra, 1995; Stull, & Mayer, 2007).

More deeply, the use of semantic maps, organizers, as well as ways to teach is very useful in learners' achievement emotions or achievement goals regarding the test which was assessed has been neglected in social studies.

As we saw we have many strategies to teach vocabulary from the most simplest to the more complicated but as we are going to use graphic organizer strategy in our project is important to know why we chose it because in this way we can explain in a more easy way the vocabulary its meaning and we can make a distinction between synonyms and antonyms.

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 to develop the vocabulary through the application of graphic organizers as a cognitive strategy. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different graphic organizers as a cognitive strategy develop vocabulary amongst ninth-grade "L" students at Beatriz Cueva de Ayora High school afternoon session during the academic period 2016-2017.

Methods, techniques and instruments

Methods

In this research work different methods will be used by the researcher to carry out this project. The following general methods will be applied along the descriptive research:

The analytic/ synthetic method will help the researcher to analyze all the information found through of the observation checklist, questionnaries and the pre

and post-test, 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 foldable as a cooperative learning strategy to improve the basic writing skills in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

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

Techniques and instruments

> *Data collection*

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question

construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments will come from questionnaires and observations sheets.

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

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of writing skills that students have; and, at the end to measure the performance of the writing skills achieved by the students after the intervention plan designed in this research project with the activities applied with the cooperative learning strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants (ninth-grade students at Beatriz Cueva de Ayora High school) 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 strategy. A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as

lived by the tenth-grade students at Beatriz Cueva de Ayora during their English classes. There will be two types of observation as detailed below.

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

 Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to record the participants´ behaviors shown on the performance of the basic writing skills 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 strategy in order to develop the vocabulary amongst the ninth-grade students at Beatriz Cueva de Ayora High school during the academic period 2016-2017. The instrument of this participant observation is the field note sheet.

Field notes. The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants´

behaviors, attitudes and feelings toward the treatment to improve the vocabulary (the issue), that is the graphic organizers as a cognitive 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.

Subtest: will be given every two weeks to know students´ progress in writing performance according to the specific topic, through the intervention plan made by the researcher. The subtest will consists in worksheets that will contain questions like multiple choices, matching, completing, etc.

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 uses 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". (Bauer & Manyak, 2008; Herrera, Murry, & Cabral, 2007; Marzano et al., 2000; Tomlinson & McTighe, 2006; Smith, diSessa, & Roschelle, 1993/1994; Waxman & Tellez, 2002).

During this phase the teacher will act only as an observer. Students will strengthen their previous knowledge using their native language (L1), English (L2), or non-linguistic representations. In this manner, students will participate and are 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 will be happening, the teacher will record every aspect and detail occurred in this process. All of these aspects will be carried out in order to improve and link what they already know with what they will be studying.

Connection:

In the connection phase, the teachers' role will be 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 skill 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 their 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 also tries to engage students to work in a collaborative manner and peer-interaction in order to get some benefits from these kinds of activities.

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 challenge students to think creatively about the possibilities that using informal and authentic assessment.

Some of the activities that will be develop 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 moths of November and December during the academic period 2016-2017.

WEEK ONE

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Diverse Customs
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	- To talk about customs from around the world freely. - To describe people's habitual actions and routines using adverbs of frequency like: always, usually, every year, once a day. - To use and recognize some collocations formed by: V + N
KEY VOCABULARY	Greet, pray, celebrate, wear, use, give, temple, chopsticks
INSTRUCTIONAL FOCUS	**Activation** • 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. • To know some aspects like their names, and previous knowledge. **Connection** • After the warm up activity. Teacher presents the collocations through a three column notes graphic organizer. • In the column one teacher writes the collocation, in the column two its definition and finally in the number

	three an example. • Then, teacher writes sentences and questions using some of the collocations. • Teacher reads the statements on the book, page N° 24 about customs in the world • After that, teacher presents to the class some examples about Ecuadorian customs. • Teacher introduces some adverbs of frequency writing few examples on the board. • After teacher's explanation, students work in small groups writing sentences about their habitual actions and daily routines using the adverbs of frequency. **Affirming** • Students writes sentences using collocations to describe customs around the world. • Teacher asks students to complete the activities on their book page N° 25 about adverbs of frequency • Teacher asks students to write and share their sentences using adverbs of frequency. • After this, teacher gives a feedback about it. • As homework, students write ten sentences using adverbs of frequency related to diverse customs.
CLASSROOM RESOURCES	Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pre test – Pre written questionnaire Data source 2: Student's writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 1: November 14-16,2016

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

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Celebrating Diversity
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	- To talk about actions that happen at the moment using the present progressive tense. - To ask and answer yes/no questions and information questions about habitual actions and routines
KEY VOCABULARY	Dancing, wearing, celebrating, singing, eating, take, eat this
INSTRUCTIONAL FOCUS	**Activation:** • Teacher builds a lesson planned based on the applications of the present progressive tense. • Teacher introduces the learning objectives for the lesson on the board • To get started, teacher activates Ss. prior knowledge related to the present progressive tense. To do this, teacher forms two groups in the class. Then a member of each group has to take a flashcard where there is a picture showing an action that the student has to perform to each group. Finally, each group has to guess the performed action. **Connection** • After the warm up activity, teacher presents a compare contrast matrix chart to explain the meaning of some new vocabulary.

	• Teacher also introduces the present progressive tense to students and help them how to form a sentence. • Then, teacher asks students some questions and make sentences using the present progressive tense. **Affirming** • After teacher's explanation, students are going to work in pairs making a conversation in which they have to include present progressive 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 will give them a feedback • Then student make sentences using present progressive tense • As homework, students will remember some verbs and write few sentences about present progressive 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 our thesis advisor
TIME	Week 2: November 14 – 18,2016

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

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Enjoying a New Culture
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	- To predict the content of a text through pictures. - To use fixed expressions to write letters politely.
KEY VOCABULARY	Take place - to happen - hope you're doing well - I expect you are OK - I hope - talk to you soon
INSTRUCTIONAL FOCUS	**Activation** • Teacher builds a lesson plan based on the applications of enjoying a new culture. • Teacher introduces the learning outcomes for the lesson on the board. • To get started teacher activates students' prior knowledge related to celebrating diversity. • The warm up is called tic-tac-toe, in this activity

| | teacher is going to use a balloon. It will 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. |

Connection
- Using the character map graphic organizer teacher explains the content related to "enjoying a new culture".
- Teacher uses the character map graphic organizer to show some pictures to predict the content.
- 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 a letter using fixed expressions.
- Teacher uses the ten most important words graphic organizer and teacher will choose the new words used in the letter 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.

Affirming
- Students makes ten sentences using the new words.
- Students works in pairs writing a letter to who they want, talking about the new cultures.
- After that, Ss joins to other groups to work in a compare chart graphic organizer classifying fixed expressions and the new words.
- After Ss. had shared their information with the class the teacher gives a feedback.
- As homework, Ss. write a letter using the new vocabulary related to enjoying a new culture.

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 our thesis advisor
TIME	Week 3. November 21– 25,2016

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

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Out of this World
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.

LEARNING OBJECTIVES	- To use colloquial expressions such as: * The place is packed * I'm feasting my eyes on * It's out of this world - To talk about different kind of celebrations in an informal way.
KEY VOCABULARY	The place is packed, It's out of this world, I'm feasting my eyes on
INSTRUCTIONAL FOCUS	**Activation** • Teacher makes a review about enjoying a new culture. • Teacher builds a lesson based on the topic "Out of this world". • 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 says a sentence using present progressive 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 asses the student's prior knowledge. **Connection** • 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 write 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 kinds of celebrations using the different activities in the book to practice them. **Affirming** - Students uses language lingo graphic organizer to write their own definition of each idiom. - Students work with a partner showing their definitions to each other. - Students make a conversation using the idioms to talk about different kids 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 write a conversation using the idioms to talk about different kinds of celebrations.
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 our thesis advisor
TIME	Week 4: November 28- 2 December,2016

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 FIVE

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Multiple Intelligences
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	-To use the modal verb "can" to describe people's abilities. -To use expressions like: quickly, easily and very well to describe actions.
KEY VOCABULARY	Solve, move, paint, speak, learn, sing, can, can't
INSTRUCTIONAL FOCUS	**Activation** • Teacher builds a lesson plan focus on key vocabulary related to multiple intelligences and modal verb "Can". • 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 will make 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 repeats this process three or six times. It takes 4 to 7 minutes. • This strategy helps teacher to know what colloquial expressions they already know. **Connection** • Once teacher has finished the activity. She/he asks students to open their books in order to

	introduce the new topic.
	• Teacher presents multiple intelligences topic through a power point presentation using a main concept map graphic organizer.
	• Teacher explains the meaning of each intelligence. -Logical- mathematical intelligence -Interpersonal intelligence -Musical intelligence -Visual-spatial intelligence -Verbal intelligence -Kinesthetic intelligence
	• Students completes some activities on their book related to multiple intelligences
	• Teacher explains the use of the modal verb CAN through a power point presentation using one and all organizer graphic organizer.
	• Teacher explains the three structures: affirmative, negative and interrogative using the modal verb "can" -Affirmative: S+ modal verb Can + verb base + Complement -Negative: S+ modal verb Can + Not +verb base+ Complement - Interrogative: Modal verb Can + S + verb base + Complement +?
	• 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.
	Affirming
	• Students writes their own examples using the modal verb "can" using the three structures on their notebooks.
	• Students develop an activity on their books and teacher monitors them.
	• After that, students finish the activity on their books.
	• Students works individually in a worksheet to summarize the meaning of each intelligence

	using the multiple meaning map graphic organizer. • As homework, students write: 5 affirmative sentences, 5 negative sentences, 5 interrogative questions with short answers using the modal verb CAN.
CLASSROOM RESOURCES	-Power point presentation -Projector -Worksheet -Students' textbook -Teacher's textbook -Computer
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 5: 05 – 09 December,2016

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

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	Unique People
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.

LEARNING OBJECTIVES	-To describe and compare people's abilities using comparatives and superlatives adjectives. -To use expressions to give personal opinions such as: *I like *to my mind
KEY VOCABULARY	Thin, young, short, fast, tall, slow, old, fat, beautiful, talented, attractive, interesting, generous, and popular.
INSTRUCTIONAL FOCUS	**Activation** • In order to activate students' prior knowledge teacher will make a warm up activity called "Guess the picture". To carry on this activity first, teacher starts to draw a picture related to previous lesson (multiple intelligences).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 will introduce to them the learning objectives. • Teacher presents some of the key words that will be used during the present lesson "Unique People". • For the present lesson the VENN DIAGRAM & CIRCLE MAP graphic organizers. **Connection** • First, teacher asks students to open their books on pag. 40. • Teacher asks students to listen the audio, related to "The fastest men on Earth" then students complete the profiles with the numbers they heard. • In order to introduce students to the new vocabulary, teacher uses a circle map. • The circle map be divide 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 teacher introduces Ss. to the usage of comparatives and superlatives • 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 to form comparatives using short and long adjectives. • In the next form, teacher writes about the use and the rules to form superlatives using short and long adjectives. • Then, in the figure that is in the center teacher writes the key vocabulary (adjectives) that be used to form comparatives and superlatives. **Affirming** • Teacher asks students to fill in a circle map graphic organizer presented in a worksheet. In this worksheet students write 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 #2, 4 and 5 in their books about comparatives and superlatives.
CLASSROOM RESOURCES	- Worksheet - Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: Sub-test
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 6: 12 – 16 December,2016

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 SEVEN

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year students at "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPC	Outstanding People
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	- To use **because** to give reasons and answer the question **why**. - To identify detailed information about people's mental and physical activities.
KEY VOCABULARY	Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb mountains.
INSTRUCTIONAL FOCUS	**Activation** • In order to activate students' prior knowledge teacher makes a warm up activity called "the broken telephone". To carry on this activity first, Ss. will 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 will be used during the present lesson "Outstanding people". • For the present lesson the WORD WEB graphic organizer is use.

	Connection • First, teacher asks students to open their books on pag. 42 to read the three paragraphs about mental and physical activities. • Teacher asks students to identify and write the topics to the corresponding read paragraph. • Second, in the word web teacher introduces Ss. to the usage of **WHY** in questions, and **BECAUSE** in answers. • To summarize the current topic the teacher uses the word web that will consist 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 why and because. • In the forms of the right side teacher gives some examples of questions using why, and in the left side teacher gives the answers for the given sentences using because. • Finally in the last forms students writes their own examples using why and because. **Affirming** • 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 #3, 4 and 5 in their books about the usage of why and because.
CLASSROOM RESOURCES	- Worksheet - Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor

TIME	Week 7: 19 – 23 December,2016

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 EIGHT

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year students at "L" students at Beatriz Cueva de Ayora high school afternoon session?
TOPIC	It's a piece of cake
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	- To recognize and use idioms in different situations. - To express personal abilities using the modal can.
KEY VOCABULARY	It's a piece of cake, get out of here, it's mind blowing, to know by heart.
INSTRUCTIONAL FOCUS	**Activation** • 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 "It's a piece of cake". • For the present lesson the CIRCLE MAP graphic

	organizer is use. **Connection** • First, teacher gives to students some examples about the using of the modal can to describe personal abilities. • Then, teacher presents to students the idioms that will be used in the present lesson such as: * It's a piece of cake * Get out of here * It's mind blowing * To know by heart. • 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 write; and in the last part a picture is show. • 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. **Affirming** • Students works on their books page 48 checking just the abilities they have. • Second, students listens to a conversation and completes the activity N° 2 using the idioms in the word bank. • In activity N° 3 Ss. completes the definitions with its corresponding idiom. • Teacher asks Ss. to perform a dialogue in pairs about abilities using the modal can and idioms in front of the class.
CLASSROOM RESOURCES	- Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: : Post test – Post questionnaire
SUPPORT	Coaching and guidance from our thesis advisor

TIME	Week 8: January 2 – 6 January of 2017

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 ninth year "L" of bachillerato ,afternoon session
- ✓ The thesis advisor

Material

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

Technical

- ✓ Computer
- ✓ Projector
- ✓ Printer
- ✓ Internet

g. TIMELINE

ACTIVITIES	2016																						2017																															
MONTHS	July		August				September				October				Nov				Dec				January				February				March				April				May				Jun				July				August			
PHASE I: PROJECT	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	a	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x																																																				
Designation of the Project Advisor			x	x	x																																																	
Project revision and Approval							x	x																																														
Designation of Thesis Advisor									x	x	X																																											
PHASE II: ACTION PLAN																																																							
Application of instruments												x	x																																									
Act and observe															x	x	x	x	x	x	x	x	x																															
PHASE III: THESIS PROCESS																																																							
Tabulation and elaboration of tables and Graphs																					x			x																															
a. Theme							x																																																
b. Introduction																												x																											
c. Summary																												x																											
d. Review of Literature											x	x	x														x																												
e. Material and methods																											x		x																										
f. Results (interpretation and analysis)																							x	x	x			x	x																											
g. Discussion																												x																											
h. Conclusions																												x																											
i. Recommendations																												x																											
j. Bibliography and Annexes																												x																											
PHASE III: REVISION AND APPROVAL																																																							
Thesis revision																																																							
Thesis presentation																															x	x	x																						
Thesis approval																																	x	x																					
PHASE IV: PHASE OF INCORPORATION																																																							
Presentation of documents																																			x	x	x	x	x	x	x	x	x	x	x									
Private review																																												x	x										
Corrections																																																x	x	x	x				
Public sustentation and incorporation																																																				x	x	x	x	x

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	$ 40
Print of reports	$ 100
Print of the project	$ 70
Print of the final report and thesis	$ 300
Unexpected expenses	$ 200
Total	$ 710

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

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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:**Ninth-grade students & The researcher	**Role of the researcher: Nonparticipant observer** **Duration of the observation:**

Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
COGNATES					
COLLOCATIONS					
IDIOMS					
HYPONYMS					

Annex 2: Field notes

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DATA COLLECTION SOURCE: FIELD NOTES

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

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) Here, try this one	1) to occur, to happen
—	b) Take place	2) I expect you're OK
—	c) The place is packed	3) take, eat this
5	d) It's out of this world	4) the place is full of people
—	e) Hope you're doing well	5) spectacular, extraordinary

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

Words	Meaning	Answer
a. CARS		( ) True ( ) False
b. DIALOGUE		( ) True ( ) False
c. MASK		( ) True ( ) False
d. BLANK		( ) True ( ) False

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

A KISS	PRESENT	PRAY
LETTER	CHURCH	FIREWORKS

a. On Sunday my family and I went to the _____ to pray.

b. Ecuadorian people used to greet with _____.

c. In the parade there were a lot beautiful _____.

d. I wrote a _____ for my sister yesterday.

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

> PLACE – OUTSIDE – FIREWORKS – CLOTHES

These days, Chinese people are celebrating the Chinese New Year. It usually takes _____ at the end of January or the beginning of February. On this day, people don't go to work. They usually go _____ to watch the parade, eat a lot of food and watch _____. They wear red _____, and they sing and play traditional Chinese music. Some people also give envelops to each other. They say these envelops bring good luck.

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

Peruvian	A bow	Chopsticks	Chicken
Ecuador	Rice	Ecuadorian	Dress
Give presents	Pants	France	Shaking hands

NATIONALITIES   **GREETINGS**   **FOOD**   **CLOTHES**

_____   _____   _____   _____

_____   _____   _____   _____

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 used 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 easy do you learn vocabulary through graphic organizers?

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Venn Diagram   ( )

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 ninth-year "L" of Bachillerato students at Beatriz Cueva de Ayora High School afternoon session. Academic Period 2016-2017

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does the use of graphic organizers as a cognitive strategy develop vocabulary amongst ninth –year L of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016- 2017? **Specific** • What theoretical and methodological references about the use of graphic organizers as a cognitive strategy are adequate for developing vocabulary amongst ninth –year L of bachillerato students at Beatriz Cueva de Ayora High School during the	**General** • To develop vocabulary through the use of graphic organizers as a cognitive strategy amongst ninth -year L of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016-2017. **Specific** • To research the theoretical and methodological references about the graphic organizers as a cognitive strategy and their application	**Dependent variable** • Essential components of vocabulary instruction. • Vocabulary indicators (cognates, word meaning, collocations, idioms, hyponyms.) **Independent variable** **Cooperative learning and English Foreign Language teaching** Principles of graphic organizers: consistency, coherence, and creativity Types of graphic organizers as a cognitive strategy.	**Preliminary investigation** • 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 **Intervention and**	• Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

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academic period 2016-2017? • What are the issues that limit the development of vocabulary amongst ninth-year L of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016-2017? • What are the phases of the intervention plan that help the current issue to achieve a satisfactory outcome on the developing vocabulary amongst ninth –year L of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016-2017? • Which graphic organizers as a cognitive strategy are implemented to develop	on vocabulary learning amongst ninth -year L of bachillerato students at Beatriz Cueva de Ayora High School during the 2016 – 2017 school year. • To diagnose the issues that limit the vocabulary development in the English language amongst ninth –year L of bachillerato students at Beatriz Cueva de Ayora High School during the 2016 – 2017 school year. • To design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth –year L of		**observation** • Administering test and questionnaires • Observing and monitoring students´ performance according to the interventionn plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report.

vocabulary amongst ninth -year of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016-2017? • How does the use of graphic organizers as a cognitive strategy reduce the difficulty to develop vocabulary amongst ninth -year of bachillerato students at Beatriz Cueva de Ayora High School during the academic period 2016-2017?	bachillerato students at Beatriz Cueva de Ayora High School during the 2016 – 2017 school year. • To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth -year L of bachillerato students at Beatriz Cueva de Ayora High School during the 2016 – 2017 school year. • To reflect upon the effectiveness that the graphic organizers as a cognitive strategy had amongst ninth -year L of bachillerato students at Beatriz Cueva de Ayora High School during the 2016 – 2017 school year.			

Annex 6. Grading Scales

Basic writing skills

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 to develop vocabulary

Quantitative score range	Qualitative score range
81-100	High level of group work acceptance
61-80	Expected level of group work acceptance
41-60	Moderate level of group work acceptance
21-40	Unexpected level of group work acceptance
01-20	Low level of group work acceptance

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