



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

**GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY
TO DEVELOP VOCABULARY AMONGST NINTH-YEAR
B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE
FEBRERO OF THE CITY OF LOJA DURING THE 2016-
2017 SCHOOL YEAR**

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

AUTHOR

Andrea Isabel Cueva Castillo

THESIS ADVISOR

Lic. María Patricia Rodríguez Ludeña, Mg. Sc.

LOJA-ECUADOR

2018

CERTIFICATION

Lic. María Patricia Rodríguez Ludeña, Mg. Sc.

**PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF
UNIVERSIDAD NACIONAL DE LOJA**

CERTIFIES

The present research work entitled **GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, under the responsibility of the undergraduate student **Andrea Isabel Cueva Castillo** has been thoroughly revised and fully analyzed. Therefore, I authorize its presentation for the pertinent legal aims.

Loja, July 5, 2017



Lic. María Patricia Rodríguez Ludeña, Mg. Sc.

THESIS ADVISOR

AUTORÍA

Yo, **Andrea Isabel Cueva Castillo**, declaro ser autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autor: Andrea Isabel Cueva Castillo

Firma:  _____

C.I: 1106070988

Fecha: Loja, 12 de enero de 2018

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, Andrea Isabel Cueva Castillo, declaro ser la autora de este trabajo de tesis titulado: **GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**, como requisito para optar al grado de Licenciada en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la producción intelectual de la Universidad a través de la visibilidad de su contenido de la siguiente manera con el Repositorio Digital Institucional:

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja a los doce días del mes de enero de dos mil dieciocho, firma la autora.

Firma: 

Autora: Andrea Isabel Cueva Castillo

Cédula: 1106070988

Dirección: Loja, Argelia, Leopoldo Wolf y Francisco de Caldas

Correo electrónico: andyisa2010@hotmail.com

Teléfono: 2689495

Celular: 0990835563

DATOS COMPLEMENTARIOS

Director de tesis: Lic. María Patricia Rodríguez Ludeña, Mg. Sc.

Tribunal de grado

Presidenta: Dra. Carmen Enith Dávila Vega, Mg. Sc.

Primer Vocal: Lic. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

Segundo Vocal: Lic. Yanina Belén Quizhpe Espinoza, Mg. Sc.

ACKNOWLEDGEMENTS

The author of the present research work would like to give her sincere gratitude to the Universidad Nacional de Loja, Facultad de la Educación, el Arte y la Comunicación, especially to the English Language Department and all the staff members for having contributed to my professional formation.

Similarly, to Colegio de Bachillerato 27 de Febrero, its representatives, teachers and students for giving me the opportunity to develop and apply my investigation in this prestigious institution.

Lastly, I want to express my thanks to my thesis advisor, Mg. Sc. María Patricia Rodríguez Ludeña, for her invaluable guidance. She provided me with the tools that I needed to successfully complete my thesis.

THE AUTHOR

DEDICATION

I dedicate this thesis to my family and friends. A special feeling of gratitude to my loving parents, Vicente and Isabel, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

Likewise, to my dear siblings, Cristhian, Pablo, Mercy, Patricia, Magaly, Francisco, and Henry, who have been a constant source of support and encouragement during the challenges of University and of life. I am truly thankful for having them in my life.

Finally, I would like to devote this thesis to my teachers and mentors that assisted me with this investigation, their enthusiasm and willingness to provide feedback made the completion of this research an enjoyable experience.

ANDREA ISABEL

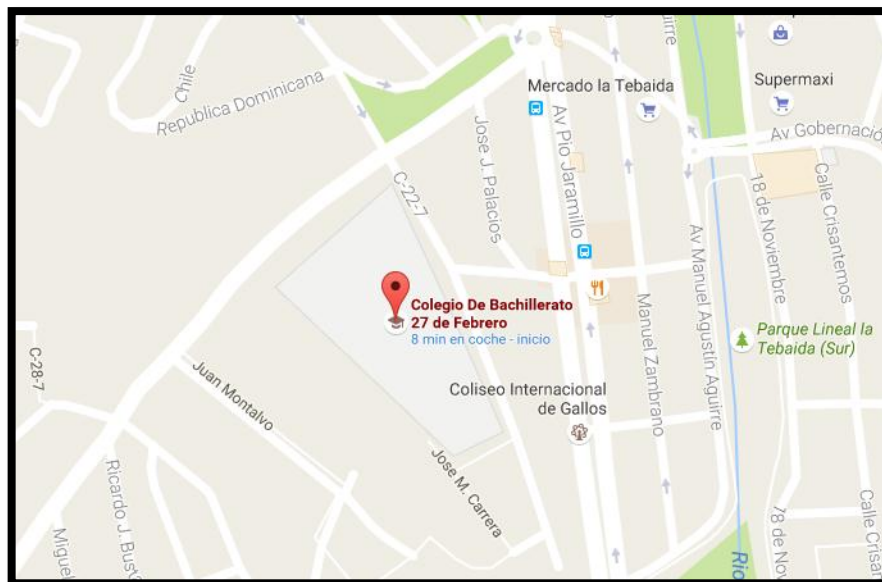
MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor / Título de la tesis	Fuente	Fecha / año	ÁMBITO GEOGRÁFICO						Otras desagregaciones	Otras observaciones
				Nacional	Regional	Provincia	Cantón	Parroquia	Barrio comunidad		
Tesis	Andrea Isabel Cueva Castillo GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR	UNL	2018	Ecuador	Zona 7	Loja	Loja	San Sebastián	La Tebaida	CD	Licenciada en Ciencias de la Educación; mención: Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN COLEGIO DE BACHILLERATO “27 DE FEBRERO”



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP
VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR

b. RESUMEN

El propósito principal de la investigación fue desarrollar el vocabulario a través de organizadores gráficos como una estrategia cognitiva entre los estudiantes de noveno año B en el Colegio de Bachillerato 27 de Febrero durante el año lectivo 2016-2017. Los métodos esenciales utilizados en la investigación fueron los siguientes: científico, estadístico, descriptivo y sintético-analítico. Estos sirvieron para recoger información, analizar y describir los resultados de la investigación. Los instrumentos utilizados para recolectar los datos fueron: pruebas, cuestionarios y notas que se aplicaron a veintiséis estudiantes. Los resultados revelaron un notable progreso en el desarrollo del vocabulario en estos cinco aspectos: frases idiomáticas, hipónimos, cognados, palabra en contexto y colocaciones. En conclusión, el uso de organizadores gráficos fue eficaz y exitoso para desarrollar vocabulario en los estudiantes debido a que ellos fueron capaces de identificar y entender las palabras sin problemas, demostrando conocimiento en el uso correcto de éstas. La estrategia también incentivó el interés y motivación de los estudiantes en el aprendizaje de vocabulario.

ABSTRACT

The main purpose of the research was to develop vocabulary through graphic organizers as a cognitive strategy amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. The essential methods used in the investigation were the following: scientific, statistic, descriptive and synthetic-analytical. They served to gather information, analyze and interpret the results of the research. The instruments used to collect the data were: tests, questionnaires and field notes given to twenty-six students. The results revealed a noticeable progress in vocabulary development in these five aspects: idioms, hyponyms, cognates, word meaning and collocations. In conclusion, the use of graphic organizers was effective and successful in developing students' vocabulary due to the fact that they were capable of identifying and understanding the words without problems, demonstrating proficiency in their correct use. This strategy also gained learners' interest and motivated them to learn vocabulary.

c. INTRODUCTION

This action research was focused on the use of graphic organizers to develop vocabulary learning in twenty-six students from twelve to fourteen years old in a public high school. These students received English classes twice a week without the support of an appropriate strategy and activities that motivate and facilitate the learning of English words. The study explored the use of graphic organizers as a strategy through the question: How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year?

Vocabulary is very essential for the successful comprehension of a language, it is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Nevertheless, most students have many problems in mastering English vocabulary and this makes them unmotivated to study this important language.

The results of the pre-test showed that the majority of students of ninth-year B faced difficulties using cognates, hyponyms, word meaning, collocations and idioms due to a lack of vocabulary knowledge. The problems that limit the learning of vocabulary are that learners are not able to understand the meaning of the words and have difficulties communicating, due to the fact that teachers do not use an appropriate strategy to teach vocabulary and students' learning is focused more on grammar structures rather than on meaningful communication, which is accomplished by just following the contents established in their textbooks. It is

important to mention that grammar structures are essential in communicating, but students need to learn vocabulary in context to retain the words and use them in their conversations.

Based on the results, the researcher proposed to implement a useful strategy such as graphic organizers to help ninth-year B students develop their vocabulary, which would allow them to communicate easily by using the new words in a real context. Likewise, graphic organizers as a cognitive strategy provide better understanding of the content that students are learning.

The current study worked with a sample of twenty-six students of ninth-year B, the intervention plan had eight lessons and each one included activities using graphic organizers that enabled students to properly master the new words. It also included pre- and post-tests, pre- and post-questionnaires and field notes that helped the researcher notice the progress of students' vocabulary.

The specific objectives established to carry out this research were: to look for the theoretical and methodological references about graphic organizers as a cognitive strategy and its application on the development of vocabulary; to diagnose the issues that limit the development of vocabulary; to design an intervention plan based on graphic organizers as a cognitive strategy in order to develop vocabulary; to apply the most suitable graphic organizers as cognitive strategy in the classroom activities to solve the limitations in the development of vocabulary; and to validate the obtained results after the application of graphic organizers as a cognitive strategy to develop English vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

The researcher used different methods to accomplish this work: the scientific method that provided the necessary information about the two variables: vocabulary and graphic organizers; the descriptive method helped to describe the stages of the intervention plan; the analytic-synthetic method analyzed the obtained results through tests and questionnaires and interpreted of the data to establish conclusions; and the statistic method which was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires and field notes.

The present research work contains the following parts: the Introduction which describes the contextualization of the investigation and the Literature Review which contains detailed information about the two variables: vocabulary and graphic organizers. Also, the Materials and Methods section contains the different techniques, materials, instruments that were used and the population who participated in this research.

In the Results part, the findings are presented in tables and figures with the corresponding analysis. Next the Discussion, which includes a general analysis about the results obtained. Finally, the Conclusions and Recommendations about the research work, which demonstrate the importance of the use of graphic organizers to develop students' vocabulary.

d. LITERATURE REVIEW

Vocabulary

There are many definitions of vocabulary, for example, Dugan (2010), states that vocabulary means having awareness of words and word meaning. It can be presented in two ways written and verbal contexts.

Similarly, Hiebert & Kamil (2005) claimed there are two types of vocabulary. First, productive vocabulary 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. Furthermore, Mukoroli (2011), argues the reality of English language learners is to get an effective communication in a second language.

Additionally, Mukoroli (2011) argues that vocabulary is words or phrases that are primarily used in a specific line of work or profession. In each field, learners should deepen their vocabulary in a specific line of work or profession. For example, in the English language classroom, students are constantly required to use higher level language functions such as analyzing, predicting, explaining and justification.

Types of Vocabulary

According to Mukoroli (2011), there are four different types of vocabulary:

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

- **Listening vocabulary.** It refers to all the words an individual can recognize when listening to speech.
- **Writing vocabulary.** This includes all the words an individual can employ in writing.
- **Speaking vocabulary.** This refers to all the words an individual can use in speech.

Components of vocabulary

Word meaning

Mukoroli (2011) provides a description of the extent of word knowledge in terms of five stages:

- The student has no knowledge of 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 knowledge of the word and can use it in various appropriate situations.

Collocations

According to McCarthy and O'Dell (2010), collocation can be seen as a type of word-combination, most commonly as one that is fixed to some degree but not

completely. Also, they suggest that teaching vocabulary should be done through lexical phrases, not individual words.

In addition, Evert (2005), defines collocation as a word combination with such semantic and/or syntactic features that cannot be purely predicted from its individual components and which should therefore be included in dictionaries.

Idioms

According to Finkbeiner, Schumacher, and Meibauer (2012), the meaning of idiom is too complex, for that reason they focus on two main aspects: literal and figurative meaning. The first refers to the semantic structure of the idiom, while the second aspect refers to the figurative meaning itself, which may be perceived as rather complex.

Additionally, Moreno (2011), as cited in Ali (2012), refers to three main reasons why it is so crucial to teach idioms, arguing that because of their high frequency, special attention should be paid to idioms and language teachers should not relegate them to a secondary state in the curriculum.

- First, frequent use of idioms makes language learners fluent speakers, and figurative competence in a foreign language is a sign of communicative competence. Moreover, idiomatic expressions, which give language variety and character, help learners penetrate into culture, customs, and lifestyle of the target language.

- Secondly, cognitive linguistic studies have demonstrated the crucial role of memory in learning fixed expressions such as idioms. Hence, the teaching ability and learnability of idioms and their pedagogical aspect should be taken into account.
- Finally, idioms are constantly changing over time. In order to find out their underlying essence, we have to resort to cultural factors and adopt a diachronic view of the language.

Cognates

When two words that have a common origin, they are called cognates. Most often, these are words in two languages that have a common etymology and thus are similar or identical. The State Education Department (2012) explains about 90% of Spanish cognates have the same meaning in English.

Moreover, The State Education Department (2012) explains that cognates are words in Spanish and English that share the same Latin and/or Greek root, are very similar in spelling and have the same or similar meaning. About 90% of Spanish cognates have the same meaning in English. This similarity provides a built-in vocabulary base that transfers over when learning Spanish vocabulary. In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two languages that have a common etymology and thus are similar or identical.

Hyponyms

According to Cann (2011) and Crystal (2003), hyponyms are words that are the specific examples of a general word, a superordinate. They can be compared with synonyms, words which mean the same things, and antonyms, words which mean opposite things. This has many benefits for learners when they learn vocabulary.

Similarly, Cann (2011) claims hyponym involves specific instantiations of a more general concept. The more specific word is called a hyponym and the more general word is the superordinate which may also be referred to as a hyperonym or hypernym.

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

Resources to Teach Vocabulary

Graphic organizers are teaching and learning strategies; when they're integrated into classroom classes, students are better able to understand new words' meaning because they create a strong visual picture that support students by enabling them to understand connections and relationships between the term and its meanings (McKnight, 2010).

In addition, McCarten (2007) says the use of different kind of materials in classroom is useful for astudents. These are the following more suitable materials to teach vocabulary:

- Pictures
- Flash cards
- Graphic organizers
- Dictionaries
- Power point presentations

Graphic Organizers

According to Lee (2008), graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.

Graphic organizers, in the form of semantics maps and other visual tool, serve as frameworks for interactive learning, enabling students to make connections between their prior knowledge and unknown words or texts. This strategy has proved to successfully teach students the meaning of new words (Cohen & Cowen, 2011).

Similarly, Boulware and Jones (2009), as cited in Chien (2012), say graphic organizers contribute to students' learning, especially vocabulary. These are useful to synthesize and organize any kind of information.

Moreover, Chien (2012) suggests the following steps in creating graphic organizers: analyze the learning task for words and concepts important for the student to understand, arrange them to illustrate the interrelationships and patterns of organization, evaluate the clarity of the relationships as well as the simplicity and

effectiveness of the visual aid, and substitute empty slots for certain words in order to promote students' vocabulary.

Graphic organizers are a creative strategy used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. Graphic organizers can be used by students as a study tool to better understand vocabulary meanings (Kan, 2012).

Suitable graphic organizers can be created or chosen by teachers to teach a certain set of vocabulary. Graphic organizers need to be as simple, clear, direct and teachable as possible (Manoli & Papadopoulou, 2012).

Vocabulary development through the use of the graphic organizers as a strategy has four steps: preparation, presentation, practice and evaluation. First, preparation step, students are instructed on how to learn vocabulary. Second, presentation step, graphic organizers are introduced to students like a normal classroom lesson plan. In the practice step, teacher gets involved in checking and correcting students' individual work on graphic organizer. Finally, in evaluation step, teachers evaluate students' vocabulary knowledge through graphic organizers (Al-Hinnawi, 2012).

According to Mcknight (2013), in teaching vocabulary it is important that teachers use a variety of strategies. This author considers graphic organizers as an effective strategy because it promotes deep understanding and retention of a concept or a new word.

Graphic organizers are a great tool to use when teaching English language learners (ELLs). Visual illustrations allow them to better understand the different topics while learning vocabulary (Siguenza, 2009).

Graphic organizers are communication devices that show the organization or structure of concepts as well as relationships between concepts. The learner does not have to process as much semantic information to understand the vocabulary's meaning (Ellis, 2008).

Benefits of using graphic organizers to students and teachers

According to Curriculum Development Institute (2001), the specific benefits of using graphic organizers are the following:

- Understand the concept of part of a whole
- Record relationships
- Clarify and organize ideas
- Improve memory
- Comprehend texts
- Recognize and assimilate different points of view

Benefits to Teachers

- Show and explain relationships between and among content
- Make your lessons interactive
- Help visual learners to acquire information more easily
- Motivate students
- Assist students in prewriting techniques

- Assess what students know

Types of Graphic Organizers

According to Curriculum Development Institute (2001), there are many kinds of graphic organizers. But, the most appropriate to teach vocabulary are: three column notes, venn diagram, concept map, word web, circle map, hierarchy diagram, and idiom lingo.

Concept map

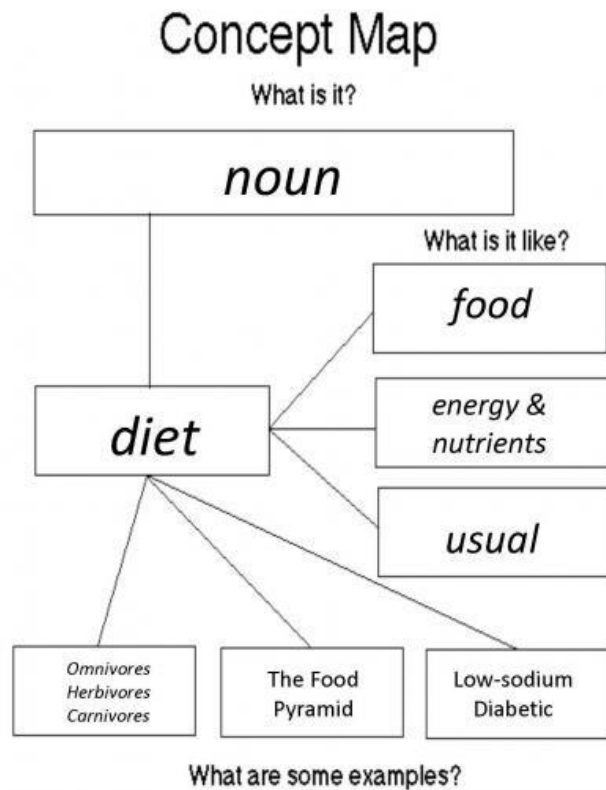
Description.

This graphic organizer can be used to help students focus attention on the main components of a definition. These may include categories, properties and illustrations. It not only enriches students' understanding of a concept, but also encourages them to integrate their own experience with the definition (Curriculum Development Institute, 2001).

Procedure:

- Discuss basic elements related to the definition of a concept, for example, what is it? What are its properties? What are the examples?
- Choose a concept and tell students discuss the meaning and brainstorm its properties and examples.
- Ask students to justify the examples they have given

Example:



Source: <http://www.learnnc.org>

Hierarchy diagram

Description.

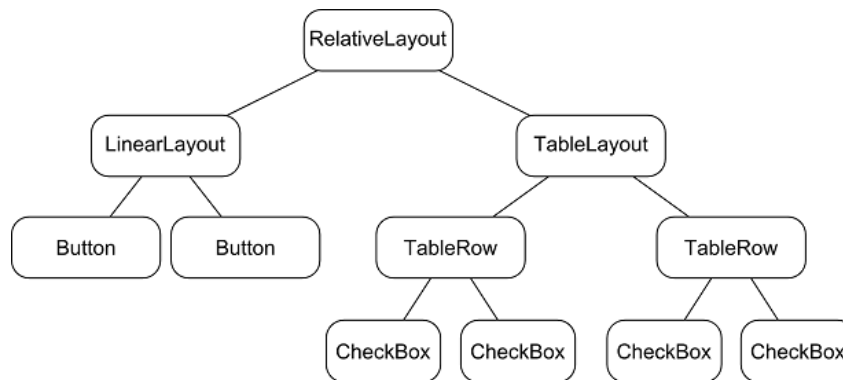
This graphic organizer can be used to help students see superordinate and subordinate categories of a concept or topic. It clarifies relationships between and among concepts/topics in different levels (Curriculum Development Institute, 2001).

Procedure:

- Choose a topic and write it in the box at the top of the organizer.
- Brainstorm a list of the subcategories of the topic.
- Cluster the ideas into different levels of ranks and levels.

- Write the first subordinates in the boxes in the second level. Add or delete boxes whereas appropriate.
- With materials that have more than two levels, students can add additional levels to the organizer

Example:



Source: <http://ctrl-d.ro>

Word web

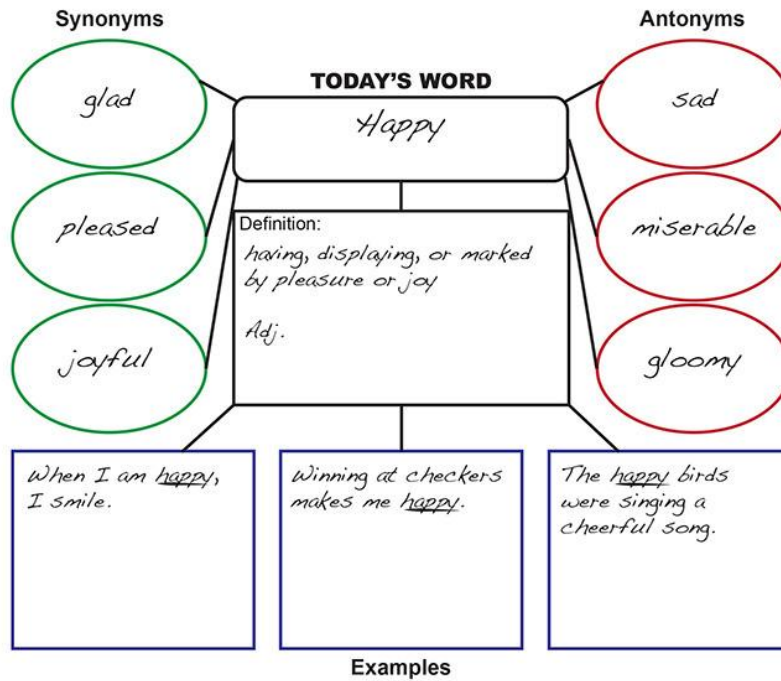
Description.

Word webs are graphic organizers that help students to better understand a key vocabulary term by connecting it to related terms (Allen, 2013)

Procedure:

- Identify the word to research.
- Write the definition.
- On the left write synonyms of the word
- On the right write antonyms of the word.
- In the bottom write examples

Example:



Source: <http://iris.peabody.vanderbilt.edu/>

Venn diagram

Description.

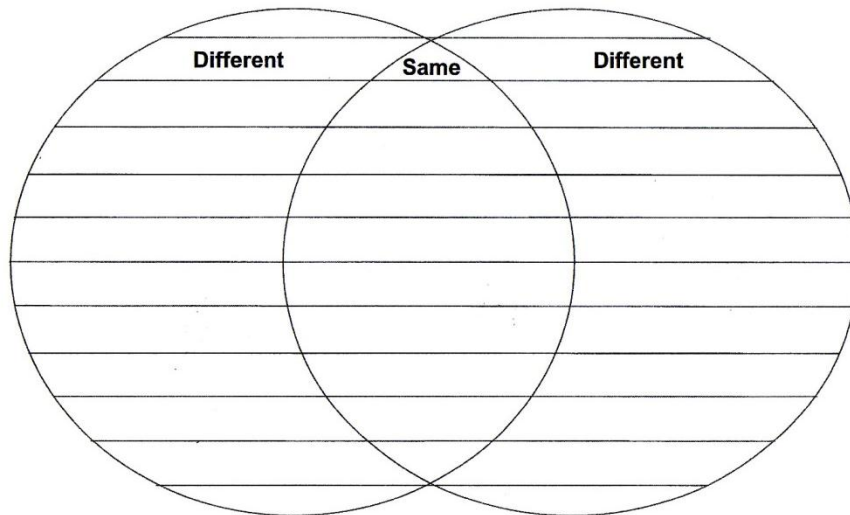
This graphic organizer can be used to help students develop skills in comparing and contrasting similar and/or different information. A Venn diagram may consist of two or more circles (Curriculum Development Institute, 2001).

Procedure:

- Identify and label each circle the concepts to be compared and contrasted.
- Discuss and record the similarities and differences among the concepts.
- Put the shared characteristics in the appropriate overlapping sectors.
- Record the unique characteristics of each concept in its own sector

Example:

Venn Diagram Topic: _____



Source: <http://www.gridgit.com>

Three column notes

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 (Mattie, 2014).

Procedure:

- In the first column, write the main subjects or topics from the text.
- In the second column, write significant details you learned from reading the text, from research or discussion.
- In the third column, jot down opinions, observations, thoughts, etc

Example:

Name _____ Class Period _____ Date _____		
3 Column Notes		
Label Will Appear Here	Label	Label

Source: <http://www.imagebon.com>

Idiom lingo

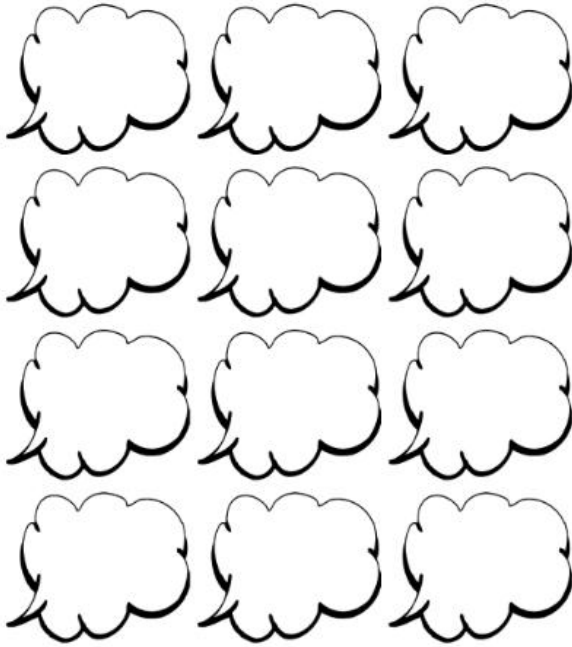
Description.

This organizer helps students divide information into two extra categories that reveal their comprehension of the subject (Conklin, 2004).

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, write the figurative language in new sentences the third column of bubbles

Example:



Source: <http://www.enetlearning.org>

Circle organizer

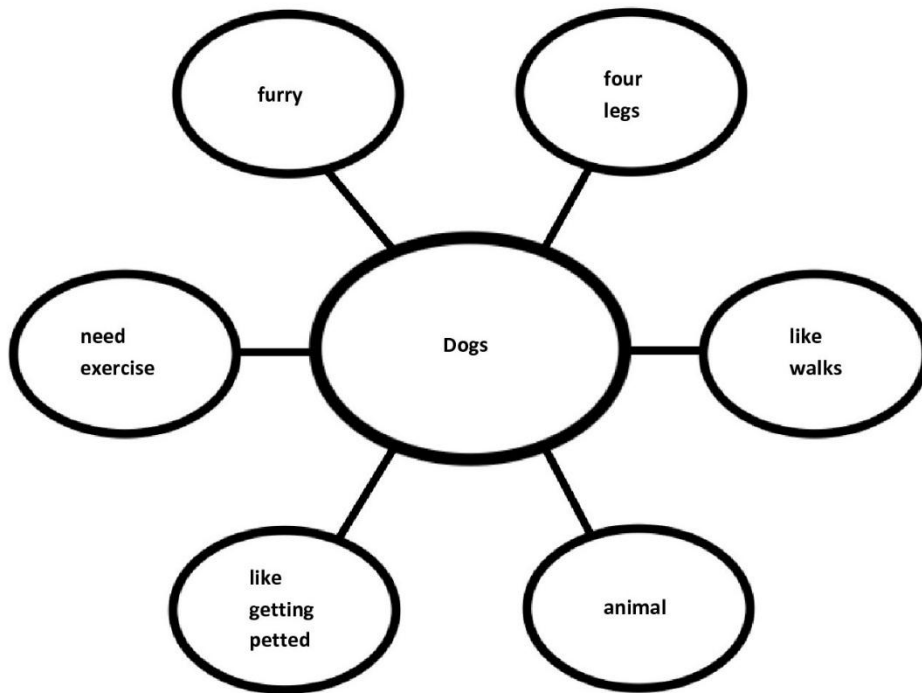
Description.

This graphic organizer can be used to help students to support vocabulary instruction and oral language development. In the center circle, write the vocabulary word. Use the outer circles to record words that describe or define the word in the center. (Curriculum Development Institute, 2001)

Procedure:

- Write the main word in the center circle.
- Draw circles around of the center circle.
- Write words in each circle that describe the main word of the center circle.
- Explain the meaning of the main word using the outer circles

Example:



Source: www.educationandbehavior.com

e. MATERIALS AND METHODS

Materials

In the present research work, three kinds of resources were necessary to carry out this investigation. The human resources were: the researcher, the twenty-six students who participated in the development of this work, the English teacher who helped monitor students' work, and the thesis advisor who gave suggestions to develop and apply the intervention plan. The material resources were: students' books, the teacher's book, copies, folders, worksheets and graphic organizers. The technical resources used were: internet connection, a printer, a computer and a projector.

Design of the Research

Action research in education involves finding immediate solutions to problems 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. Consequently, it allowed the researcher to become a participant to study aspects in the problematic situation, to find solutions, to analyze and, to reflect on the results that were derived from the issue of the lack of vocabulary knowledge in which the students showed limitations. This action research had the purpose of developing students' vocabulary through the application of graphic organizers as a cognitive strategy amongst ninth-year B students at the Colegio de Bachillerato 27 de Febrero.

Methods

The researcher used different methods throughout this investigation. They were the following: the analytic/synthetic method helped the researcher to analyze all the information found through the field notes, questionnaires and tests, and then to interpret and analyze of the data to draw conclusions. The statistic method assisted the researcher to collect and analyze all of the quantitative results derived from pre- and post-tests, which were represented in graphs to indicate the percentages as well as to gather qualitative data from the pre- and post-questionnaires and field notes to interpret and analyze according to the results and draw the respective conclusions. The scientific method facilitated the study of the graphic organizers as a cognitive strategy to develop vocabulary. Also, this method helped the researcher to follow a logical and organized procedure in order to achieve the main objectives of this research work. The descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. Also, it served to explain and analyze the purpose of the investigation.

Techniques and Instruments

Since this work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considers variables and statistics, whereas qualitative research considers an understanding of words and actions. Qualitative and quantitative instruments were self-developed by the researcher, taking into account the principles of question construction. The researcher gathered the necessary information from paper and pencil methods

(tests), which are quantitative and qualitative data instruments that come from questionnaires and field notes.

A pre-test and a post-test were applied at the beginning and at the end of the intervention to measure the performance of students' vocabulary. They yielded a numerical score which the researcher used to calculate the mean scores to compare the pre- and post-test results.

Questionnaires were given to the participants to answer questions related to their attitudes and feelings toward the use of graphic organizers as a cognitive learning strategy. Pre- and post-questionnaires were given to make a comparison between the results. The questionnaires had 6 questions, five were close questions and one was a multiple-choice question.

Field notes were used in every class to take notes about the events, activities, students' participation, understanding and so on. The researcher recorded the participants' behaviors, attitudes and feelings toward the use of graphic organizers as a cognitive strategy to develop vocabulary.

The target population was ninth-year B students of Colegio de Bachillerato 27 de Febrero, who participated in the development of the research. They were twenty-six students, ten boys and sixteen girls and their ages ranged from twelve to fourteen years old. The students received five periods of English classes per week with a certified teacher.

f. RESULTS

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

The first objective was achieved through the theoretical references, which were the basis to design the intervention plan and the instruments. It was also useful to analyze the results gathered and to give some suggestions.

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

The third objective was accomplished through the design of the intervention plan, which included eight lessons with a variety of activities using different kinds of graphic organizers such as three column notes, hierarchy diagram, Venn diagram, word web, main concept map, and circle map, idiom lingo, which helped to develop vocabulary.

The fourth objective was completed with the application of the most suitable graphic organizers as a cognitive strategy in the classroom activities to resolve the limitations in the development of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Finally, the fifth objective was validated by the obtained results after the application of graphic organizers as a cognitive strategy to develop vocabulary. The results gathered from the post-test are presented in Table 8.

Pre-Test Results

Objective two

To diagnose the issues that limit the development of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

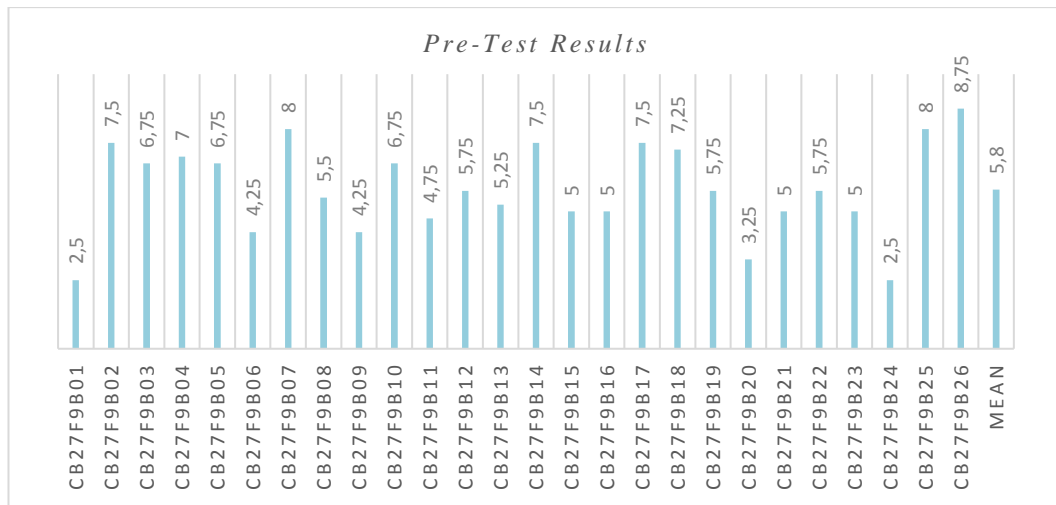
a. Table 1

Pre-Test Results

Student's code	ID	CG	WM	CO	HY	SCORE
	/2	/2	/2	/2	/2	/10
CB27F9B01	0	1	0,5	0,5	0,5	2,5
CB27F9B02	1	2	2	1	1,5	7,5
CB27F9B03	0	2	2	1	1,75	6,75
CB27F9B04	1	1,5	1,5	2	1	7
CB27F9B05	0,5	1,5	2	2	0,75	6,75
CB27F9B06	0,5	1,5	0,5	0,5	1,25	4,25
CB27F9B07	0,5	2	2	2	1,5	8
CB27F9B08	0	1,5	0,5	2	1,5	5,5
CB27F9B09	0	0	1,5	2	0,75	4,25
CB27F9B10	0	2	1,5	2	1,25	6,75
CB27F9B11	0,5	1,5	1	0,5	1,25	4,75
CB27F9B12	0,5	2	2	0,5	0,75	5,75
CB27F9B13	0,5	1,5	2	0	1,25	5,25
CB27F9B14	2	2	2	0,5	1	7,5
CB27F9B15	0	1,5	1,5	0,5	1,5	5
CB27F9B16	0	2	2	0	1	5
CB27F9B17	1	2	2	2	0,5	7,5
CB27F9B18	1	2	1,5	1	1,75	7,25
CB27F9B19	0	1,5	2	0,5	1,75	5,75
CB27F9B20	0,5	1,5	0,5	0	0,75	3,25
CB27F9B21	0	1,5	1	2	0,5	5
CB27F9B22	0	1,5	2	1	1,25	5,75
CB27F9B23	1	1	1,5	1	0,5	5
CB27F9B24	0	2	0	0	0,5	2,5
CB27F9B25	0,5	2	2	2	1,5	8
CB27F9B26	1	2	2	2	1,75	8,75
MEANS	0,5	1,6	1,5	1,1	1,1	5,8

Note. CB27F=Colegio de Bachillerato “27 de Febrero”, 9B=ninth “B”, 01=student’s code, ID=Idioms, CG=Cognates, WM=Word Meaning, CO=Collocations, HY=Hyponyms

b. Figure 1



c. Interpretation and Analysis

Regarding to the data obtained in the pre-test, all students did not get a good score, they got scores below the average expected 7/10, which was reflected in the mean score 5,8/10 of the whole group. It demonstrated that before starting the intervention plan, students had problems in the five aspects of vocabulary: idioms, collocations, cognates, word meaning and hyponyms. They faced more difficulties in the aspect of idioms, students got the lowest mean score 0,5/2 which indicates that they had serious problems using them in their conversations. Also, they got 1,6/2 in the aspect of word meaning, which indicates that they could identify only a few words. Consequently, it is evident that students faced limitations in English language vocabulary learning.

According to Mcknight (2013), in teaching vocabulary it is important that teachers use a variety of strategies. This author considers graphic organizers as an effective strategy because it promotes deep understanding and retention of a concept or a new word.

Comparison of the Pre- and Post- Questionnaire 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 of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year.

Question 1

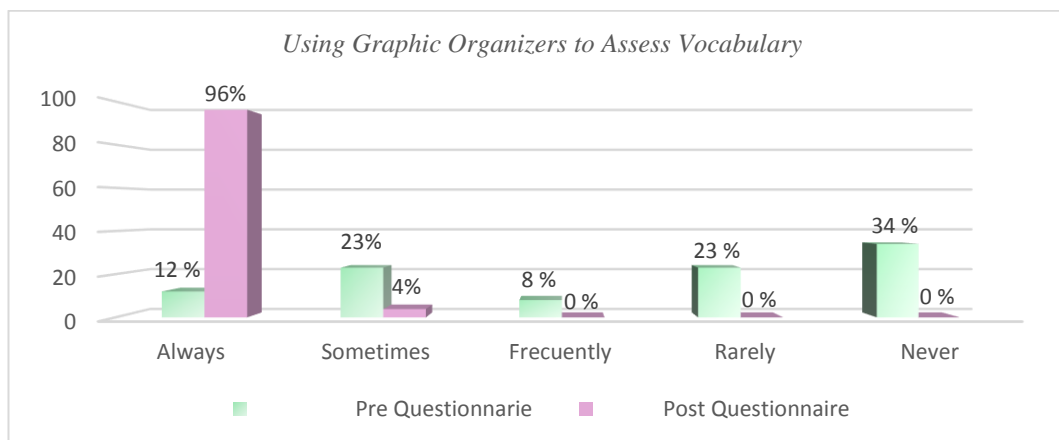
How often does your teacher use graphic organizers to assess vocabulary?

a. Table 2

Using Graphic Organizers to Assess Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	3	12	25	96
Sometimes	6	23	1	4
Frequently	2	8	0	0
Rarely	6	23	0	0
Never	9	34	0	0
Total	26	100	26	100

a. Figure 2



b. Interpretation and Analysis

The data displayed from this question in the pre-questionnaire stated that the majority of students (34%) said that the teacher never used graphic organizers to assess vocabulary before the intervention, and few students (8%) responded that the teacher frequently used this strategy to evaluate vocabulary. However, after the application of the intervention plan, almost all students (96%) affirmed that the teacher always used graphic organizers to assess vocabulary. The students' situation changed and all participants worked enthusiastically using this strategy. The use of graphic organizers had a significant impact on students learning vocabulary in an enjoyable way and the teacher could assess vocabulary easily through this strategy.

According to 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

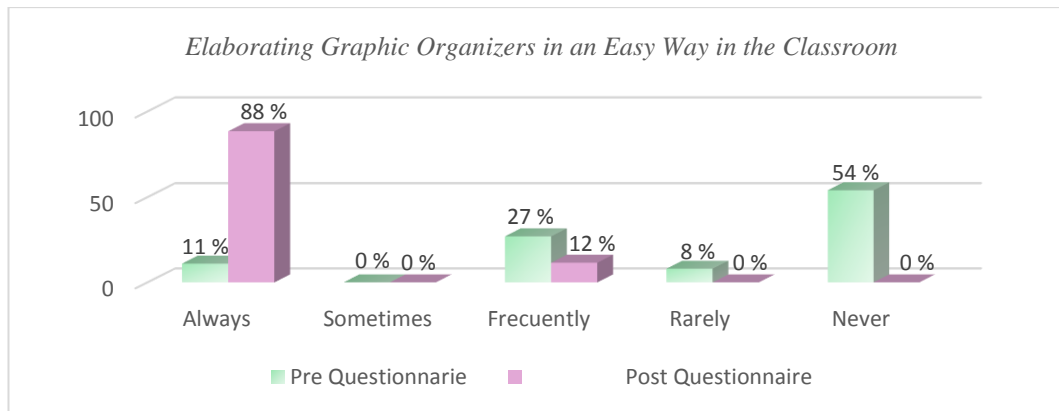
Are graphic organizers elaborated in an easy way in the classroom?

a. Table 3

Elaborating Graphic Organizers in an Easy Way in the Classroom

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	3	11	23	88
Sometimes	0	0	0	0
Frequently	7	27	3	12
Rarely	2	8	0	0
Never	14	54	0	0
Total	26	100	26	100

b. Figure 3



c. Interpretation and Analysis

The data collected from Table 3 showed that more than half of students (54%) said that graphic organizers were never employed in a simple way in the classroom, while only a few students (8%) answered that they were rarely elaborated in a facile way. This shows that graphic organizers were not applied appropriately to develop students' vocabulary in the classroom. Nevertheless, after applying graphic organizers as a strategy to develop vocabulary almost all respondents (88%) answered that graphic organizers were always designed in an easy way to learn English vocabulary.

In accordance with Manoli & Papadopoulou (2012), suitable graphic organizers can be created or chosen by teachers to teach a certain set of vocabulary. They 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

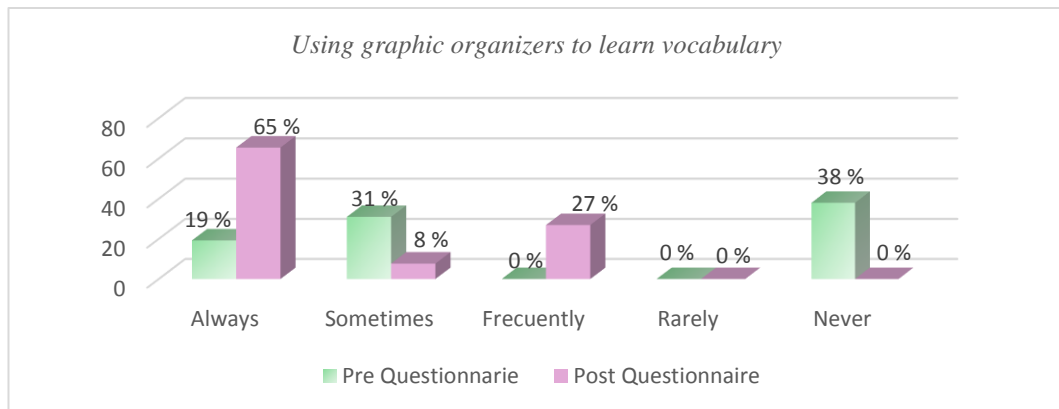
How frequent is important the use of the graphic organizers to learn vocabulary?

a. Table 4

Using Graphic Organizers to Learn Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	5	19	17	65
Sometimes	8	31	2	8
Frequently	0	0	7	27
Rarely	0	0	0	0
Never	10	38	0	0
Total	26	100	26	100

b. Figure 4



c. Interpretation and Analysis

Regarding this question, in the pre-questionnaire almost half of students (38%) said that graphic organizers were never important to learn vocabulary, followed by a smaller sample (19%) who said it is always important to use this strategy to learn new words. On the other hand, in the answers obtained from the post-questionnaire, the majority of students (65%) pointed out that it is always important to use graphic

organizers to learn vocabulary, followed by a small group (8%) who said that the use of this strategy it is sometimes important.

According to Kan (2012), graphic organizers can be used by students as a study tool to learn vocabulary meanings. This is a creative strategy used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts.

Question 4

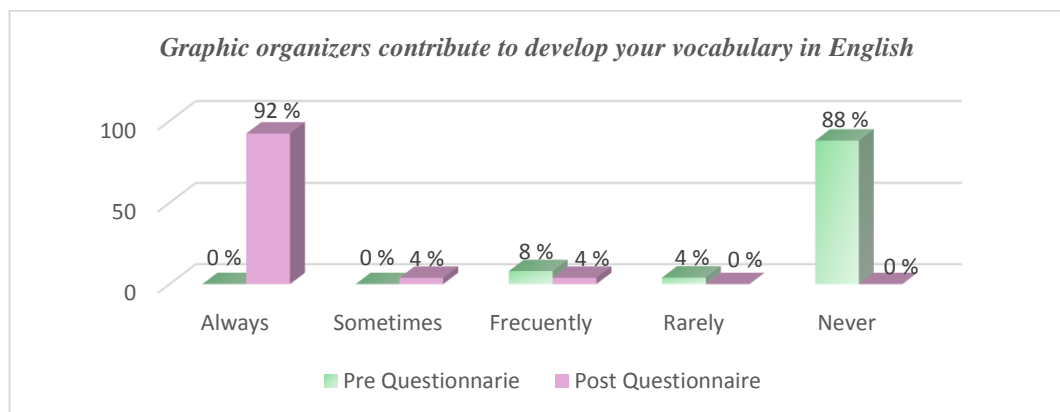
Do graphic organizers contribute to develop your vocabulary in English?

a. Table 5

Graphic Organizers Contribute to Develop your Vocabulary in English

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

b. Figure 5



c. Interpretation and Analysis

As it can be seen in Table 5, the results obtained from the pre-questionnaire revealed that an overall majority (88%) of students said that graphic organizers never contributed to developing their vocabulary in English. Also, a small group (4%) said graphic organizers rarely helped to developing their vocabulary. In contrast, at the end of the intervention plan in the post- questionnaire, almost the whole population (92%) indicated that graphic organizers always contribute to developing their vocabulary, followed by few respondents (4%) who answered that graphic organizers sometimes contribute to learn vocabulary.

According to Chien (2012), graphic organizers contribute to develop students' vocabulary because this strategy is useful to synthesize and organize any kind of information.

Question 5

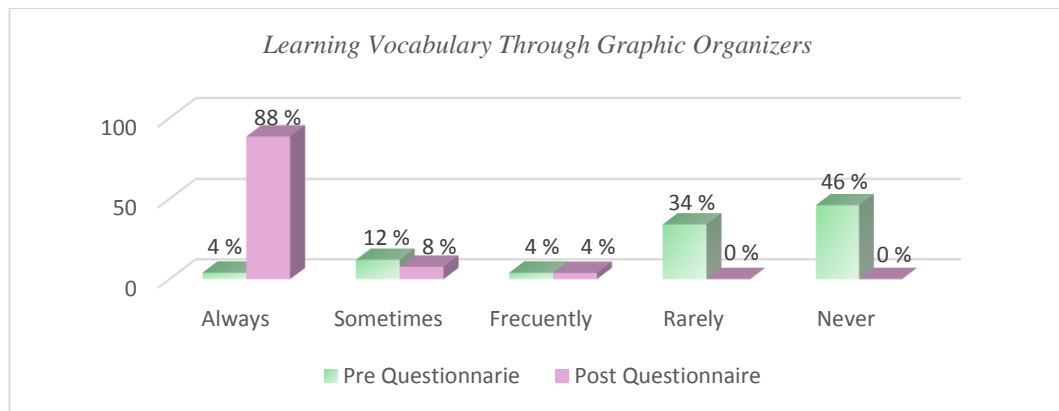
How easy do you learn vocabulary through graphic organizers?

a. Table 6

Learning Vocabulary Through Graphic Organizers

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	4	23	88
Sometimes	3	12	2	8
Frequently	1	4	1	4
Rarely	9	34	0	0
Never	12	46	0	0
Total	26	100	26	100

b. Figure 6



c. Interpretation and Analysis

The data displayed from this question stated that almost half of students (46 %) said they never learn vocabulary through graphic organizers, while only few participants (4%) responded that they frequently learn vocabulary through graphic organizers. However, after the intervention plan in the post-questionnaire the majority of students (88%) said that they always learn vocabulary easily using graphic organizers. Also, a smaller sample (4%) answered they frequently learn vocabulary through graphic organizers. Students learned the following vocabulary using these types of graphic organizers: collocations (three column notes), hyponyms (hierarchy diagram), cognates (Venn diagram), word meaning (word web, main concept map, circle map), and idioms (idiom lingo).

According to Cohen & Cowen (2011), students learn the meaning of new words easily through graphic organizers. This strategy in the form of semantic maps and other visual tools serve as frameworks for interactive learning, enabling students to make connections between their prior knowledge and unknown words or texts.

Question 6

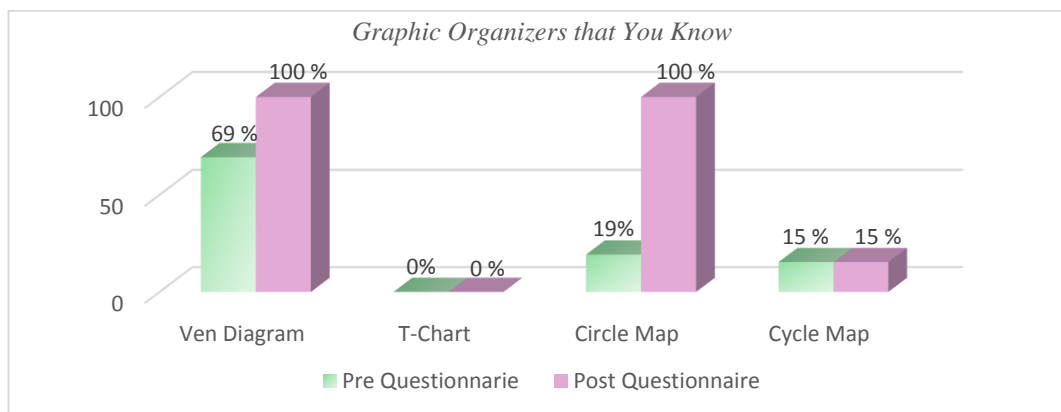
From the following list. Check the graphic organizers that you know?

a. Table 7

Graphic Organizers that You Know

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Venn Diagram	18	69	26	100
T-Chart	0	0	0	0
Circle Map	5	19	26	100
Cycle Map	4	15	4	15

b. Figure 7



c. Interpretation and Analysis

The information gathered stated that a big group of students (69%) knew Venn diagram graphic organizers, followed by a small group (19%) that knew circle maps. However, after applying the intervention plan all students (100%) answered that they know Venn diagrams. Also, all participants (100%) said that they know

circle maps. It proved that the researcher used these two graphic organizers during the intervention to teach them vocabulary.

According to Curriculum Development Institute (2001), although there are many variations and possible combinations of graphic organizers used in classrooms, the most common are Venn diagrams and circle maps. Venn diagrams graphic organizers can be used to help students develop skills in comparing and contrasting similar and/or different concepts and/or information. Also, circle map can be used to help students to support vocabulary instruction to understand and synthesize concepts more effectively.

Post-Test Results

Objective five

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

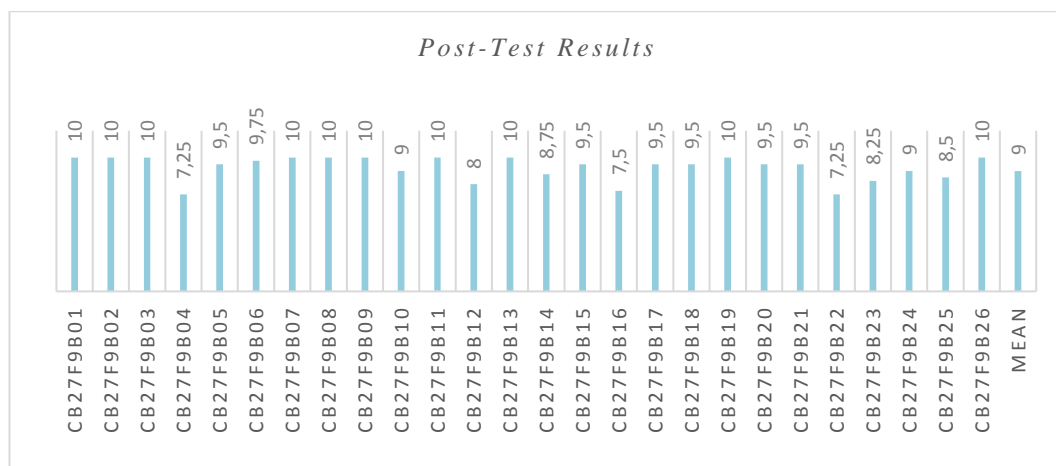
a. Table 8

Post-Test Results

Student's Code	ID /2	CG /2	WM /2	CO /2	HY /2	SCORE /10
CB27F9B01	2	2	2	2	2	10
CB27F9B02	2	2	2	2	2	10
CB27F9B03	2	2	2	2	2	10
CB27F9B04	2	2	0,5	2	0,75	7,25
CB27F9B05	2	1,5	2	2	2	9,5
CB27F9B06	2	2	2	2	1,75	9,75
CB27F9B07	2	2	2	2	2	10
CB27F9B08	2	2	2	2	2	10
CB27F9B09	2	2	2	2	2	10
CB27F9B10	2	2	2	2	1	9
CB27F9B11	2	2	2	0	2	8
CB27F9B12	1	1,5	1,5	2	2	8
CB27F9B13	2	2	2	2	2	10
CB27F9B14	2	1,5	1,5	2	1,75	8,75
CB27F9B15	1,5	2	2	2	2	9,5
CB27F9B16	1	1	1,5	2	2	7,5
CB27F9B17	2	2	2	2	1,5	9,5
CB27F9B18	2	2	2	1,5	2	9,5
CB27F9B19	2	2	2	0	2	8
CB27F9B20	2	1,5	2	2	2	9,5
CB27F9B21	2	1,5	2	2	2	9,5
CB27F9B22	0,5	1,5	2	2	1,25	7,25
CB27F9B23	2	2	2	1,5	1,75	9,25
CB27F9B24	2	1	2	2	2	9
CB27F9B25	2	1,5	2	1	2	8,5
CB27F9B26	2	2	2	2	2	10
MEAN	1,8	1,8	1,9	1,7	1,8	9

Note. CB27F=Colegio de Bachillerato “27 de Febrero”, 9B=ninth “B”, 01=student’s code, ID= Idioms, CG=Cognates, WM=Word Meaning, CO=Collocations, HY=Hyponyms

b. Figure 8



c. Interpretation and Analysis

As Table 8 shows, the outcomes given by the post-test demonstrated that all students improved their vocabulary skills, which was reflected by the mean obtained 9/10. The results showed a significant improvement of the students in English Vocabulary knowledge, which indicates that the mean score was over the expected level. The improvement was significant, having a progress of the mean from 5,8/10 in the pre-test to 9/10 in the post-test. It is evident that graphic organizers implemented during the intervention had a great impact in the students' vocabulary knowledge.

Dugan (2010) states that vocabulary means having awareness of words and word meaning. It can be presented in two ways, verbal and written contexts. Verbal vocabulary refers to words that students are able to understand through listening and speaking, while written vocabulary includes terms that learners are able to identify and use in reading and writing.

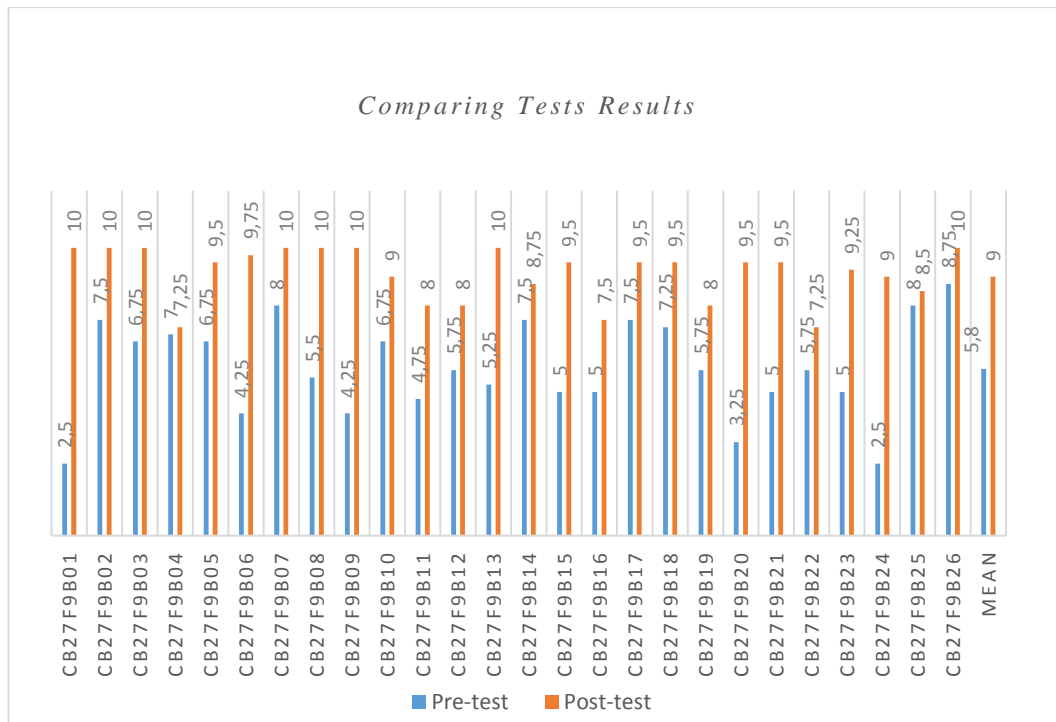
Comparison of the Pre- and Post-Tests

a. Table 9

Comparing Tests Results

Student's Code	Pre-test /10	Post-test /10
CB27F9B01	2,5	10
CB27F9B02	7,5	10
CB27F9B03	6,75	10
CB27F9B04	7	7,25
CB27F9B05	6,75	9,5
CB27F9B06	4,25	9,75
CB27F9B07	8	10
CB27F9B08	5,5	10
CB27F9B09	4,25	10
CB27F9B10	6,75	9
CB27F9B11	4,75	8
CB27F9B12	5,75	8
CB27F9B13	5,25	10
CB27F9B14	7,5	8,75
CB27F9B15	5	9,5
CB27F9B16	5	7,5
CB27F9B17	7,5	9,5
CB27F9B18	7,25	9,5
CB27F9B19	5,75	8
CB27F9B20	3,25	9,5
CB27F9B21	5	9,5
CB27F9B22	5,75	7,25
CB27F9B23	5	9,25
CB27F9B24	2,5	9
CB27F9B25	8	8,5
CB27F9B26	8,75	10
MEAN	5,8	9

b. Figure 9



c. Interpretation and Analysis

Table 9 illustrates a comparison between the pre- and post-test results. In order to know the impact that graphic organizers had on students' vocabulary, they were assessed on the same items at the end of the intervention as in the beginning to prove how much they learnt through graphic organizers. Consequently, this graph presented the noticeable progress that the entire population had through the intervention, since all of them improved their scores.

At the time of applying the pre-test, the students were only able to recognize some words; they could not understand them in context due to the fact that they became confused. Meanwhile, in the post-test, they were capable of identifying and understanding the vocabulary without problems. It means that using graphic organizers in the classroom resulted in being very useful since students not only

worked well to increase their vocabulary, but also became interested in learning English vocabulary. Thus, it was stated that the strategy applied had a positive impact on students' vocabulary, which was reflected in the total mean obtained in the post-test which was superior to the total mean obtained in the pre-test. It changed from 5,8/10 to 9/10, therefore, it is demonstrated that graphic organizers implemented during the development of this research work had a great impact on the students' vocabulary knowledge.

g. DISCUSSION

Based on the findings of the research work after the implementation of graphic organizers as a cognitive strategy to teach and learn words, it was demonstrated that they helped students to develop vocabulary. The results of the investigation carried out with twenty-six students of ninth-year B at Colegio de Bachillerato 27 de Febrero revealed that graphic organizers had a significant impact on enhancing students' English vocabulary learning. This change can be seen in the notable increase of the students' mean score from the pre- test 5,8/10 to the post -test mean 9/10.

The parameters considered to gather information were the pre- and post-tests and pre- and post-questionnaires. The tests helped the researcher to evaluate student's English vocabulary knowledge. The indicators taken into account were: idioms, cognates, word meaning, collocations and hyponyms. Thus, the pre-test showed that most of the students faced problems in these aspects of vocabulary, but in the post-test, the findings indicated that students improved in the five items mentioned above. The questionnaire showed the change of learners' attitude at the beginning and at the end of the intervention plan toward the use of graphic organizers as a strategy to develop vocabulary. The students' attitudes changed positively little by little to enhance their vocabulary using this strategy.

Considering the problems that students faced at the beginning in the five components of vocabulary, the improvement of their vocabulary knowledge was slow and difficult, but during the process they started to produce dialogues using

idioms and cognates, understand the meaning of words in context, to identify collocations and to associate hyponyms. Consequently, at the end of the intervention, the results were satisfactory because this strategy helped to improve each aspect of vocabulary and made the students feel confident to use the new words in their dialogues.

In addition, this research work had some strengths while the intervention was carried out: learners felt motivated to use graphic organizers that permitted them to develop their vocabulary; the students paid attention all the time and were willing to participate; they wanted to continue practicing more, and the teacher was very collaborative in all the activities planned. Nevertheless, there was a limitation that is important to mention, the time of the class (40 or 80 minutes) to work was not enough to practice new words.

Finally, the implementation of graphic organizers as a strategy to develop vocabulary without any doubt contributed significantly to develop students' vocabulary knowledge. They were able to understand, recognize, associate, use, and identify many English words, and it is shown in the results obtained in the post-test and questionnaires.

h. CONCLUSIONS

- The issues that limited the development of English vocabulary of ninth-year students were due to the lack of use of an appropriate strategy to teach vocabulary, like graphic organizers. Students learned vocabulary only from the textbook and memorized each word without practicing it in a real context and they forgot the new words easily.
- The most suitable graphic organizers to develop students' vocabulary are: three column notes, hierarchy diagram, Venn diagram, word web, main concept map, circle map and idiom lingo. Through the use of these graphic organizers, students meaningfully reduced their limitation in English vocabulary and they achieved a better understanding of the new vocabulary.
- The use of graphic organizers as a cognitive strategy to develop vocabulary was effective and successful in the classroom due to the fact that students were capable of identifying and understanding the words without problems. This strategy was not only useful to increase students' vocabulary knowledge, but also to get learners interested and motivated in learning English vocabulary.

i. RECOMMENDATIONS

- Graphic organizers should be used as a strategy to teach English vocabulary. This strategy helps students to learn new words easily and practice them in a real context. Also, graphic organizers are a suitable strategy to develop the five aspects of vocabulary: idioms, cognates, word meaning, collocations and hyponyms.
- The researcher suggests using the following graphic organizers: three column notes, hierarchy diagram, Venn diagram, word web, main concept map, circle map, and idiom lingo to teach vocabulary in the classroom. Through them, students develop their English vocabulary meaningfully.
- Teachers should design lesson plans that incorporate activities using graphic organizers to develop vocabulary. This effective strategy allows students to enjoy the vocabulary learning process and they feel interested and motivated. Furthermore, they gain meaningful learning and make significant progress in English vocabulary.

j. BIBLIOGRAPHY

- Al-Hinnawi, A. (2012). *The effect of thegraphic organizer strategy on university students* '. English Language Teaching, 62-67.
- Ali, A. (2012). *Idioms*. Germany: Lamp Lambert Academic Publising.
- Cann, R. (2011). *Semantics: an international handbook of natural language and meaning*. Germany: Acid-free Paper.
- Chien, C.-W. (2012). Use of graphic organizers in a language teachers' professional. *Canadian Center of Science and Education* , 48-60.
- Cohen, V., & Cowen, J. (2011). *Literacy for children in an information age: teaching reading, writing, and thinking*. Wadsworth: Cengage Learning.
- Conklin, W. (2004). *30 Graphic organizers for the Content Areas Grades 5-8*. U.S.A: Sell Educational Publishing.
- Crystal, D. (2003). *The cambridge encyclopedia of the english language*. Cambridge: Cambridge University Press.
- Ellis, E. (2008). *Using graphic organizers to makes sense of the curriculum*. Kansas: Masterminds Publishing.
- Evert, S. (2005). *The statistics of word coocurrences: word pairs and collocations*. India: University of Stuttgart.
- Hiebert, E., & Kamil, M. (2005). *Teaching and learning vocabulary: bringing research to practice*. Mahwah New Jersey: Erlbaum Associates.
- Jhosi, m. (2014). *Hypernyms and hyponyms: vocabulary building*. New York: Press Word.
- Kan, S. (2012). *Using visual organizers to enhance EFL instruction*. English language teaching, 58-67.
- Lee, O. (2008). *Science education with English language learners*. Englad: Multilingual Matters.
- Manoli, P., & Papadopoulou, M. (2012). *Graphic organizers as a reading strategy: research findings and issues*. Creative education, 1-22.

- McCarten, J. (2007). *Teaching vocabulary*. United States of America: Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2010). *English collocations in use - advanced: How words work together for fluent and natural English*. Cambridge : Cambridge University Press.
- McKnight, K. (2010). *The teacher's big book of graphic organizers*. En K. McKnight, *The teacher's big book of graphic organizers* (págs. 55-60). San Francisco: Jossey-Bass Teacher.
- Mcknight, K. (2013). *The elementary teacher's big book of graphic organizers: 100 ready-to-use organizers that help kids learn language arts, science, social studies, and more!* San Francisco: A Wiley Imprint.
- Mukoroli, J. (2011). *Effective vocabulary teaching Strategies for the english for academic purposes esl classroom. MA TESOL Collection*, 5-45.
- The State Education Department. (2012). *Glossary of cognates english/french*. Albany, New York: Publications Sales Desk.
- Allen, S. (12 de May de 2013). *The IRIS center peabody college vanderbilt university nashville*. Obtenido de The IRIS center peabody college vanderbilt university nashville: <http://iris.peabody.vanderbilt.edu>
- Curriculum Development Institute. (2001). *The use of graphic organizers to enhance thinking skills in the learning of economics*. Hong Kong: Education Dept. Obtenido de <http://www.edb.gov.hk>
- Mattie, A. (24 de 03 de 2014). <https://prezi.com>. Obtenido de <https://prezi.com>: <https://prezi.com/j9egndwjqoem/3-column-note-taking/>
- Siguenza, T. (10 de June de 2009). *Colorín Colorado* . Obtenido de National website serving educators and families of English language learners: <http://www.colorincolorado.org/>

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 B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

AUTHOR

ANDREA ISABEL CUEVA CASTILLO

LOJA-ECUADOR

1859

2016

a. THEME

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP
VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE
BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE
2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Colegio de Bachillerato 27 de Febrero during the academic year 2016-2017. This prestigious and traditional high school was founded in 1958 as Colegio Técnico 27 de Febrero under the direction of Guillermina Carreño. Years later, it was named Colegio Técnico Femenino 27 de Febrero. This institution during 51 years was just for women.

In 2009, The Provincial Department of Education, through resolution No. 002, authorized to Colegio Técnico Femenino 27 de Febrero, to function as mixed from that moment adopted the name of Colegio Técnico Fiscal Mixto 27 de Febrero.

But, recently it changed its name to Colegio de Bachillerato 27 de Febrero. It works in two schedules morning and afternoon section. Morning section works from 7: 00 a.m to 13:30. Afternoon section works from 13:00 p.m to 18:40. Currently, the high school has 1,200 students distributed in the evening and morning section and 80 teachers with degrees of third and fourth level and its principal Mg. Galo Sisney Guaicha Guaicha.

Colegio de Bachillerato 27 de Febrero is located in Tomas Rodrigo Torres and Abraham Lincoln street of the city of Loja.

Current Situation of the Research Problem

One of the objectives of the Ecuadorian curriculum for English as a foreign language for Educación General Básica and Bachillerato (2016) is “to have enough language to get by with sufficient vocabulary to express themselves with some

hesitation and circumlocution on topics such as family, hobbies and interests, work, travel and current events, but at times lexical limitations make cause repetition and even difficulty with formulation”. In addition, students upon their graduation in third of Bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the ninth- year students are expected to reach the A.1.2 level of the CEFR.

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

In response to this problem, this research project proposes to investigate several options for making the ninth-year students aware of the importance of vocabulary which will allow them to communicate better using collocations, word meanings, cognates, hyponyms, and idioms. The researcher will consider some effective teaching strategies such as graphic organizers that will enhance student’s

development of vocabulary. Graphic organizers as a cognitive strategy provide more understanding and remembering of the content that teacher is teaching.

Therefore, graphic organizers help students separate what is important to know from what might be interesting, but not essential information. Finally, students are more likely to become strategic learners since analytical, critical, and creative thinking skills are matters to improve when students learn to recognize patterns of thinking, construct, and use graphic organizers.

Research Problem

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

HOW DO GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY DEVELOP VOCABULARY AMONGST NINTH-YEAR B STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the Research

Timing

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

Location

The present research work will take place at Colegio de Bachillerato 27 de Febrero in the afternoon section. This institution is located in Tomas Rodrigo Torres and Abraham Lincoln Street of the city of Loja.

Participants

The participants of this research work are ninth-year B students at Colegio de Bachillerato 27 de Febrero who are all about thirteen and fifteen years old. They are 26 students; 10 men and 16 women and the teacher candidate of this study who is going on to take part in the intervention plan.

Sub problems

- What theoretical and methodological references and about graphic organizers as a cognitive strategy are suitable for developing vocabulary skills amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- What are the issues that limit the development of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
- Which graphic organizers as a cognitive strategy implemented in the classroom activities develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?

- How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?

c. JUSTIFICATION

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

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

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

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

d. OBJECTIVES

General

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

Specific

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

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

e. THEORETICAL FRAMEWORK

Vocabulary

According to Dugan (2010) states that vocabulary means having awareness of words and word meaning. It can be presented in two ways oral and text contexts. Oral vocabulary refers to words that students are able to understand through listening and speaking, while text vocabulary includes terms that learners are able to identify and use in reading and writing.

Furthermore, Hiebert & Kamil (2005) claimed vocabulary is the knowledge of meanings of the words. 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.

In a similar manner, Lerhr and Hiebert (2004) as cited in Dugan 2010 say vocabulary is defined as receptive or expressive. Receptive vocabulary contains words that are recognized when students hear or see them. Expressive vocabulary implies words that students use when speak or write.

Additionally, Mukoroli (2011) argues the reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap in order to get an effective communication in an L2.

In short, vocabulary plays an important role in language acquisition. Students understand the meaning of words in different contexts. It can be used in oral or written form. Vocabulary can be both input in listening and reading or output in speaking and writing.

The Importance of Vocabulary

According to Mukoroli (2011) argues that vocabulary is words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use. Academic vocabulary on the other hand is the vocabulary critical for understanding the concepts of the content taught in schools. Academic vocabulary is often very technical and less frequently used than conversational English used in the English language classroom and students are constantly required to use higher level language function such as analyzing, predicting, explaining and justification.

Therefore, Browman & Goldstein (1990) as cited in Manguera (2013) attempted to ally phonetics and phonology for the common purpose of better understanding and describing speech in languages. They see the term phonology as a set of relations among physically real events, which corresponds to traditional phonetics, “and patterns that these events enter into”, which corresponds to traditional phonology.

Moreover, Jensen (1990) argues that morphology refers to the aspect of language that deals with rules for the structure and sequencing of speech sounds. Every

language has a wide variety of speech sounds (phonemes). Phonology rules also determine which sounds may be combined.

Furthermore, Hasbún (2005) states depth of meaning of a word involves a wide range of understandings and skills related not only to the form but also to the meaning and use of that particular word. Therefore, all possible aspects cannot be acquired at once.

In addition, Izura & Ellis (2002) state that acquiring a second language vocabulary will involve a whole new process of strengthening and weakening connections between representations to create new associations between semantic, phonological and orthographic representations. Words learned later in the second language will attempt to reconfigure the new associations.

On the whole, vocabulary is an important skill in language acquisition because it has been becoming essential to understand and communicate. It helps students to comprehend context and other areas into the teaching and learning process.

Types of Vocabulary

According to Cummins (1999) as cited in Mukoroli (2011) states that there are different types of vocabulary:

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

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

Writing vocabulary.- This includes all the words an individual can employ in writing.

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

Subskills of vocabulary

Spelling

According to Boston (1998) explains that speaking, listening, reading, writing and critical thinking provide the context in which students acquire the knowledge, understandings, skills and strategies which they need in order to spell correctly.

In addition, Qian (1999) as cited in (Hunt & Feng, 2016) claimed vocabulary knowledge has both breadth and depth. Breadth of vocabulary is the number of words for which the learner has knowledge. Depth of vocabulary knowledge is how well the learners remember the words.

To sum up, spelling is a complex skill where students make sure to write or spell a word correctly. Students use their prior knowledge in order to form words from letters according to correct usage.

Word meaning

According to Dale (1989) as cited in Mukoroli (2011) argues knowing a word is not an all. It is a complex concept. The magnitude of knowledge a person has about individual words can range from a little to a lot and it also includes

qualitative meanings about words. He provides a description of the extent of word knowledge in terms 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.

For example, a learner who knows the word —write will know that its past tense is —wrote — and its past participle is —written. The learner would know that —written is spelled with double —t. The learner will also know when and how to use the various auxiliary verbs appropriately. The learner would know that —writing is a verb that is used in the present continuous tense and that —writing can also serve as a noun: e.g. the writing is on the wall.

In similar manner, Thornbury (2002) explains knowing a word means:

- Having the ability to recognize it in its spoken and written forms.
- Knowing its different meanings.
- Knowing its part of speech eg. a noun, a verb
- Being able to pronounce it properly
- Being able to use it correctly within a sentence in an appropriate grammatical form

- For technical words, recognizing it in context

Similarly, Mukoroli (2011) says academic comprehension improves when students know the meaning of words. Words are the most important part of communication. When students have a great vocabulary, with this knowledge learner can improve all areas of communication, namely speaking, listening, reading and writing.

To conclude, understanding the meaning of the words is a process where students identify some aspects of the words. For example, students identify the functions of the words, word form, words' tense and, so on. These can be spoken or written words in both students are able to understand the same word in different contexts. Also, it is important that learners use them correctly in a speech or text using grammatical knowledge.

Collocations

According to Nesselhauf (2004) as cited in McCarthy and O'Dell (2010) claims that collocation can be seen as a type of word-combination, most commonly as one that is fixed to some degree but not completely.

In addition, Evert, (2005) defines collocation as a word combination with such semantic and/or syntactic features that cannot be purely predicted from its individual components and which should therefore be included in dictionaries.

Furthermore, McCarthy & O'Dell (2010) claim that teaching vocabulary should be done through lexical phrases no individual words, and students' attention, on the

other hand, should be focused on larger sequences of language, of which fluent discourse is made in order to acquire the sense of how words get together, through collocations, from the beginning.

In similar manner, Bartsch (2004) explains that collocation means the co-occurrence of two words in some defined relationship. We look at several such relationships, including direct adjacency and first word to the left or right having a certain part-of-speech. We also consider certain direct syntactic relationships, such as verb/object, subject/verb, and adjective/noun pairs. It appears that content words (nouns, verbs, adjectives, and adverbs) behave quite differently from function words (other parts of speech); we make use of this distinction in several definitions of collocation.

Moreover, Palmer (1938) explains the language learning aspect of collocations: collocation is a sequence of two or more words that should be learnt as one word. He called the collocation an abstraction at the syntagmatic level as well as habitual co-occurrence. Also, he argues collocation can be divided in two groups:

- In a narrower sense, collocation is understood as an object of phraseology. As such, it is often placed on a scale running from free word combinations to idioms.
- In a wider sense, collocation is understood as the co-occurrence of two or more words, which is observed more than once. Here, frequency is the only relevant parameter, not transparency or substitutability.

In conclusion, the definitions above describe the meaning of collocation. This term refers to words that come often together in order to make sense and these cannot be change the words' order. Learning collocation help how to communicate idiomatically. The storage of collocations enables non-native speakers to add a special flavor to their speech. Promoting this skill in the classroom requires teaching vocabulary in chunks and meaningful contexts.

Idioms

According to L.Erlbaum Associates (1995) states an idiom is an expression whose overall meaning that cannot be translate word by word.

In addition, Finkbeiner, Schumacher, and Meibauer (2012) claims that the meaning of idiom is too complex for that reason they focus in two mains aspects: literal and figurative meaning. The first refers to the semantic structure of the idion, while the second aspect refers the the figuative meaning itself, which may be perceived as rather complex.

Furthermore, Cooper (1999) argues that the essential role that idioms play in foreign language learning, remarks that most English speakers utter about 20 million idioms per lifetime; hence, using proper figurative language would be a mark of native-like speech in every language. On the other hand, teaching and learning idioms is one of the most difficult areas in second language acquisition because most of them have an arbitrary nature.

- Therefore, Moreno (2011) as cited in Ali (2012) refers to three main reasons why it is so crucial to teach idioms arguing that because of their high frequency,

special attention should be paid to idioms and language teachers should not relegate them to a secondary state in the curriculum:

- First, frequent use of idioms makes language learners fluent speakers, and figurative competence in a foreign language is a sign of communicative competence. Moreover, idiomatic expressions which give language variety and character help learners penetrate into culture, customs, and lifestyle of the target language.
- Secondly, cognitive linguistic studies have demonstrated the crucial role of memory in learning fixed expressions such as idioms. Hence, the teach ability and learnability of idioms and their pedagogical aspect should be taken in to account.
- Finally, many idioms are constantly changing over time, in order to find out their underlying essence, we have to resort to cultural factors and adopt a diachronic view of the language.

Examples:

- **‘Let the cat out of the bag’** – to accidentally reveal a secret.

“I let the cat out of the bag about their wedding plans.”

- **‘To feel under the weather’** – to not feel well.

“I’m really feeling under the weather today; I have a terrible cold.”

- **‘To kill two birds with one stone’** – to solve two problems at once.

“By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

- **‘To cut corners’** – to do something badly or cheaply.

“They really cut corners when they built this bathroom; the shower is leaking.”

- **‘To add insult to injury’** – to make a situation worse.

“To add insult to injury the car drove off without stopping after knocking me off my bike.”

- **‘You can’t judge a book by its cover’** – to not judge someone or something based solely on appearance.

“I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

- **‘Break a leg’** – means ‘good luck’ (often said to actors before they go on stage).

“Break a leg Sam, I’m sure your performance will be great.”

- **‘To hit the nail on the head’** – to describe exactly what is causing a situation or problem.

To conclude, 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.

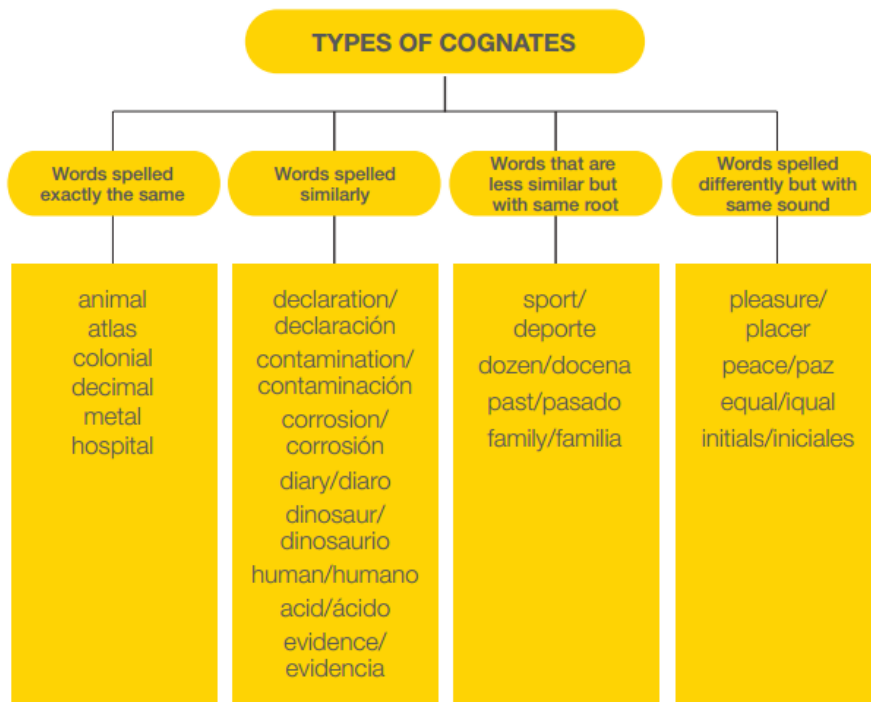
Cognates

According to The State Education Department (2012) states the use of cognates allows English language learners to use their home language as a resource for learning new academic words in English. It is particularly helpful for students who speak Latin-based languages, including French, Spanish etc.

Moreover, The State Education Department (2012) explains that cognates are words in Spanish and English that share the same Latin and/or Greek root, are very similar in spelling and have the same or similar meaning. About 90% of Spanish cognates have the same meaning in English. This similarity provides a built-in vocabulary base that transfers over when learning Spanish vocabulary. In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two languages that have a common etymology and thus are similar or identical.

In similar manner, Nash (1997) claims cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Because both the English and the Spanish languages have Latin roots, around 30 to 40% of all words in English have a related word in Spanish. Therefore, for English learners whose home language is Spanish, cognates are an obvious bridge to the English. Both languages are closely related (both have Latin roots), some words in Spanish are similar in form and meaning to a word in English. These words are called cognates. Spanish-speakers can use their knowledge of their first language to help them learn many words in English, particularly words commonly used in school. Other languages

with European roots also have English cognates. There are four categories of cognates:



Source: <http://doc.achieve3000.com/>

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're 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. Also, it is important to mention that there are many “false friends”/ “false cognates” although those words are similar their meaning is totally different. Students should be careful to identify between a cognate or a false cognate.

Hyponyms

According to Jhosi (2014) says hyponym is a word that denotes particular item from general category. Hyponym is also called ‘Subordinate’, ‘Subtype’ or ‘Subset’.

In similar manner, Crystal (2003) explains in linguistics, a hyponym is a specific term used to designate a member of a broader class. Hyponymy is a less familiar term to most people than either synonym or antonym, but it refers to a much more important sense relation.

In addition, Cann (2011) claims hyponym involves specific instantiations of a more general concept. The more specific word is called a hyponym and the more general word is the superordinate which may also be referred to as a hyperonym or hypernym.

To sum up, hyponyms are words that are the specific examples of a general word, a superordinate. They can be compared with synonyms, which mean the same things, and antonyms, which mean opposite things. This has many benefits to learners when they learn vocabulary.

Techniques to teach vocabulary

According to Harmer (2001) stated motivation as technique for teaching vocabulary. Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on preparation and practice, which in the end will pay off in terms of memory.

In addition, Graves, August, & Jeannette (2013) explain that vocabulary instruction is the most effective when students are given both definitional and contextual information. In this part learners activate the process of learn the new word's meaning and the use in different contexts. It will help them with a better comprehension.

In similar manner, Mukoroli (2011) argues an effective vocabulary teaching strategies employed by teachers in the English for Academic Purposes classroom, it is crucial to highlight the importance of academic vocabulary instruction in the English for academic purposes ESL classroom.

Therefore, Richards (1976) as cited in McCarten (2007) said there are a list the different things learners need to know about a word before students can say that they have learned it. These include:

- The meaning(s) of the word
- Its spoken and written forms
- What “word parts” it has (e.g., any prefix, suffix, and “root” form)
- Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
- Its collocations
- Its register
- What associations it has (e.g., words that are similar or opposite in meaning)
- What connotations it has
- Its frequency

Moreover, Caine & Caine (2001) as cited in Jones (2013) stated that “students learn easily when they are interested and having fun. Games and activities that engage students, whether they are adults or children, will help them create strong memories longer. Therefore, the practice provides we provide should not be limited to the gap fills and matching activities textbooks contain”

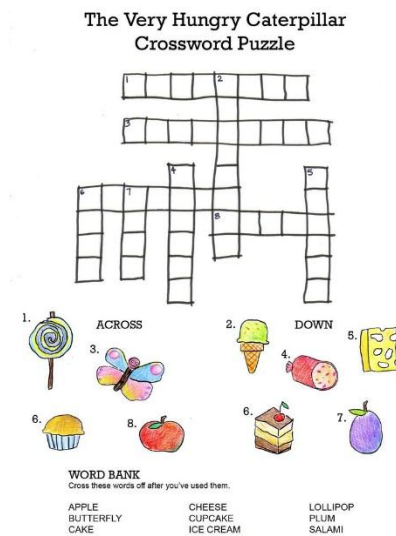
Additionally, Harmer (2001) explains there are many ways to bring new words in to the classroom:

- Realia.- Bring the things that represent into the classroom.
- Pictures.- Bring pictures into the classroom. Pictures can be used to explain the meaning of vocabulary item.
- Mime, Action & Gesture.- Actions, in particular, are probably better explained by mime.
- Contrast.- Contrast can be used to teach meaning. Presenting this concept with pictures or mime and by drawing attention to the contrast in meaning the learner will be understood.
- Explanation.- Explaining the meaning of a word must include explaining any facts of word use which are relevant.
- Translation.- Translation can quickly solve a presentation of vocabulary problem it can be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful

In addition, Orawiatnakul (2013) says that crossword puzzle is a kind of word game. In order to finish a crossword puzzle- learner has to accurately fill in all the

blank squares with letters those form words. The words are based on the clues provided, which can be complete sentences, phrases, or words. Since crossword puzzles are usually considered a game, students tend to be fun and learner-friendly.

Example:



Source: <https://www.google.com.ec>

To conclude, there are many techniques to teach vocabulary. These techniques are useful for improving the vocabulary skill. The most common are games, crossword puzzle, and activities, these techniques work as tools that help students engage with the new words. Also, students have to use the words as much as they can.

Strategies to Teach Vocabulary

In addition, Jones (2013) explains stated cards match strategy to teach vocabulary. In this strategy teacher prepares sets of cards vocabulary with words

on some and the definitions or pictures on the others. Teachers divides into pairs or small groups and give each group a set of card. They have to match the words with their definitions.

Furthermore, Graves, August, & Jeannette (2013) explain that another strategy for helping students with their vocabulary skill is using context to infer word meaning. In this strategy students without the real meaning of each they are able to understand the text just inferring some new words in the text.

Additionally, Mukoroli (2011) teachers in the English for academic purposes ESL classroom to be knowledgeable about the most effective and current teaching strategies in vocabulary instruction and provide constant academic platform to students of a second language

Moreover, Višnja (2008) stated that keeping strategy consist in a well organized vocabulary notebook. Although, this strategy is tireless, but without doubt it helps to students increase their vocabulary. Keeping a vocabulary notebook is an important and obligatory part of L2 learning. Also, he said that there some strategies for teaching vocabulary. These strategies included classroom observation, analysis of video and audio recordings, verbal learner and teacher reports, questionnaires, retrospective self-observation.

Similarly, Hasbún (2005) stated many useful strategies to teach vocabulary these are the following:

Identifying chunks. This is a fundamental skill which aids language acquisition

Example:

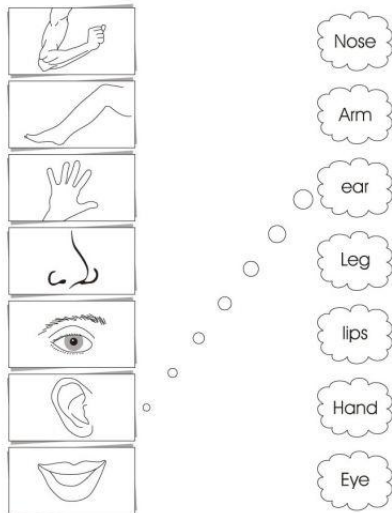


Source: <https://www.google.com.ec>

- Matching: Parts of collocations, expressions, lines of stereotypic dialogue.

Example:

Do you know your body parts? Match the pictures with correct words.












Sorce: <https://www.google.com.ec>

- Completing: Blank spaces correspond to partner words from fixed collocations.

Example:

Name _____ Date _____

Fill in the Missing Letters in. Family Words.

 Au__t	 Unc__e
 Mo__her	 Fa__her
 S__ster	 Cous__n
 G__ather	 G__other
 S__n	 Child__en

Copyright©2009 Kidsfrent www.morecoloringpages.com

Source: <http://www.morecoloringpages.com>

- Categorizing: Use categories learners perceive or follow some guideline suggested by the teacher.

Example:

Preschool
Categorizing
#3

Cut out the squares below. Then paste them into the correct box.

<p>Underwater</p>	<p>In the Air</p>
-------------------	-------------------

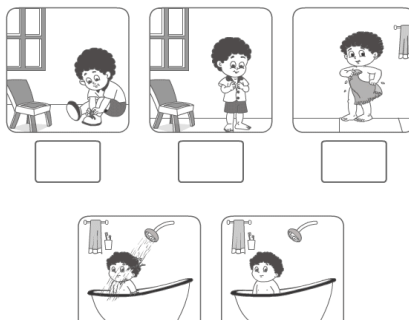
Copyright 2010-2011 Education.com Created by: @EDUCATION.COM www.education.com/worksheets

Source: <https://education.com>

- Sequencing: Learners are given expressions or verbs and are asked to put them in the most likely.

Example

Write the number to sequence the actions.



Source: <https://www.turtlediary.com>

- Deleting: Learners circle the word that does not belong

Example:



Source: <https://schoolexpress.com>

Additionally, Mcknight (2013) says that the use of graphic organizer is designed to promote understanding of a concept or new word. It is effective because it promotes deep understanding and retention.

To sum up, in teaching vocabulary it is important that teachers use a variety of strategies in order to help students to learn more vocabulary easier. These strategies are a specific activities that teacher uses in the classroom like keeping vocabulary, classroom observation, analysis of audio, matching, graphic organizer and so on. These kinds of strategies must catch students' attention and they feel comfortable developing them.

Resources to Teach Vocabulary

According to Jones (2013) argue that bilingual dictionaries are extremely helpful for understanding the new vocabulary. Bilingual is better than monolingual dictionary because monolingual dictionary use, encourage students to look up translation of word. Also, words have multiple different meanings. So, the first translation may not be the most appropriate.

Furthermore, Jones (2013) suggested video vocabulary as a resource to teach vocabulary. Teacher finds a video clip on Youtube or a similar site. That contains a lot of vocabulary associated with a specific topic.

In addition, Hasbún (2005) explains that the textbook explicitly contains many words per lesson. There is a vocabulary comprehension section that includes exercises such as matching vocabulary items to definitions, identifying the odd word out in a sequence, and recognizing the meaning of words in context. In a

separate section, learners are encouraged to use the vocabulary items in alternative contexts.

On another hand, McCarten (2007) Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by using different materials teachers can continue teaching vocabulary. These are some material that teachers can use in their classrooms:

- Pictures
- Flash cards
- Realia
- Dictionaries
- Power point presentation
- Drawings on the board

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

According to Lee (2008) stated that graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to help present

information in concise ways that highlight the organization and relationships of concepts.

In similar manner, Boulware & Jones (2009) as cited in Chien (2012) says graphic organizers are considered to have impact on students' learning, such as reading comprehension, recall and science. Graphic organizers help students organize and structure information and concepts as well as promote thinking about relationships between concepts.

Furthermore, Strangman (2003) as cited in Chien (2012) said graphic organizers are an invaluable strategy that educators can use to make the instruction and curriculum more supportive and flexible for all students to include those with learning disabilities.

Moreover, Capretz (2003) as cited in Chien (2012) explains graphic organizers broke down the concrete to abstract thought process for students and created a visual link to this complex thinking process.

In addition, Struble (2007) said that the use of graphic organizers has at least four purposes in the development of both academic language and content. First, graphic organizers are powerful, easy to implement tools that allow teachers to examine their students' thinking and learning on a particular topic of study. Second, a graphic organizer is a visual representation of a concept or topic that helps students sort, summarize, show relationships among ideas, and make meaning from texts. Third, graphic organizers also reveal students' prior knowledge and promote their oral and written participation, all of which facilitate comprehension. Fourth,

teachers can use graphic organizers to assess on going learning and also to design and modify instruction to meet students' needs.

To conclude, graphic organizers are helpful for evaluating students who are developing L2 skills. Strategies such as graphic organizers are part of a supportive classroom. They help students organize and structure information and concepts as well as promote thinking about relationships between concepts and the comprehension of the meanings of new words and texts.

Reasons for Using Graphic Organizers

Tools for critical and creative thinking

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

Tools for organizing information

In addition, Ausubel (1968) argues that the human mind organizes and stores information in a series of networks. Graphic organizers are visual representations that look like networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Tools for understanding information and relationships

Also, Vygotsky (1962) as cited in Kong (2001) states that graphic organizers serve as mental tools to help the students understand and retain important information and relationships.

Tools for depicting knowledge and understanding

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

Tools for self-learning

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

Specific Benefits to Students and Teachers

According to Curriculum Development Institute (2001) states that graphic organizers allow teachers to show and explain relationships between content and sub-content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

For easy understanding, specific benefits to students and teachers are:

Benefits to students

- Understand the concept of part to whole
- Record relationships
- Clarify and organize ideas
- Improve memory
- Comprehend texts
- Recognize and assimilate different points of view

Benefits to Teachers

- Show and explain relationships between and among content
- Make your lessons interactive
- Help visual learners to acquire information more easily
- Motivate students
- Assist students in prewriting techniques
- Assess what students know

Types of Graphic Organizers

According to Gil-Garcia and Villegas (2003) as cited in Brown (2011) categorized knowledge graphic organizers into six types:

- Description or simple listing
- Time/temporal sequence
- Definition and example
- Comparison and contrast
- Cause and effect

- Problem solution.

In similar manner, Curriculum Development Institute (2001) said states although there are many variations and possible combinations of graphic organizers used in the classrooms, most of them fall into four basic categories:

- **Namely cyclical organizers.-** Organizers showing the sequence of events in a process.
- **Conceptual organizers.-** Organizers showing how a main concept is supported by facts, evidence and characteristics.
- **Sequential organizers.-** Organizers showing events in chronological order.
- **Hierarchical organizers.-** Organizers showing the relation between a concept and its subordinate levels of characteristics.

Graphic organizers: Description and Procedures and Example

Big question map

Description:

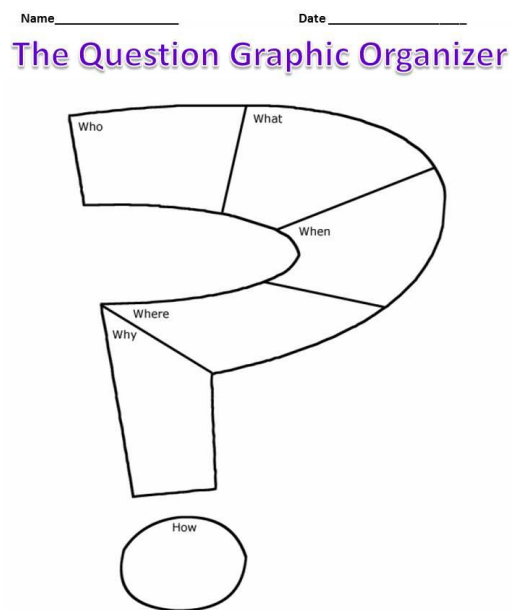
This organizer can be used to help students improve their research and problem-solving skills. Students are trained to plan their research and investigation of a topic and thus promote their ability to learn and think independently.

Procedures:

- Identify an authentic question for which there is no easy, preexisting answer or solution.
- Brainstorm the procedures and resources required for answering the questions.

- Record the information in the organizer.
- Add, delete or change the boxes in the organizer whereas (Curriculum Development Institute, 2001)

Example:



Source: <http://weebly.com>

Characteristics map

Description:

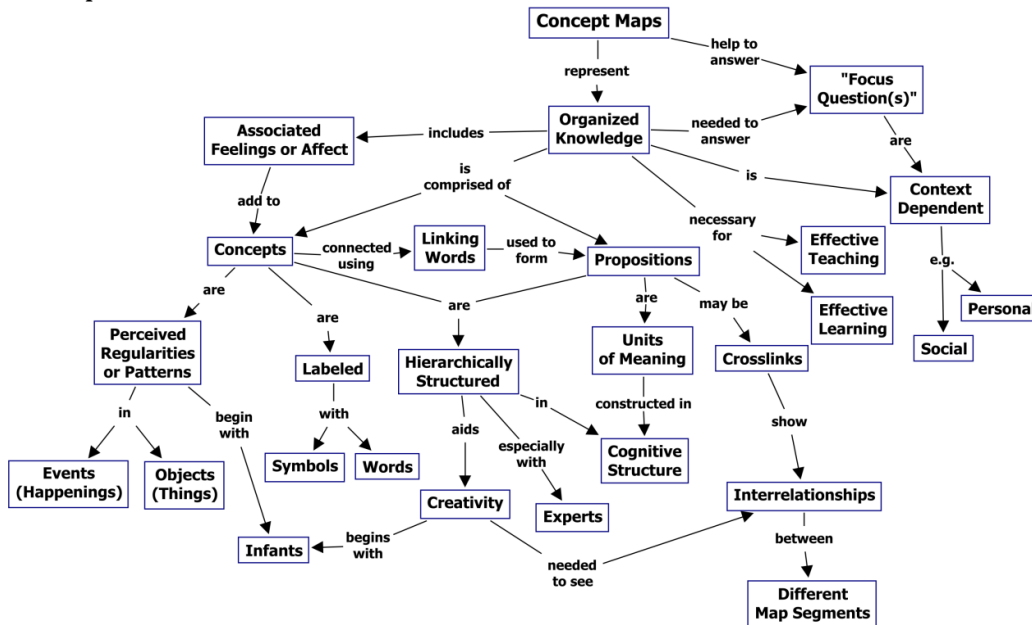
This organizer can be used to promote students' critical and analytical thinking about key concepts and their characteristics. Students are expected to list the major characteristics of a concept and illustrate with examples.

Procedures:

- Select a concept and write it in the middle of the organizer.
- Identify the categories belong to the concept and write them in the 'category' boxes. You may change the number of these boxes as appropriate.

- Brainstorm the major characteristics of each category. Annotate with evidence whereas appropriate and necessary and appropriate (Curriculum Development Institute, 2001)

Example:



Source: <http://cmap.ihmc.us>

Circle organizer

Description:

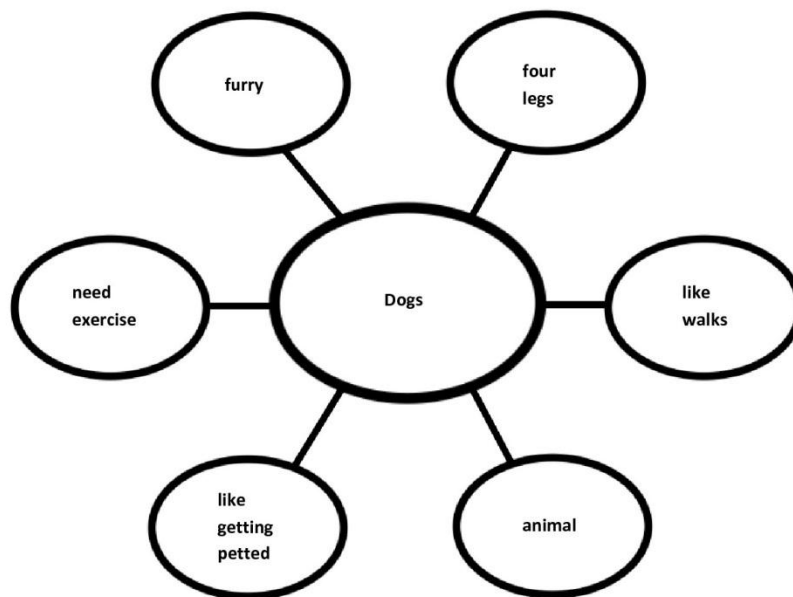
This organizer can be used to help students understand the sequence of events in a process. On a sequence circle there is a consecutive flow of events with the last cycling back to the first event. Sequence circles are appropriate to represent the relationship of events that are continuous

Procedures:

- Discuss a cycle process with students and encourage them to retell the sequence of events.

- Write the concept to be discussed in the middle of the organizer.
 - In clockwise direction write the events in order.
 - Write a brief note to explain the steps in the process under the ‘concept title’
- (Curriculum Development Institute, 2001)

Example:



Source: www.educationandbehavior.com

Compare and contrast map

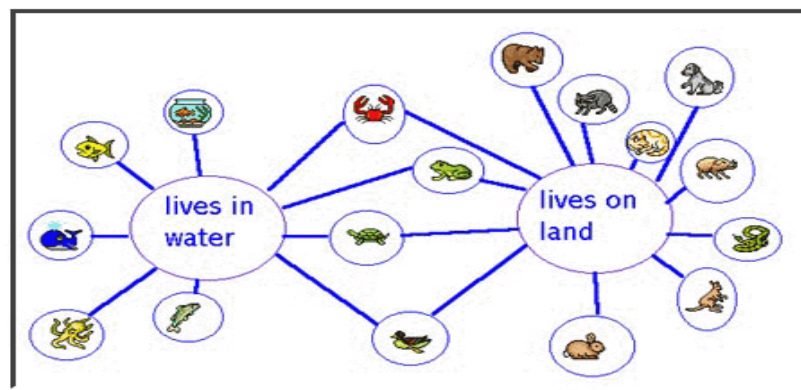
Description:

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.

Procedures:

- 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.
- Discuss the similarities and differences between the two concepts/subjects.
- Record information on the appropriate lines (Curriculum Development Institute, 2001)

Example:



Source: <https://www.pinterest.com>

Concept definition map

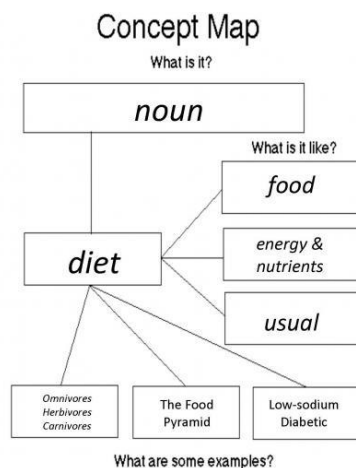
Description:

This organizer can be used to help students focus attention on the main components of a definition. These may include categories, properties and illustrations. It not only enriches students’ understanding of a concept, but also encourages them to integrate their own experience with the definition.

Procedures:

- Discuss basic elements related to the definition of a concept, for example, what is it? What are their properties? What are the examples?
- Choose a concept and tell students discuss the meaning and brainstorm its properties and examples.
- Ask students to justify the examples they have given (Curriculum Development Institute, 2001)

Example:



Source: <http://www.learnnc.org>

Hierarchy diagram

Description:

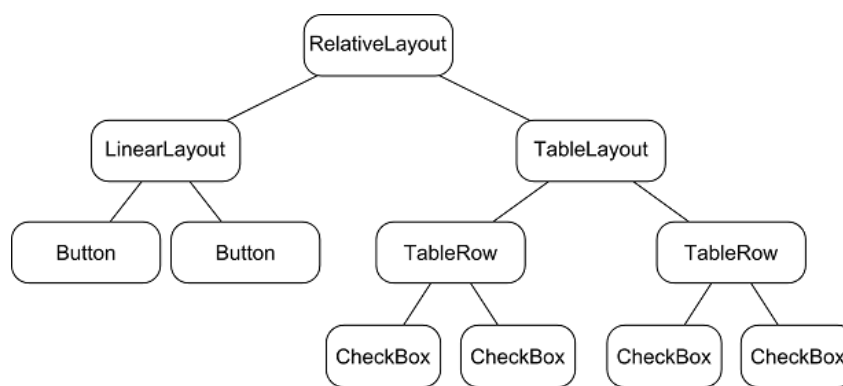
This organizer can be used to help students see superordinate and subordinate categories of a concept or topic. It clarifies relationships between and among concepts/topics in different levels.

Procedures:

- Choose a topic and write it in the box at the top of the organizer.
- Brainstorm a list of the subcategories of the topic.

- Cluster the ideas into different levels of ranks and levels.
- Write the first subordinates in the boxes in the second level. Add or delete boxes whereas appropriate.
- With materials that have more than two levels, students can add additional levels to the organizer (Curriculum Development Institute, 2001)

Example:



Source: <http://ctrl-d.ro>

K-W-H-L chart

Description:

This organizer can be used to help students understand the questions of what they know (K), what they want to know (W), how they will learn (H) and what they have learned (L) in relation to a specific topic. This is an effective tool to make students identify their prior knowledge and let them set their own targets and means of learning. Finally, students are required to write down what they have learned to show the new knowledge they have obtained.

Procedures:

- Choose a topic that students are interested in researching.
- Record the questions the students have about the topic in the ‘W’ column. This establishes a guide for researching.
- Ask students to share the prior experience on the topic and list them in the ‘K’ column.
- Help students identify possible ways to research the need information and record them in the ‘H’ column.
- List the new information and knowledge in the ‘L’ column.
- Discuss whether students’ prior knowledge listed in the ‘K’ column can be confirmed or denied (Curriculum Development Institute, 2001)

Example:

KWL Chart

K_{now}	W_{ant to} Know	L_{earn}

Source: <http://k6educators.about.com>

Main concepts map

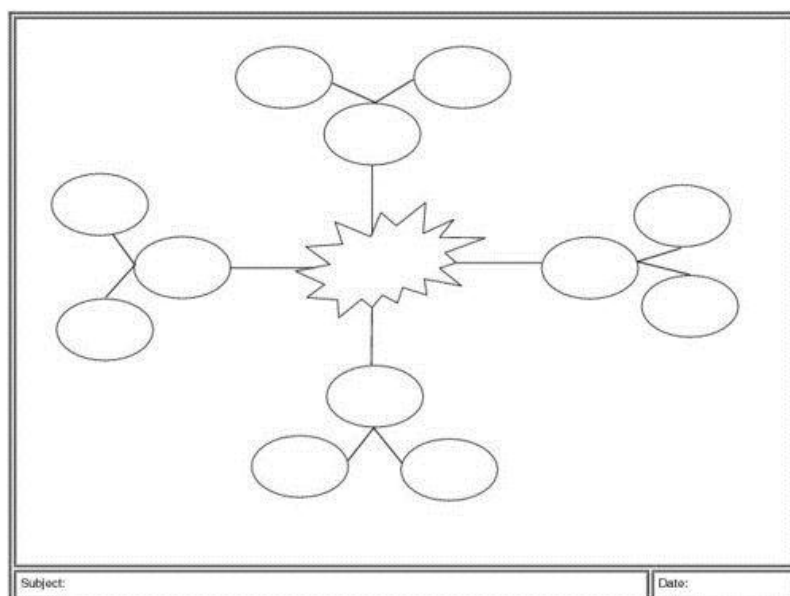
Description:

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.

Procedures:

- Choose a topic to discuss.
- Identify main concepts that are important to the understanding of the topic.
- Research information that illustrates the interrelationship among the main concepts.
- Quote the source(s) of the information you get (Curriculum Development Institute, 2001)

Example:



Source: <https://www.pinterest.com>

Multiple meaning map

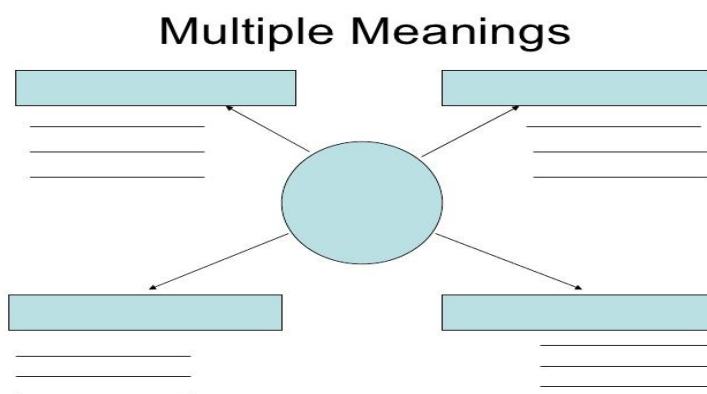
Description:

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:

- Choose a concept/word with multiple meanings, definitions, examples...etc. a put it in the center of the organizer.
- 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.
- Brainstorm associations to each of the categories (Curriculum Development Institute, 2001)

Example:



Source: <http://www.slideshare.net>

One and all organizer

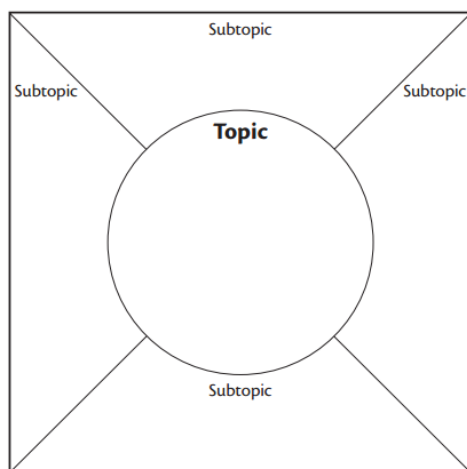
Description:

This organizer can be used to help students uncover similarities and differences among several items. It is designed to facilitate the development of students' comparing and contrasting skills.

Procedures:

- Choose a topic to be discussed.
- Divide the class into several groups and assign each group a subtopic.
- Have students name a characteristic of their subtopic. Decide whether the characteristic is unique, or if it is shared.
- Record the shared characteristics in the centered circle, and the unique characteristics in respective subtopic boxes.
- Ask students to give examples as well as the rationale for their decisions
(Curriculum Development Institute, 2001)

Example:



Source: <http://www.edb.gov.hk>

Overlapping circles map

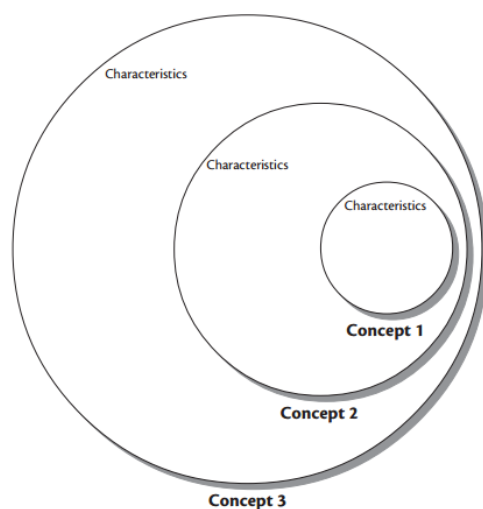
Description:

This organizer can be used to help students develop skill in comparing and contrasting similarities and/or differences. This is specially designed to show the relationship of two concepts of which one is the subset of the other. This organizer may consist of two or more circles.

Procedures:

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

Example:



Source: <http://www.edb.gov.hk>

Persuasion map

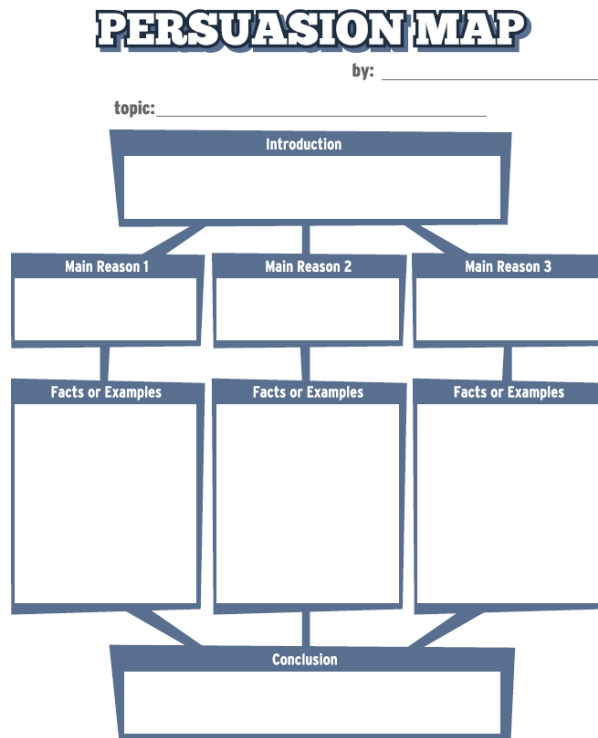
Description:

This organizer can be used to help students get familiar with the process of persuasive writing. Students are required not only to identify evidence in support of their argument, but also to acknowledge opposing opinions.

Procedures:

- Choose an issue of interest.
- Discuss the ideas and facts to support both sides of the controversial issue.
- List all facts and ideas on the blackboard.
- Students choose a position on one side or the other.
- According to their own understanding and choice, write several reasons to support their position in the ‘supporting evidence’ boxes. Opposing evidences should also be identified and written in the ‘opposing evidence’ box.
- Help students reconsider their position if needed and write it in the ‘conclusion’ boxes (Curriculum Development Institute, 2001)

Example:



Source: <https://www.pinterest.com>

Word web

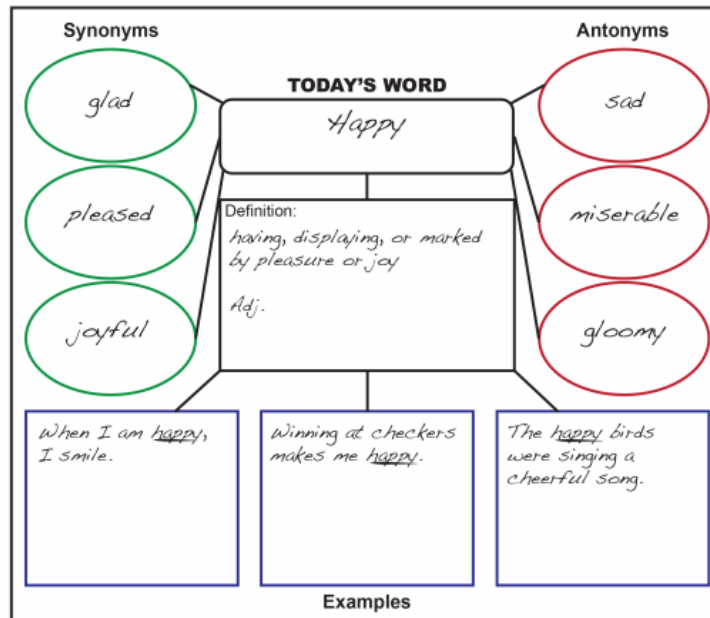
Description:

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

Procedures:

- Identify the word to research.
- Write the definition.
- On the left write synonyms of the word
- On the right write antonyms of the word.
- In the bottom write examples

Example:



Source: <http://iris.peabody.vanderbilt.edu/>

Venn diagram

Description:

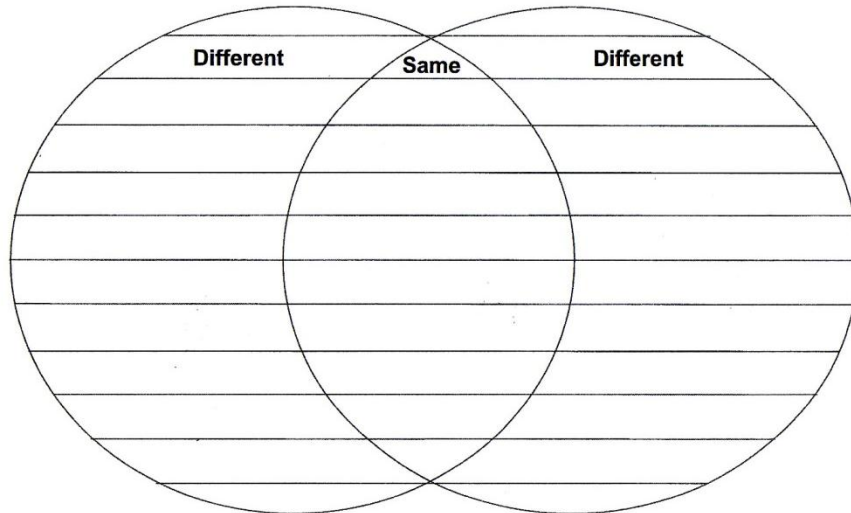
This organizer can be used to help students develop skill in comparing and contrasting similar and/or different information. A Venn diagram may consist of two or more circles.

Procedures:

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

Example:

Venn Diagram Topic: _____



Source: <http://www.gridgit.com>

Character map

Description:

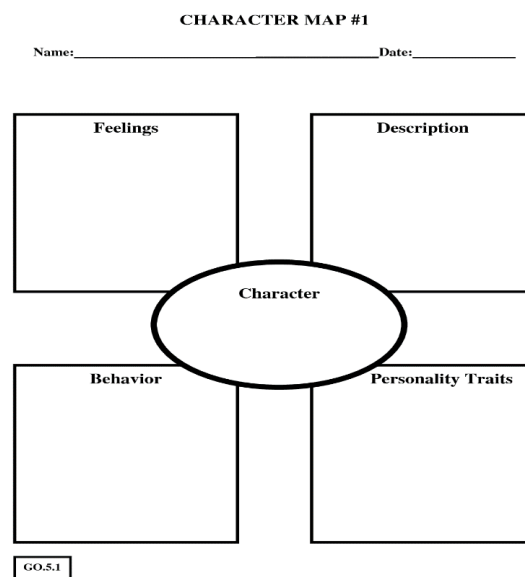
A character map is a graphic organizer that helps students learn about a character and how the character impacts and is impacted by setting, other characters, and plot. It is used during and after reading a text. This strategy supports students' comprehension by providing students with a framework for identifying and organizing details about a character.

Procedures:

- Choose a topic to discuss.
- Identify main concepts that are important to the understanding of the topic.

- Research information that illustrates the interrelationship among the main concepts.
- Quote the source(s) of the information you get (Curriculum Development Institute, 2001)

Example:



Source: http://www.gridgit.com/post_map-graphic-organizer_1304072

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.

Procedures:

- In the first column, write the main subjects or topics from the text.

- In the second column, write significant details you learned from reading the text, from research or discussion.
- In the third column, jot down opinions, observations, thoughts, etc (Mattie, 2014)

Example:

Name _____ Class Period _____ Date _____		
3 Column Notes		
Label Will Appear Here	Label	Label

Source:http://www.imagebon.com/post_3-column-notestemplate_138119/

Idiom lingo graphic organizer

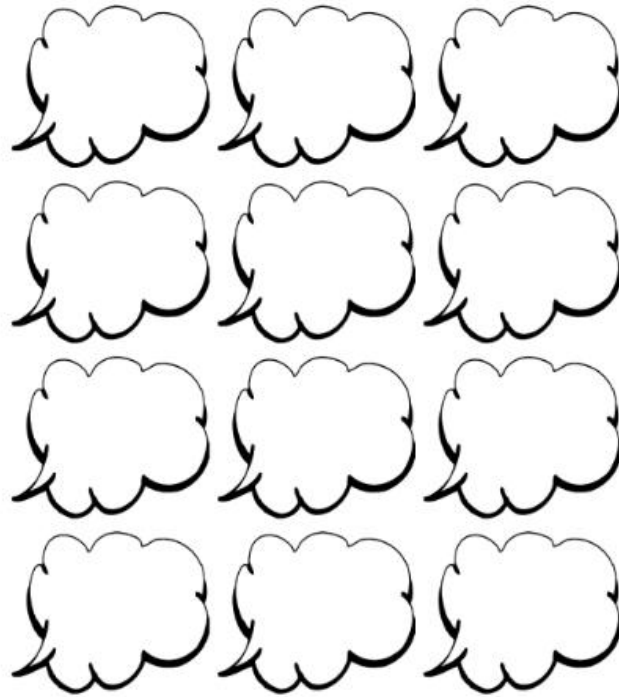
Description:

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

Procedures:

- Write four examples of figurative language the first column of four bubbles
- Then write the meaning of the idioms in the second column
- Finally, write the figurative language in new sentences the third of bubbles (Conklin, 2004)

Example:



Source: <http://www.enetlearning.org/wp-content/uploads/2015/05/Book-of-Graphic-Organizers.pdf>

f. METHODOLOGY

Design of the Research

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

This action research has the aim of developing vocabulary through the application of cognitive learning strategies such as graphic organizers. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different cognitive learning strategies to develop vocabulary in the English Foreign Language amongst ninth-year B students at Colegio de Bachillertao 27 de Febrero of the city of Loja during the 2016-2017 school year. Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solutions to the issue of vocabulary in which the students have showed some problems experimenting vocabulary as a foreign language due to the lack of implementation of cognitive learning strategies such as the use of graphic organizers.

Methods, Techniques and Instruments

Methods

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

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

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

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

Techniques and Instruments

Data collection

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

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

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

performance of vocabulary skill of the participants (ninth-year students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year) being treated.

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

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

Observation will let the researcher to know the facts in a participative and 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 ninth-year students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year during their English classes. There will be two types of observation as detailed below.

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

Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of vocabulary. This observation sheet is a self-developed instrument that describes

accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the graphic organizers as a cognitive learning strategy in order to develop vocabulary amongst the ninth-year students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year. The instrument of this participant observation is the field note sheet

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

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

Population sample. The target population is the students of Colegio de Bachillerato 27 de Febrero and the sample is ninth-year B who will participate in the development of the intervention plan. The participants of the research will be 26

students, 9 men and 16 women. They are between thirteen and fifteen years old. The students receive five periods of English classes per week with a certified teacher.

Intervention plan Description

The intervention plan is designed based on lesson plan model that contain 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 acts only as an observer. Students strengthen their previous knowledge using their native language (L1), English (L2), or non-linguistic representations. In this manner, students participate and are responsible of their own learning process.

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

every aspect and detail occurred in this process. All of these aspects are carried on in order to improve and link what they already know with what they are studying.

Connection

In the connection phase, the teachers' role is to guide students in the learning process. Teachers 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 expand their comprehension of the new information using different sources as texts, peers, and teacher.

For the duration of this period, students interpret, discuss, asses, explore, ask, produce and build knowledge. So, they 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 acts as an agent of affirmation, supports students in recognizing ways in which their background knowledge provided a base for their construction of new learning and understanding. To reach this, teacher uses 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 reviews the knowledge giving students tasks in order to motivate their creation and production. So, teacher gains 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).

Week one

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
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	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> - 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	<p>Activation</p> <ul style="list-style-type: none"> • Teacher introduces the learning outcomes to the class using the projector. • To start the class, teacher introduces herself and applies the strategy called Two trues and a lie. In this strategy, teacher writes three statements on the board, in which two of them are true and one is a lie, and then asks students to guess which one is the lie. • This strategy will be useful in order to know some aspects like their names, and previous knowledge. <p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity. Teacher will present the collocations through a three column notes graphic organizer. • In the column one teacher will write the collocation, in the column two its definition and finally in the number three an example.

	<ul style="list-style-type: none"> • Then, teacher will write sentences and questions using some of the collocations. • Teacher will read the statements on the book, page N° 24 about customs in the world • After that, teacher will present to the class some examples about Ecuadorian customs. • Teacher will introduce some adverbs of frequency writing few examples on the board. • After teacher’s explanation, students will work in small groups writing sentences about their habitual actions and daily routines using the adverbs of frequency. <p>Affirming</p> <ul style="list-style-type: none"> • Students will write sentences using collocations to describe customs around the world. • Teacher will ask students to complete the activities on their book page N° 25 about adverbs of frequency • Teacher will ask students to write and share their sentences using adverbs of frequency. • After this, teacher will give a feedback about it. • As homework, students will 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: Pres test – Pre written questionnaire Data source 2: Student’s writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

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 develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?
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	By the end of this lesson students will be able: - 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	<p>Activation:</p> <ul style="list-style-type: none"> • Teacher will build a lesson planned based on the applications of the present progressive tense. • Teacher will introduce 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. <p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity, teacher will present a compare contrast matrix chart to explain the meaning of some new vocabulary. • Teacher will also introduce the present progressive tense to students and help them how to form a sentence.

	<ul style="list-style-type: none"> • Then, teacher asks students some questions and make sentences using the present progressive tense. <p>Affirming</p> <ul style="list-style-type: none"> • After teacher’s explanation, students are going to work in pairs making a conversation in which they have to include 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 two

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

Week three

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> - To predict the content of a text through pictures. - To use fixed expressions to write letters politely.
<p>KEY VOCABULARY</p>	<p>Take place - to happen - hope you're doing well - I expect you are OK - I hope - talk to you soon</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher will build a lesson plan based on the applications of enjoying a new culture. • Teacher will introduce 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 will present a mind map chart to explain the new vocabulary. <p>Connection</p> <ul style="list-style-type: none"> • Using the character map graphic organizer teacher will explain the content related to "enjoying a new culture".

	<ul style="list-style-type: none"> • Teacher will use the character map graphic organizer to show some pictures to predict the content. • In the character map teacher will present to students four pictures, one on each box. • Teacher will ask students to take notes about the pictures. • Next, the teacher will write a letter using fixed expressions. • Teacher will use the ten most important words graphic organizer and t will choose the new words used in the letter writing them in the left column and its definition in the right column. • Next teacher will reinforce the meaning of those words making sentences on the board using those new words. <p>Affirming</p> <ul style="list-style-type: none"> • Students will make ten sentences using the new words. • Students will work in pairs writing a letter to who they want, talking about the new cultures. • After that, Ss will join 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 t will give a feedback. • As homework, Ss. will write a letter using the new vocabulary related to enjoying a new culture.
<p>CLASSROOM RESOURCES</p>	<p>Students notebook Students textbook Teachers book Cards</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>

SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week three

Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week four

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> - 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.
<p>KEY VOCABULARY</p>	<p>The place is packed, It's out of this world, I'm feasting my eyes on</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher will make a review about enjoying a new culture. • Teacher will build a lesson based on the topic "Out of this world". • Teacher will introduce the learning outcomes for the lesson on the board. • Teacher will apply the broken telephone game where the class is divided in two groups. Then the teacher will say 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 will also asses the student's prior knowledge.

	<p>Connection</p> <ul style="list-style-type: none"> • After the warm up activity teacher will explain the meaning of the idioms using language lingo graphic organizer. • To use language lingo graphic organizer, the teacher will use 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 will use the figurative language in a new sentence in the third column of bubbles. • After, the explanation teacher will use the conversation on the book to use the idioms in context • Ss will work in pairs making a conversation using the idioms. Teacher will explain the different kinds of celebrations using the different activities in the book to practice them. <p>Affirming</p> <ul style="list-style-type: none"> • Students will use language lingo graphic organizer to write their own definition of each idiom. • Students will work with a partner showing their definitions to each other. • Students will make a conversation using the idioms to talk about different kinds of celebrations. • Once the students have made a conversation they are going to share their information with the class. • After this the teacher will give a feedback. • As homework students will write a conversation using the idioms to talk about different kinds of celebrations.
<p>CLASSROOM RESOURCES</p>	<p>Students notebook Students textbook Teachers book Cards</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>

SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week four

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

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <p>-To use the modal verb “can” to describe people’s abilities.</p> <p>-To use expressions like: quickly, easily and very well to describe actions.</p>
<p>KEY VOCABULARY</p>	<p>Solve, move, paint, speak, learn, sing, can, can’t</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher will build a lesson plan focus on key vocabulary related to multiple intelligences and modal verb “Can”. • Teacher will introduce the learning outcomes for the lesson on the board. • To start the class, teacher will activate students’ prior knowledge related to colloquial expressions using a strategy called “time to speak” in which students will make a circle. Then teacher will give them a small ball. After, any student will start by throwing the ball to whomever student and she/he immediately will say a colloquial expression. They will repeat this process three or six times. It will take 4 to 7 minutes. • This strategy will help teacher to know what colloquial expressions they already know. <p>Connection</p> <ul style="list-style-type: none"> • Once teacher has finished the activity. She/he will ask students to open their books in order to introduce the new topic. • Teacher will present multiple intelligences topic through a power point presentation using a main concept map graphic organizer.

	<ul style="list-style-type: none"> • Teacher will explain the meaning of each intelligence. <p>-Logical- mathematical intelligence -Interpersonal intelligence -Musical intelligence -Visual-spatial intelligence -Verbal intelligence -Kinesthetic intelligence</p> <ul style="list-style-type: none"> • Students will complete some activities on their book related to multiple intelligences • Teacher will explain the use of the modal verb CAN through a power point presentation using one and all organizer graphic organizer. • Teacher will explain the three structures: affirmative, negative and interrogative using the modal verb “can” <p>-Affirmative: S+ modal verb Can + verb base + Complement</p> <p>-Negative: S+ modal verb Can + Not +verb base+ Complement</p> <p>- Interrogative: Modal verb Can + S + verb base + Complement +?</p> <ul style="list-style-type: none"> • Teacher will explain each structure with some examples. • During the teacher’s explanation students will take notes about the topic. • Teacher will ask some volunteers to write one example on the board. Teacher and students will check them. <p>Affirming</p> <ul style="list-style-type: none"> • Students will write their own examples using the modal verb “can” using the three structures on their notebooks. • Students will develop an activity on their books and teacher monitors them. • After that, students will finish the activity on their books. • Students will work individually in a worksheet to summarize the meaning of each intelligence using the multiple meaning map graphic organizer. • As homework, students will 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 five

Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week six

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <p>-To describe and compare people’s abilities using comparatives and superlatives adjectives.</p> <p>-To use expressions to give personal opinions such as: I like to my mind</p>
<p>KEY VOCABULARY</p>	<p>Thin, young, short, fast, tall, slow, old, fat, beautiful, talented, attractive, interesting, generous, and popular.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • 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 will write on the board the new topic and will introduce to them the learning objectives. • Teacher will present 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 will be used.

	<p>Connection</p> <ul style="list-style-type: none"> • First, teacher will ask students to open their books on pag. 40. • Teacher will ask 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 will use a circle map. • The circle map will be divides in four parts. In the first part, teacher will write the new vocabulary. In the next part, teacher will write an antonym for each word. Then, in the following form teacher will draw a picture that will show the meaning of the word. Finally, teacher will write a sentence using the new vocabulary. • Second, using the venn diagram teacher will introduce Ss. to the usage of comparatives and superlatives • To summarize the current topic, the teacher will use the venn diagram that will be divided in three parts. • In the first one, teacher will write about the use and the rules to form comparatives using short and long adjectives. • In the next form, teacher will write about the use and the rules to form superlatives using short and long adjectives. • Then, in the figure that is in the center teacher will write the key vocabulary (adjectives) that will be used to form comparatives and superlatives. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher will ask students to fill in a circle map graphic organizer presented in a worksheet. In this worksheet students will write all the vocabulary that they remember about the studied topic following the same procedure as teacher did before. • After that, teacher will ask students to write 5 sentences using the studied vocabulary to describe their classmates. • Teacher will ask 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 six

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

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> - To use because to give reasons and answer the question why. - To identify detailed information about people’s mental and physical activities.
<p>KEY VOCABULARY</p>	<p>Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb mountains.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • In order to activate students’ prior knowledge teacher will make a warm up activity called “the broken telephone”. To carry on this activity first, Ss. will form a circle. Then, teacher will whisper to one student a sentence related to the last topic. After that, this student will whisper the same sentence to the next Ss. and so on until the last one. Finally, the last student will speak aloud the sentence she/he received. • Teacher will socialize with the class the new topic and will introduce to them the learning outcomes. • Teacher will present some of the key words that will be used during the present lesson “Outstanding people”. • For the present lesson the WORD WEB graphic organizer will be used.

	<p>Connection</p> <ul style="list-style-type: none"> • First, teacher will ask students to open their books on pag. 42 to read the three paragraphs about mental and physical activities. • Teacher will ask students to identify and write the topics to the corresponding read paragraph. • Second, in the word web teacher will introduce Ss. to the usage of WHY in questions, and BECAUSE in answers. • To summarize the current topic the teacher will use the word web that will consist in five parts. • In the first one teacher will write the key terms for the current topic. • Next, teacher will write the rule for the usage of why and because. • In the forms of the right side teacher will give some examples of questions using why, and in the left side teacher will give the answers for the given sentences using because. • Finally in the last forms students will write their own examples using why and because. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher will ask students to fill in a brainstorming graphic organizer presented in a worksheet about. In this worksheet students will write all the vocabulary that they remember about the studied topic. • Teacher will also ask Ss. to add new forms to the presented graphic organizer in order to write sentences with the written vocabulary. • Teacher will ask Ss. to complete the activities #3, 4 and 5 in their books about the usage of why and because.
<p>CLASSROOM RESOURCES</p>	<p>- Worksheet - Students' textbook - Teacher's textbook</p>
<p>DATA COLLECTION SOURCES</p>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>

SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week seven

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

<p>RESEARCH PROBLEM</p>	<p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year?</p>
<p>GOAL</p>	<p>-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.</p>
<p>LEARNING OBJECTIVES</p>	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> - To recognize and use idioms in different situations. - To express personal abilities using the modal can.
<p>KEY VOCABULARY</p>	<p>It's a piece of cake, get out of here, it's mind blowing, to know by heart.</p>
<p>INSTRUCTIONAL FOCUS</p>	<p>Activation</p> <ul style="list-style-type: none"> • In order to activate students' prior knowledge teacher will make a "bingo" as a warm up activity. Teacher will give to each student a bingo chart that contains vocabulary of the previous lessons. • Teacher will give to the winners some prizes. • Teacher will socialize with the class the new topic and will introduce to them the learning outcomes. • Teacher will present 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 will be used. <p>Connection</p> <ul style="list-style-type: none"> • First, teacher will give to students some examples about the using of the modal can to describe personal abilities. • Then, teacher will present to students the idioms that will be used in the present lesson such as: <p>* It's a piece of cake * Get out of here * It's mind blowing * To know by heart.</p>

	<ul style="list-style-type: none"> • Teacher will fill in the circle map graphic organizer as follows: In the first part, teacher will write one idiom; in the second part, he/she will write the definition of it; in the third part, an example will be written; and in the last part a picture will be shown. • Teacher will recycle some expressions and will use them in different situations. • To wrap up the taught information teacher will ask students to find someone who has different abilities to talk about. <p>Affirming</p> <ul style="list-style-type: none"> • Students will work on their books page 48 checking just the abilities they have. • Second, students will listen to a conversation and will complete the activity N° 2 using the idioms in the word bank. • In activity N° 3 Ss. will complete the definitions with its corresponding idiom. • Teacher will ask 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 eight

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

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	3	4			
Presentation of the Project	x	x																																							
Designation of the Project			x	x	x	x																																			
Project revision and Approval						x	x	x																																	
Designation of Thesis Advisor							x	x	x																																
PHASE II: ACTION PLAN																																									
Application of instruments								x	x																																
Act and observe								x	X	x	x	x	X	x	x																										
PHASE III: THESIS PROCESS																																									
Tabulation of the results																																									
a. Theme						x																																			
b. Introduction																																									
c. Summary																																									
d. Review of Literature																																									
e. Material and methods																																									
f. Results																																									
g. Discussion																																									
h. Conclusions																																									
i. Recommendations																																									
j. Bibliography and Annexes																																									
PHASE III: APPROVAL																																									
Thesis revision																																									
Thesis presentation																																									
Thesis approval																																									
PHASE IV: PHASE OF																																									
Presentation of thesis																																									
Private review																																									
Corrections																																									
Public sustentation																																									

h. BUDGET AND FINANCING

RESEARCH

Resources

Human

- The researcher
- The ninth year
- The teacher
- The thesis advisor

Material

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

Technical

- Computer
- Projector
- Printer
- Internet

Budget

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

Financing

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

i. BIBLIOGRAPHY

- Al-Hinnawi, A. (2012). The effect of the graphic organizer strategy on university students'. *English Language Teaching*, 62-67.
- Ali, A. (2012). *Idioms*. Germany: Lamp Lambert Academic Publishing.
- Allen, S. (2013, May 12). *The IRIS center peabody college vanderbilt university nashville*. Retrieved from The IRIS center peabody college vanderbilt university nashville: <http://iris.peabody.vanderbilt.edu>
- Ausubel, D. (1968). *Educational psychology: a cognitive view*. New York: Holt.
- Bartsch, S. (2004). *Structural and functional properties of collocations in English: a corpus study of lexical and pragmatic constraints on lexical co-occurrence*. Tübingen: Narr.
- Boston, K. (1998). *State Literacy Strategy*. Retrieved from http://www.curriculumsupport.education.nsw.gov.au/primary/english/assets/pdf/spelling/fof_spell.pdf
- Bromley, K., DeVitis, L., & Modlo, M. (1995). *Graphic organizers: visual strategies for active learning*. New York: Scholastic Professional Books.
- Brown, M. (2011). Effects of graphic organizers on student achievement in the writing process. *Field-Based Research Block*, 1-34.
- Cann, R. (2011). *Semantics: an international handbook of natural language and meaning*. Germany: Acid-free Paper.
- Chien, C.-W. (2012). Use of graphic organizers in a language teachers' professional. *Canadian Center of Science and Education*, 48-60.
- Cohen, V., & Cowen, J. (2011). *Literacy for children in an information age: teaching reading, writing, and thinking*. Wadsworth: Cengage Learning.
- Conklin, W. (2004). *30 Graphic organizers for the Content Areas Grades 5-8*. U.S.A: Sell Educational Publishing.
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Curriculum Development Institute. (2001). *The use of graphic organizers to enhance thinking skills in the learning of economics*. Hong Kong: Education Dept. Retrieved from <http://www.edb.gov.hk>

- Dugan, C. (2010). *Strategies for building academic vocabulary in science*. Huntington : Shell Education.
- Dunston, P. (1992). A critique of graphic organizer research. *Reading Research and Instruction*, 57-65.
- Ellis, E. (2008). *Using graphic organizers to makes sense of the curriculum*. Kansas: Masterminds Publishing.
- Evert, S. (2005). *The statistics of word cooccurrences: word pairs and collocations*. India: University of Stuttgart.
- Finkbeiner, R., Schumacher, P., & Meibauer, J. (2012). *What is a context?: linguistic approaches and challenges*. Amsterdam: John Benjamins Publishing Company.
- Graves, M., August, D., & Jeannette, M. (2013). *Teaching vocabulary to english language learners*. New York: Teachers College Press.
- Harmer, J. (2001). *How to teach english*. Malaysia: Logman.
- Hasbún, L. (2005). The effect of explicit vocabulary teaching on vocabulary acquisition and attitude towards reading. *Revista Electrónica "Actualidades Investigativas en Educación"*, 1-21.
- Herrera, S., Holmes, M., & Kavimandan, S. (2011). *Crossing the vocabulary bridge: differentiated strategies for diverse secondary classrooms*. New York and London: Teachers College Press.
- Hiebert, E., & Kamil, M. (2005). *Teaching and learning vocabulary: bringing research to practice*. Mahwah New Jersey: Erlbaum Associates.
- Hunt, M., & Feng, J. (2016). Improving vocabulary of english language learners. *Presentation at Chinese American Educational Research and Development Association Annual Conference*, 1-10.
- Innes, K. (2013, 02 05). *blogspot.com*. Retrieved from <http://naturalsef.blogspot.com/http://naturalsef.blogspot.com/2013/02/teaching-vocabulary-through-hyponym-by.html>
- Institute, A. (2012). Academic vocabulary. *Dupont Circle*, 5-15.
- Izura, C., & Ellis , A. (2002). Age of acquisition effects in word recognition and production in first and second languages. *Psicológica*, 245-281.
- Jensen, J. (1990). *Morphology word Structure in generative grammar*. Philadelphia: Company Amsterdam.

- Jhosi, m. (2014). *Hypernyms and hyponyms: vocabulary building*. New York: Press Word.
- Jones, T. (2013). *50 ways to teach vocabulary*. United States: Wayzgoose Press.
- Kan, S. (2012). Using visual organizers to enhance EFL instruction. *English language teaching*, 58-67.
- L.Erlbaum Associates. (1995). *Idioms: structural and psychological perspectives*. Hillsdale, NJ: L. Erlbaum Associates.
- Lee, O. (2008). *Science education with English language learners*. Enlad: Multilingual Matters.
- Manoli, P., & Papadopoulou, M. (2012). Graphic organizers as a reading strategy: research findings and issues. *Creative education*, 1-22.
- Mattie, A. (2014, 03 24). <https://prezi.com>. Retrieved from <https://prezi.com>: <https://prezi.com/j9egndwjqoem/3-column-note-taking/>
- McCarten, J. (2007). *Teaching vocabulary*. United States of America: Cambridge University Press.
- McCarthy , M., & O'Dell, F. (2010). *English collocations in use - advanced: How words work together for fluent and natural English*. Cambridge : Cambridge University Press.
- McKnight, K. (2010). The teacher's big book of graphic organizers. In K. McKnight, *The teacher's big book of graphic organizers* (pp. 55-60). San Francisco: Jossey-Bass Teacher.
- Mcknight, K. (2013). *The elementary teacher's big book of graphic organizers: 100 ready-to-use organizers that help kids learn language arts, science, social studies, and more!* San Francisco: A Wiley Imprit.
- Mukoroli, J. (2011). Effective vocabulary teaching Strategies for the english for academic purposes esl classroom. *MA TESOL Collection*, 5-45.
- Nash, R. (1997). *NTC's dictionary of Spanish cognates*. Chicago: NTC Publishing Group.
- Orawiwatnakul, W. (2013). Crossword puzzles as a learning tool for vocabulary development. *Electronic Journal of Research in Educational Psychology*, 420-428.
- Palmer, H. (1938). *A grammar of English words*. 1938: Longman.
- Parker, C. (2006). 30 graphic organizers with lessons & transparencies: for writing, grades 3-5. In C. Parker, *30 graphic organizers with lessons & transparencies: for writing, grades 3-5* (pp. 1-144). Unites States: Shell Educational.

Siguenza, T. (2009, June 10). *Colorín Colorado* . Retrieved from National website serving educators and families of English language learners:
<http://www.colorincolorado.org/>

Sorenson, S. (1991). Working with special students in English. *Eric*, 10-55.

Struble, J. (2007). *Using graphic organizers as formative assessment*. New York: Science Scope.

The State Education Department. (2012). *Glossary of cognates english/french*. Albany, New York: Publications Sales Desk.

Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Logman.

Višnja, T. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon. UK: Multilingual Matters.

ANNEXES

Annex 1: Observation sheet



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

DATA COLLECTION SOURCE : OBSERVATION SHEET

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

Annex 2: Field notes



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT
DATA COLLECTION SOURCE : FIELD NOTES

FIELD NOTES		
Observation #: 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

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



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

Pre- Post Test

Data Collection Source: Test

Researcher: Andrea Isabel Cueva Castillo

Year: Ninth Year of Basic Education



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 |
| <u>5</u> d) It's out of this world | 4) the place is full of people |
| — e) Hope you're doing well | 5) spectacular, extraordinary |

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

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



c. MASK

True () False ()



d. BLANK

True () False ()

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

KISS	PRESENT	PRAY
LETTER	CHURCH	CHOPSTICKS

- On Sunday my family and I went to the _____ to pray.
- Chinese people used to eat with _____.
- Ecuadorian people used to greet with a _____.
- 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 a) _____ at the end of January or the beginning of February. On this day, people don't go to work. They usually go b) _____ to watch the parade, eat a lot of food and watch c) _____. They wear red d) _____, and they sing and play traditional Chinese music. Some people also give envelopes to each other. They say these envelopes 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	French	Dress
Give presents	Pants	France	Shaking hands

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

_____	_____	_____	_____
_____	_____	_____	_____

Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

Pre- Post Test Scoring Guide

Data Collection Source: Test

Researcher: Andrea Isabel Cueva Castillo

Year: Ninth Year of Basic Education

Code:.....

Date:

QUESTION 1

IDIOMS

OPTION	ANSWER	SCORE
a	3	0.5
b	1	0.5
c	4	0.5
e	2	0.5

QUESTION 2

COGNATES

OPTION	ANSWER	SCORE
a	T	0.5
b	F	0.5
c	T	0.5
d	F	0.5

QUESTION 3

WORD MEANING

OPTION	ANSWER	SCORE
a	church	0.5
b	chopsticks	0.5
c	kiss	0.5
d	letter	0.5

QUESTION 4

COLLOCATIONS

OPTION	ANSWER	SCORE
a	place	0.5
b	outside	0.5
c	fireworks	0.5
d	clothes	0.5

QUESTION 5

HYPONYMS

OPTION	ANSWER	SCORE
a	Peruvian	0.25
	French	0.25
b	Shaking hands	0.25
	A bow	0.25
c	Chicken	0.25
	Rice	0.25
d	Dress	0.25
	Pants	0.25

Annex 4. Pre and Post Questionnaire



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

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

Student's code:

Date:

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

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

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

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

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

Always ()

Sometimes ()

Frequently ()

Rarely ()

Never ()

4. Do graphic organizers contribute to develop 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

Ven Diagramm ()

T-Chart ()

Circle Map ()

Cycle Map ()

THANKS FOR YOUR COLLABORATION. !!

Annex 5: Research Matrix

Theme: Graphic Organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How do graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero of the city of Loja during the 2016-2017 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references and about graphic organizers as a cognitive strategy are suitable for developing vocabulary skills amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year? • What are the issues that limit the development of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year? 	<p>General</p> <ul style="list-style-type: none"> • To develop vocabulary through graphic organizers as a cognitive strategy amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. <p>Specific</p> <ul style="list-style-type: none"> • To look for theoretical and methodological references about graphic organizers as a cognitive strategy and its application on the development vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. • To diagnose the issues that limit the development of vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Vocabulary • Idioms, Cognates, Word meaning, Collocations, Hyponyms. <p>Independent variable</p> <ul style="list-style-type: none"> • Principles of Graphic organizers • Types of Graphic organizers 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students' performance according to the interventionn plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<ul style="list-style-type: none"> • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year? • Which graphic organizers as a cognitive strategy implemented in the classroom activities develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year? • How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year? 	<p>Febrero during the 2016-2017 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. • To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities to solve the limitations in the development vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. • To validate the obtained results after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year B students at Colegio de Bachillerato 27 de Febrero during the 2016-2017 school year. 		<ul style="list-style-type: none"> • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
---	--	--	--	--

Annex 6. Grading Scales

Vocabulary

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

Graphic organizers as a cognitive learning strategy

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

INDEX

COVER PAGE.....	i
CERTIFICATION	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN.....	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEOGRÁFICO Y CROQUIS	viii
THESIS OUTLINE.....	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT.....	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
Vocabulary	7
Resources to Teach Vocabulary	11
Graphic Organizers.....	12
Benefits of using graphic organizers to students and teachers	14
Types of Graphic Organizers.....	15
e. MATERIALS AND METHODS	23
f. RESULTS	26
g. DISCUSSION	43
h. CONCLUSIONS.....	45
i. RECOMMENDATIONS	46
j. BIBLIOGRAPHY	47
k. ANNEXES	49
a. THEME.....	50
b. PROBLEM STATEMENT	51
c. JUSTIFICATION.....	56

d. OBJECTIVES	58
e. THEORETICAL FRAMEWORK	60
f. METHODOLOGY	105
g. TIMELINE.....	134
h. BUDGET AND FINANCING.....	135
i. BIBLIOGRAPHY	137
ANNEXES.....	141
INDEX	153