



# **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 AMONG NINTH-YEAR A STUDENTS AT  
UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO  
OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR**

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

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**LOJA – ECUADOR**

**2018**

**CERTIFICATION**

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**CERTIFIES:**

The present research work entitled **GRAPHIC ORGANIZERS AS A  
COGNITIVE STRATEGY TO DEVELOP VOCABULARY  
AMONG NINTH-YEAR A STUDENTS AT UNIDAD  
EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF  
THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR**

under the responsibility of the undergraduate student: HERNAN EZEQUIEL  
JIMENEZ ARMIJOS has been thoroughly revised and fully analyzed; therefore, I  
authorize the presentation of the thesis for the pertinent legal aims.

Loja, September 8<sup>th</sup>, 2017



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## **ACKNOWLEDGEMENTS**

First of all, I would like to express my sincere gratitude to Universidad Nacional de Loja, to the English Language Department, its Coordinator and the professors who contributed to my learning process to finish successfully my studies.

Furthermore, I am thankful to Unidad Educativa del Milenio Bernardo Valdivieso and its representatives, teachers and students for allowed me developing my research work.

Finally, I am so grateful to Dra. Carmen Aurora Ojeda Pardo, Mg. Sc. who has supported and helped me as my thesis advisor and who has made it possible to carry out this work with her collaboration.

## **THE AUTHOR**

## **DEDICATION**

I want to dedicate my thesis to God who gives me the strength to do all my work and finish my career. Also, I am thankful with my parents, Hernán Jiménez and María Armijos who take care of me and are the principal motivators to continue my studies. In addition, I dedicate my thesis to my sisters María Jiménez and Sol Jiménez because I am their model and they are my inspiration to continue learning. Finally I want to dedicate my thesis to my thesis advisor Dra. Carmen Aurora Ojeda Pardo, Mg. Sc. who had patience, a good deal with me and worked very hard to make it possible. And for all the people that helped me to finish this research.

**HERNÁN EZEQUIEL**

## 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     | BARRIOS COMUNIDAD |                       |  |
| <b>TESIS</b>  | <b>HERNÁN EZEQUIEL JIMÉNEZ ARMIJOS</b><br><br>GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG NINTH-YEAR A STUDENTS AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR | UNL    | 20178      | ECUADOR           | ZONA 7   | LOJA      | LOJA   | SAN SEBASTIAN | LA PRADERA        | CD                    | LICENCIADO EN CIENCIAS DE LA EDUCACIÓN; MENCIÓN: IDIOMA INGLÉS |



## 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 AMONG NINTH-YEAR A STUDENTS  
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SCHOOL YEAR

## **b. RESUMEN**

El objetivo principal de la investigación fue desarrollar el vocabulario a través de organizadores gráficos como estrategia cognitiva. Los métodos utilizados fueron; método científico, se refiere a la serie de etapas que hay que recorrer para obtener un conocimiento válido; método descriptivo, se ocupa de datos y características de una población; método estadístico, el investigador colecta y analiza todas las respuestas representadas en gráficos para indicar los porcentajes y resultados de los instrumentos; y finalmente, método sintético-analítico, se encarga de los hechos, partiendo de la descomposición del objeto de estudio. Los instrumentos para la recolección de la información fueron hojas de observación, plan de intervención de ocho semanas, diarios de campo, pruebas y cuestionarios que se aplicaron a 41 estudiantes de noveno año de educación básica. En conclusión, la investigación demostró que los organizadores gráficos como estrategia cognitiva desarrollan el vocabulario en los aspectos más importantes; forma, significado y uso.

## **ABSTRACT**

The main objective of the research was to develop the vocabulary through graphic organizers as a cognitive strategy. The methods used were; scientific method that refers to the series of steps that must be followed to obtain a valid knowledge; descriptive method, deals with data and characteristics of a population; statistical method in which the researcher collects and analyzes all the answers represented in graphs to indicate the percentages and results of the instruments; and finally the synthetic-analytical method, which is responsible for studying the facts, starting from the decomposition of the object of study. The instruments used for data collection were observation sheets, eight-week intervention plan, field journals, tests and questionnaires that were applied to 41 ninth-grade students of basic education. In conclusion, the research results showed that graphic organizers as a cognitive strategy significantly develop vocabulary, mainly in the most important aspects that are form, meaning and use.

### **c. INTRODUCTION**

Nowadays, vocabulary is very essential for the successful comprehension of language, more than grammar, it is the key to learners understanding what they hear and read in school; and to communicating successfully with other people. In addition, the more words a student knows the more precisely the student can express the exact meaning he/she wants to.

On the other hand, Graphic Organizers support students to think about the relationships between words and their meanings. Teachers can use Graphic Organizers for a clear vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge.

However, certain students have many problems in mastering English. This makes them feel unmotivated to study. Among the problems that limit the learning of vocabulary that students are not able to comprehend the meaning of the words, as a result they have difficulty to communicate in English as a foreign language. At Unidad Educativa del Milenio Bernardo Valdivieso thye majority of students of ninth-year of basic education face difficulties in the three aspects of English vocabulary because they cannot write what they hear and they do not know the grammatical functions of the words. These problems students face motivated the researcher to search how the use of Graphic Organizers develop English vocabulary.

To carry out this research work was necessary to accomplish objectives such as; to research the theoretical and methodological references about Graphic Organizers as a cognitive strategy and their application on vocabulary learning; to diagnose the issues that limit the vocabulary development in the English language among ninth-year A students; to design an intervention plan based on Graphic Organizers as a cognitive strategy; to apply the most suitable techniques of the Graphic Organizers as a cognitive strategy in order to develop vocabulary; finally, to validate the results obtained after the application of Graphic Organizers as a cognitive strategy.

Different methods were used, one of them was the scientific method; it provided the necessary information about the two variables and supported the results obtained from the data collection; the descriptive method was used to describe the stages of the intervention plan and enabled the different phases of the study and the kind of resources used by the researcher; the analytical-synthetic method was used to interpret and analyze the results obtained from tests and questionnaires; and the statistical method was useful to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires, observations sheets and field diary.

The present research work has the following parts; at the beginning the Abstract which refers to the general objective, the description of the principal methods, techniques and materials, the main results obtained from the data collection, the Introduction contains the contextualization of the searched problem, central problem, the reason why the theme was chosen, the specific objectives of the study, and the methodology used. The Literature Review, which contains detailed

information about the two variables; Graphic Organizers and English vocabulary, the Materials and Methods section contains the different techniques, materials, and instruments that were used to collect the information, and the population who participated in this research.

Afterwards, the results that are showed through tables, figures with the corresponding interpretation and logical analysis. Next, there is the Discussion, which includes a general analysis about the results obtained, and finally the Conclusions and Recommendations.

#### **d. LITERATURE REVIEW**

##### **Graphic Organizers**

Graphic organizers support students to think about the relationships between words and their meanings. Instructors can use these graphic organizers with their clear vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge (West Virginia Department of Education, 2014).

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Strangman, Vue, Hall, & Meyer, 2004).

Graphic organizers are representations, pictures or models used for processing visual information. If they are elaborated in an easy way they facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time (Ciascai, 2009).

Viewing graphic organizer instruction as just putting information into little boxes as analogous to viewing science fair projects as just creating pretty foldout posters. A science fair project involves a great deal more (e.g., researching the topic, conducting the experiment, determining how best organize and communicate results, etc.). Likewise, graphic organizer instruction involves a great deal more

than what is readily apparent when just superficially viewing the results (Ellis, 2004).

### **Different Types of Graphic Organizers**

For instance, according to West Virginia Department of Education (2014) there are some examples of graphic organizers.

Graphic organizers can be grouped into two categories: Those that depict the six basic information structures (whole-to-part, cause/effect, etc.) and those that serve specialized needs (i.e., a graphic which structures project planning, a graphic which structures goal setting, etc.). There are a wide variety of designs for depicting the same basic information structures (Ellis, 2004).

For example, if you look through several different social studies texts, you will likely find a wide variety of compare/contrast graphics, each designed a little differently, but all serving the same basic purpose of visually revealing to students how the information is structured. Graphic organizers depicting other information structures also come in a wide array of designs. For example, both the semantic web and the Whole-to-Part graphics depict a hierarchical information structure.

### **Knowledge Rating Scale**

This graphic organizer can be used as an assessment for education. The tutor controls the vocabulary words related to the topic being introduced and has students place them in the chart. Students are then asked to rate their knowledge of the meaning of the word. The Adapted Knowledge Rating Scale features a column

where students can write the meaning of the word after they encounter it and learn it. The meaning should be written in the student's own language (West Virginia Department of Education, 2014).

### **Specific Benefits to Students and Teachers**

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

### **The use of the Graphic Organizers**

Teachers can use the graphic organizers recommended in this book as they see appropriate because the organizers are really flexible tools. Teachers can use them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them (Institute, 2001).

### **Thinking Skills and Graphic Organizers**

Graphic organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections among pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate ideas (Institute, 2001).

Finally, graphic organizers also provide a structure or framework to display the internal process of thinking in an external, visual form. In other words, they provide a means to observe and assess the students' thought processes (Institute, 2001).

Graphic organizers can contribute to increasing both classroom and achievement test scores. Naturally, the degree to which test scores are impacted by graphic organizers is relative to the degree to which they are effectively used and become an integral part of the on-going instruction (Ellis, 2004).

### **Graphic Organizers to raise test-scores**

Graphic organizers can contribute to increasing both, classroom and achievement test scores. Naturally, the degree to which test scores are impacted by graphic organizers is relative to the degree to which they are effectively used and become an integral part of the on-going instruction (Ellis, 2004).

Classroom test scores often improve for several reasons. First, the graphics help students understand and learn the subject. Second, they help students focus their energies on studying the essential information. Third, they serve as effective devices for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so forth. Thus, the focus of study is how it all fits together rather than on just memorizing isolated, decontextualized bits of information (Ellis, 2004).

### **Graphic Organizers to Assess Students**

Graphic organizers can be a very powerful tool for assessing students' knowledge of the content, thinking skills such as the ability to structure information,

and some habits of the mind such as creativity, and commitment to quality (Ellis, 2004).

### **Benefits from Graphic Organizers**

Graphic organizers contain various kinds of graphs and diagrams that consolidate ideas visually. They help readers to classify ideas and communicate effectively. They are a great help for teaching and learning for their feature of visualization. Use graphic organizer to empower your students, stimulate their curiosity and have fun in education.

While it is true that some people seem to prefer visual presentations of information and others prefer auditory formats, viewing the learning process in this manner is a gross over-simplification of how information is actually processed and understood. In reality, the nature and complexity of the information being communicated, innate memory capacity, the quality of elaboration the learner applies when processing the information, and the existing background knowledge of the learner dictates the subsequent success of learning far more than one's intellectual aptitude for processing information via different presentation modes (Ellis, 2004).

Since a picture is worth a thousand words sometimes, graphic organizers can simplify complicated ideas by visualizing them. Seeable ideas are more comprehensible especially for visual learners. And, when there is a large amount of information, it is hard for the brain to decode and digest. Graphic organizer can organize the information in a logical way (Ellis, 2004).

## **Vocabulary**

In 2005, Herbert and Kamil (as cited in Díaz, 2015) argued that vocabulary is the knowledge of the meanings of words. In addition, vocabulary is a very powerful weapon to learn and acquire a second language. It is an indispensable tool to communicate and to understand the language in an oral and a written form.

Díaz (2015) said that vocabulary is the foundation on which a language is taught. It can be said that vocabulary constitutes information coded in language meaning. In 2001, Chefnieux says that vocabulary is essential to the learning and teaching of a second language in an oral and written communication that includes literature, music, and content knowledge.

In 2008, Berne & Blachowicz (as cited in Alqahtani, 2015) state that vocabulary learning is an essential part in foreign language learning as the significances of new words are very often highlighted, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not assured about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

Words are the primary building blocks of effective communication. Although gestures and facial expressions work well in face-to-face communication, words carry the weight of meaning when people are removed from each other in distance

and time. Thus, when students are reading a book, what they know about the words in the book matters.

### **The Importance of Vocabulary**

Alqahtani (2015) says that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language blocks successful communication. The importance of vocabulary is established daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) as cited in (Mattos, s.f.) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

Vocabulary, more than grammar, is the key to your children understanding what they hear and read in school; and to communicating successfully with other people. For this reason, it is very important for them to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success (Shoebottom, A guide to learning English, 2011).

In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise,

Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction (Fortes, How to teach vocabulary effectively, 2007).

Second language vocabulary teaching and learning can be considered as a critical component of language acquisition. These significant building blocks of every language had been ignored considerably, but during the past decades, vocabulary teaching obtained much of its importance and became the focus of attention of many researchers and teachers.

However, learning or acquiring vocabulary is not easy, we have to face some problems at the time of learning or acquiring like learning vocabulary, knowing the words and memorizing our vocabulary.

### **Kinds of Vocabulary**

Hatch and Brown (1995) as cited in Alqahtani (2015) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### **Receptive vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009 as cited in Alqahtani, 2015).

### **Productive vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2009 as cited in Alqahtani, 2015).

### **Vocabulary mastery**

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

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

### **Explicit Vocabulary Instruction**

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

### **Implicit Vocabulary Instruction**

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

encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum.

Furthermore, according to Díaz vocabulary has two different manners of taking information through language: oral and written.

### **Oral Vocabulary**

Díaz (2015) claims that oral vocabulary is to understand the meaning of the words when a person is speaking or reading aloud. In 2005, Clay states that oral vocabulary are words that we use in speaking or recognize in listening.

To conclude, oral vocabulary are the words that you produce saying them aloud, it could be speaking or reading but always aloud.

On the contrary, there is another kind of vocabulary called written vocabulary that is completely different to the previous one.

### **Written Vocabulary**

Written vocabulary is a set of word meanings that is meant to be written or read silently (Díaz, 2015). Clay (2005) mentions that written vocabulary refers to words we recognize or use in print.

In short, written vocabulary is to understand the words that are read or written in a text, but totally different to the oral vocabulary, instead of loudly it is silently.

Furthermore, according to Pérez & Montero (2015) the techniques for teaching vocabulary have been examined during the last 30 years, and the results of these

examinations have provided useful information for learners, teachers, and curricula designers.

In addition, spoken and written vocabulary is use every single day to communicate ideas and we have to know that vocabulary is very important.

### **Learning Vocabulary**

Learning vocabulary begins in a learning environment that is rich in oral and written language, one in which incidental learning and direct teaching opportunities are provided to acquire and practice language (Moeller, Ketsman, & Masmaliyeva, 2009). Learning vocabulary is a very important part of learning a language. The more words you learn, the more you will be able to understand (Shoebottom, s.f.).

In brief, learning vocabulary is very important for a learner because students cannot understand others or express their own ideas. Without learning vocabulary nothing can be expressed. In a similar manner, there is another issue called knowing the word where the purpose is to understand the words that you are involved.

### **Knowing the Word**

Knowing a word means being able to recognize its written form and its meaning. But this definition is insufficient. This is because it refers to only form and meaning, not all the other aspects of vocabulary knowledge. Vocabulary knowledge involves more than just the link between meaning and form, it is multifaceted (Laufer and Goldstein, 2004 as cited in Saengpakdeejit, 2014).

According to Fortes (2007) the knowledge of word meanings and the ability to access that knowledge efficiently are considered as important factors in reading and listening comprehension, speaking and writing fluency. Equally important, knowing the words mean to understand, to recognize, to get the main idea of the words individually or in a context.

Moreover, the last issue is about memorizing vocabulary, and memorizing new words is such a huge and important part of foreign language acquisition, it would make sense to learn about how to become better at it. It might be boring, but learning new words is simply unavoidable.

### **Techniques for Teaching Vocabulary**

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

According to Alqahtani (2015) commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want

students to remember new vocabulary. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.

In this case, there are many useful techniques that can be used in order to teach vocabulary but according to Elyas & Alfaki (2014) there are just three kind of techniques to teach vocabulary that are visual techniques, verbal techniques and the use of the dictionary.

### **Visual Techniques**

The use of visual aids such as realia, graphic organizers, pictures, and mime or gestures can help learners easily to understand and realize the main points that they have learned in the classroom. For each visual technique, learners have different responses and expressions even because of their different educational and cultural background. Using visual techniques can help learners understand the deep meaning of a topic and realize similarities and differences between each topic (Kaçauni, 2013).

### **Realia**

It is obvious that a new item can be taught by presenting the real object in question into the classroom, a process which is called using “realia” by which teachers mean the real object. Although a type of this teaching technique will enable teacher to teach a quite limited set of vocabulary. For example an object, this can easily be brought into the classroom, such as: pen, cup, book, hand, desk, ruler, etc. But it is one of the most beneficial techniques (Elyas & Alfaki, 2014).

## **Graphic organizer**

Graphic Organizers help students to visualize the relationships between words and their possible meanings. Teachers can use these Graphic Organizers with their explicit vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge. A variety of samples have been provided.

## **Pictures**

According to Elyas & Alfaki (2014) pictures can be used to teach the meaning of new vocabulary items. By pictures we mean photos, blackboard drawing, wall pictures, chart and flash card. If the teacher is intended to teach words like vegetables, clothes and markets the use of pictures will be very important because it will be very difficult and time-consuming to explain them. Pictures can also be used to create a situation or context. In this situation teachers can use e.g. a city map, school map and then try to introduce the item in question.

The main advantage of pictures is that they are able to illustrate very large objects which are not easily brought into the classroom (Bagheri, 2015)

There are some other aspects into vocabulary that are helpful for the study of it. For example: collocations, cognates, idioms, word meaning and hyponyms are indicators of vocabulary that help to develop or even to study English vocabulary.

## **Idioms**

An idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the

overall meaning of the idiom may be unclear. When students gain an understanding of American idioms, and the facility to use them, they are truly a part of the American English speech community. This may be one reason why so many students are interested in learning idioms.

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. In other words, the meaning of an idiomatic expression is not the sum of the individual words (Ali & Rahimi, 2012).

Irujo (1986) as cited in Ali & Rahimi (2012) argues that an idiom is a conventionalized expression whose meaning cannot be determined from the meaning of its parts.

In conclusion, an idiom is a phrase that has a meaning that cannot be understood from the knowledge of its component parts. Linguists also use the word formative to describe idioms. Some idioms are extremely difficult to decode, but other are less opaque.

### **Cognates**

According to Anthony (1952) a cognate word is frequently described as one having a related form and meaning in two or more languages which have a common ancestor. Such a definition is of use to the linguist whose interest lies in tracing and finding of relationships of languages in the remote or not-so-remote past, and cognates have played an important part in the reconstruction of languages for which written records do not exist.

The term cognate is also used to refer to words in two languages that are similar but have no common origin, such as the Spanish word *sopa* (meaning "soup") and the English word "soap." The phrase "false cognate" is used to refer to cognates that have different meanings, such as the Spanish word *embarazada* (to be pregnant) and the English "embarrassed" (to feel uncomfortable).

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

In conclusion, Cognates are words that have a common origin. These words have a common etymology and thus are similar or identical. Most cognates have a similar meaning, but in some cases the meaning has changed in one language or another.

### **Word Meaning**

A word, when used in a piece of text, usually signifies only one meaning out of multiple meanings it integrally carries. Although it is still unknown to us how does it happen, the common observation is that it is the context that controls which meaning of the word should be considered (Sekhar, 2008).

### **Collocations**

A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make

a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speakers of English (McCarthy & O'Dell, 2012).

According to McCarthy & O'Dell (2012) learning collocations is a significant part of learning the vocabulary of a language. Various collocations are stable, or very strong, for instance take a photo, where no word other than take collocates with photo to give the same significance. Some collocations are more open, where several different words may be used to give a similar importance.

### **Hyponyms**

In linguistics, a hyponym is a specific term used to designate a member of a broader class. For instance, daisy and rose are hyponyms of flower. Also called a subtype or a subordinate term. Adjective: hyponymic (Nordquist, 2015).

According to Nordquist (2015) Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation.

Hyponymy involves specific instantiations of a more general concept such as holds between horse and animal or vermillion and red or buy and get. In each case, one word provides a more specific type of concept than is displayed by the other. 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 (Nordquist, 2015).

In conclusion, 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.

### **Issues in Vocabulary Acquisition**

Cardenas (2001) as cited in Fortes (2007) researchers usually suggest that vocabulary can be broken down into two forms: oral vocabulary and reading vocabulary. Oral vocabulary by its turn is broken down into speaking and listening that refers to words that we use in speaking or recognize in listening, while reading vocabulary is broken down into reading and writing that refers to words we recognize or use in print. These two forms of vocabulary are related to receptive and productive vocabulary, two relevant concepts in vocabulary acquisition whose distinction has been discussed by researchers over the years.

Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do. Learning vocabulary needs practice and time and in our days' time is a problem. We can face some difficulties, such as: deciding which words are worth learning. There are a lot of words in English compared with many other languages - even native speakers frequently meet words they have never seen before in their reading. Another problem can be how to organize our vocabulary. Most people find that it's useful to organize the vocabulary, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word (Shoebottom, How to learn vocabulary, s.f.).

## **e. MATERIALS AND METHODS**

### **Materials**

The materials that were necessary to develop the research process successfully were: human resources who participated in the development of this research were 41 students of ninth year, parallel “A” of basic education, the English teacher who assessed student’s work, and thesis advisor who helped to give suggestions to develop and apply the intervention plan. The material resources used were: books, copies, folders, and Graphic Organizers. Technical materials were: computer that was necessary to type the information needed to develop the project.

### **Design of the research**

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main goal of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. This action research had the purpose of improving the vocabulary through Graphic Organizers as a cognitive strategy. Action Research allowed the teacher candidate to become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different Graphic Organizers as a cognitive strategy to develop vocabulary in the English Foreign Language amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the academic period 2016-2017.

Action Research assisted the teacher aspirant to find immediate solution to the issue of vocabulary, in which the students have showed particular problems experimenting English as a foreign language due to the lack of Graphic Organizers as a cognitive strategy to develop vocabulary.

### **Methods, techniques and instruments**

#### **Methods**

During the development of this research work different methods were used. The following general methods were applied along the descriptive research:

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

**The statistic method** through the researcher collected and analyzed all the answers that were represented in graphics to indicate the percentages and results gotten in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

**The Scientific method** facilitated the study of Graphic Organizers as a cognitive strategy to develop vocabulary in English Foreign Language. It guided the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution by gathering data to make relevant predictions and the analysis of it.

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

## **Techniques and instruments**

### **Data collection**

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

**Tests:** The test allowed students to perform cognitive tasks in relation to the basic vocabulary. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre and post-test result.

**Questionnaires** were given to the participants to answer questions related to their attitudes and feelings toward Graphic Organizers as a cognitive strategy to develop vocabulary. A pre and post-test questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

**Observation** let the researcher know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet. The observation was during a natural environment as lived by the

ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during their English classes. There were two types of observation as detailed below.

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

**Field notes.** The researcher recorded a description of the events, activities, and people (e.g., what happened). The researcher recorded the participants' behaviors, attitudes and feelings toward the treatment to develop the vocabulary (the issue), that was the Graphic Organizers as a cognitive strategy.

**Subtest:** was given every two weeks to know students' progress in vocabulary performance according to the specific topic, through the intervention plan made by the researcher. The subtest consisted on worksheets that contained questions like multiple choices, matching, completing, etc.

### **Population**

The population was 41 students of the ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso. They were all about twelve and thirteen years old; they were forty one students, twenty girls and twenty one boys and the teacher candidate of this study who was going to take part in the intervention plan.

## **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 of designing 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 through the pre-test results that 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 including eight lessons with a variety of activities using different kinds of word walls, such as interactive, sight, spelling, writing, literacy and portable word walls. This intervention plan was developed during two months with ninth year students.

The fourth objective was accomplished through the application of Graphic Organizers and the results gathered from questionnaires, presented below in Tables from 2-4.

Finally, the fifth objective was achieved through the results of the post-test shown in Table 5, that were useful to corroborate the effectiveness of the strategy applied.

## Pre-Test Results

**Objective two:** To diagnose the issues that limit the vocabulary development in the English language among ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

### a. Table 1

*Pre-test Scores of Ninth Year Students in Vocabulary Aspects*

| Student's code | I           | CG          | WM          | C           | H           | SCORE       |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                | /2          | /2          | /2          | /2          | /2          | /10         |
| UEDMBV9A01     | 0           | 2           | 1.5         | 2           | 1.75        | 7.25        |
| UEDMBV9A02     | 0.5         | 2           | 1.5         | 0           | 1.75        | 5.75        |
| UEDMBV9A03     | 0.5         | 1.5         | 0.5         | 0.5         | 0           | 3           |
| UEDMBV9A04     | 0           | 2           | 1.5         | 0.5         | 1.5         | 5.5         |
| UEDMBV9A05     | 0           | 1           | 1.5         | 0           | 1           | 3.5         |
| UEDMBV9A06     | 0           | 1.5         | 0.5         | 0.5         | 0.5         | 3           |
| UEDMBV9A07     | 0.5         | 2           | 0           | 0           | 1           | 3.5         |
| UEDMBV9A08     | 0           | 2           | 0           | 1           | 0.5         | 3.5         |
| UEDMBV9A09     | 2           | 2           | 0           | 0           | 1.5         | 5.5         |
| UEDMBV9A10     | 0.5         | 1           | 1           | 0           | 0.25        | 2.75        |
| UEDMBV9A11     | 0           | 2           | 0.5         | 0.5         | 0.75        | 3.75        |
| UEDMBV9A12     | 0           | 2           | 1.5         | 2           | 1.75        | 7.25        |
| UEDMBV9A13     | 0           | 1.5         | 1           | 0.5         | 1           | 4           |
| UEDMBV9A14     | 0           | 2           | 0.5         | 0           | 0.25        | 2.75        |
| UEDMBV9A15     | 0           | 2           | 0.5         | 0.5         | 0.75        | 3.75        |
| UEDMBV9A16     | 0           | 1.5         | 1.5         | 0.5         | 1.5         | 5           |
| UEDMBV9A17     | 2           | 1.5         | 1           | 0           | 0.75        | 5.25        |
| UEDMBV9A18     | 1           | 2           | 1.5         | 0           | 1.75        | 6.25        |
| UEDMBV9A19     | 1           | 2           | 1.5         | 2           | 1.75        | 8.25        |
| UEDMBV9A20     | 0           | 2           | 0.5         | 0.5         | 1.5         | 4.5         |
| UEDMBV9A21     | 0.5         | 1.5         | 1.5         | 1           | 0.5         | 5           |
| UEDMBV9A22     | 1           | 1.5         | 1           | 1           | 0.75        | 5.25        |
| UEDMBV9A23     | 0           | 1           | 0.5         | 0.5         | 0.5         | 2.5         |
| UEDMBV9A24     | 0           | 1.5         | 0.5         | 0.5         | 1           | 3.5         |
| UEDMBV9A25     | 0           | 1.5         | 1.5         | 0.5         | 1.25        | 4.75        |
| UEDMBV9A26     | 0.5         | 2           | 0.5         | 0.5         | 1           | 4.5         |
| UEDMBV9A27     | 0           | 2           | 0.5         | 0           | 0.75        | 3.25        |
| UEDMBV9A28     | 0           | 2           | 1           | 0           | 1.5         | 4.5         |
| UEDMBV9A29     | 0           | 1.5         | 1           | 1           | 1.75        | 5.25        |
| UEDMBV9A30     | 0           | 2           | 0.5         | 0.5         | 0.75        | 3.75        |
| UEDMBV9A31     | 0.5         | 1           | 1.5         | 0.5         | 1.5         | 5           |
| UEDMBV9A32     | 0.5         | 1.5         | 1           | 0.5         | 0.5         | 4           |
| UEDMBV9A33     | 0           | 2           | 0.5         | 0.5         | 1           | 4           |
| UEDMBV9A34     | 0.5         | 2           | 1.5         | 2           | 1.5         | 7.5         |
| UEDMBV9A35     | 0           | 2           | 0.5         | 0           | 1           | 3.5         |
| UEDMBV9A36     | 1.5         | 2           | 0.5         | 0.5         | 0.75        | 5.25        |
| UEDMBV9A37     | 1           | 2           | 0.5         | 0.5         | 1           | 5           |
| UEDMBV9A38     | 0           | 2           | 1           | 0.5         | 1           | 4.5         |
| UEDMBV9A39     | 0.5         | 1.5         | 1           | 1           | 1.5         | 5.5         |
| UEDMBV9A40     | 0.5         | 2           | 0           | 0.5         | 1           | 4           |
| UEDMBV9A41     | 0.5         | 2           | 0.5         | 0           | 1.5         | 4.5         |
| <b>MEAN</b>    | <b>0.37</b> | <b>1.70</b> | <b>0.81</b> | <b>0.51</b> | <b>1.01</b> | <b>4.43</b> |

Note. UEDMBV= Unidad Educativa del Milenio Bernardo Valdivieso; 01= Student's code; I= idioms; CG= cognates; WM= Word meaning; C= collocations; H= hyponyms

## **b. Interpretation and analysis**

As it is shown in Table 1, students got scores below the average expected (7/10). This was reflected in the mean score obtained which was 4.43/10. This is because students had problems in the five aspects of vocabulary (Idioms, Cognates, Word meaning, Collocations, and Hyponyms). The highest mean score gotten was for cognates at 1.70/2, indicating that students were at a medium level. This means students could poorly associate the word with its equivalent. On the other hand, in the aspect of idioms students got the lowest mean score which was 0.37/2. This is because students had serious problems at writing and hearing them. Consequently, it is evident that students faced serious limitations in English vocabulary learning, although, students could identify the meaning of some words. As Steven Stahl (2005) says, vocabulary knowledge is the understanding of a word, it not only implies a definition but also how that word fits into the world. Nevertheless, vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a life-time.

### **Comparison of the Pre-Post Questionnaires Results**

**Objective four:** To apply the most suitable techniques of the Graphic Organizers as a cognitive strategy in order to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

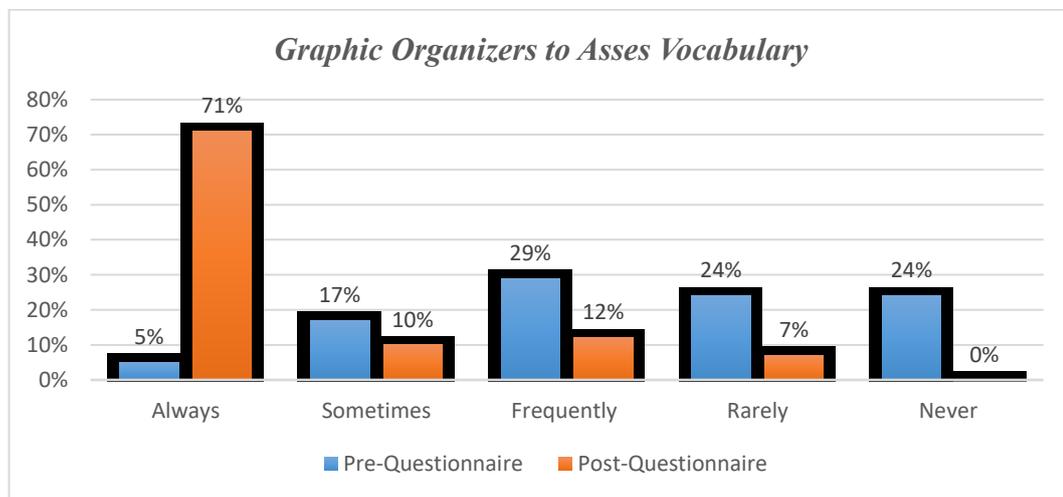
**Question 1:** How often does your teacher use Graphic Organizers to assess vocabulary?

**a. Table 2**

*Graphic Organizers to Assess Vocabulary*

|            | Pre-Questionnaire |     | Post-Questionnaire |     |
|------------|-------------------|-----|--------------------|-----|
|            | f                 | %   | f                  | %   |
| Always     | 2                 | 5   | 29                 | 71  |
| Sometimes  | 7                 | 17  | 4                  | 10  |
| Frequently | 12                | 29  | 5                  | 12  |
| Rarely     | 10                | 24  | 3                  | 7   |
| Never      | 10                | 24  | 0                  | 0   |
| Total      | 41                | 100 | 41                 | 100 |

**b. Figure 1**



**c. Interpretation and Analysis**

In the results in Table 2, before the intervention 29% of students indicated that in English classes Graphic Organizers had been implemented to assess vocabulary. The interpretation is that students have not been provided with enough opportunities

to use Graphic Organizers to develop and assess vocabulary. However, after applying the intervention plan, the majority of the students 71% stated that they are assessed through Graphic Organizers, which is a great new way of improving and practicing vocabulary. According to Jacobson (2008), Graphic Organizers allow teachers to assess a student’s comprehension at a glance. Educators can use the organizers to determine what students know, the depth of their understanding, what they need to know, what they retain, and the connections they have made.

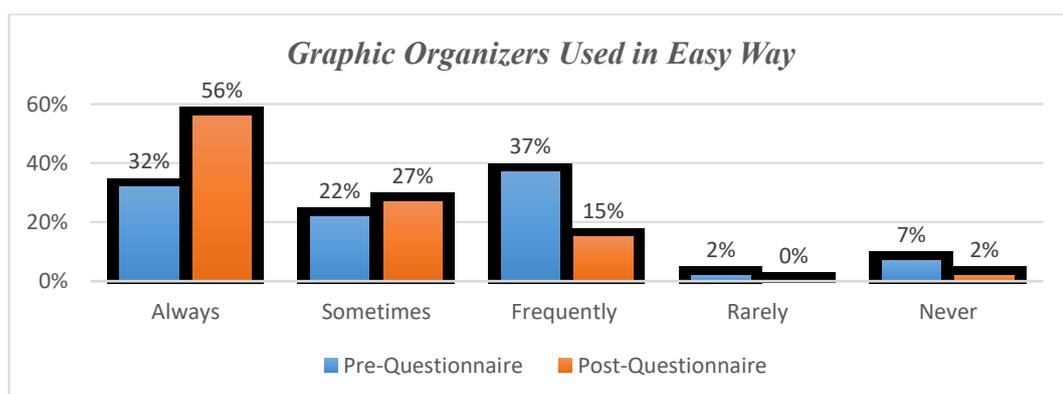
**Question 2:** Are Graphic Organizers used in an easy way in the classroom?

**a. Table 3**

*Graphic Organizers Used in Easy Way*

|            | Pre-Questionnaire |     | Post-Questionnaire |     |
|------------|-------------------|-----|--------------------|-----|
|            | f                 | %   | f                  | %   |
| Always     | 13                | 32  | 23                 | 56  |
| Sometimes  | 9                 | 22  | 11                 | 27  |
| Frequently | 15                | 37  | 6                  | 15  |
| Rarely     | 1                 | 2   | 0                  | 0   |
| Never      | 3                 | 7   | 1                  | 2   |
| Total      | 41                | 100 | 41                 | 100 |

**b. Figure 2**



### c. Interpretation and Analysis

The results shown in Table 3 indicate that Graphic Organizers have been easily used in English classes to develop vocabulary before administering the intervention plan. This answer was confirmed by 37% of students. Nevertheless, after the application of the intervention plan, the results were completely different and most of the students 56% stated that Graphic Organizers were effectively used. Therefore, the strategy applied motivated students to develop English vocabulary. If they are elaborated in an easy way, they facilitate understanding of knowledge when there is a large amount of information to work with in a limited time (Ciascai, 2009).

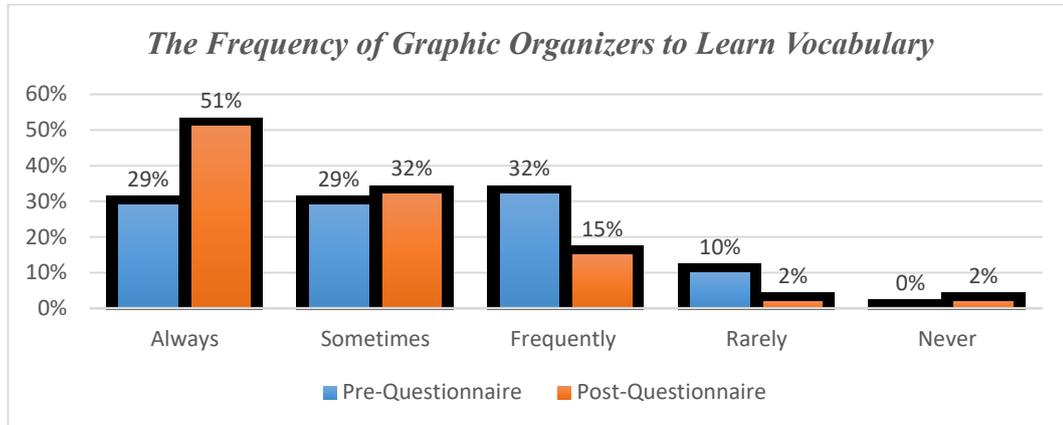
**Question 3:** How frequently should Graphic Organizers be used to learn vocabulary?

#### a. Table 4

*The Frequency of Graphic Organizers to Learn Vocabulary*

|                   | Pre-Questionnaire |     | Post-Questionnaire |     |
|-------------------|-------------------|-----|--------------------|-----|
|                   | f                 | %   | f                  | %   |
| <b>Always</b>     | 12                | 29  | 21                 | 51  |
| <b>Sometimes</b>  | 12                | 29  | 13                 | 32  |
| <b>Frequently</b> | 13                | 32  | 6                  | 15  |
| <b>Rarely</b>     | 4                 | 10  | 1                  | 2   |
| <b>Never</b>      | 0                 | 0   | 1                  | 2   |
| Total             | 41                | 100 | 41                 | 100 |

**b. Figure 3**



**c. Interpretation and Analysis**

The data collected from this question revealed that the 32% of the students frequently used Graphic Organizers to learn vocabulary from the beginning of the intervention plan. It is evident, that most of the learners were not conscious that Graphic Organizers are really important for improving their vocabulary. But after the application of the Graphic Organizers, the results changed and the experience the students had using them in English classes encouraged them to dramatically improve their vocabulary. Consequently, 51% of the students stated that a constant use of Graphic Organizers have a meaningful importance to learn vocabulary. Graphic organizers allow students an active role in their learning (Institute, 2001).

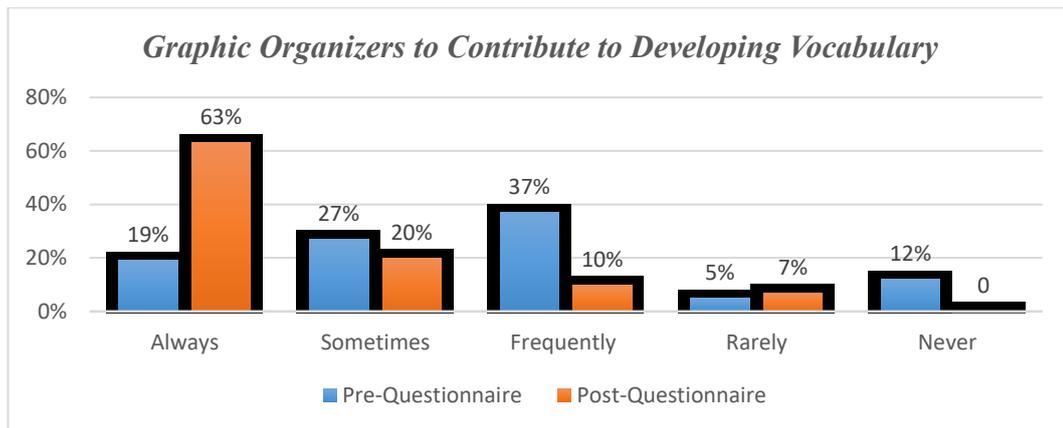
**Question 4:** Do Graphic Organizers contribute to developing your English vocabulary?

**a. Table 5**

*Graphic Organizers to Contribute to Developing Vocabulary*

|            | Pre-Questionnaire |     | Post-Questionnaire |     |
|------------|-------------------|-----|--------------------|-----|
|            | f                 | %   | f                  | %   |
| Always     | 8                 | 19  | 26                 | 63  |
| Sometimes  | 11                | 27  | 8                  | 20  |
| Frequently | 15                | 37  | 4                  | 10  |
| Rarely     | 2                 | 5   | 3                  | 7   |
| Never      | 5                 | 12  | 0                  | 0   |
| Total      | 41                | 100 | 41                 | 100 |

**b. Figure 4**



**c. Interpretation and Analysis**

Based on the results shown in Table 5, some of the students 37% considered the contribution of Graphic Organizers to develop vocabulary in their English classes before the application of the intervention plan. It was a passable result between students and the use of them. On the other hand, after the implementation of the Graphic Organizers in the classroom, the 63% considered useful the contribution of

Graphic Organizers to develop vocabulary. According to Ellis (2004) Graphic Organizers can contribute to increasing both classroom and achievement test scores. Naturally, the degree to which test scores are impacted by Graphic Organizers is relative to the degree to which they are effectively used and become an integral part of the ongoing instruction.

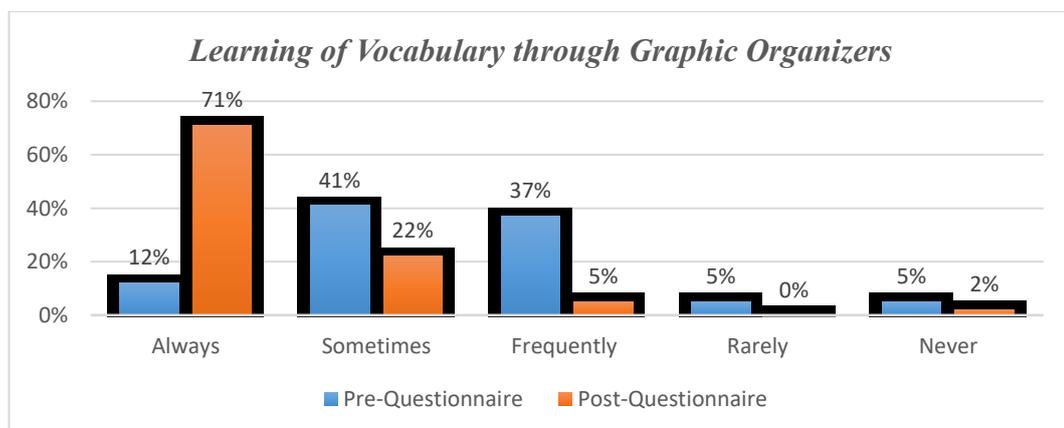
**Question 5:** How easily do you learn vocabulary through Graphic Organizers?

**a. Table 6**

*Learning of Vocabulary through Graphic Organizers*

|            | Pre-Questionnaire |     | Post-Questionnaire |     |
|------------|-------------------|-----|--------------------|-----|
|            | f                 | %   | f                  | %   |
| Always     | 5                 | 12  | 29                 | 71  |
| Sometimes  | 17                | 41  | 9                  | 22  |
| Frequently | 15                | 37  | 2                  | 5   |
| Rarely     | 2                 | 5   | 0                  | 0   |
| Never      | 2                 | 5   | 1                  | 2   |
| Total      | 41                | 100 | 41                 | 100 |

**b. Figure 5**



### c. Interpretation and Analysis

The results illustrated in Table 6 show that 41% of the students sometimes perceived the learning of vocabulary through Graphic Organizers in the English classes. It means that this instrument motivated and helped them learn vocabulary, giving the necessary importance. However, in the data obtained after administering the post-questionnaire, many students 71% changed their way of thinking and they thought that Graphic Organizers developed in the English classes were really useful and helpful for them. It means that this material increased the students' vocabulary in the English classes. According to the Hong Kong Institute (2001) Graphic Organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections between pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate ideas.

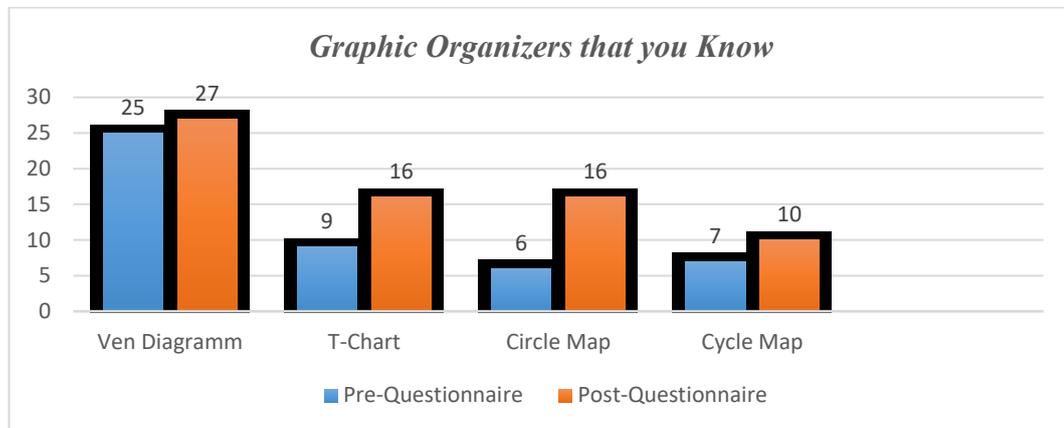
**Question 6:** From the following list, check the Graphic Organizers that you know.

#### a. Table 7

*Graphic Organizers that you Know*

|              | Pre-Questionnaire |    | Post-Questionnaire |    |
|--------------|-------------------|----|--------------------|----|
|              | f                 | %  | f                  | %  |
| Ven Diagramm | 25                | 60 | 27                 | 65 |
| T-Chart      | 9                 | 21 | 16                 | 39 |
| Circle Map   | 6                 | 14 | 16                 | 39 |
| Cycle Map    | 7                 | 17 | 10                 | 24 |

**b. Figure 6**



**c. Interpretation and Analysis**

The results illustrated in Table 7 show, most of the students 25% knew about the graphic organizer called Venn Diagram and very little about the rest. However, the data obtained after administering the post-questionnaire, 27% of the students changed their way of thinking and they recognize simply all kinds of Graphic Organizers. It means that this material increased not just students' vocabulary but also the students' knowledge about Graphic Organizers.

**Post-Test Results**

**Objective five:** To validate the results obtained after the application of Graphic Organizers as a cognitive strategy to develop vocabulary among ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

**a. Table 8**

*Post-Test Scores of Ninth Year Students in vocabulary aspects*

| Student's code | I           | CG          | WM          | C           | H           | SCORE       |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                | /2          | /2          | /2          | /2          | /2          | /10         |
| UEDMBV9A01     | 1           | 2           | 1,5         | 1           | 2           | 7,5         |
| UEDMBV9A02     | 1           | 1,5         | 1,5         | 2           | 1,5         | 7,5         |
| UEDMBV9A03     | 1           | 2           | 2           | 2           | 2           | 9           |
| UEDMBV9A04     | 2           | 1,5         | 1,5         | 2           | 1,75        | 8,75        |
| UEDMBV9A05     | 0,5         | 2           | 2           | 1           | 2           | 7,5         |
| UEDMBV9A06     | 1           | 1,5         | 2           | 2           | 1,5         | 8           |
| UEDMBV9A07     | 1           | 2           | 1,5         | 2           | 2           | 8,5         |
| UEDMBV9A08     | 0,5         | 2           | 1           | 0           | 1,5         | 5           |
| UEDMBV9A09     | 1           | 2           | 1,5         | 2           | 2           | 8,5         |
| UEDMBV9A10     | 0,5         | 2           | 2           | 1           | 2           | 7,5         |
| UEDMBV9A11     | 1,5         | 2           | 1           | 1           | 2           | 7,5         |
| UEDMBV9A12     | 0,5         | 2           | 2           | 1           | 1,5         | 7           |
| UEDMBV9A13     | 1           | 1           | 2           | 2           | 2           | 8           |
| UEDMBV9A14     | 1           | 2           | 2           | 2           | 2           | 9           |
| UEDMBV9A15     | 0,5         | 2           | 2           | 1           | 2           | 7,5         |
| UEDMBV9A16     | 2           | 1,5         | 1,5         | 0,5         | 1,75        | 7,25        |
| UEDMBV9A17     | 0           | 1,5         | 2           | 2           | 1,75        | 7,25        |
| UEDMBV9A18     | 0,5         | 2           | 2           | 1           | 2           | 7,5         |
| UEDMBV9A19     | 1           | 2           | 2           | 2           | 2           | 9           |
| UEDMBV9A20     | 2           | 2           | 2           | 0,5         | 2           | 8,5         |
| UEDMBV9A21     | 0           | 1,5         | 2           | 2           | 1,5         | 7           |
| UEDMBV9A22     | 1           | 2           | 2           | 2           | 2           | 9           |
| UEDMBV9A23     | 1           | 1,5         | 1,5         | 2           | 1,75        | 7,75        |
| UEDMBV9A24     | 1           | 1,5         | 1,5         | 2           | 1,75        | 7,75        |
| UEDMBV9A25     | 0,5         | 2           | 2           | 1           | 2           | 7,5         |
| UEDMBV9A26     | 0,5         | 2           | 2           | 2           | 2           | 8,5         |
| UEDMBV9A27     | 0,5         | 2           | 1           | 0,5         | 2           | 6           |
| UEDMBV9A28     | 2           | 1,5         | 1,5         | 2           | 1,5         | 8,5         |
| UEDMBV9A29     | 1           | 2           | 1,5         | 2           | 1,75        | 8,25        |
| UEDMBV9A30     | 0,5         | 2           | 2           | 2           | 2           | 8,5         |
| UEDMBV9A31     | 0,5         | 1           | 2           | 1           | 2           | 6,5         |
| UEDMBV9A32     | 1           | 2           | 2           | 2           | 1,5         | 8,5         |
| UEDMBV9A33     | 2           | 2           | 2           | 2           | 2           | 10          |
| UEDMBV9A34     | 1           | 2           | 2           | 2           | 2           | 9           |
| UEDMBV9A35     | 2           | 1,5         | 2           | 2           | 1,5         | 9           |
| UEDMBV9A36     | 2           | 1,5         | 2           | 2           | 1,5         | 9           |
| UEDMBV9A37     | 2           | 2           | 2           | 2           | 1,75        | 9,75        |
| UEDMBV9A38     | 2           | 2           | 2           | 2           | 2           | 10          |
| UEDMBV9A39     | 1           | 1,5         | 2           | 2           | 1,75        | 8,25        |
| UEDMBV9A40     | 0           | 2           | 1           | 2           | 2           | 7           |
| UEDMBV9A41     | 0,5         | 2           | 2           | 2           | 2           | 8,5         |
| MEAN           | <b>1,01</b> | <b>1,80</b> | <b>1,78</b> | <b>1,62</b> | <b>1,84</b> | <b>8,06</b> |

Note. UEDMBV= Unidad Educativa del Milenio Bernardo Valdivieso; 01= Student's code; I= idioms; CG= cognates; WM= Word meaning; C= collocations; H= hyponyms

## **b. Interpretation and Analysis**

The findings in Table 7 show a significant improvement of the students' English vocabulary knowledge demonstrated with the mean score of 8.06/10, which indicates that the mean score was over the expected level of 7/10. It means that students developed in the aspect of meaning because they could develop vocabulary through Graphic Organizers. The maximum enhancement of vocabulary aspects was in the performance of hyponyms confirming with the highest mean score of 1.84/2. This indicates the great level students gained after the intervention, for the reason that the students most of the time used a wide range of appropriate words. However, the lowest students' enhancement was in the aspect of idioms, obtaining a good level with the mean score of 1.01/2. This obtained score indicates that the students made some meaningful errors that caused some confusion or misunderstanding of some words. On the other hand, students got a great level in the aspect of cognates which is corroborated with the mean score 1.80/2. In the aspect of word meaning, the students obtained a great level with the mean score of 1.78/2. In the aspect of collocations there was also a considerable change for the mean score students had at 1.62/2. In this aspect, students reached a great level because students could understand most of the questions as well as know how to answer them and follow instructions. As a result, the development and improvement of the vocabulary aspects was totally remarkable, and as we know vocabulary, more than grammar, is the key to your children understanding what they hear and read in school; and to communicating successfully with other people. For this reason it is important for them to quickly build up a large store of words. Research studies have

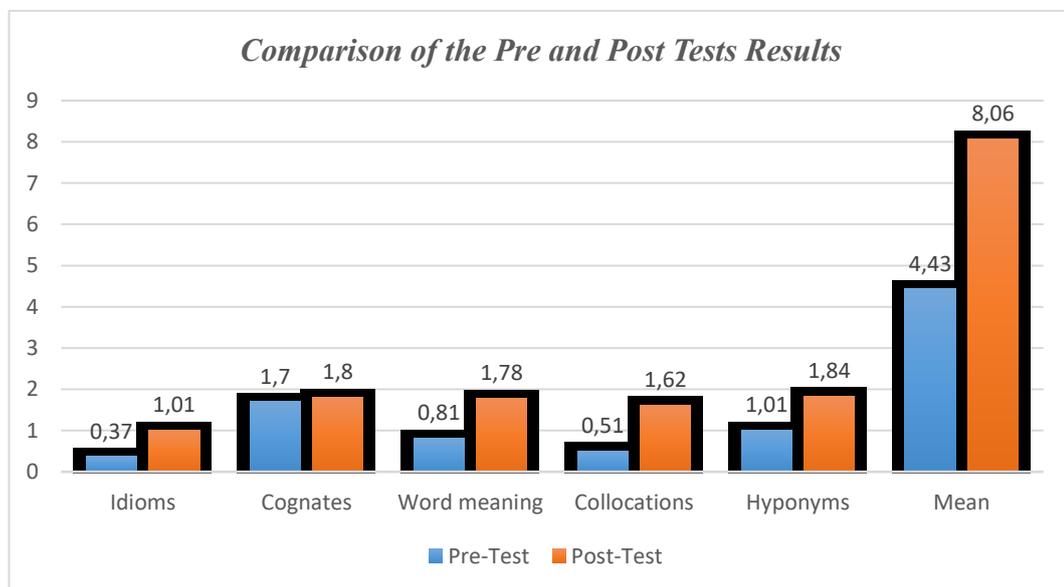
shown the strong links between having an extensive vocabulary and achieving school success (Shoebottom, A guide to learning English, 2011).

**a. Table 9**

*Comparison of the Pre and Post Tests Results*

| Aspects      | Pre-Test | Post-Test |
|--------------|----------|-----------|
| Idioms       | 0.37     | 1.01      |
| Cognates     | 1.70     | 1.80      |
| Word meaning | 0.81     | 1.78      |
| Collocations | 0.51     | 1.62      |
| Hyponyms     | 1.01     | 1.84      |
| Total        | 4.43     | 8.06      |

**b. Figure 7**



### **c. Interpretation and Analysis**

The data of Table 9 reflects the problems students faced at the beginning of the intervention plan in vocabulary aspects and also the progress they had after it. In the beginning, all students could not get great scores above the total average expected 7/10. It was demonstrated by the means obtained from the whole population in all vocabulary aspects that were 0.37/2 for idioms, 1.7/2 for cognates, 0.81/2 for word meaning, 0.51/2 for collocations and 1.01/2 for hyponyms. It clearly reveals that the students' vocabulary skills proficiency were regular for cognates and hyponyms. After the application of the intervention plan, it can be observed that students showed a considerable enhancement in the performance of vocabulary aspects since the total mean score increased significantly from 4.43/10 to 8.06/10. In short, this indicates that the students' vocabulary understanding increased, because they obtained a good level for hyponyms, and great levels for cognates, word meaning, collocations and idioms. It means that the opportunities and the practice of vocabulary through Graphic Organizers during the intervention plan contributed to domain the criteria evaluated. However, learning or acquiring vocabulary is not easy, we have to face some problems at the time of learning or acquiring like learning vocabulary, knowing the words and memorizing our vocabulary. In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to.

## **g. DISCUSSION**

Graphic Organizers as a cognitive strategy had a meaningful impact on improving students' vocabulary. This improvement is exposed in the findings of the results of the pre and post-test and pre and post-questionnaire, the researcher indicates the positive impact that this cognitive strategy caused on students. According to West Virginia Department of education (2014) Graphic Organizers support students to think about the relationships between words and their meanings. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge. The application of the intervention was based on Graphic Organizers as a cognitive strategy to develop vocabulary among ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year, which allowed students to achieve a meaningful improvement on vocabulary. This enhancement is reflected in the significant increase of the students' total score mean of the pre-test that was 4.43/10 and over the average of the post-test which total score mean was 8.06/10.

The pre-test results indicated that all the students had problems in all vocabulary aspects evaluated: idioms, cognates, word meaning, collocations and hyponyms. In the case of idioms, students had several problems in relating expressions with their meaning. In the same way, in cognates, the identification of the pictures with the correct word was not correct. Similarly, in word meaning, the words were not

correctly placed, students really got confused on that aspect. Likewise, in collocations, students were not able to understand simple words in context and follow simple instructions. Finally, in hyponyms, students definitely could not divide the words into the corresponding group. On the contrary, in the post test after the intervention, the results pointed out that the learners developed their understanding in vocabulary in all its aspects in a considerable way. In idioms, they were able to relate some expressions with their corresponding meaning. While in cognates, the correct identification of the pictures with the word, all the students got the perfect score in this question about cognates. Although, students had few mistakes working with word meaning, it was evident an enormous progress. Additionally, students had occasional hesitations in use of collocations, after the intervention most of collocations were placed appropriately. Similarly, hyponyms were improved, most of the students did it correctly and they also could ask and answer simple questions and follow most of the given instructions. Furthermore, the results were worthy. Essentially, it was higher than the expected level 7/10.

At the beginning of the intervention plan, students did not like to work with any Graphic Organizers to develop vocabulary, they only used to memorize the words and sentences in order to give oral or written quizzes and tests. In addition, the intervention was accomplished, the students' attitude and perception toward the implementation of Graphic Organizers in the class was gradual and positive, which was comprehensible since they were not exposed to this kind of activities, they started to develop the graphics voluntarily and cooperatively, taking into account the problems students faced at the beginning in some vocabulary indicators. The

students' improvement was slow in the first stages, but then, they progressively showed an advance due to they were able to understand and complete all the activities, fluently and accurately. At the end, students felt confidence, secure, and freedom to perform the vocabulary activities, likewise, students progressively showed proficiency using Graphic Organizers in order to develop vocabulary as it is verified with the ripping results.

It is necessary to refer about some strengths and restrictions that this research had while the intervention plan was applied, some of the seen strengths were that students felt motivated to work with Graphic Organizers, they wanted to continue practicing, with vocabulary, and they felt well-disposed and eager to participate in class. The number of the students was appropriate, as a result they practiced the language as much as they could voluntarily do in each class session. Meanwhile, the limitations observed were that students did not use to work neither in pairs nor in groups, they just preferred to work alone, with close friends or with smart students, they did not like to speak in English, they felt afraid and ashamed to make mistakes during the development of activities related to vocabulary.

Graphic Organizers as a cognitive strategy contributed to develop vocabulary among students. They felt really motivated to work actively alone, in pairs or in groups, thanks to the diverse and interesting Graphic Organizers provided, so, by practicing vocabulary through Graphics in each class session. In short, students at the end could significantly develop their knowledge about vocabulary as it is shown it in the last findings gotten of the post test and post questionnaires.

## **h. CONCLUSIONS**

- Students are not aware about how Graphic Organizers benefit them to develop their vocabulary, even though that teachers recognize the benefits that students get through these ones. This is, that teachers do not give an appropriate assistance that permit to meet all the students' diverse learning needs, so that students get over weaknesses in their academic performance.

- Teachers used a very limited number of strategies to develop English students' vocabulary, especially for assessing and, also they did not apply these ones frequently. They only are focusing in two activities as: memorizing and repetition. This situation evidently impede the development of the students English language learning.

- The use of Graphic Organizers as a cognitive strategy generate interest and contribute to develop English vocabulary in the students, as a result, students feel stimulated when teacher carries materials like Graphic Organizers for classes, consequently, they reinforce the learning, increase the vocabulary and involve in the teaching learning process.

## **i. RECOMMENDATIONS**

- Teachers should implement and continue using most of the time different kinds of Graphic Organizers in the classroom to practice and develop the vocabulary. Not only to increase the students' academic scores but, also to raise their motivation and enthusiasm in the improvement of English vocabulary. This is because Graphic organizers support students to think about the relationships between words and their meanings (West Virginia Department of Education, 2014).

- Teachers should consider the different students' learning styles during the teaching-learning process for achieving a better and successful English language learning. For example, using Graphic Organizers to assess vocabulary, this is because learners perceive and process information in different ways. Graphic organizers can be a very powerful tool for assessing students' knowledge of the content (Ellis, 2004).

- It is necessary that educators explain to their students about the application of appropriate strategies, they need to emphasize some cognitive strategies because they offer a structure for education when a task cannot be completed through series of stages, and also they are useful tools in assisting students to develop vocabulary. Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. In short, graphic organizers allow students an active role in their learning (Institute, 2001).

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k. ANNEXES



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

**THEME**

**GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO  
DEVELOP VOCABULARY AMONG NINTH-YEAR A  
STUDENTS AT UNIDAD EDUCATIVA DEL MILENIO  
BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING  
THE 2016 – 2017 SCHOOL YEAR**

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

**AUTHOR:**

**HERNÁN EZEQUIEL JIMÉNEZ ARMIJOS**

**LOJA-ECUADOR**

**2016**

**a. THEME**

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP  
VOCABULARY AMONG NINTH-YEAR A STUDENTS AT UNIDAD  
EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF  
LOJA DURING THE 2016 – 2017 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research will be carried out at Unidad Educativa del Milenio Bernardo Valdivieso during the academic year 2016-2017. This prestigious and traditional high school was founded in 1826 as Bernardo Valdivieso High School. Years later, it was named after its founder and protector Bernardo Valdivieso, who provided the space to build this institution in 1985, through resolution N 945 from Ministry of Culture and Education this high school adopted the categorization of “Colegio Experimental Bernardo Valdivieso”.

In 2011 following the new legal corpus that regulates educational institutions this high school changes its name to Unidad Educativa del Milenio Bernardo Valdivieso and was opened and re-inaugurated in 2015. There are 200 teachers covering different subjects and around 3000 students including the three sections.

### **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- grade 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 to 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 you are teaching. Also, graphic organizers help students separate what is important to know from what

might be interesting, but not essential information. Finally, students are more likely to become strategic learners. Analytical, critical, and creative thinking skills are matters to improve when students learn recognize patterns of thinking, construct, and use graphic organizers.

### **Research problem**

Considering the aforementioned issues, it is crucial to research the following problem:

HOW DO GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY DEVELOP VOCABULARY AMONG NINTH-YEAR A STUDENTS AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

### **Delimitation of the research**

#### **Timing**

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

#### **Location**

The present project will be applied at Unidad Educativa del Milenio Bernardo Valdivieso which is a public school located in the city of Loja at Catamayo and Eduardo Kingman street.

#### **Participant**

The participants of this research work are ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso who are all about twelve and thirteen

years old; they are thirty students, twelve girls and eighteen boys and the teacher candidate of this study who is going to take part in the intervention plan.

### **Subproblems**

- What theoretical and methodological references about graphic organizers as a cognitive strategy are adequate for developing vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?
- What are the issues that limit the development of the vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja 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 A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?
- Which graphic organizers as a cognitive strategy are implemented to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?
- How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja 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 A students at Unidad Educativa del Milenio Bernardo Valdivieso 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 A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

### **Specific**

- To research the theoretical and methodological references about graphic organizers as a cognitive strategy and their application on vocabulary learning.
- To diagnose the issues that limit the vocabulary development in the English language amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.
- To design an intervention plan based on graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.
- To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

- To validate the results obtain after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.

## **e. THEORETICAL FRAMEWORK**

### **Vocabulary**

Words are the primary building blocks of effective communication. Although gestures and facial expressions work well in face-to-face communication, words carry the weight of meaning when people are removed from each other in distance and time. Thus, when students are reading a book, what they know about the words in the book matters.

In 2008, Berne & Blachowicz (as cited in Alqahtani, 2015) state that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

Díaz (2015) said that vocabulary is the foundation on which a language is taught. It can be said that vocabulary constitutes information coded in language meaning. In 2001, Chefneux says that vocabulary is essential to the learning and teaching of a second language in an oral and written communication that includes literature, music, and content knowledge.

In 2005, Herbert and Kamil (as cited in Díaz, 2015) argued that vocabulary is the knowledge of the meanings of words. In addition, vocabulary is a very

powerful weapon to learn and acquire a second language. It is an indispensable tool to communicate and to understand the language in an oral and a written form.

### **Kinds of Vocabulary**

Hatch and Brown (1995) as cited in Alqahtani (2015) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

#### **Receptive vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009 as cited in Alqahtani, 2015).

#### **Productive vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2009 as cited in Alqahtani, 2015).

#### **Vocabulary mastery**

Alqahtani (2015) said that vocabulary mastery is required to express our ideas and to be able to comprehend other people's sayings. Hornby (as cited in Alqahtani, 2015) argued that mastery as complete knowledge or complete skill.

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

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

### **Explicit Vocabulary Instruction**

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

### **Implicit Vocabulary Instruction**

Vocabulary growth occurs naturally when students read and listen to each other on a daily basis. Implicit vocabulary instruction encourages deducing word meanings from context, by engaging in oral language experiences at home and at

school, or while reading books. That is, students internalize the word meanings in contexts accidentally. Furthermore, this type of teaching seeks a high level of student involvement in observing, investigating, that is, it takes advantage of student's interest and curiosity, creativity and the development of interpersonal skills. In addition, incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum.

Furthermore, according to Diaz vocabulary has two different manners of taking information through language: oral and written.

### **Oral Vocabulary**

Díaz (2015) claims that oral vocabulary is to understand the meaning of the words when a person is speaking or reading aloud. In 2005, Clay states that oral vocabulary are words that we use in speaking or recognize in listening.

To conclude, oral vocabulary are the words that you produce saying them aloud, it could be speaking or reading but always aloud.

On the contrary, there is another kind of vocabulary called written vocabulary that is completely different to the previous one.

### **Written Vocabulary**

Written vocabulary is a set of word meanings that is meant to be written or read silently (Díaz, 2015). Clay (2005) mentions that written vocabulary refers to words we recognize or use in print.

In short, written vocabulary is to understand the words that are read or written in a text, but totally different to the oral vocabulary, instead of loudly it is silently. Furthermore, according to Pérez & Montero (2015) the techniques for teaching vocabulary have been examined during the last 30 years, and the results of these examinations have provided useful information for learners, teachers, and curricula designers.

In addition, spoken and written vocabulary is use every single day to communicate ideas and we have to know that vocabulary is very important.

### **The Importance of Vocabulary**

Alqahtani (2015) says that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language blocks successful communication. The importance of vocabulary is established daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) as cited in (Mattos, s.f.) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

Vocabulary, more than grammar, is the key to your children understanding what they hear and read in school; and to communicating successfully with other people. For this reason, it is very important for them to quickly build up a large store of words. Research studies have shown the strong links between having an

extensive vocabulary and achieving school success (Shoebottom, A guide to learning English, 2011).

In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction (Fortes, How to teach vocabulary effectively, 2007).

However, learning or acquiring vocabulary is not easy, we have to face some problems at the time of learning or acquiring like learning vocabulary, knowing the words and memorizing our vocabulary.

### **Issues in Vocabulary Acquisition**

Cardenas (2001) as cited in Fortes (2007) researchers usually suggest that vocabulary can be broken down into two forms: oral vocabulary and reading vocabulary. Oral vocabulary by its turn is broken down into speaking and listening

that refers to words that we use in speaking or recognize in listening, while reading vocabulary is broken down into reading and writing that refers to words we recognize or use in print. These two forms of vocabulary are related to receptive and productive vocabulary, two relevant concepts in vocabulary acquisition whose distinction has been discussed by researchers over the years.

### **Learning Vocabulary**

Learning vocabulary begins in a learning environment that is rich in oral and written language, one in which incidental learning and direct teaching opportunities are provided to acquire and practice language (Moeller, Ketsman, & Masmaliyeva, 2009). Learning vocabulary is a very important part of learning a language. The more words you learn, the more you will be able to understand (Shoebottom, s.f.).

In brief, learning vocabulary is very important for a learner because students cannot understand others or express their own ideas. Without learning vocabulary nothing can be expressed. In a similar manner, there is another issue called knowing the word where the purpose is to understand the words that you are involved.

### **Knowing the Word**

Knowing a word means being able to recognize its written form and its meaning. But this definition is insufficient. This is because it refers to only form and meaning, not all the other aspects of vocabulary knowledge. Vocabulary knowledge involves more than just the link between meaning and form, it is multifaceted (Laufer and Goldstein, 2004 as cited in Saengpakdeejit, 2014).

According to Fortes (2007) the knowledge of word meanings and the ability to access that knowledge efficiently are considered as important factors in reading and listening comprehension, speaking and writing fluency. Equally important, knowing the words mean to understand, to recognize, to get the main idea of the words individually or in a context.

Moreover, the last issue is about memorizing vocabulary, and memorizing new words is such a huge and important part of foreign language acquisition, it would make sense to learn about how to become better at it. It might be boring, but learning new words is simply unavoidable.

### **Memorizing Vocabulary**

In 2006, Douglas states that memorizing vocabulary words and their definitions can be tough. Some words seem very strange the first time you see them. Substitute words, visualization, and association are the secrets to making it easy, as explained on the Keyword Method page. In fact, if you make the effort, you can memorize lots of terms and their definitions in a short time.

For example, here we have some tips to improve or practice memorizing vocabulary.

- Keep an organized vocabulary notebook.
- Read, read and read. The more times you ‘see’ a word the more easily you will remember it.
- Use the new words. You need to use a new word about ten times before you remember it!

- Do word puzzles and games like crosswords, anagrams and word searches.
- Learn how to use a dictionary.
- Learn a few words but not too many. About eight new words a day is a good number.

### **Techniques for Teaching Vocabulary**

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

According to Alqahtani (2015) commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.

Brewster, Ellis, and Girard (1992) as cited in Alqahtani (2015) state the following techniques of teaching vocabulary.

### **Using objects**

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used (Alqahtani, 2015).

### **Drawing**

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

### **Using illustrations and pictures**

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear.

Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well.

Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

### **Contrast**

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots (Alqahtani, 2015).

### **Enumeration**

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items.

### **Mime, expressions and gestures**

In 1994, Klippel (as cited in Alqahtani, 2015) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a

word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on.

### **Eliciting**

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

### **Translation**

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time (Alqahtani, 2015).

In this case, there are many useful techniques that can be used in order to teach vocabulary but according to Elyas & Alfaki (2014) there are just three kind of techniques to teach vocabulary that are visual techniques, verbal techniques and the use of the dictionary.

### **Visual Techniques**

The use of visual aids such as realia, graphic organizers, pictures, and mime or gestures can help learners easily to understand and realize the main points that they have learned in the classroom. For each visual technique, learners have different responses and expressions even because of their different educational and cultural background. Using visual techniques can help learners understand the deep meaning of a topic and realize similarities and differences between each topic (Kaçauni, 2013).

### **Realia**

It is obvious that a new item can be taught by presenting the real object in question into the classroom, a process which is called using “realia” by which teachers mean the real object. Although a type of this teaching technique will enable teacher to teach a quite limited set of vocabulary. For example, an object, this can easily be brought into the classroom, such as: pen, cup, book, hand, desk, ruler, etc. But it is one of the most beneficial techniques (Elyas & Alfaki, 2014).

### **Graphic organizer**

Graphic organizers help students to visualize the relationships between words and their possible meanings. Teachers can use these graphic organizers with their explicit vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge. A variety of samples have been provided.

### **Pictures**

According to Elyas & Alfaki (2014) pictures can be used to teach the meaning of new vocabulary items. By pictures we mean photos, blackboard drawing, wall pictures, chart and flash card. If the teacher is intended to teach words like vegetables, clothes and markets the use of pictures will be very important because it will be very difficult and time-consuming to explain them. Pictures can also be used to create a situation or context. In this situation teachers can use e.g. a city map, school map and then try to introduce the item in question.

The main advantage of pictures is that they are able to illustrate very large objects which are not easily brought into the classroom (Bagheri, 2015)

### **Mime or gestures**

In 1994, Klippel (as cited in Sanusi, 2009) says that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication.

The usage of mimes in teaching new words is also considered of great value, especially with actions such as jumping, running, writing and smoking. A type of these concepts is easily explained if the teacher pretends to do them before the class (Elyas & Alfaki, 2014).

According to Bagheri (2015) this is an extremely effective way of introducing a new word since it resembles to the Total Physical Response, which

clearly promotes the understanding and meaningful retention of new vocabulary items.

In this perspective, we can find some advantages of the visual techniques that according to Ajabshir (2011) the advantages are:

- Students remember vocabulary easier that has been presented by visual technique.
- Visual techniques help students associated presented vocabulary in meaningful way.
- Students can visualize what the word means and related the word to actual object.
- Visual techniques facilitate recall of vocabulary that word do not alone.

### **Verbal Techniques**

This technique pertains to the use of illustrative situation, synonyms, antonyms, scale and definition.

#### **Definition and illustration sentences**

This technique the English teachers are expected to introduce a word in English through the use of other word in the same language (Sanusi, 2009). The introduction of a word in English through the use of other words in the same language offers the advantage of contextualization. In addition, sample sentences complement the definition because they show how the new word is used (Bagheri, 2015).

## **Synonyms and antonyms**

Synonyms and antonyms are especially important in building new vocabulary because learners are able to use known vocabulary (Bagheri, 2015). Synonyms and antonyms are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers. They could be or, commas, dashes, and colons. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are instead, although, but, yet, and however (Sanusi, 2009).

## **Scale**

This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques. (Bagheri, 2015).

## **Explanation**

This technique explains the meaning and the use of a given foreign word in the foreign language (Sanusi, 2009).

Equally important Ajabshir (2011) describes the advantages of verbal techniques are:

- Verbal techniques allow students to learn word effectively in different aspect.
- Learning synonyms of known words may be faster, because students may gain large amount of vocabulary knowledge from known synonym.

- Learning by using verbal technique will develop students' memories.

### **The use of the Dictionary**

In addition to the previous two techniques, the use of dictionary is another technique in finding out the meaning of unfamiliar words and expression. In this respect, the Students can make use a variety of dictionaries, such as bilingual, monolingual, pictorial, and thesaurus (Sanusi, 2009).

In contrast, the described techniques at the previous part will not be useful if the students' interest in learning vocabulary is poor. For that reason, techniques in encouraging students' interest in learning English vocabulary need to be introduced by English teachers. To enhance it, they should provide something challenging and make the students eager to study.

Kustaryo (1988) as cited in Sanusi (2009) argues that there are some possible ways of learning activity so that the students' motivation may increase in learning English especially regarding to the meaning of words.

They are:

- Learning vocabulary through creativity. It means that the students can learn the English vocabulary by using the pictures.
- Learning vocabulary through context clues. In essence, the students may find out the English vocabulary based on clues in the surrounding context.

- Learning vocabulary through guessing. It may be speculated that the students may learn the meaning of word in context and it needs a special approach.
- Learning vocabulary through definition. It is useful in guiding the students to be able to define the meaning of words and to arrange word into the correct sentence.
- Learning vocabulary through derivation. It means that the students must be able to derive words correctly. It comes only with practice or by studying the rules of how to form noun, adjective, adverb, etc.

From the provided ways above, it can be further understood that learning vocabulary through creativity is an effective way to make the students to be more creative since it provides the pictures as the media of teaching (Sanusi, 2009).

There are some other aspects into vocabulary that are helpful for the study of it. For example: collocations, cognates, idioms, word meaning and hyponyms are indicators of vocabulary that help to improve or even to study English vocabulary.

### **Collocation**

A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speakers of English (McCarthy & O'Dell, 2012).

According to McCarthy & O'Dell (2012) learning collocations is a significant part of learning the vocabulary of a language. Various collocations are

stable, or very strong, for instance take a photo, where no word other than take collocates with photo to give the same significance. Some collocations are more open, where several different words may be used to give a similar importance.

### **Why learn collocations**

Learning collocations is a good idea because they can give you the most natural way to say something: smoking is strictly forbidden is more natural than smoking is strongly forbidden.

Collocations give you alternative ways of saying something, which may be more colorful/expressive or more precise: instead of repeating it was very cold and very dark, we can say it was bitterly cold and pitch dark. And also collocations improve your style in writing: instead of saying poverty causes crime, you can say poverty breeds crime; instead of saying a big meal you can say a substantial meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better: this book includes notes about formality wherever the collocations are especially formal or informal (McCarthy & O'Dell, 2012).

### **Cognates**

According to Anthony (1952) a cognate word is frequently described as one having a related form and meaning in two or more languages which have a common ancestor. Such a definition is of use to the linguist whose interest lies in tracing and finding of relationships of languages in the remote or not-so-remote past, and

cognates have played an important part in the reconstruction of languages for which written records do not exist.

The term cognate is also used to refer to words in two languages that are similar but have no common origin, such as the Spanish word *sopa* (meaning "soup") and the English word "soap." The phrase "false cognate" is used to refer to cognates that have different meanings, such as the Spanish word *embarazada* (to be pregnant) and the English "embarrassed" (to feel uncomfortable).

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

In conclusion, Cognates are words that have a common origin. These words have a common etymology and thus are similar or identical. Most cognates have a similar meaning, but in some cases the meaning has changed in one language or another.

### **Idioms**

An idiom is an expression that cannot be understood literally. Even when a person knows the meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear. When students gain an understanding of American idioms, and the facility to use them, they are truly a part of the

American English speech community. This may be one reason why so many students are interested in learning idioms.

An idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit. In other words, the meaning of an idiomatic expression is not the sum of the individual words (Ali & Rahimi, 2012).

Irujo (1986) as cited in Ali & Rahimi (2012) argues that an idiom is a conventionalized expression whose meaning cannot be determined from the meaning of its parts.

In conclusion, an idiom is a phrase that has a meaning that cannot be understood from the knowledge of its component parts. Linguists also use the word formative to describe idioms. Some idioms are extremely difficult to decode, but other are less opaque.

### **Word Meaning**

A word, when used in a piece of text, usually signifies only one meaning out of multiple meanings it integrally carries. Although it is still unknown to us how does it happen, the common observation is that it is the context that controls which meaning of the word should be considered (Sekhar, 2008).

According to Carston (2012) we use sentences to express/communicate thoughts (truth-conditional contents) and we use words to express/communicate concepts, which are constituents of thoughts (hence contribute to truth-conditional contents). It is now quite widely accepted that the meaning (or semantic content)

that a word is used to express or communicate on an occasion of utterance is often distinct from the meaning it has as an expression type in a language system (that is, its standing or encoded meaning).

### **Hyponyms**

In linguistics, a hyponym is a specific term used to designate a member of a broader class. For instance, daisy and rose are hyponyms of flower. Also called a subtype or a subordinate term. Adjective: hyponymic (Nordquist, 2015).

According to Nordquist (2015) Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation.

Hyponymy involves specific instantiations of a more general concept such as holds between horse and animal or vermillion and red or buy and get. In each case, one word provides a more specific type of concept than is displayed by the other. 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 (Nordquist, 2015).

In conclusion, 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.

### **Graphic Organizers**

Graphic organizers support students to think about the relationships between words and their meanings. Instructors can use these graphic organizers with their

clear vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge (West Virginia Department of Education, 2014)

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Strangman, Vue, Hall, & Meyer, 2004).

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

Viewing graphic organizer instruction as just putting information into little boxes as analogous to viewing science fair projects as just creating pretty foldout posters. A science fair project involves a great deal more (e.g., researching the topic, conducting the experiment, determining how best organize and communicate results, etc.). Likewise, graphic organizer instruction involves a great deal more than what is readily apparent when just superficially viewing the results (Ellis, 2004).

While information sometimes does get put into little boxes when graphic organizers are constructed, what is important to understand is the powerful nature of all the processes that occur both before and after the information is put into the

boxes. Before the information is put into boxes, students have to engage in powerful information processing and higher order thinking skills such as using cues to recognize important information, making decisions about what is important or essential, consolidating information and identifying main ideas and supporting details, making decisions about the best way to structure the information, perspective taking of the consumers of the graphic so that it will effectively meet communication needs, and so forth (Ellis, 2004).

After the information has been effectively organized on graphics, very powerful instructional higher order thinking activities can follow. Organizing information onto the graphics allows you to implement a variety of robust activities that otherwise might not be possible (Ellis, 2004).

### **Functions of the Graphic Organizers**

#### **Clarifying knowledge and reasoning**

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

#### **Strengthening the learning process**

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

#### **Integrating the new knowledge in the prior knowledge system**

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

## **Identificating the conceptual errors**

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

## **Different Types of Graphic Organizers**

For instance, according to West Virginia Department of Education (2014) there are some examples of graphic organizers.

Graphic organizers can be grouped into two categories: Those that depict the six basic information structures (whole-to-part, cause/effect, etc.) and those that serve specialized needs (i.e., a graphic which structures project planning, a graphic which structures goal setting, etc.). There are a wide variety of designs for depicting the same basic information structures (Ellis, 2004).

For example, if you look through several different social studies texts, you will likely find a wide variety of compare/contrast graphics, each designed a little differently, but all serving the same basic purpose of visually revealing to students how the information is structured. Graphic organizers depicting other information structures also come in a wide array of designs. For example, both the semantic web and the Whole-to-Part graphics depict a hierarchical information structure.

## **Knowledge rating scale**

This graphic organizer can be used as an assessment for education. The tutor controls the vocabulary words related to the topic being introduced and has students place them in the chart. Students are then asked to rate their knowledge of

the meaning of the word. The Adapted Knowledge Rating Scale features a column where students can write the meaning of the word after they encounter it and learn it. The meaning should be written in the student's own language (West Virginia Department of Education, 2014).

### **Fruyer model**

This graphic organizer was designed by Dorothy Fruyer and her coworkers at the University of Wisconsin to offer an understanding of new words. Students are asked to provide a definition of the word, facts or features of the word (West Virginia Department of Education, 2014).

### **Word detective**

This graphic organizer needs students to use context clues and other information to formulate a personal meaning for a word. It can be used as a classroom assessment for learning because a teacher can tell if a student can understand and make a definition based on how a word is used in a sentence (West Virginia Department of Education, 2014).

### **Vocabulary cluster**

A Vocabulary Cluster graphic organizer is a tool for delivering whole group instruction on unusual or hard-to-learn vocabulary words. The teacher determines the word that will be placed in the diamond. She/he then asks the students to volunteer synonyms (rectangles) and antonyms (ovals) for the word. The power of using this graphic organizer is in the repetition of the word and its synonyms and antonyms each time a new word is added to the

cluster. Finally, the students will identify a person, thing or animal that the word best fits (West Virginia Department of Education, 2014).

### **Verbal and visual word association**

Eeds & Cockrum (1985) as cited in West Virginia Department of Education (2014) the Verbal and Visual Word Association graphic organizer helps students gain new vocabulary through visual and personal associations with the word. Research shows that this graphic organizer is especially effective with low-achieving and second language learners in content area classes. It is especially useful in mathematics classes to help students understand the key words and concepts. This graphic organizer can be used as a classroom assessment for learning because a teacher can quickly determine students' depth of understanding by just looking at their chart

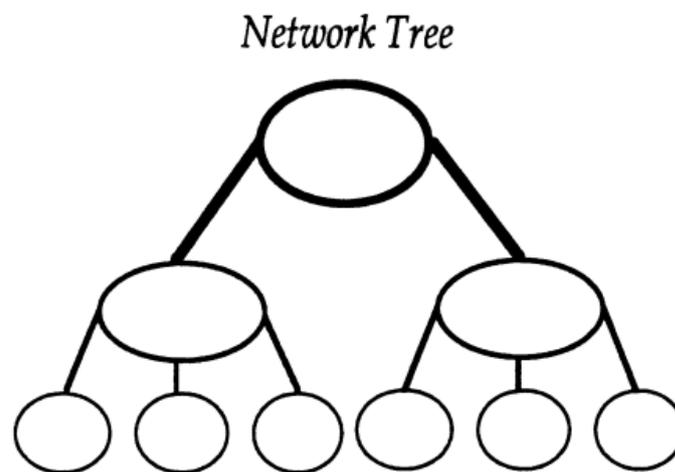
### **AlphaBoxes**

AlphaBoxes is a graphic organizer that can not only activate students' prior knowledge about a topic but can be used to accumulate vocabulary during a unit of study. It is like the student's own personal word wall. If this graphic organizer is given to students at the beginning of a unit, they can fill in all of the vocabulary they know about that topic. The teacher can quickly assess student knowledge. As the unit progresses, students add to the AlphaBoxes as new words are introduced. AlphaBoxes also can be used to stimulate writing about the topic. Students will be able to refer back to this graphic organizer to get the

appropriate words as they explain their learning (West Virginia Department of Education, 2014).

In addition, according to Strangman, Vue, Hall, & Meyer (2004) come in many different forms, each one best suited to organizing a particular type of information. The emergence of digital graphic organizers enables users to alternate between a text outline and graphic organizer view of the same information. The following examples are merely a sampling of the different types and uses of graphic organizers:

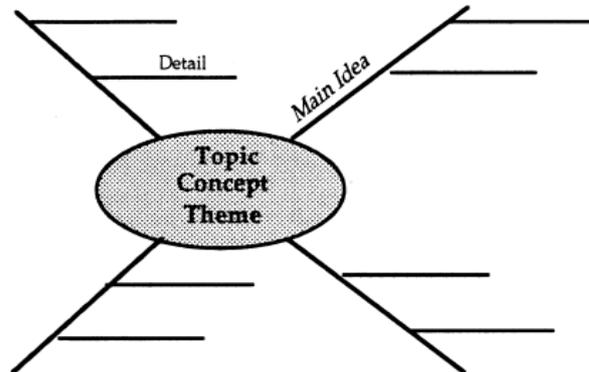
Organizing a hierarchical set of information, reflecting superordinate or subordinate elements, is made easier by constructing a **Network Tree**.



(Strangman, Vue, Hall, & Meyer, 2004)

When the information relating to a main idea or theme does not fit into a hierarchy, a Spider Map can help with organization.

### *Spider Map*



(Strangman, Vue, Hall, & Meyer, 2004)

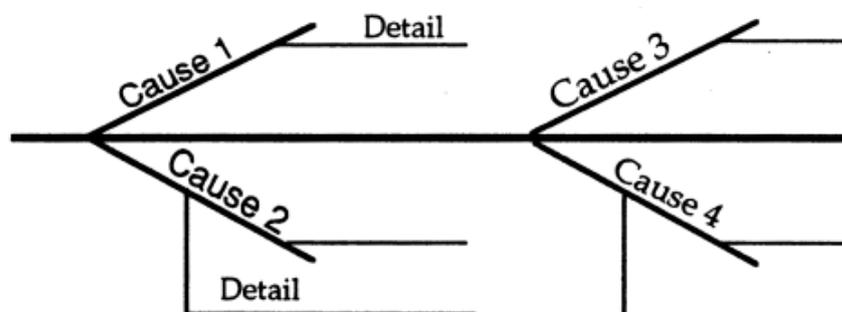
When information contains cause and effect problems and solutions, a Problem and Solution Map can be useful for organizing.

A Problem-Solution Outline helps students to compare different solutions to a problem.

A Sequential Episodic Map is useful for mapping cause and effect.

When cause-effect relationships are complex and non-redundant a Fishbone Map may be particularly useful.

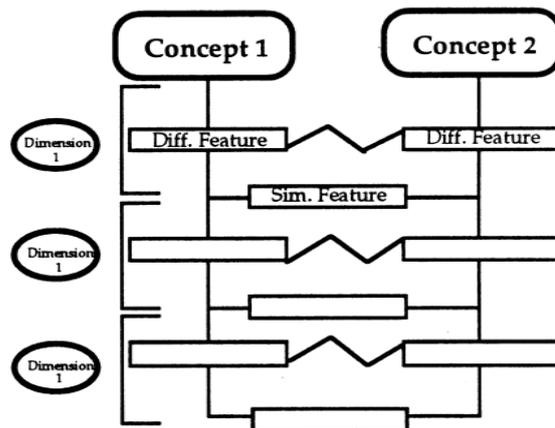
### *Fishbone Map*



(Strangman, Vue, Hall, & Meyer, 2004)

A Comparative and Contrastive Map can help students to compare and contrast two concepts according to their features.

*Comparative and Contrastive Map*



(Strangman, Vue, Hall, & Meyer, 2004)

Another way to compare concepts' attributes is to construct a Compare-Contrast.

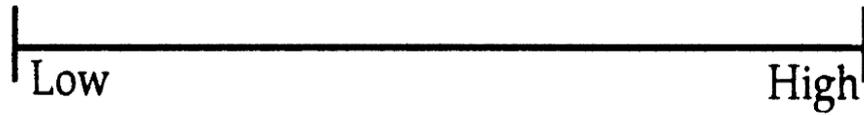
*Compare-Contrast Matrix*

|                    |  |  |
|--------------------|--|--|
| <b>Attribute 1</b> |  |  |
| <b>Attribute 2</b> |  |  |
| <b>Attribute 3</b> |  |  |

(Strangman, Vue, Hall, & Meyer, 2004)

A Continuum Scale is effective for organizing information along a dimension such as less to more, low to high, and few to many.

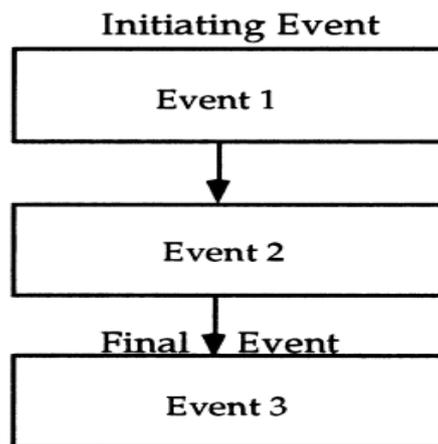
## *Continuum Scale*



(Strangman, Vue, Hall, & Meyer, 2004)

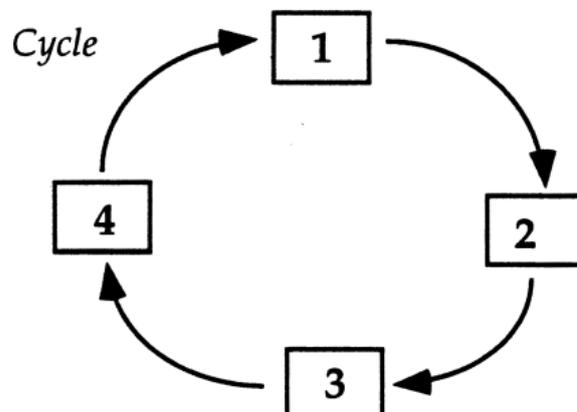
A Series of Events Chain can help students organize information according to various steps or stages.

### *Series of Events Chain*



(Strangman, Vue, Hall, & Meyer, 2004)

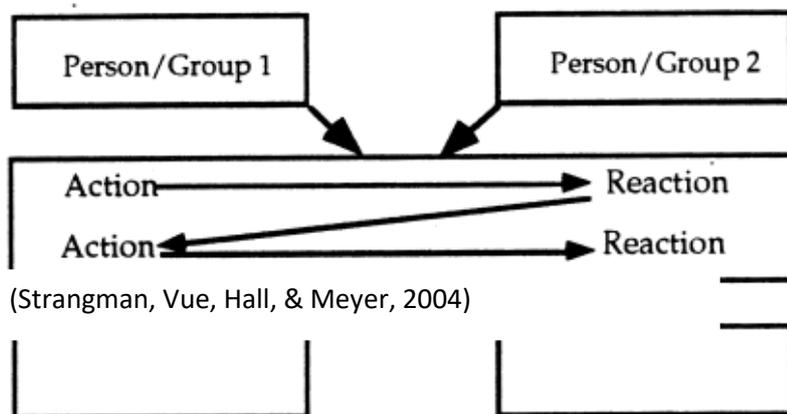
A Cycle Map is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.



(Strangman, Vue, Hall, & Meyer, 2004)

A Human Interaction Outline is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities).

### *Human Interaction Outline*



(Strangman, Vue, Hall, & Meyer, 2004)

(Strangman, Vue, Hall, & Meyer, 2004)

However, there are some questions to be solve like Why use graphic organizers to teach vocabulary? How to use graphic organizers to teach vocabulary? And so on.

## **Graphic Organizers to Teach Vocabulary**

Bromley (1995) as cited in Jacobson (2008) Graphic organizers provide schemata: a way of structuring information or arranging key concepts into a pattern, enhancing comprehension and imparting useful learning strategies. Organizers offer students an efficient way to direct their attention, record key information, display their thinking, and monitor their use of learning strategies.

### **Using a Graphic Organizer**

Select the graphic organizer that best suits your instructional needs. Then follow these suggestions to prepare and use the organizer with students.

According to Jacobson there are three main steps to follow using a graphic organizer:

Test it. Before using an organizer, give it a “trial run” on your own to experience the process firsthand. This will allow you to see how well the graphic works with the selected text. Make any modifications necessary to best meet the needs of your students.

Present it. Determine the best method for presenting the graphic organizer. You might make a photocopy for use as a transparency on the overhead projector or distribute paper copies to students to complete as you

model its use. Keep a supply of frequently used organizers on hand for students to use independently.

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

### **Assessing Student Performance**

Graphic organizers allow you to assess a student's comprehension at a glance. You can use the organizers in this book to determine what students know, the depth of their understanding, what they need to know, what they retain, and the connections they have made. Students can also use graphic organizers to assess their own learning (Jacobson, 2008).

### **Reasons for Using Graphic Organizers**

#### **Tools for critical and creative thinking**

Bromley, DeVitis and Modlo (1995) as cited in Hong Kong Institute (2001) 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**

The human mind organizes and stores information in a series of networks (Ausubel, 1968). Graphic organizers are visual depictions that resemble networks

and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information (Institute, 2001).

### **Tools for understanding information and relationships**

Graphic organizers serve as mental tools to help the students understand and retain important information and relationships (Institute, 2001).

### **Tools for depicting knowledge and understanding**

Graphic organizers provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word (Institute, 2001).

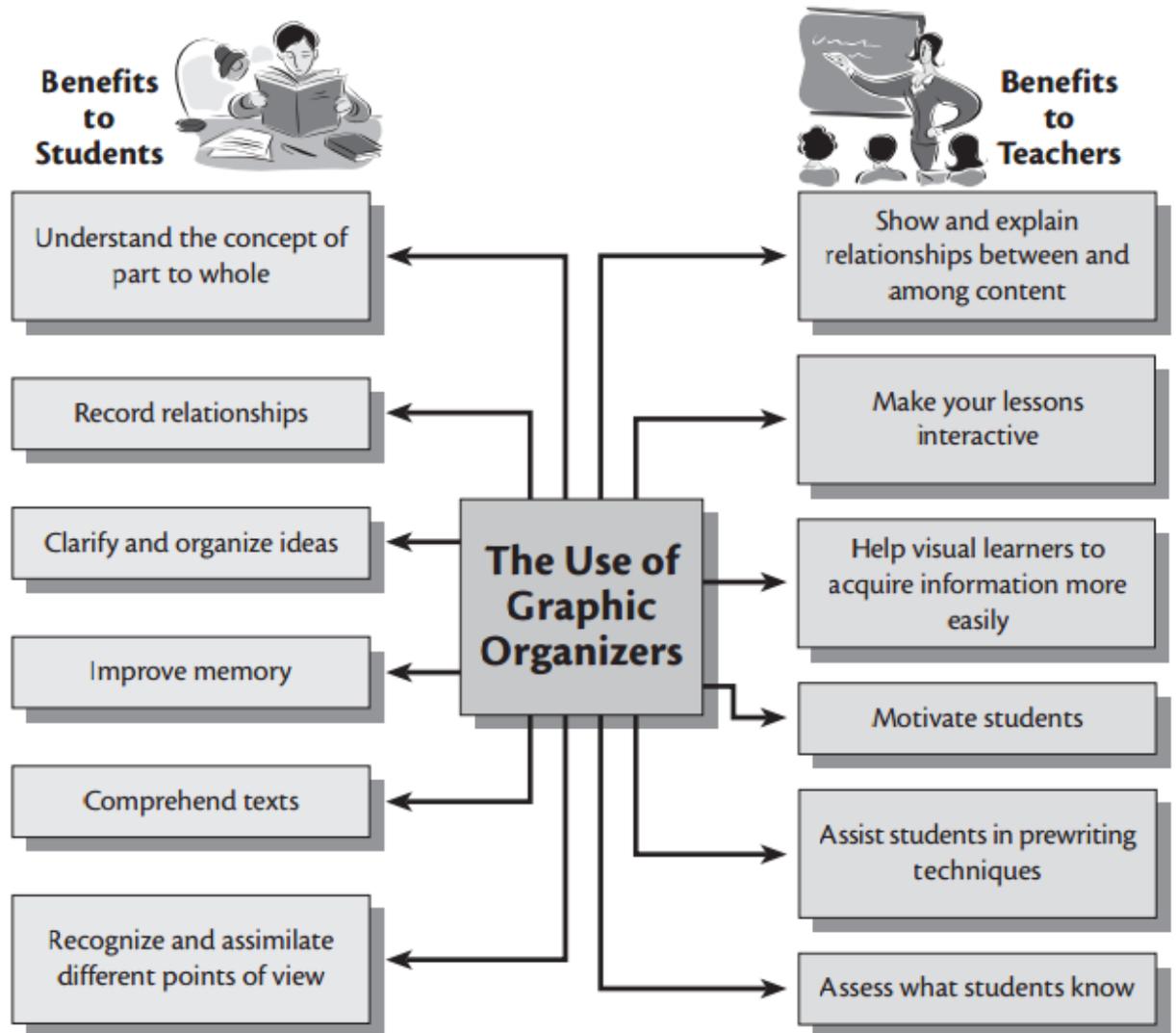
### **Tools for self-learning**

Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review (Dunston, 1992). In other words, graphic organizers are beneficial to students' learning inside and beyond classrooms (Institute, 2001).

### **Specific Benefits to Students and Teachers**

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers

allow students an active role in their learning. For easy understanding, specific benefits to students and teachers are presented in the following organizer (Institute, 2001).

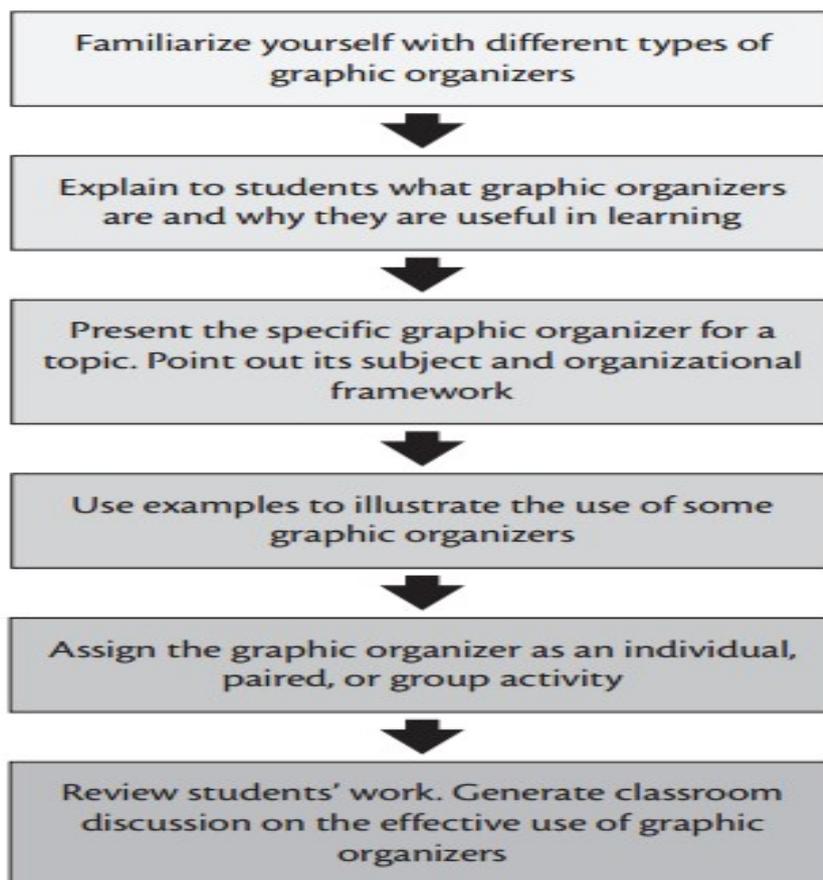


### The use of the Graphic Organizers

Teachers can use the graphic organizers recommended in this book as they see appropriate because the organizers are really flexible tools. Teachers can use

them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them (Institute, 2001).

In order to help students, get the most out of the graphic organizers, according to the Hong Kong Institute (2001) the following steps are recommended.



According to Ellis (2004) if you think of your content instruction as having a beginning, middle, and end, graphic organizers can be used during any of these segments. For example, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson. They can be used as the new content

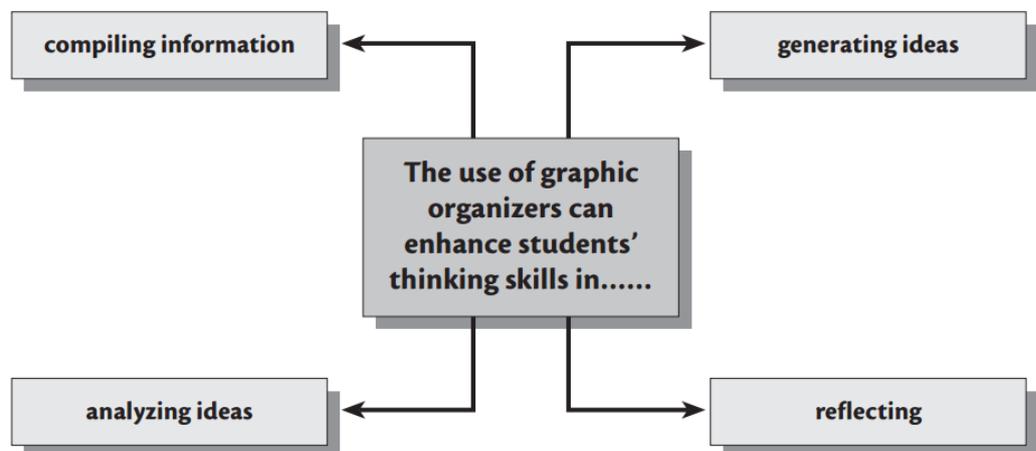
is being explored. They can also be effective ways to facilitate review of previously taught materials.

### **Thinking Skills and Graphic Organizers**

Graphic organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections among pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate ideas (Institute, 2001).

Finally, graphic organizers also provide a structure or framework to display the internal process of thinking in an external, visual form. In other words, they provide a means to observe and assess the students' thought processes (Institute, 2001).

According to the Hong Kong Institute (2001) four primary ways of using graphic organizers to enhance students' thinking skills are compiling information, generating ideas, analyzing ideas, and reflecting.



However, there are more advantages that graphic organizers provide like:

The use of graphic organizers is an effective strategy to improve understanding of the vocabulary.

Graphic organizers can help make explicit connections and relationships between vocabulary words, ideas, or concepts.

Graphic organizers help students to sort, classify, categorize, and cluster information and make it easier to recall.

Graphic organizers in and of themselves are not sufficient to develop meaning and understanding. Combined with background knowledge; they can be powerful visual organizers to assist all students in learning vocabulary.

Graphic organizers can contribute to increasing both classroom and achievement test scores. Naturally, the degree to which test scores are impacted by graphic organizers is relative to the degree to which they are effectively used and become an integral part of the on-going instruction (Ellis, 2004).

### **Graphic Organizers to raise test-scores**

Graphic organizers can contribute to increasing both classroom and achievement test scores. Naturally, the degree to which test scores are impacted by graphic organizers is relative to the degree to which they are effectively used and become an integral part of the on-going instruction (Ellis, 2004).

Classroom test scores often improve for several reasons. First, the graphics help students understand and learn the subject. Second, they help students focus

their energies on studying the essential information. Third, they serve as effective devices for helping students focus on the relationships between main ideas and details, main ideas and other main ideas, and so forth. Thus, the focus of study is how it all fits together rather than on just memorizing isolated, decontextualized bits of information (Ellis, 2004).

### **Timing for Graphic Organizers Use**

If you think of your content instruction as having a beginning, middle, and end, graphic organizers can be used during any of these segments. For example, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson. They can be used as the new content is being explored. They can also be effective ways to facilitate review of previously taught materials. Graphic organizers can also be used to teach processes and strategies (Ellis, 2004).

For example, you can incorporate them into guidelines for writing book reports, lab reports, social studies reports, etc. They can also be used to help students organize tasks and assignments.

### **Graphic Organizers to Assess Students**

Graphic organizers can be a very powerful tool for assessing students' knowledge of the content, thinking skills such as the ability to structure information, and some habits of the mind such as creativity, and commitment to quality (Ellis, 2004).

## **Benefits from Graphic Organizers**

While it is true that some people seem to prefer visual presentations of information and others prefer auditory formats, viewing the learning process in this manner is a gross over-simplification of how information is actually processed and understood. In reality, the nature and complexity of the information being communicated, innate memory capacity, the quality of elaboration the learner applies when processing the information, and the existing background knowledge of the learner dictates the subsequent success of learning far more than one's intellectual aptitude for processing information via different presentation modes (Ellis, 2004).

## **f. METHODOLOGY**

### **Design of the research**

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

This action research has the aim of improving the vocabulary through graphic organizers as a cognitive strategy. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different graphic organizers as a cognitive strategy to develop vocabulary in the English Foreign Language amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the academic period 2016-2017.

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

## **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 graphic organizers as a cognitive strategy to develop 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 the basic vocabulary. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

**Pretest- Posttest** will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of vocabulary that students have; and, at the end to measure the performance of the vocabulary achieved by the students after the intervention plan designed in this research project with the activities applied with the graphic organizers as a cognitive strategy in order to make a pretest-posttest comparison of the cognitive dimension of the performance of vocabulary of the participants (ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso) being treated.

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

develop vocabulary. 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 A students at Unidad Educativa del Milenio Bernardo Valdivieso 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 the 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 graphic organizers as a cognitive strategy in order to develop vocabulary amongst the ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

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

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

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

## **Population sample**

The population was 41 students of the ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso. They are all about twelve and thirteen years old; they are forty one students, twenty girls and twenty one boys and the teacher candidate of this study who was going to take part in the intervention plan.

## **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

|                            |   |
|----------------------------|---|
| <b>RESEARCH PROBLEM</b>    | How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?  |
| <b>GOAL</b>                | -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.  |
| <b>LEARNING OBJECTIVES</b> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To talk about customs from around the world freely.</li> <li>- To describe people's habitual actions and routines using adverbs of frequency like: always, usually, every year, once a day.</li> <li>- To use and recognize some collocations formed by: V + N</li> </ul>  |
| <b>KEY VOCABULARY</b>      | Greet, pray, celebrate, wear, use, give, temple, chopsticks   |
| <b>INSTRUCTIONAL FOCUS</b> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the learning outcomes to the class using the projector.</li> <li>• 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.</li> <li>• This strategy will be useful in order to know some aspects like their names, and previous knowledge.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• After the warm up activity. Teacher will present the collocations through a three column notes graphic organizer.</li> <li>• In the column one teacher will write the collocation, in the column two its definition and finally in the number three an example.</li> </ul> |

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|                                | <ul style="list-style-type: none"> <li>• Then, teacher will write sentences and questions using some of the collocations.</li> <li>• Teacher will read the statements on the book, page N° 24 about customs in the world</li> <li>• After that, teacher will present to the class some examples about Ecuadorian customs.</li> <li>• Teacher will introduce some adverbs of frequency writing few examples on the board.</li> <li>• After teacher’s explanation, students will work in small groups writing sentences about their habitual actions and daily routines using the adverbs of frequency.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students will write sentences using collocations to describe customs around the world.</li> <li>• Teacher will ask students to complete the activities on their book page N° 25 about adverbs of frequency</li> <li>• Teacher will ask students to write and share their sentences using adverbs of frequency.</li> <li>• After this, teacher will give a feedback about it.</li> <li>• As homework, students will write ten sentences using adverbs of frequency related to diverse customs.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | Student’s notebook<br>Student’s textbook   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Pres test – Pre written questionnaire<br>Data source 2: Student’s writing samples weekly  |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | 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

|                                   |  |
|-----------------------------------|--|
| <p><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>  |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></p> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To talk about actions that happen at the moment using the present progressive tense.</li> <li>- To ask and answer yes/no questions and information questions about habitual actions and routines</li> </ul>   |
| <p><b>KEY VOCABULARY</b></p>      | <p>Dancing, wearing, celebrating, singing, eating, take, eat this</p>  |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation:</b></p> <ul style="list-style-type: none"> <li>• Teacher will build a lesson planned based on the applications of the present progressive tense.</li> <li>• Teacher will introduce the learning objectives for the lesson on the board</li> <li>• 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.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• After the warm up activity, teacher will present a compare contrast matrix chart to explain the meaning of some new vocabulary.</li> <li>• Teacher will also introduce the present progressive tense to students and help them how to form a sentence.</li> </ul> |

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|                                | <ul style="list-style-type: none"> <li>• Then, teacher asks students some questions and make sentences using the present progressive tense.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• After teacher’s explanation, students are going to work in pairs making a conversation in which they have to include present progressive tense.</li> <li>• Once the students have made a conversation they are going to share the information with their classmates.</li> <li>• After students have shared their information with the class, teacher will give them a feedback</li> <li>• Then student make sentences using present progressive tense</li> <li>• As homework, students will remember some verbs and write few sentences about present progressive tense.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | Visual: compare contrast matrix chart<br>Student’s notebook<br>Student’s textbook   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly  |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor   |
| <b>TIME</b>                    | 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

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|-----------------------------------|--|
| <p><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>  |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></p> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To predict the content of a text through pictures.</li> <li>- To use fixed expressions to write letters politely.</li> </ul>  |
| <p><b>KEY VOCABULARY</b></p>      | <p>Take place - to happen - hope you're doing well - I expect you are OK - I hope - talk to you soon</p>   |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher will build a lesson plan based on the applications of enjoying a new culture.</li> <li>• Teacher will introduce the learning outcomes for the lesson on the board.</li> <li>• To get started teacher activates students' prior knowledge related to celebrating diversity.</li> <li>• The warm up is called tic-tac-toe, in this activity teacher is going to use a balloon. It will start 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.</li> <li>• After the warm-up activity, teacher will present a mind map chart to explain the new vocabulary.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Using the character map graphic organizer teacher will explain the content related to "enjoying a new culture".</li> </ul> |

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|                                | <ul style="list-style-type: none"> <li>• Teacher will use the character map graphic organizer to show some pictures to predict the content.</li> <li>• In the character map teacher will present to students four pictures, one on each box.</li> <li>• Teacher will ask students to take notes about the pictures.</li> <li>• Next, the teacher will write a letter using fixed expressions.</li> <li>• 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.</li> <li>• Next teacher will reinforce the meaning of those words making sentences on the board using those new words.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students will make ten sentences using the new words.</li> <li>• Students will work in pairs writing a letter to who they want, talking about the new cultures.</li> <li>• After that, Ss will join to other groups to work in a compare chart graphic organizer classifying fixed expressions and the new words.</li> <li>• After Ss. had shared their information with the class the t will give a feedback.</li> <li>• As homework, Ss. will write a letter using the new vocabulary related to enjoying a new culture.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | Students notebook<br>Students textbook<br>Teachers book<br>Cards   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly   |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | Week three   |

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

|                                   |   |
|-----------------------------------|---|
| <p><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>   |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></p> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To use colloquial expressions such as:           <ul style="list-style-type: none"> <li>* The place is packed</li> <li>* I'm feasting my eyes on</li> <li>* It's out of this world</li> </ul> </li> <li>- To talk about different kind of celebrations in an informal way.</li> </ul>  |
| <p><b>KEY VOCABULARY</b></p>      | <p>The place is packed,<br/>It's out of this world,<br/>I'm feasting my eyes on</p>   |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher will make a review about enjoying a new culture.</li> <li>• Teacher will build a lesson based on the topic "Out of this world".</li> <li>• Teacher will introduce the learning outcomes for the lesson on the board.</li> <li>• 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.</li> <li>• During the warm up stage the teacher will also asses the student's prior knowledge.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• After the warm up activity teacher will explain the meaning of the idioms using language lingo graphic organizer.</li> <li>• To use language lingo graphic organizer, the teacher will use a presentation power point that</li> </ul> |

|                                |  |
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|                                | <p>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.</p> <ul style="list-style-type: none"> <li>• After, the explanation teacher will use the conversation on the book to use the idioms in context</li> <li>• 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.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students will use language lingo graphic organizer to write their own definition of each idiom.</li> <li>• Students will work with a partner showing their definitions to each other.</li> <li>• Students will make a conversation using the idioms to talk about different kids of celebrations.</li> <li>• Once the students have made a conversation they are going to share their information with the class.</li> <li>• After this the teacher will give a feedback.</li> <li>• As homework students will write a conversation using the idioms to talk about different kinds of celebrations.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | Students notebook<br>Students textbook<br>Teachers book<br>Cards   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly   |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | Week four  |

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

|                                   |   |
|-----------------------------------|---|
| <p><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>   |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></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><b>KEY VOCABULARY</b></p>      | <p>Solve, move, paint, speak, learn, sing, can, can’t</p>   |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher will build a lesson plan focus on key vocabulary related to multiple intelligences and modal verb “Can”.</li> <li>• Teacher will introduce the learning outcomes for the lesson on the board.</li> <li>• 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.</li> <li>• This strategy will help teacher to know what colloquial expressions they already know.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Once teacher has finished the activity. She/he will ask students to open their books in order to introduce the new topic.</li> <li>• Teacher will present multiple intelligences topic through a power point presentation using a main concept map graphic organizer.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Teacher will explain the meaning of each intelligence. <ul style="list-style-type: none"> <li>-Logical- mathematical intelligence</li> <li>-Interpersonal intelligence</li> <li>-Musical intelligence</li> <li>-Visual-spatial intelligence</li> <li>-Verbal intelligence</li> <li>-Kinesthetic intelligence</li> </ul> </li> <li>• Students will complete some activities on their book related to multiple intelligences</li> <li>• Teacher will explain the use of the modal verb CAN through a power point presentation using one and all organizer graphic organizer.</li> <li>• Teacher will explain the three structures: affirmative, negative and interrogative using the modal verb “can” <ul style="list-style-type: none"> <li>-Affirmative:<br/>S+ modal verb Can + verb base + Complement</li> <li>-Negative:<br/>S+ modal verb Can + Not +verb base+ Complement</li> <li>- Interrogative:<br/>Modal verb Can + S + verb base + Complement +?</li> </ul> </li> <li>• Teacher will explain each structure with some examples.</li> <li>• During the teacher’s explanation students will take notes about the topic.</li> <li>• Teacher will ask some volunteers to write one example on the board. Teacher and students will check them.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students will write their own examples using the modal verb “can” using the three structures on their notebooks.</li> <li>• Students will develop an activity on their books and teacher monitors them.</li> <li>• After that, students will finish the activity on their books.</li> <li>• Students will work individually in a worksheet to summarize the meaning of each intelligence using the multiple meaning map graphic organizer.</li> <li>• As homework, students will write: 5 affirmative sentences, 5 negative sentences, 5 interrogative</li> </ul> |
|--|--|

|                                |  |
|--------------------------------|--|
|                                | questions with short answers using the modal verb CAN.   |
| <b>CLASSROOM RESOURCES</b>     | -Power point presentation<br>-Projector<br>-Worksheet<br>-Students' textbook<br>-Teacher's textbook<br>-Computer |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly                         |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | 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><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>  |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></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:<br/>*I like<br/>*to my mind</p>   |
| <p><b>KEY VOCABULARY</b></p>      | <p>Thin, young, short, fast, tall, slow, old, fat, beautiful, talented, attractive, interesting, generous, and popular.</p>  |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teacher will write on the board the new topic and will introduce to them the learning objectives.</li> <li>• Teacher will present some of the key words that will be used during the present lesson “Unique People”.</li> <li>• For the present lesson the VENN DIAGRAM &amp; CIRCLE MAP graphic organizers will be used.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• First, teacher will ask students to open their books on pag. 40.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• In order to introduce students to the new vocabulary, teacher will use a circle map.</li> <li>• 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.</li> <li>• Second, using the venn diagram teacher will introduce Ss. to the usage of comparatives and superlatives</li> <li>• To summarize the current topic the teacher will use the venn diagram that will be divided in three parts.</li> <li>• In the first one, teacher will write about the use and the rules to form comparatives using short and long adjectives.</li> <li>• In the next form, teacher will write about the use and the rules to form superlatives using short and long adjectives.</li> <li>• 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.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• After that, teacher will ask students to write 5 sentences using the studied vocabulary to describe their classmates.</li> <li>• Teacher will ask Ss. to complete the activities #2, 4 and 5 in their books about comparatives and superlatives.</li> </ul> |
|--|---|

|                                |   |
|--------------------------------|---|
| <b>CLASSROOM RESOURCES</b>     | - Worksheet<br>- Students' textbook<br>- Teacher's textbook   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly<br>Data source 3: Sub-test |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor   |
| <b>TIME</b>                    | 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><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>  |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></p> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To use <b>because</b> to give reasons and answer the question <b>why</b>.</li> <li>- To identify detailed information about people’s mental and physical activities.</li> </ul>   |
| <p><b>KEY VOCABULARY</b></p>      | <p>Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb mountains.</p>  |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teacher will socialize with the class the new topic and will introduce to them the learning outcomes.</li> <li>• Teacher will present some of the key words that will be used during the present lesson “Outstanding people”.</li> <li>• For the present lesson the WORD WEB graphic organizer will be used.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• First, teacher will ask students to open their books on pag. 42 to read the three paragraphs about mental and physical activities.</li> <li>• Teacher will ask students to identify and write the topics to the corresponding read paragraph.</li> </ul> |

|                                |  |
|--------------------------------|--|
|                                | <ul style="list-style-type: none"> <li>• Second, in the word web teacher will introduce Ss. to the usage of <b>WHY</b> in questions, and <b>BECAUSE</b> in answers.</li> <li>• To summarize the current topic the teacher will use the word web that will consist in five parts.</li> <li>• In the first one teacher will write the key terms for the current topic.</li> <li>• Next, teacher will write the rule for the usage of why and because.</li> <li>• 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.</li> <li>• Finally, in the last forms students will write their own examples using why and because.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teacher will also ask Ss. to add new forms to the presented graphic organizer in order to write sentences with the written vocabulary.</li> <li>• Teacher will ask Ss. to complete the activities #3, 4 and 5 in their books about the usage of why and because.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | <ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Students' textbook</li> <li>- Teacher's textbook</li> </ul>  |
| <b>DATA COLLECTION SOURCES</b> | <p>Data source 1: Observation field notes</p> <p>Data source 2: Students writing samples weekly</p>  |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | 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><b>RESEARCH PROBLEM</b></p>    | <p>How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year?</p>   |
| <p><b>GOAL</b></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><b>LEARNING OBJECTIVES</b></p> | <p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>- To recognize and use idioms in different situations.</li> <li>- To express personal abilities using the modal can.</li> </ul>  |
| <p><b>KEY VOCABULARY</b></p>      | <p>It's a piece of cake, get out of here, it's mind blowing, to know by heart.</p>  |
| <p><b>INSTRUCTIONAL FOCUS</b></p> | <p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teacher will give to the winners some prizes.</li> <li>• Teacher will socialize with the class the new topic and will introduce to them the learning outcomes.</li> <li>• Teacher will present some of the key words that will be used during the present lesson "It's a piece of cake".</li> <li>• For the present lesson the CIRCLE MAP graphic organizer will be used.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• First, teacher will give to students some examples about the using of the modal can to describe personal abilities.</li> <li>• Then, teacher will present to students the idioms that will be used in the present lesson such as:             <ul style="list-style-type: none"> <li>* It's a piece of cake</li> <li>* Get out of here</li> <li>* It's mind blowing</li> <li>* To know by heart.</li> </ul> </li> </ul> |

|                                |  |
|--------------------------------|--|
|                                | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teacher will recycle some expressions and will use them in different situations.</li> <li>• To wrap up the taught information teacher will ask students to find someone who has different abilities to talk about.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students will work on their books page 48 checking just the abilities they have.</li> <li>• Second, students will listen to a conversation and will complete the activity N° 2 using the idioms in the word bank.</li> <li>• In activity N° 3 Ss. will complete the definitions with its corresponding idiom.</li> <li>• Teacher will ask Ss. to perform a dialogue in pairs about abilities using the modal can and idioms in front of the class.</li> </ul> |
| <b>CLASSROOM RESOURCES</b>     | - Students' textbook<br>- Teacher's textbook   |
| <b>DATA COLLECTION SOURCES</b> | Data source 1: Observation field notes<br>Data source 2: Students writing samples weekly<br>Data source 3: : Post test – Post questionnaire  |
| <b>SUPPORT</b>                 | Coaching and guidance from our thesis advisor  |
| <b>TIME</b>                    | Week eight   |

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

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## **h. BUDGET AND FINANCING**

### **Organization and management of the 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**

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

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

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## 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**

| <b>OBSERVATION SHEET</b>   |  |                   |                     |  |                |
|--|--|-------------------|---------------------|--|----------------|
| <b>Observation #:</b><br><br><b>Topic:</b><br><br><b>Objective of the session:</b> | <b>Date/Time:</b><br><br><b>Participants:</b> Ninth-year students A & The researcher |                   |                     | <b>Role of the researcher:</b><br>Nonparticipant observer<br><br><b>Duration of the observation:</b> |                |
| <b>Things to be observed</b>   | <b>Levels of Acceptability</b>   |                   |                     |  | <b>Remarks</b> |
|  | <b>Perfectly Acceptable</b>  | <b>Acceptable</b> | <b>Unacceptable</b> | <b>Totally Unacceptable</b>  |                |
| 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**

| <b>FIELD NOTES</b>  |   |   |
|---|---|---|
| <p><b>Observation #:</b></p> <p><b>Topic:</b></p> <p><b>Objective of the session:</b></p> | <p><b>Date/Time:</b></p> <p><b>Class size:</b></p> <p><b>Participants:</b> Ninth-year students &amp; The researcher</p> | <p><b>Role of the researcher:</b> Participant observer</p> <p><b>Duration of the observation:</b></p> |
| <p><b>Description of the event</b></p>  |   | <p><b>Reflective Notes</b></p>  |

**Annex 3: Pre and Post-test & Scoring Guide**



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

**DATA COLLECTION SOURCE: PRE TEST / POST TEST**

**Student's code:** .....

**Date:** .....

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

- |                                    |                                |
|------------------------------------|--------------------------------|
| — a) 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>  |
|  <p>c. MASK</p> <p>True ( ) False ( )</p>     |  <p>d. BLANK</p> <p>True ( ) False ( )</p> |

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 |

- a. On Sunday my family and I went to the \_\_\_\_\_ to pray.
- b. Chinese people used to eat with \_\_\_\_\_.
- c. Ecuadorian people used to greet with a \_\_\_\_\_.
- d. I wrote a \_\_\_\_\_ for my sister yesterday.

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

|                                       |
|---------------------------------------|
| PLACE – OUTSIDE – FIREWORKS – CLOTHES |
|---------------------------------------|

These days, Chinese people are celebrating the Chinese New Year. It usually takes 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

\_\_\_\_\_

\_\_\_\_\_



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

**Pre- Post Test Scoring Guide**

**QUESTION 1**

**IDIOMS**

| <b>OPTION</b> | <b>ANSWER</b> | <b>SCORE</b> |
|---------------|---------------|--------------|
| A             | 3             | 0.5          |
| B             | 4             | 0.5          |
| C             | 1             | 0.5          |
| E             | 2             | 0.5          |

**QUESTION 2**

**COGNATES**

| <b>OPTION</b> | <b>ANSWER</b> | <b>SCORE</b> |
|---------------|---------------|--------------|
| A             | T             | 0.5          |
| B             | F             | 0.5          |
| C             | T             | 0.5          |
| D             | F             | 0.5          |

**QUESTION 3**

**WORD MEANING**

| <b>OPTION</b> | <b>ANSWER</b> | <b>SCORE</b> |
|---------------|---------------|--------------|
| a             | church        | 0.5          |
| b             | chopsticks    | 0.5          |
| c             | kiss          | 0.5          |
| d             | letter        | 0.5          |

**QUESTION 4**

**COLLOCATIONS**

| <b>OPTION</b> | <b>ANSWER</b> | <b>SCORE</b> |
|---------------|---------------|--------------|
| 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 AMONG NINTH-YEAR A STUDENTS AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR.**

| Problem  | Objectives   | Theoretical frame   | Methodological design (Action Research)  | Techniques and instruments   |
|--|--|---|--|--|
| <p><b>General</b><br/>How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016-2017 school year?</p> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological references about graphic organizers as a cognitive strategy are adequate for developing vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?</li> <li>• What are the issues that limit the development of the vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?</li> </ul> | <p><b>General</b></p> <ul style="list-style-type: none"> <li>• To develop vocabulary through graphic organizers as a cognitive strategy amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• To research the theoretical and methodological references about graphic organizers as a cognitive strategy and their application on vocabulary learning.</li> <li>• To diagnose the issues that limit the vocabulary development in the English language amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.</li> </ul> | <p><b>Dependent variable</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Aspects such us (word meaning, collocation, cognates, idioms, hyponyms)</li> </ul> <p><b>Independent variable</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Functions of the graphic organizers</li> <li>• Use of graphic organizers</li> <li>• Vocabulary through graphic organizers</li> </ul> | <p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating the background of the problem</li> <li>• Describing current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for the research</li> <li>• Designing an intervention plan</li> </ul> <p><b>Intervention and observation</b></p> | <ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and Post test</li> <li>• Pre and Post Questionnaires</li> <li>• Field notes</li> </ul> |

|   |   |  |   |  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>• What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?</li> <li>• Which graphic organizers as a cognitive strategy are implemented to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?</li> <li>• How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2016 – 2017 school year?</li> </ul> | <ul style="list-style-type: none"> <li>• To design an intervention plan based on graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.</li> <li>• To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.</li> <li>• To validate the results obtain after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Unidad Educativa del Milenio Bernardo Valdivieso during the 2016-2017 school year.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring students' performance according to the interventionn plan</li> <li>• Presentation of research findings</li> <li>• Reflecting, analyzing and answering the proposed inquires</li> <li>• Organizing the final report.</li> </ul> |  |
|---|---|--|---|--|

## Annex 6. Grading Scales

### Vocabulary

| <b>Quantitative score range</b> | <b>Qualitative score range</b> |
|---------------------------------|--------------------------------|
| 10                              | Superior                       |
| 9                               | Excellent                      |
| 7-8                             | Average                        |
| 5-6                             | Below average                  |
| 4                               | Failing                        |

### Graphic organizers as a cognitive strategy

| <b>Quantitative score range</b> | <b>Qualitative score range</b>   |
|---------------------------------|--|
| 81-100                          | High level of effectiveness of graphic organizer as a visual aid       |
| 61-80                           | Expected level of effectiveness of graphic organizer as a visual aid   |
| 41-60                           | Moderate level of effectiveness of graphic organizer as a visual aid   |
| 21-40                           | Unexpected level of effectiveness of graphic organizer as a visual aid |
| 01-20                           | Low level of effectiveness of graphic organizer as a visual aid        |

## INDEX

|                                       |          |
|---------------------------------------|----------|
| COVER PAGE .....                      | i        |
| CERTIFICACIÓN .....                   | ii       |
| AUTORÍA .....                         | iii      |
| CARTA DE AUTORIZACIÓN .....           | iv       |
| ACKNOWLEDGENT .....                   | v        |
| DEDICATION .....                      | vi       |
| MATRIZ DE ÁMBITO GEOGRÁFICO .....     | vii      |
| MAPA GEOGRÁFICO Y CROQUIS.....        | viii     |
| THESIS SCHEME .....                   | ix       |
| <b>a. TITLE.....</b>                  | <b>1</b> |
| <b>b. RESUMEN.....</b>                | <b>2</b> |
| <b>    ABSTRACT .....</b>             | <b>3</b> |
| <b>c. INTRODUCTION.....</b>           | <b>4</b> |
| <b>d. LITERATURE REVIEW.....</b>      | <b>7</b> |
| <b>    Graphic Organizers.....</b>    | <b>7</b> |
| Vocabulary.....                       | 12       |
| The Importance of Vocabulary.....     | 13       |
| Explicit Vocabulary Instruction.....  | 16       |
| Knowing the Word.....                 | 18       |
| Visual Techniques.....                | 20       |
| Word Meaning.....                     | 23       |
| Issues in Vocabulary Acquisition..... | 25       |

|                                       |            |
|---------------------------------------|------------|
| <b>e. MATERIALS AND METHODS .....</b> | <b>26</b>  |
| <b>f. RESULTS .....</b>               | <b>30</b>  |
| <b>g. DISCUSSION .....</b>            | <b>45</b>  |
| <b>h. CONCLUSIONS .....</b>           | <b>48</b>  |
| <b>i. RECOMMENDATIONS.....</b>        | <b>49</b>  |
| <b>j. BIBLIOGRAPHY .....</b>          | <b>50</b>  |
| <b>k. ANNEXES.....</b>                | <b>52</b>  |
| <b>a. THEME.....</b>                  | <b>53</b>  |
| <b>b. PROBLEM STATEMENT .....</b>     | <b>54</b>  |
| <b>c. JUSTIFICATION .....</b>         | <b>58</b>  |
| <b>d. OBJECTIVES.....</b>             | <b>59</b>  |
| <b>e. THEORETICAL FRAMEWORK .....</b> | <b>61</b>  |
| <b>f. METHODOLOGY.....</b>            | <b>102</b> |
| <b>g. TIMELINE.....</b>               | <b>128</b> |
| <b>h. BUDEGT AND FINANCING.....</b>   | <b>129</b> |
| <b>i. BIBLIOGRAPHY.....</b>           | <b>130</b> |
| <b>INDEX.....</b>                     | <b>144</b> |