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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

**GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY  
TO DEVELOP VOCABULARY AMONGST NINTH-YEAR  
A STUDENTS AT MIGUEL RIOFRÍO SCHOOL OF THE  
CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR**

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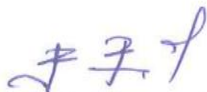
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Ing. Rosa Paola Moreno Ordóñez Mg. Sc. PROFESSOR OF THE ENGLISH  
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LOJA,

### **CERTIFIES:**

The present research work entitled GRAPHIC ORGANIZERS AS A  
COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONGST  
NINTH-YEAR A STUDENTS AT MIGUEL RIOFRÍO SCHOOL OF THE CITY  
OF LOJA DURING THE 2016-2017 SCHOOL YEAR, under the responsibility  
of the undergraduate student: JESSICA YADIRA CASTILLO SIGUENZA has  
been meticulously revised and fully analyzed; therefore, I authorize the  
presentation of the thesis for the pertinent legal aims.

Loja, August 5<sup>th</sup>, 2017



Ing. Rosa Paola Moreno Ordóñez Mg. Sc.

**THESIS ADVISOR**

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## **THE AUTHOR**

## **DEDICATION**

To God, because he has given me a life full of good judgment, love, perseverance and health. To my mother, because she had been my unconditional support during all my life. To my siblings for their love and patience. To my dear son, who is my inspiration and the reason I strive to continue improving myself.

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*JESSICA YADIRA*

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## MAPA GEOGRÁFICO DEL CANTÓN DE LOJA





## THESIS OUTLINE

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**a. TITLE**

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP  
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RIOFRÍO SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017  
SCHOOL YEAR

## **b. RESUMEN**

El presente trabajo investigativo tuvo como propósito el incremento del vocabulario inglés usando como estrategia cognitiva los organizadores gráficos. Para el desarrollo del mismo se utilizó los métodos: analítico - sintético, estadístico, científico y descriptivo. Exámenes y cuestionarios fueron aplicados a veinte y seis estudiantes con la finalidad de obtener información sobre su nivel de conocimiento. Los resultados obtenidos fueron presentados en gráficos y tablas con su respectivo análisis e interpretación para la formulación de las conclusiones y recomendaciones. Estos resultados fueron altamente satisfactorios ya que demostraron un significativo mejoramiento en la adquisición del vocabulario inglés. Por esta razón fue posible recomendar el uso de esta herramienta como estrategia cognitiva en el proceso de enseñanza-aprendizaje de este lenguaje.

## **ABSTRACT**

The purpose of the present research work was the development of the English vocabulary through the use of graphic organizers as a cognitive strategy. The scientific, descriptive, analytic-synthetic and statistic methods were used to develop this work. Tests and questionnaires were administered to obtain information about the level of knowledge of twenty six students. The results were presented in graphics and tables with its corresponding analysis and interpretation to the formulation of the corresponding conclusions and recommendations. These results were highly satisfactory because they demonstrated a significant improvement in the acquisition of the English vocabulary. For this reason, it was possible to recommend the use of this tool as a cognitive strategy in the teaching-learning process of this language.

### **c. INTRODUCTION**

The present research based in the use of graphic organizers to learn vocabulary was executed at Miguel Riofrío school of the city of Loja, with 26 students of the ninth-year A, afternoon section. They received five hours per week of the English classes, but during the observation phase it was possible to find out some limitations. Students struggle with some aspects referred to vocabulary like the use of collocations, to understand idioms and cognates, to be aware of word meanings and to recognize hyponyms. Since vocabulary is one of the essential aspects to understand a language, they were not able to comprehend the majority of the texts and as a result they had difficulties with the completion of the tasks.

After analyzing this problematic it was necessary to formulate the following question: how do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year?. Graphic organizers were chosen as a solution to help students to solve their vocabulary problems, since they are an effective cognitive and interactive strategy that organize contents and ideas facilitating the comprehension of acquired and new information.

The reason that leads the researcher to choose this topic was the students' inability to express by themselves in the English language. When students were asked to say something, the most common response was 'I do not know'. Due to this fact, the work of the researcher was aimed at the development of vocabulary

using graphic organizers as a supportive tool. In addition, according to the Common European Framework (CEFR), it is expected that ninth-year students reach the A.1.2 level and their knowledge was under this requirement.

The specific objectives related to this research work were: to look for theoretical and methodological references about graphic organizers as a cognitive strategy and its implication on the development of vocabulary amongst ninth-year A students; to diagnose the issues that limit the development of vocabulary; to design an intervention plan based on graphic organizers as a cognitive strategy in order to develop vocabulary; to apply the most suitable graphic organizers as a cognitive strategy in the classroom activities, to solve the limitations in the development of vocabulary and to validate the obtained results after the application of graphic organizers as a cognitive strategy to develop vocabulary.

To achieve the stated objectives, it was necessary the use of different methods and instruments. The scientific method was useful in the study of the variables. Besides that, it helped in the observation process: At the beginning, to identify the problem and to follow each of the designed phases in the intervention plan; during the process and after it, to confirm ideas and establish the respective conclusions and recommendations. The analytic/synthetic method was useful to analyze, interpret and make a logical analysis of the found information in the questionnaires and tests, and to establish the correspondent conclusions. The statistical method was helpful in the quantitative and qualitative analysis of the data collected. The descriptive method was useful to explain the object of the

investigation, to describe the different stages and the kind of resources used by the researcher.

The development of the present research work is organized in the following way:

First, the Introduction describes the researched problem, the reasons that motivated the present study, the specific objectives, the Methodology and the contents of the research work. Second, the Literature Review, which is the theoretical reference that supports the development of all the steps in the present work. Third, the Materials and Methods that were used and facilitated the application of this research. Fourth, the Results that were analyzed, interpreted and represented in tables and figures to make a contrast between what was found at the beginning and at the end of the study. Fifth, the Discussion that includes the most important results founded in the research work, and finally, the Conclusions and Recommendations for the initial problem that were formulated after the analysis of the results.

## **d. LITERATURE REVIEW**

### **Vocabulary**

Vocabulary refers to the knowledge a person has about the meanings and pronunciation of words and which is essential for communication. This development is also important for reading because the gotten knowledge will allow people to know if a word makes or not sense in a specific text. “Oral language development and vocabulary development go hand in hand”. Thus, knowledge about words is not about mastering rules, but about making connections in real conversations (Multicultural & ESOL Program Services Education Dept. 25, 2007).

Vocabulary deals with the knowledge of meaning and pronunciation of the existing words within a language and which are necessary for communication. The development of vocabulary is important because knowing the meaning of the words it is possible to determine if a specific word makes or not sense in a text or dialogue. If students do not know and understand the meaning of the words, it will be difficult to give or receive a message (Broward schools). Vocabulary is also presented in two ways: orally and in print, so, the knowledge of vocabulary should include both. Oral vocabulary refers to the listening and speaking skills. Print vocabulary refers to the reading and writing skills (Dugan, 2010).

Templeton & Pikulski (2004), established that vocabulary refers to the action of speaking and writing. They state that the term “expressive vocabulary” is used to express ourselves and to understand when we listen and read something. For



them, there are three kinds of vocabulary: First, receptive which refers to the vocabulary used in listening and reading. Second, oral vocabulary, refers to the combination of listening and speaking abilities, and finally, literate vocabulary, which refers to the combination of reading and writing vocabularies. But, vocabulary not only means knowing the meaning of the word, according to Lead 21 (2012), it also includes “gestures and facial expressions that work well in face-to-face communication”. Words have the key part in carrying the meaning when people communicate through distance and time. So, when students read any written text, what they know about it matters too.

The understand of a word initiate with the knowledge of the meaning, the form, and the way of how to conect the two together (Ma, 2009).

Vocabulary is one of the most essential aspects in the process of acquiring a language. The knowledge of the words will allow us to use our receptive skills, which means reading and listening to understand what the message is about, and in the same way using our productive skills: writing and speaking to communicate our thoughts, feelings or ideas with accuracy.

To Sárosdy (2006), word knowledge includes the following aspects

### **Meaning**

Refers to the understanding of words in context. Knowing the meaning of the words means to distinguish between antonyms, synonyms, hyponyms, and cognates.

The meaning of a word can express different things in different ways. For this reason, it is important to know clearly what does a word mean, and how it can be used within a context (Harmer, 2007).

### ***Hyponyms***

Are words that belong to a superordinate. For example: car, van, bus, lorry are hyponyms of vehicle. “Because many words are defined by their relationship to other words, it is easier to teach vocabulary in ‘areas’ than through lists of isolated items” (Sárosdy, 2006). Similarly, Finegan (2013) reported that “a hyponym is a subordinate, specific term whose referent is included in the referent of a superordinate term”.

### ***Cognates***

“Are two any words with shared aspects of spelling, sound, and meaning across two languages” (Morán Molina, 2006-2015).

According to Oana (2006), cognates are words that may have similar spelling and meaning but are in different languages. She also cited that cognates are useful in the learning of a second language, because it can help with the increasing and comprehension of vocabulary in different tasks. However, it is essential to be careful with the pair of words that appear similar but they actually are false cognates.

**False cognates:** Are pairs of words that may sound similar in two languages but they actually have different meanings (Oana, 2006).

E.g. Mayor in English is the head of a city; mayor in Spanish is older or higher.

**True Cognates:** In 2015, Szubko stated that true cognates are those words that are etimologically related and their semantic properties are completely or almost completely similar. E.g. actor, doctor, error.

### ***Word meaning***

Respect to it, Lewis & Hill (1992), stated that “language is a system and each word has its meaning defined in relation to other words”. For teachers had always existed the temptation to explain a word by translating it to the mother tongue therefore, it is always more helpful to explain a meaning making a contrast between two words, rather than only give a definition. But if the learner is still in doubt, it is important to explain the meaning through visual and contrastive illustrations (Lewis & Hill, 1992).

Nation (2001) same as McCarten (2007), stated that it is important to see the word that is going to be learned as something necessary and important to learn. Teachers can help making students aware of what they are going to learn, and the purpose to learn it. They said that the materials play an important role in the teaching process. They can:

- ♣ Provide clearly marked vocabulary lessons.
- ♣ Make the target vocabulary set stand out, including focused practice and regular review.
- ♣ Give lists of vocabulary to be learned for the lesson

Consequently, the materials should be used and designed focused to catch students’ attention on the vocabulary that will be developed in the class.

## Use

It refers to the ability to use words in the four skills of the language: listening, speaking, reading and writing. The use of words makes reference to collocations and idioms, among others.

## *Collocations*

According to O'Dell & McCarthy (2009), collocations are two or more words that are used together. Collocations are an important aspect to learn as a part of vocabulary within a language. "Some collocations are fixed, or very strong, for example take a photo, where no word other than *take* collocates with *photo* to give the same meaning". Some other collocations are more flexible and numerous where different words can be used to give a similar meaning. For instance: keep to/stick to the rules.

To Mothe (2013), the word collocation refers to the manner in which two words or more are used together. For example: we talk about *heavy rain* but not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*. Likewise, the author established that collocations are very important in the knowledge of words and are an essential part for an ESL learner to speak or write easily.

"It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something" (Carter and Mac McCarthy 1988 as cited in Mothe, 2013).

Collocations include:

[1]Verb + Noun (e.g. *break a code, lift a blockade*)

[2]Verb + Adverb (e.g. *affect deeply, appreciate sincerely*)

[3]Noun + Verb (e.g. *water freezes, clock ticks*)

[4]Adjective + Noun (e.g. *strong tea, best wishes*)

[5] Adverb + Adjective (e.g. *deeply absorbed, closely related*)

### ***Idioms:***

“Idioms are often defined as expressions which cannot be generated by ‘dictionary + grammar book’ model and its associated axiom of compositionality” (De Knop, Boers, & De Rycker, 2010). In the same way, according to Hurford, Heasley & Smith (2007), an idiom refers to idiomatic expressions as “multi-word phrases whose meanings are idiosyncratic and largely unpredictable, reflecting speaker meanings that are not derivable by combining the literal senses of the individual words in each phrase according to the regular semantic rules of the language”. In idioms the meaning depends on the context in which it is used. Some examples are: *Let the cat out of the bag* and *take the bull by the horns* are common idioms that do not have a literal meaning, but have to be learned as a whole.

Any English speaker knows that *let the cat out of the bag* is usually used to mean something like ‘reveal a secret’, though it also has a possible, though rarely intended, literal compositional meaning something like ‘release a small feline animal from a sack’. Similarly, *take the bull by the horns* typically evokes the idea that someone ‘takes charge of a situation’, though it could also have the more literal compositional meaning ‘grab a (real) bull by its horns’.

Word knowledge is the basis to communicate in a language. Its importance involves a wide range of features, so it is almost impossible to mention at once all the aspects that are necessary in the process of L2. Authors argue their points of view according to each one's research, and all of their results are vital in the SLA improvement.

### **Importance of Vocabulary**

The process of learning a foreign language is a challenge that nowadays a lot of people face, because opportunities rises, whether in professional or personal life aspects. Alqahtani (2015), claims that “vocabulary is essential for successful second language use, and plays an important role in the formation of complete spoken and written texts”. Hence, according to Lynch and Anderson (2012), most of the time we feel frustrated because, we cannot recall the adequate words when we need to produce them, even, when we are able to recognize them in written texts or in listening. For this reason the process of learning vocabulary requires conscious mental effort and only if we are aware about what we are learning, the process will be meaningful, and we will be able to remember new words, its corresponding structures and use. Likewise, according with Tesol International Association, “Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas”.

Graves (2009) as cited in Hidayah stated some aspects about the importance of vocabulary:

- ♣ Vocabulary knowledge is one of the best indicators of verbal ability.

- ♣ Vocabulary knowledge contribute to young children's phonological awareness, which in turn contributes to their word recognition.
- ♣ Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades.
- ♣ Vocabulary difficult strongly influences the readability of text.
- ♣ Teaching vocabulary can improve reading comprehension for both native speakers and English language learners.
- ♣ Learning English vocabulary is one of the most crucial tasks for English Language Learners.
- ♣ Lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students.

The process of acquiring a new language is a challenge that requieres a big effort by learners, for these reason the mentioned considerations should be taken into a count to help students to learn vocabulary in a significant way.

Vocabulary can be divided in different ways mainly based on each researcher's studies.

### **Types of vocabulary**

Armbruster, Lehr, Osborn, & Adler (2003), recognized that researchers often mention four types of vocabulary

**Listening vocabulary** - the words we need to know to understand what we hear.

**Speaking vocabulary** - the words we use when we speak.

**Reading vocabulary** - the words we need to know to understand what we read.

**Writing vocabulary** - the words we use in writing".

To communicate effectively, it is imperative to recognize and differentiate words while we write, speak, listen and read. Each one of these skills presents us with vocabulary in different aspects that we have to know in order to convey accurate meaning.

Besides the above mentioned Sárosdy (2006), recognizes the following types:

**Active and passive vocabulary:** Passive vocabulary refers to the words learners are able to recognize, but they are not able to use, because they do not know how to use it. Active vocabulary refers to the vocabulary students are able to use in an active way.

### **Teaching vocabulary**

For many years vocabulary was not considered as important as it should be, but today this situation has changed and it occupies the first places in the teaching-learning process. Graves (2006), establishes that there are some factors that should be considered as special needs in the process of L2 acquisition:

- ♣ *Students need to develop their oral language skills in both their native language and in English.* The development of the four skills in the mother tongue facilitates the reading process in the English language, because learners' previous knowledge is the basis for future information.
- ♣ *Students need to develop a basic oral and reading vocabulary of the most frequent English words:* Researchers agree that second-language scholars should involve a list of about 2,000 words.
- ♣ *Students need a vocabulary much larger than 2,000 words.* After learners leave school and in order to succeed they need to have a large vocabulary.



- ♣ *Students need to master word-learning strategies-using context, using parts, and using a dictionary:* Additionally to it, learners have to recognize the use of cognates-word that are similar in Sapanish and English.

Sedita (2005) also mentioned that vocabulary can be teach and learn in two ways: Direct and Indirectly

### **Direct vocabulary**

To Sedita (2005), direct vocabulary promotes word consciousness, which means that learners show interest, understanding, and are aware of the meanining, word parts and word order. It also provides “explicit instruction in specific words”. Direct instruction is important, because it helps students learn difficult words, and concepts that are not part of the students’ everyday experiences

Direct vocabulary also includes: Providing students with specific word instruction; and teaching students word-learning strategies. (Armbruster, Lehr, Osborn, & Adler, 2003).

### **Indirect vocabulary instruction**

Students learn new words through texts, either reading by themselves or listening from an adult (Sedita, 2005). “In short, the single most important thing you can do to improve students’ vocabulary is to get them to read more” Texas Reading Initiative (2002) same as Sedita (2005).

Constant exposure and practice are key aspects in the process of acquiring a language. Besides that, it is essential that tutors use strategies that engage learners on learning. In the same way, contents should be given considering the ages and the level of knowledge that students have about the language.

## **Vocabulary Strategies**

There are many and valuable scaffolding strategies that can be used as tools to help learners with the acquisition of new knowledge. But, according with various researchers the most effective are graphic organizers. Thus, according to McKnight (2010), graphic organizers are essential and very effective tools in today's classrooms, because they show information in visual and spatial ways, reinforcing what was taught in the classroom. Respect to it Gardner's theory of multiple intelligences stablished that the use of more than one learning way help students with a better understanding, and as a result meaningful learning.

## **Graphic Organizers**

Graphic organizers are tools that can be used as semantic maps or other visual instruments and allow learners to connect their prior knowledge with a new knowledge of words or texts (Cohen & Cowan, 2008 same as Hyerle, 1996).

According with DeRuvo (2009), graphic organizers are “diagrammatic illustrations that are used to organize and highlight key content information or vocabulary. Graphic organizers allow the students to maintain the information over time, creating a greater chance of moving the information into long-term memory”.

Carrier (2005) said that graphic organizers are powerful tools that can be used with ELLs (English language learners) because they present vital information through pictures, labels, or short phrases, avoiding non-essential data. Through graphic organizers, we can present concepts and the relationships between them,

comparisons and contrasts, processes, cause - effect, and attributes, to say just a few of their uses.

According to Ciascai (2009), graphic organizers are “representations, pictures or models used for processing visual information”. They simplify the development of knowledge when there is a lot of information to work with, in a specific period of time. In short, the functions of graphic organizers in the learning process are:

- ♣ **Clarifying knowledge and reasoning:** They enlighten the existing relation between concepts. In the same way, there are graphic organizers that organize the presented information into categories, facilitating the understanding and learning of definitions and concepts.

- ♣ **Strengthening the learning process:** The process of selecting the necessary information to work with “requires of knowledge and cognitive process” (Ciascai, 2009). This process is useful in the learning comprehension and critical thinking in education, so it is essential in the development of the next two aspects:

Integration: It guides to a superior learning process through integrating the new knowledge into the existing knowledge system.

Identifying: “the conceptual errors (and misconceptions). Filling in a graphic organizer shows the teacher and the student the conceptual and perceptual errors. Therefore, both teacher and student can proceed with the required revisions” (Ciascai, 2009).

Graphic organizers can take the form of different objects, like fish, trees, flowers, bugs, etc. in order to show and explain the process that the information follows for instance hierarchical and cyclical structures. These tools are useful for all kind of learners however; they are preferred by people who have a visual style of learning.

### **Purposes of graphic organizers:**

Graphic organizers can be used for specific purposes, and the teacher is the indicated person to decide which kind to use based on the content and student's needs.

According to McKnight (2010), graphic organizers can be used for the following purposes:

### **Modeling**

It is important to show the way how a learner use the graphic organizer to understand the presented information.

### **Learning experiences**

Graphic organizers are also good to teach how to work in a cooperative way between learners.

### **Assessment**

Quizzes and tests become common everyday. Using a varied types of graphic organizers students can be easily assessed because you can include on them pictures, key words and questions in order to guide students to remember what they have learnt. Respect to it, Chapman & King (2012) stated that graphic organizers can be used “to empower learners with realistic assessment tools for

meaningful learning experiences. Similarly, Ellis (2004) said that graphic organizers can be considered as “a very powerful tool for assessing students’ (a) knowledge of the content (e.g., social studies, science), (b) thinking skills such as the ability to structure information, and (c) some habits of the mind such as creativity, and commitment to quality.

### **Special needs**

For learners with special needs, comprehending a text and developing vocabulary is a challenge. For this reason, it is important to take into account some important aspects that could guide them to understand and learn easily through graphic organizers:

- Physically divide some of the organizers by cutting, folding or highlighting different sections. This helps the students focus on one section and activity at a time.
- Use a highlighter or different colors for the graphic organizer headings to help students process and focus on key information.
- Have students work in pairs or in small groups, as needed. Students who have difficulty with attention and reading will benefit from working with their peers. Working in school setting helps all students work collaboratively and take responsibility for their own learning. We want our students to develop self-efficacy in their learning experiences.
- Create reading frames for students. Using heavy card stock or cardboard, create frames of different sizes so that students can place them over sections. This helps students focus on one section at a time.
- Encourage students to use vocabulary logs or notebooks. This is a student-created vocabulary reference book to which the students can refer during the course of the school year.

### **Variation**

You can present the same graphic organizer in different ways, because there is not only one way to visually present them. (McKnight, 2010)

In order to make learners successful, you can use a wide variety of graphic organizers, because they are useful for all kinds of learners of all ages.

## Types of graphic organizers

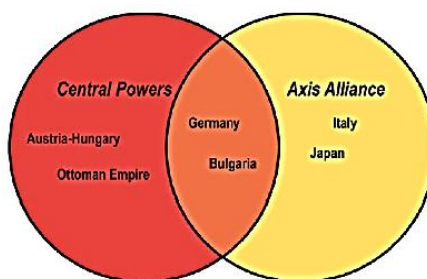
The following graphic organizers were chosen as the most useful to be applied in the intervention plan:

### ♣ *Venn diagram:*

It is used to show the intersecting relationships between various categories of ideas, things, events, mathematical expressions or logical concepts.

According to William & Mary School for Education(2014), this kind of organizer is one of the most used options:

- In literature it can be used to compare characters, stories, genres, problems, and solutions.
- In writing, it can help to make comparisons between compositions.
- It is essential for learners to establish the correct spaces to write the similarities and differences between characters and avoid struggle students output.
- “Younger students or students who have difficulty writing can use illustrations”.
- Students can work cooperatively with their partners to complete the diagram.



### ♣ *Compare-contrast matrix:*

This graphic organizer is use to clarify what is the same and what is different about the selected people, places, or objects.

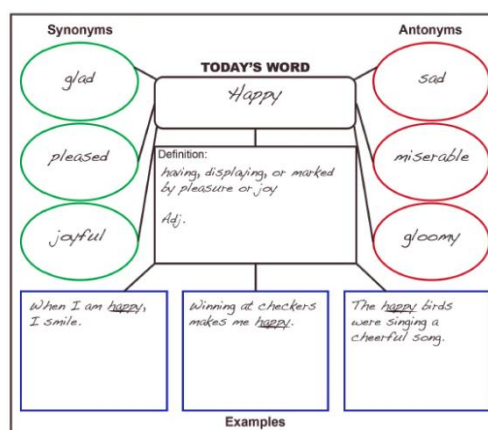
William & Mary School for Education (2014), states that this organizer displays in a better way similar categories of information but includes different details. “It is an excellent tool for helping students to see the characteristics of different main topics”.

Attribute	Japan	China
Government	Unitary Parliament/ Constitutional Monarchy	Single-Party State
Official Language	Japanese	Mandarin
Population	127 Million	1.35 Billion
Geographic Location	Asia	Asia

- This can be used to differentiate topics in different subjects.
- To avoid confusion for the students, the topics should be chosen carefully and they should not be too many.
- This organizer can also include illustrations to help in the retention of information.

### ♣ **Word web:**

These organizers are useful because through its use learners get a better understanding of key vocabulary terms and the connection between related terms.

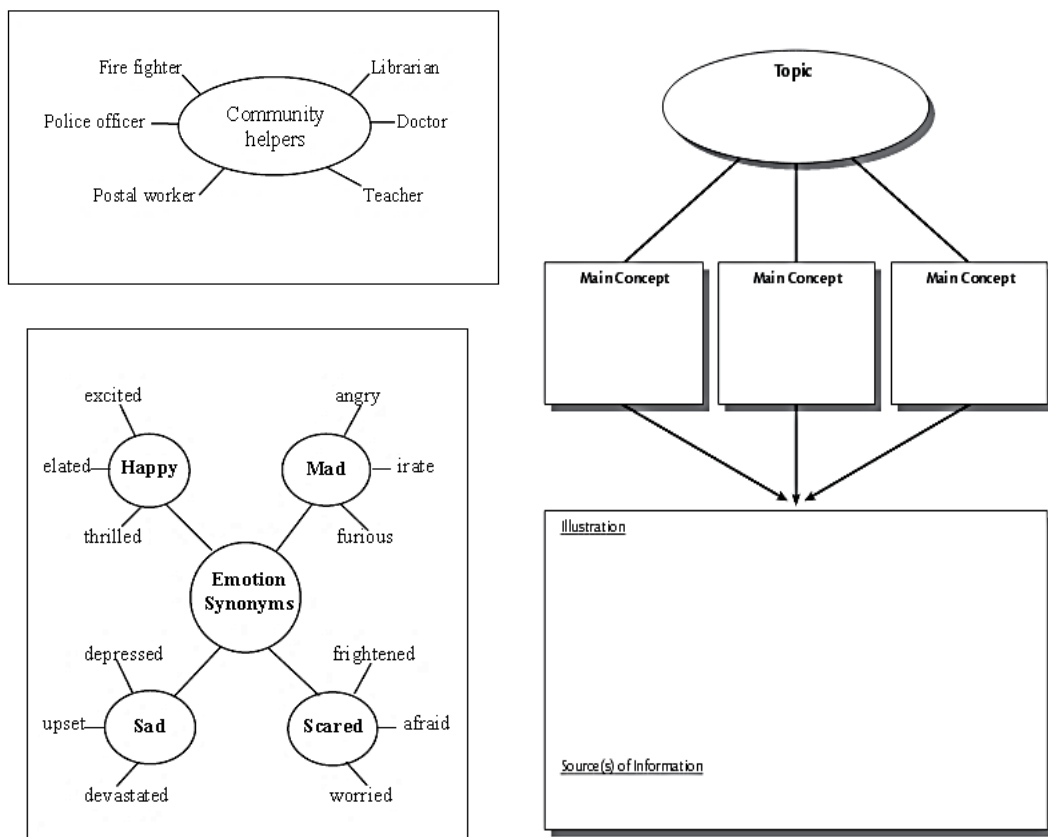


### ♣ **Concept Map:**

This graphic organizer presents a definition or central idea with its corresponding characteristics. They can have many different shapes, and present the following characteristics:

- Brainstorming at the beginning of a topic.
- Activates prior knowledge.
- Coming up with synonyms.

Maps are also useful to show hierarchical relationships between concepts.



### ♣ **Character Map**

This is one example of easy graphic organizers that are useful to write opinions about something or make a short summary about any topic.





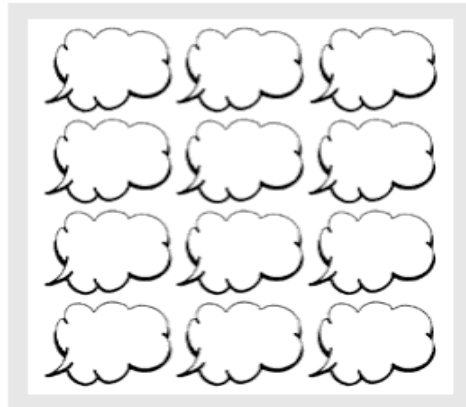
♣ **Three columns note :**

This type of graphic organizer is useful for students to look more deeply into a word or phrase, because according to the first aspect they will look at more information according with what is required in the table.

Question	Answer	Example(s)/Picture/Symbol

♣ **Language Lingo:**

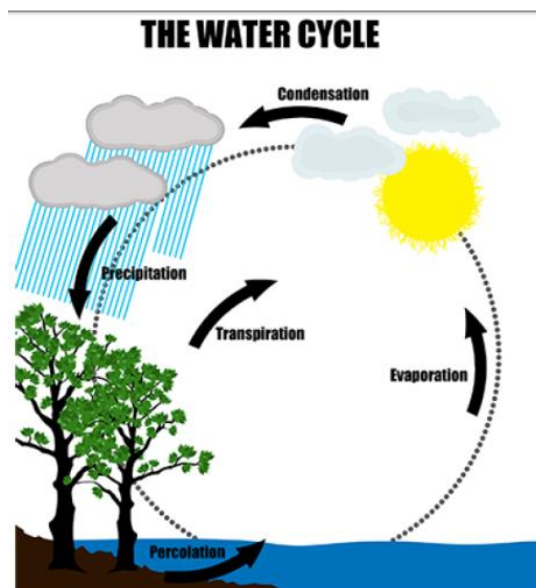
This kind of graphic organizer summarizes a written text and “helps students to understand meanings behind figurative words”. It also helps them to think about what they have already listened to or read because instead of writing only words, they can write the meaning of them, making the learning process more comprehensible and significant.



Source: (Conklin, 2006)

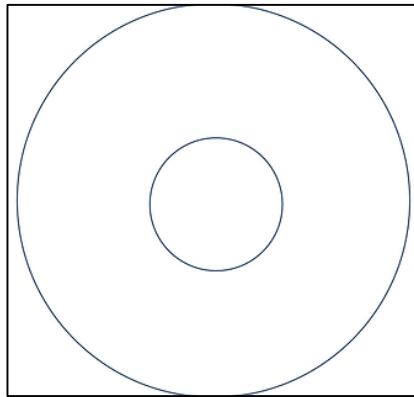
### ♣ *Cycle Map*

This pattern is useful to understand a series of events or phenomena that occur in repeated sequences.



### ♣ *Circle Map*

The circle map is used to demonstrate related ideas with a main topic. It normally consists in two concentric circles (Holzman, 2000).



### **Principles for Using Graphic Organizers**

According to W&M (2014), the use of simple graphic organizers does not guarantee the improvement of student's understanding or achievement. If the purpose of a graphic organizer is to be an effective instructional tool, it should take into account the following factors:

#### **Keep them simple**

Graphic organizers should be clear and straightforward. This means that in order to not limit the benefits of these tools, the relationships between facts should be obvious. If an organizer includes too much information or there are a lot of distractors, students will be easily confused in the understanding of essential information. To elaborate and present simple graphic organizers, teachers should consider the following:

- ♣ Focus only on the vital information and limit the ideas presented in each organizer.
- ♣ Use clear labels and arrows to recognize the relationships between the different concepts.

- ♣ Be careful with the use of pictures in the graphic organizers because if they are too much, students will be easily distracted with them.

#### **Teach to and with the organizer:**

The use of graphic organizers could result difficult for some students, for this reason teachers need to show learners how to use them, the manner to organize the information and finally, it is important that tutor know when a graphic organizer will be beneficial to use. This instruction will allow students to work with these visual tools in an independent manner.

The following tips will help teachers to achieve their goal:

- ♣ Permit the students to include illustrations in their organizers as long as they do not interfere and distract people from the content.
- ♣ Graphic organizers are exceptional tools to guide students to work cooperatively, so encourage them to work in groups or pairs.
- ♣ Encourage students to build graphic organizers in their own ways because it will help them to improve their strategies in understanding contexts and feeling comfortable in the presentation of their information.

#### **Using Graphic Organizers to teach vocabulary development**

Graphic Organizers as visual tools serve as outlines for interactive learning, allowing learners to connect previous vocabulary with the new words or texts. It is proven that the use of semantic maps support learners to link, categorize and compare known with the unknown words, guiding them to construct deeper understanding in the new knowledge. Besides that, they provide students with a

greater confidence, increased organization and improving the categorization of ideas which result in better comprehension.

“Graphic organizers are the most useful in scaffolding the learning of struggling readers including children with disabilities and ELLs, how to use these visual tools to guide them on the way to a better vocabulary and toward independent reading” (Cohen & Cowan, 2008).

According to Carrier (2005), organizers are important for ELLs, because they focus only on key vocabulary instead of a whole text. These tools can also be used as prewriting organizers and unit study guides because often ELLs know the required information but it is difficult for them to use it. For instance, to write long compositions it is necessary to have a high level of language proficiency, but instead of that, using graphic organizers ELLs only need some pictures and key words to transmit their messages or thoughts.

### **Importance of the Graphic Organizers**

According to McKnight (2010), graphic organizers are essential and effective pedagogical tools for consolidating content and ideas. They also help and facilitate the comprehension of new information. “Gardner’s theory of multiple intelligences (1993, 2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy”.

Thompson (2004), argued that “The use of graphic organizers produces learning effects that are substantial and long lasting”. In the same way, Drapeau (1998), claimed that graphic organizers allow teachers to diagnose where

students' thinking is weak or unclear and help them to move beyond. The author also mentioned that this cognitive tool gives learners a deeper understanding about the contents teachers are trying to transmit.

This instructive tool helps either young or adult learners because the brain is more prepared to process images than texts, facilitating in this way the integration of new information into the long term memory. "Graphic Organizers actually trigger long-term memory and promote synthesis with new information" (Materna, 2007 same as McKnight, 2010).

Besides that, organizers are important in assessing ELLs because learners have the opportunity to demonstrate what they know and how to do it, in this way language abilities come to light too. This technique is also useful for native English-speakers who required assistance to demonstrate their knowledge (Carrier, 2005).

Graphic organizers are also important because they help teachers to show and explain the existing relationship between topics and other contents (Hak-kim, 2013).

### **Benefits of the use of graphic organizers**

Graphic organizers can be adapted to any topic in an educational system; preschoolers, pre-kindergarteners, elementary, middle and high school students and students with learning disabilities. The teacher will select the most convenient strategy in order to meet all students' needs as a whole trying to cover them. She or he will also take into account their ages, level, and topic. In this process,

teacher should encourage students' learning without provoking frustration on them (Nicholas, 2008).

Drapeau (1998), establishes that graphic organizers are tools that give teachers the opportunity to apply critical and creative thinking rather than only remembering and repeating facts. If students are aware of their thinking and learning process, it will be easy to recall what they have learnt. Student-created organizers offer to them the following benefits:

- ♣ Learning becomes personalized and meaningful.
- ♣ The articulation of knowledge and its relationships becomes essential.
- ♣ Creativity is encouraged.
- ♣ Self esteem is fostered.
- ♣ Motivation is increased.

Likewise, the author mentioned that visual diagrams show ideas in a very easy and effective way, because students are more likely to understand content when they see information as connecting parts rather than isolated facts. The use of pictorial outline forms allow students to make abstracts, comparisons, evaluations and conclusions.

Consequently, graphic organizers also help students in the following ways:

- ♣ Note patterns.
- ♣ Better understanding of the concept as part of a whole.
- ♣ Record relationships.
- ♣ Find meanings in ideas.
- ♣ Clarify and organize ideas.

- ♣ Improve memory.
- ♣ Comprehend texts.
- ♣ Recognize and understanding different points of view.
- ♣ Represent complex ideas through concise visuals.



## **e. MATERIALS AND METHODS**

### **Materials**

For the development of the present research work three kinds of resources were used: Firstly, the human resource: twenty six students of the ninth-year, parallel A, the teacher of the school who helped to monitor student's work, the researcher and the thesis advisor who guided the application of the intervention plan. Secondly, the material resource: sheets of paper which were used to print the projects, tests, questionnaires and worksheets useful in the teaching process. And thirdly, the technical resource: the computer that was used to type the information, the printer to reproduce all the used information and the internet to search information.

### **Design of the research**

Action research in education involves finding 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.

This action research had the goal of developing vocabulary through the application of cognitive learning strategies such as graphic organizers. In the same way, this research allowed the teacher candidate to become a participant to study

aspects in the problematic situation, analyze and reflect on the results that derived from the application of different cognitive learning strategies to develop vocabulary in the English Foreign Language amongst ninth-year A students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year.

Action research assisted the teacher candidate, who was the researcher conducting this investigation, to find out immediate solutions to the students' limitations which were related to the use of the English vocabulary as a foreign language, through the implementation of graphic organizers as a cognitive learning strategy.

## **Methods, Techniques and Instruments**

### **Methods**

In this research work, the researcher used different methods which helped her to carry out this investigation. The following general methods were applied during this process:

*The analytic/ synthetic method* was useful in the analysis of the founded information through the questionnaires and the pre and post-test, and then to make the interpretation and analysis of the data and to draw the conclusions.

*The statistical method* was used by the researcher to collect and analyze all the answers that are represented into the graphs to indicate the percentages and results obtained in the questionnaires and tests applied to students, then the researcher gave a quantitative and qualitative analysis and interpretation according to the theoretical reference and established the respective conclusions.

*The Scientific method* helped the researcher to develop the phases in the observations before and during the intervention. This method was also valuable in gathering data to make the corresponding analysis.

*The Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It was also useful 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. Qualitative and quantitative instruments were self-developed by the researcher, taking into account the principles of question construction. The researcher gathered the necessary information from paper and pencil methods (tests) which were quantitative and qualitative data instruments.

*Pre-Tests and Post-tests* were given at the beginning and at the end of the intervention plan, at the beginning to measure the performance of vocabulary skills that students had, and at the end to measure the performance of the vocabulary skills achieved by the students. These tests yielded a numerical score by which the researcher calculated the mean to compare the pre and post-test results. The tests had five questions: two fill in the blanks, one classifying, one true/false and one for matching.

*Questionnaires* were given to the participants to answer questions related to their attitudes and feelings toward the graphic organizers as a cognitive learning

strategy. A pre and post-questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

**Field notes.** The researcher recorded a description of the events, activities, and students' participations. In the same way, the researcher registered the participants' behaviors, attitudes and feelings toward the treatment to develop vocabulary (the issues) through the graphic organizers as a cognitive strategy.

**Population.** The participants were 26 students between fourteen and fifteen years old of the ninth year, parallel "A" of the Miguel Riofrío school, afternoon section. The students receive five hours per week of English classes with a certified teacher.

## **f. RESULTS**

This section details the way how the objectives were accomplished and the achieved outcomes that were gotten during the development of the research work.

The first objective was carried out through the research of the theoretical and methodological reference of the two variables of this action research work. These findings were helpful for the elaboration of the intervention plan and only the most relevant information was considered to support the process and analysis of the results of this work.

The second objective was accomplished through the pre-test. This information permitted the finding of the issues that limited the learning of the English learner's vocabulary, and which is showed in the tables ahead.

The third objective was fulfilled with the design of the intervention plan based on the application of Graphic Organizers as a cognitive strategy to develop vocabulary. The mentioned plan was elaborated to be applied in two months, it included eight lessons, one per each week and each lesson enclosed a variety of activities and steps that the researcher carried out in each session.

To accomplish the fourth objective, the pre and post questionnaire and the application of the most suitable graphic organizers such as: three column notes, compare contrast matrix chart, character map, language lingo, main concept map, multiple meaning map, Venn diagram and circle map, were necessary to deal with the limitations that students showed in the acquisition of vocabulary. The obtained results demonstrated that graphic organizers are truly useful in the development of

student's vocabulary, because after the application of the mentioned strategy their progress was notable and those results are shown in the tables below.

Finally, the fifth objective was validated with the results of the pre and post-tests, these values are represented in the graphics and tables in advance. The gotten outcomes were highly satisfactory, because after the application of the intervention plan it was possible to realize that students were better able to understand and express by themselves in English.

### Pre Test Results

**Objective two:** To diagnose the issues that limit the development of vocabulary amongst ninth-year A students at Miguel Riofrío school during the 2016-2017 school year.

#### a. Table 1

*Pre-Test Scores on the performance of ninth-year A vocabulary*

Students' code	I	CG	WM	C	H	SCORE
	2/2	2/2	2/2	2/2	2/2	10/10
EMR9A01	0.5	1.5	2	2	0.75	6.75
EMR9A02	0	1	0	1	0	2.00
EMR9A03	0	1.5	0	2	1	4.50
EMR9A04	0	2	0	2	1.25	5.25
EMR9A05	0	2	0	1	1.25	4.25
EMR9A06	0	2	1.5	2	1.25	6.75
EMR9A07	0	1.5	1.5	2	1.25	6.25
EMR9A08	0.5	1.5	1.5	2	0.75	6.25
EMR9A09	0.5	1.5	1	1	0.75	4.75
EMR9A10	0.5	1	0	1	0.75	3.25
EMR9A11	1	2	0.5	1	0.75	5.25
EMR9A12	0	1	1.5	1	1	4.50
EMR9A13	0	1	0	2	1.5	4.50
EMR9A14	0	1	0.5	1	1	3.50
EMR9A15	0.5	1.5	0	1	1	4.00
EMR9A16	0.5	2	0.5	1	0.5	4.50
EMR9A17	0	1	1	2	1.25	5.25
EMR9A18	0	2	0.5	0	0.5	3.00
EMR9A19	0	1	1	2	0.75	4.75
EMR9A20	0	1	0.5	1	1	3.50
EMR9A21	0	1.5	0	0.5	0.5	2.50

EMR9A22	0	1.5	1	1.5	1	<b>5.00</b>
EMR9A23	0.5	2	0.5	1	0.5	<b>4.50</b>
EMR9A24	0	1.5	0.5	2	1	<b>5.00</b>
EMR9A25	0	1	1	0.5	1	<b>3.50</b>
EMR9A26	0.5	2	0.5	1	0.5	<b>4.50</b>
<b>MEAN</b>	<b>0.19</b>	<b>1.48</b>	<b>0.65</b>	<b>1.33</b>	<b>0.88</b>	<b>4.53</b>

NOTE. EMR= Escuela Miguel Riofrio; 01= Student's code; I= Idioms; CG= Cognates; WM= Word Meaning; C= Collocations; H= Hyponyms

## b. Interpretation and Analysis

Table 1 shows the parameters that were taken into account in the research work to measure students' knowledge related to the following aspects of vocabulary: idioms, cognates, word meaning, collocation and hyponyms. The total mean score obtained was 4.53 out of 10, which is below the expected average (7-8/10 see grading scale p. 160). The highest score was for cognates 1.48/2. It was very satisfactory for the researcher to notice that students were much more familiarized with this indicator; however, it was not a general rule because there was a small group of them that was confused using these words. According to Morán Molina (2006-2015), cognates are words that share spelling, meaning and sound between two languages. For this reason when true cognates were presented, the majority of students answered correctly, but when false cognates were included their answers were wrong.

The lowest score was for idioms 0.19/2. They were not able to recognize the meaning of the presented colloquial expressions which are an essential part of the cultural awareness, speech acts and expressions of a specific region. Respect to idioms, Hurford, Heasley, & Smith, (2007) said that idioms are "multi-word phrases idiosyncratic and largely unpredictable" and their meaning depends on the

context in which it is used. They also stated that idioms do not have a literal meaning and have to be learned as a whole.

The absence of answers in the majority of the questions shows the poor level of knowledge that students had about the presented English vocabulary's components. These reasons led to the researcher to the application of an action research plan seeking their improvement. Concerning to vocabulary, Multicultural & ESOL Program Services Education Dept. 25 (2007) mentioned that it refers to the knowledge a person has about the meaning and pronunciation of words and which are essential for communication. For the development of the English language vocabulary the use of adequate tools are important, especially those where the zone of proximal development (ZPD) is activated. Thus, Carrier (2005), established that graphic organizers are powerful tools that can be used with ELLs (English language learners) because they present vital information through pictures, labels, or short phrases, avoiding non-essential data, facilitating in this way not only the learning but the teaching process.

### **Comparison of the Pre and Post Questionnaire Results**

**Objective 4:** To apply the most suitable graphic organizers in the classroom activities, to solve the limitations in the development of vocabulary amongst ninth-year A at Miguel Riofrío school during the 2016-2017 school year.

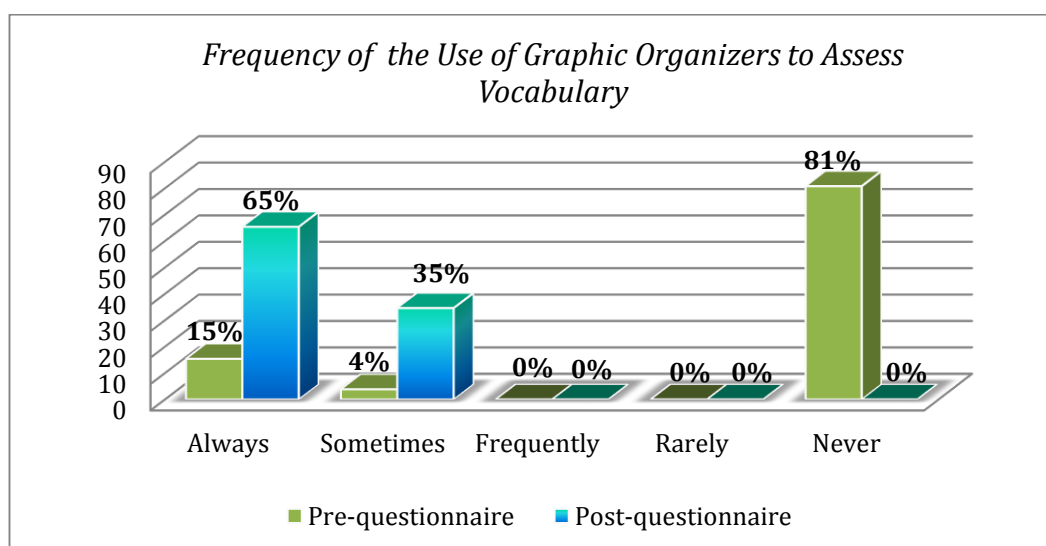
**Question 1:** How often does your teacher use graphic organizers to assess vocabulary?



**a. Table 2**

<i>Frequency of the Use of Graphic Organizers to Assess Vocabulary</i>				
CRITERIA	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	4	15	17	65
Sometimes	1	4	9	35
Frequently	0	0	0	0
Rarely	0	0	0	0
Never	21	81	0	0
<b>TOTAL</b>	<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

**b. Figure 1**



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

As it is possible to notice in Table 2, before the intervention plan 81% of students said that they had never used graphic organizers to be assessed, because the strategy used by the teacher to evaluate students' knowledge was through written tests. On the other hand, at the end of the process the answer of the present question changed, and 65% of students said that they were always assessed through the use of a graphic organizer. This reflects and confirms that the design of the eight-week intervention plan was effective and students were conscious about the change and the way of being evaluated. Similarly, the teacher showed

her optimism about the use of this alternative tool to assess their pupils in the future.

Chapman & King (2012), claimed “Use graphic organizers to empower learners with realistic assessment tools for meaningful learning experiences”. In the same way, Ellis (2004), said that graphic organizers can be consider as “a very powerful tool for assessing students’ (a) knowledge of the content (e.g., social studies, science), (b) thinking skills such as the ability to structure information, and (c) some habits of the mind such as creativity, and commitment to quality”.

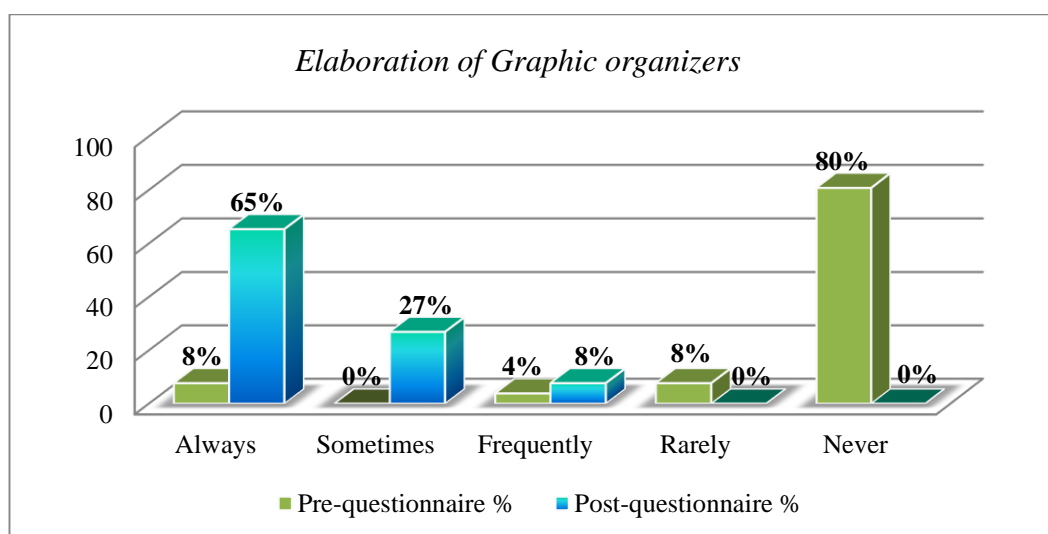
**Question 2:** Are graphic organizers elaborated in an easy way in the classroom?

**a. Table 3**

*Elaboration of Graphic organizers*

CRITERIA	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	2	8	17	65
Sometimes	0	0	7	27
Frequently	1	4	2	8
Rarely	2	8	0	0
Never	21	80	0	0
<b>TOTAL</b>	<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

**b. Figure 2**



### c. Interpretation and Analysis

Regarding to the Table 3 the majority of students (80%) said that graphic organizers were never elaborated in an easy way, for this reason they got easily confused, partially due to the complexity of the chosen designs and in part to the excess of information included on them, but after the research finished, 65% of students considered that the chosen models (Venn diagram, word web, circle map, concept map, compare contrast matrix) were correctly scaffold and their application result beneficial to work with the studied topics.

According to William & Mary School for Education (2014), graphic organizers should be clear and straightforward, this means that the relationship between facts should be obvious, avoiding the innecessary information and distractors. It will help students to identify the “core idea” and focus only on “essential details” (Ellis, 2004). Likewise, Cammarata (2005), stated that the use of instructional scaffolds provides the correct assistance making students aware of what are they learning and in the same way turn them in the authors of their own learning.

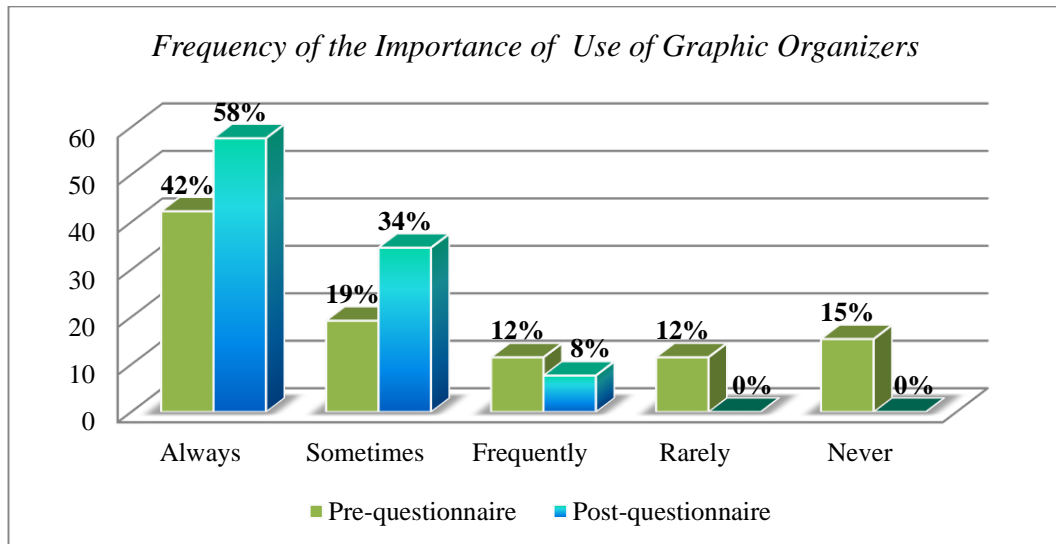
**Question 3:** How frequent is important the use of the graphic organizers to learn vocabulary?

**a. Table 4**

*Frequency of the Importance of Use of Graphic Organizers*

CRITERIA	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	11	42	15	58
Sometimes	5	19	9	34
Frequently	3	12	2	8
Rarely	3	12	0	0
Never	4	15	0	0
TOTAL	26	100%	26	100%

**b. Figure 3**



**c. Interpretation and Analysis**

As it can be seen in Table 4, only 42% of students were aware about the importance that the frequency of the use of graphic organizers have in the teaching- learning process, because this tool was rarely used in the classroom. In contrast, after to have used this cognitive tool during the application of the intervention plan, more than half of the studied population (58%) realized that the frequency of the use of this cognitive strategy is important because it activates the processes of the cognition and consequently the ZPD (zone of proximal development). This knowledge also raised their willingness to work with this tool, turning it into an essential part of the class.

Cohen & Cowan (2008), established that the use of semantic maps support learner to link, categorize and compare known with unknown words, guiding them to construct deeper understanding in the acquisition of new knowledge. In the same way graphic organizers provide students with a greater confidence,

increase organization and improve the categorization of ideas which result in better comprehension.

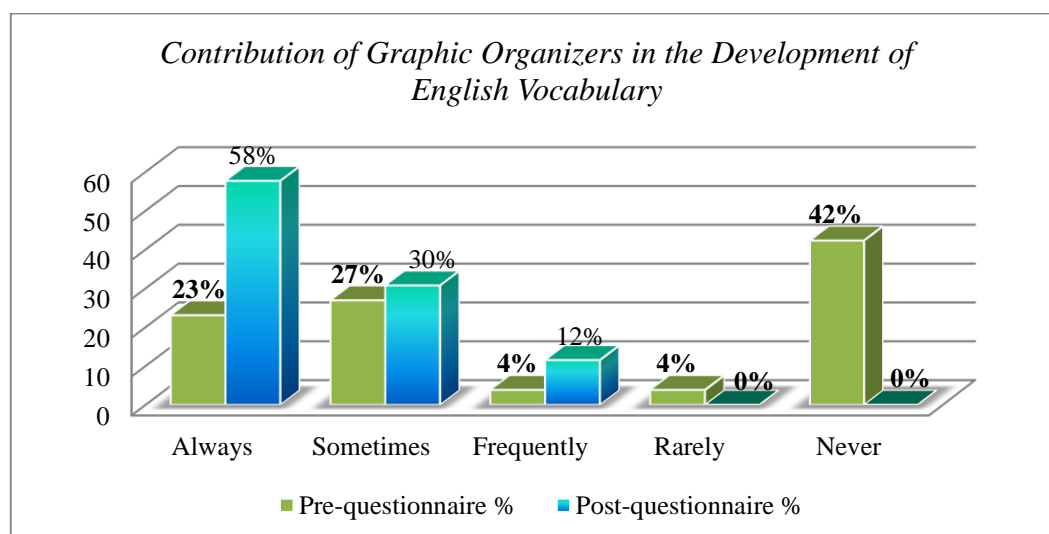
**Question 4:** Do graphic organizers contribute to develop your vocabulary in English?

**a. Table 5**

*Contribution of Graphic Organizers in the Development of English Vocabulary*

CRITERIA	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	6	23	15	58
Sometimes	7	27	8	30
Frequently	1	4	3	12
Rarely	1	4	0	0
Never	11	42	0	0
<b>TOTAL</b>	<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

**b. Figure 4**



**c. Interpretation and Analysis**

As it is observed in Table 5, at the beginning 42% of students said that graphic organizers never contributed with the development of their English vocabulary because, the use of this tool was not common in their classes, so the impact that it causes was unknown for them. However, at the end of the application of the

intervention plan this value changed, and 58% of learners stated that this cognitive tool always favored their learning process. Only after students have worked with graphic organizers during eight weeks, they realized that the correct use of this tool contributes enormously in their English vocabulary development, because it allows them to remember just the most crucial information facilitating their learning.

McKnight (2010) same as Materna (2007), stated “Graphic organizers actually trigger long-term memory and promote synthesis with new information”. Similarly, Drapeau (1998) claimed that graphic organizers allow teachers to diagnose where students’ thinking is weak or unclear and help them to move beyond. The author also says that this cognitive tool gives them a deeper understanding about the contents teachers are trying to transmit.

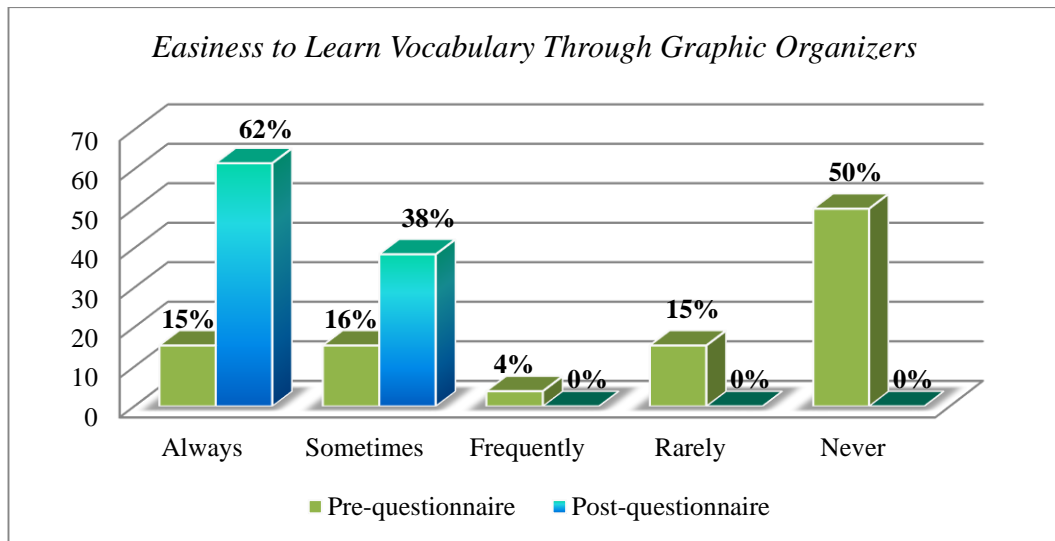
**Question 5:** How easy do you learn vocabulary through graphic organizers?

**a. Table 6**

*Easiness to Learn Vocabulary Through Graphic Organizers*

CRITERIA	Pre-questionnaire		Post-questionnaire	
	F	%	f	%
Always	4	15	16	62
Sometimes	4	16	10	38
Frequently	1	4	0	0
Rarely	4	15	0	0
Never	13	50	0	0
<b>TOTAL</b>	<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

**b. Figure 5**



**c. Interpretation and Analysis**

According to the results in Table 6, before the intervention plan 50% of the population sample said that it was never easy to learn vocabulary using graphic organizers, because they were not custom to work with this tool. Therefore, after to have used and drawn by themselves different types of graphic organizers, the previous value changed, and 62% of students said that it was always easy to learn through graphic organizers. It means that the designed intervention plan for the present research was effectively elaborated and applied, because at the end, students verified by themselves that the learning process improved with its use.

In this aspect Thompson (2004), argued that “The use of graphic organizers produces learning effects that are substantial and long lasting”. Likewise, Ciascai (2009) says that graphic organizers, organize the data facilitating the understanding and learning of definitions and concepts making easier the acquisition of new information.

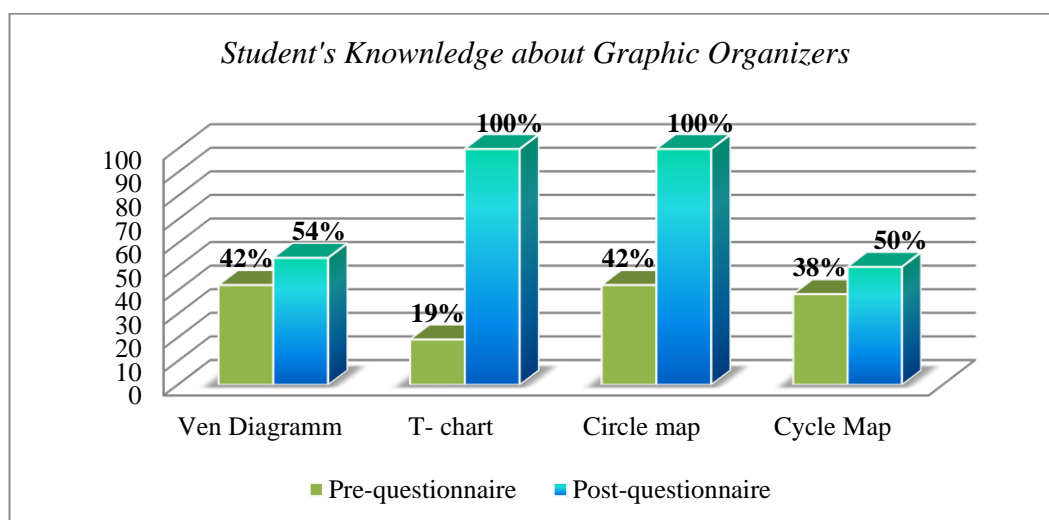
**Question 6:** From the following list. Check the graphic organizers that you know.

**a. Table 7**

*Student's Knowledge about Graphic Organizers*

CRITERIA	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Ven Diagramm	11	42	14	54
T- chart	5	19	26	100
Circle map	11	42	26	100
Cycle map	10	38	13	50

**b. Figure 6**



**c. Interpretation and Analysis**

In Table 7 it is showed the knowledge students have about four types of graphic organizers. During the pre-intervention plan less than half of the population sample knew about them. But, after to have worked with this tool three times a week, during eight weeks, their knowledge increased significantly. Thus, their knowledge about Ven diagrams changed from 42% to 54%. About T-chart, at the beginning only 19% of learners checked this option, but after it increased to 100%. In the same way about circle map their experiences raised from 42% to



100%. Finally their knowledge about cycle maps raised from 38% to 50%. It means, that the applied intervention plan had a great impact in the students because, they learnt to use some types of graphic organizers which result highly beneficial in their understanding and learning process.

“There are a wide variety of designs ..., but all serving the same basic purpose of visually revealing to students how the information is structured” (Ellis, 2004). McKnight (2010), stated that graphic organizers are pedagogical tools for consolidating content and ideas, and so far, it has been proved that they are suitable for all ages and all types of learners.

### Post – test Results

**Objective 5:** To validate the obtained results after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Miguel Riofrio school during the 2016-2017 school year.

#### a. Table 8

*Post-test Scores of Ninth-year A Students about their English Vocabulary.*

Student'scode	I	CG	WM	C	H	SCORE
	/2	/2	/2	/2	/2	/10
EMR9A01	2	1.5	2	2	2	9.50
EMR9A02	2	2	2	2	1.75	9.75
EMR9A03	2	1.5	1	2	2	8.50
EMR9A04	2	2	2	1	1.75	8.75
EMR9A05	2	2	2	2	2	10.00
EMR9A06	2	2	2	2	1.75	9.75
EMR9A07	2	2	2	2	1.75	9.75
EMR9A08	2	1.5	1.5	2	1.5	8.50
EMR9A09	2	2	2	2	1.5	9.50
EMR9A10	2	2	1.5	2	1.75	9.25
EMR9A11	2	2	1	1	2	8.00
EMR9A12	2	2	1	2	2	9.00
EMR9A13	2	2	1	2	2	9.00
EMR9A14	2	2	2	2	1.75	9.75
EMR9A15	2	2	2	1	1.5	8.50
EMR9A16	2	2	1.5	2	1.75	9.25

EMR9A17	2	2	2	2	1.75	<b>9.75</b>
EMR9A18	2	2	1.5	1.5	1.5	<b>8.50</b>
EMR9A19	2	2	2	2	1.5	<b>9.50</b>
EMR9A20	2	2	1	2	1.75	<b>8.75</b>
EMR9A21	2	2	1	2	2	<b>9.00</b>
EMR9A22	2	2	1	2	1.75	<b>8.75</b>
EMR9A23	2	2	2	2	1.75	<b>9.75</b>
EMR9A24	2	2	0	2	1.75	<b>7.75</b>
EMR9A25	2	1.5	2	1	2	<b>8.50</b>
EMR9A26	2	2	2	2	1.75	<b>9.75</b>
<b>MEAN</b>	<b>2.00</b>	<b>1.92</b>	<b>1.58</b>	<b>1.83</b>	<b>1.78</b>	<b>9.11</b>

NOTE. EMR= Escuela Miguel Riofrio; 01= Student's code; I= Idioms; CG= Cognates; WM= Word Meaning; C= Collocations; H= Hyponyms

## b. Interpretation and Analysis

As it is illustrated in Table 8, students showed an important improvement in all the worked parameters. The total mean was 9.11 out of 10 which is over the expected level 7-8/10 (See grading scale, p.160). It shows that the use of graphic organizers as a cognitive strategy definitely helped them in their English language vocabulary acquisition. The higher gotten score mean was 2/2 in idioms and the lowest score mean 1.58/2 was for word meaning. According with these scores it is possible to say that the intervention plan was very effective. All students could work and evoke easily the meaning of the idioms. With cognates they present a little of difficulty because they still get confused with the similarity of the words between their mother tongue and the English language. Word meaning and collocation were applied through the use of paragraphs. Despite all the sentences were easy to understand a few students still have problems with the right location of the presented words. Finally, related to hyponyms learners worked easily but with some minor errors.

Regarding to this, Dugan (2010), claims that the knowledge about words is essential in a language because if students do not know their meaning it will be

difficult to give or receive a message. In the same way, the process of learning vocabulary should be a conscious mental effort because only if learners are aware about what they are learning they will be able to remember new words and their corresponding structures (Lynch & Anderson, 2012).

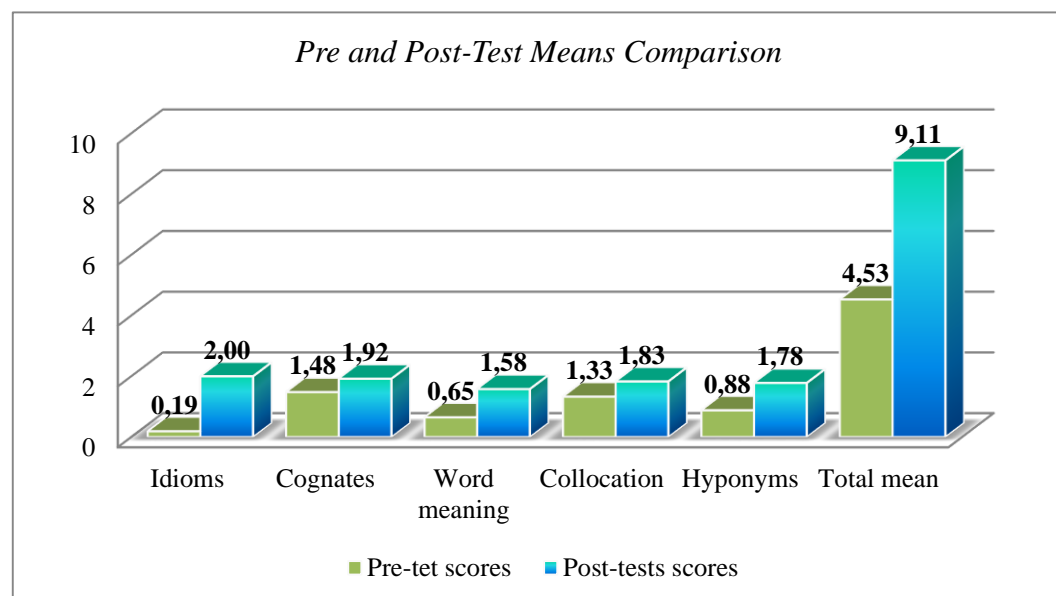
### Comparing Pre and Post-Test Means

#### a. Table 9

*Pre and Post-Test Means Comparison*

CRITERIA	PRE-TEST SCORES	POST-TESTS SCORES
Idioms	0.19	2.00
Cognates	1.48	1.92
Word meaning	0.65	1.58
Collocation	1.33	1.83
Hyponyms	0.88	1.78
Total mean	4.53	9.11

#### b. Figure 7



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

In Table 9 it is possible to see, that the total mean score changed from 4.53 to 9.11 which shows an important improvement in students vocabulary attributed to the application of the intervention plan based on the work with graphic organizers as a cognitive strategy. Concerning to the parameters, the first one is idioms, in the pre-test, this got the lowest score of all which was 0.19 out of 2, but after to have applied the intervention plan it improved and got the highest score (2/2). Students were very enthusiastic working with this indicator, they also realized that idioms do not have a literal meaning, consequently they should be learnt as a unit and it will depend on each culture. The second parameter was about cognates, the previous score was of 1.48/2 but after, it improves to 1.92/2. Learners presented complications with this aspect because the similarity between English words and their mother tongue confused them easily. However the designed intervention plan was useful for students' vocabulary improvement. In the third parameter, which is about word meaning, the mean score at the beginning was 0.65/2, but after, it changes to 1.58/2. The development of this parameter required the use of complete sentences and paragraphs and the lack of student's vocabulary made difficult its comprehension. But, as it is possible to realize the application of the intervention plan help them a lot to improve their scores. Collocations are the fourth parameter analyzed in this research work. The gotten mean at the beginning was of 1.33/2 and after of 1.83/2. It was one of the parameters where less problems students had, but similarly to the other aspects it also improves with the application of the designed plan. The final indicator in this investigation was

hyponyms. The first mean was of 0.88/2 and the last 1.78/2. For students the classification of words represented a little difficulty due to their lack of vocabulary, but same to the rest of parameters it got better after the application of the eight-week intervention plan. It is important to mention that the total gotten score mean at the end of the intervention plan was excellent (9.11/10). Likewise, the teacher candidate used the most appropriate graphic organizers and strategies to motivate students to work and learn actively in classes in order to achieve the proposed objectives.

## **g. DISCUSSION**

The action research entitled: Graphic Organizers as a cognitive strategy to develop vocabulary was carried out with the ninth-year A students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year. The improvements were gotten through the application of pre and post-tests and pre and post questionnaires as well as field notes. These results showed that the application of graphic organizers as a cognitive strategy was very noticeable and favorable to the studied population. The reached improvement confirmed the notion that has being said for some authors, and which is that graphic organizers are a greatly useful tool recommended for the cognitive development of learners. Specifically, Cohen & Cowan (2008), stated that the use of semantic maps with the correct scaffold instruction guide learners to link, categorize and compare known words with the unknown, guiding them to construct deeper understanding in the new knowledge, and in the same way, provinding them with greater confidence, increased organization and the improvement of the categorization of ideas, that result in a better comprehension.

In the present research work, five indicators about vocabulary were taken into account: idioms, cognates, word meaning, collocations and hyponyms. The obtained data through the application of the intervention plan changed considerable from the beginning 4.53/10 to the end 9.11/10. This shows a significant improvement in students' understanding about single words, words in context and sentences. Concerning to graphic organizers the considered

parameters were: elaboration, frequency, assessment, importance, benefits, easiness, use and previous knowledge. Because of the teachers' assumption that this tool could result very difficult for students, its use was very limited in the classroom. For this reason the results in the pre-questionnaire showed the low knowledge they had about graphic organizers, but after the application of the intervention plan, students realized that this tool simplified the information in different ways, which result easier to learn than larger texts. The acquired results from the pre and post-tests and pre and post-questionnaires showed the important improvement students attained after the application of the present work. These results corroborate that Graphic organizers as a cognitive strategy are truly effective for the development of vocabulary.

According with the records obtained from the field notes, it is possible to state that during the initial phase the students were not really interested in the use of this tool to learn and were a little shy participating, but after the application of the 8 weeks intervention plan, which was divided in 24 lessons, their attitudes changed, because they realized that graphic organizers could have many different forms, colors, sizes and the information is presented in a simplified way, students felt good and motivated because their vocabulary increased notably and as a consequence they had better understanding of the contents in the book.

Additionally, during the development of this research some strengths and weaknesses came up. Students' strengths were the ability and the willingness to work with graphic organizers, which facilitate its use, elaboration and learning. Similarly, the teacher was always disposed to help to the researcher to control

discipline and development throughout the classes. On the other hand, their weaknesses were mostly related to their lack of vocabulary. It made difficult the understanding of the proposed tasks and consequently their achievement. Similarly, when they worked in groups they only wanted to join with close friends making harder their control because they were noisier than when they work with other classmates.

Furthermore, it is noticeable the changes students reached working with graphic organizers, especially with the word web because this strategy allowed them to join many shapes as they consider necessary to explain the current topic . The findings in the tables above show that the difference between the results obtained at the beginning and at the end are really significant. Consequently it is possible to affirm that graphic organizers as a cognitive strategy contribute to student's vocabulary development, because it involves own learners effort resulting useful for them and teachers to work henceforth.



## **h. CONCLUSIONS**

- ♣ The low level of vocabulary amongst the ninth-year A students was mainly related with idioms, because students had problems with the comprehension of phrases when these had a cultural meaning; cognates, since they were confuse with the meaning of the words when they are similar in English and Spanish; word meaning, because they got confuse with the meaning of words within a context; collocation, since they could not recognize the right position of the words when they are linked to others, and finally hyponyms because they were not able to classify words into categories.
- ♣ The elaboration and application of an intervention plan using the most suitable graphic organizers such as: Venn diagram, circle map, main concept map, language lingo, character map, compare contrast matrix chart, and three column notes, were essential to contribute with learners' difficulties and to their vocabulary development. Similarly power points and work sheets were used as a supportive didactic material.
- ♣ The results were validated through a post-test, which demonstrated that the use of graphic organizers was essential for the right development of the five founded issues concerning with students' vocabulary. It was noticeable that their improvement raised their self-confidence, so they were willing to participate actively during each class.

## **i. RECOMMENDATIONS**

- ♣ Teachers should identify pupil's weaknesses by assessing their knowledge through the application of diagnostic tests. It will allow them to structure adequate lesson plans using cognitive strategies, such as graphic organizers. Since they help to improve learners' understanding, especially in idioms, collocations, cognates, word meaning and hyponyms, offering to students the opportunity to work in an interactive way, developing not only vocabulary but the four basic skills that are necessary to receive and give messages properly.
- ♣ Teachers should implement activities using graphic organizers as an important part of their teaching-learning process, for instance: a circle map is useful to learn new words, a main concept map is helpful for brainstorming, to activate prior knowledge and to work with synonyms; a language lingo can be used to help students to understand meanings of figurative words; a three columns note is helpful to look deeply into a word or phrase. Consequently the English classes will turn into interesting, enjoyable and fun, catching students' attention and allowing them being an active part of their own development.
- ♣ The validation of every action research work is important because this allows the researcher to know if the study favorably changed the stated problem. Consequently, according with the validation of the present work it is recommendable the use of graphic organizers since they give the students the opportunity to learn in a different way, using their creativity and the knowledge that is already active on them.

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## **k. ANNEXES**



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

### **THEME**

**GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO  
DEVELOP VOCABULARY AMONGST NINTH-YEAR A  
STUDENTS AT MIGUEL RIOFRÍO SCHOOL OF THE CITY OF  
LOJA DURING THE 2016-2017 SCHOOL YEAR**

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

**JESSICA YADIRA CASTILLO SIGUENZA**

**LOJA – ECUADOR**  
**2016**

**a. THEME**

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP  
VOCABULARY AMONGST NINTH-YEAR A STUDENTS AT MIGUEL  
RIOFRÍO SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017  
SCHOOL YEAR



## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Miguel Riofrío school, during the 2016-2017 school year. This prestigious school was founded by the virtuous and assiduous man called Miguel Riofrío. This respectable gentleman worked hardly, with the objective to give to the lojana citizenship the possibility to progress as a region, and at the same time to improve the way of their lives. The first director of this campus was the respectable Dr. Benjamín Rafael Ayora. Then, in 1904-1905 arrived to this place the respectable and visionary priest Dr. Lautaro Loaiza. During this time the school turned into Instituto Nacional de enseñanza, the same Dr. Luterio attached to the campus the Sociedad industrial de señoritas, led to the lojanas women. Finally in the 1916-1917 school year, the campus changed the name that it's still now to Instituto "Miguel Riofrío", named in honor of its founder, who died in the city of Lima, Perú.

This school works with two sections in the morning and in the afternoon. It has 74 teachers and around 1200 students divided in the grades from first to tenth year. This school is characterized by the quality of the education that offers to children the opportunity to form their personalities based on the current knowledge, and important values.

### ♣ Current Situation of the Research Problem

One of the objectives of the Ecuadorian curriculum for English as a foreign language for Educación General Básica and Bachillerato 2016 is “to have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel and current events, but at times lexical limitations make cause repetition and even difficulty with formulation”. In addition, students upon their graduation in third of Bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference o (CEFR). Therefore, the ninth- year students are expected to reach the A.1.2 level of the CEFR.

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

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

#### **♣ Research Problem**

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

HOW DO GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY DEVELOP VOCABULARY AMONGST NINTH-YEAR A STUDENTS AT MIGUEL RIOFRIO SCHOOL OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

♣ **Delimitation of the Research**

♣ **Timing**

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

♣ **Location**

The present project will take place at Miguel Riofrío school afternoon section. It is a public school located in the city of Loja at Bernardo Valdivieso and Mercadillo street.

♣ **Participants**

In the current research work the ninth-year A students, afternoon section at Unidad Educativa Miguel Riofrío will participate, they are all about thirteen to fourteen years old. In this classroom there are twenty seven students and the teacher candidate of this study who is going to take part in the intervention plan.

♣ **Sub problems**

- ♣ What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for developing vocabulary skills amongst ninth-year A students at Miguel Riofrío school during the 2016-2017 school year?
- ♣ What are the problems that limit the development of vocabulary amongst ninth-year A students at Miguel Riofrío school 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 Miguel Riofrío school during the 2016-2017 school year?

- ♣ Which graphic organizers as a cognitive strategy implemented in the classroom activities develop vocabulary amongst ninth-year A students at Miguel Riofrío school 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 Miguel Riofrío School 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 Miguel Riofrío school 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 by using graphic organizers as a cognitive strategy amongst ninth-year A students at Miguel Riofrío School during the 2016-2017 school year.

### **♣ Specific**

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



- ♣ To validate the obtained results after the the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year A students at Miguel Riofrío school during the 2016-2017 school year.

## **e. THEORETICAL FRAMEWORK**

### **♣ Vocabulary**

Vocabulary deals with the knowledge of meaning and pronunciation of the existing words within a language and which are necessary for communication. The development of vocabulary is important because knowing the meaning of the words, students can determine if a specific word makes or not sense in a text or dialogue. If students do not know and understand the meaning of the words, it will be difficult to give or receive a message (Broward schools). Vocabulary is also presented in two ways: orally and print, so, the knowledge of vocabulary should include both. Oral vocabulary refers to the listening and speaking skills. Print vocabulary refers to the reading and writing skills (Dugan, 2010).

Templeton & Pikulski established that vocabulary refers to the action of speak and write. They state that the term expressive vocabulary is used to express ourselves, to understand when we listen and read something. For them there are three kinds of vocabulary: First, receptive which refers to the vocabulary used in listen and read. Second, oral vocabulary, refers to the combination of listen and speak abilities, and finally, literate vocabulary, which refers to the combination of reading and writing vocabularies.

Vocabulary not only means to know the meaning of the word, according to Lead 21 (2012), it also includes “gestures and facial expressions work well in face-to-face communication”. Words have the key part carrying the meaning

when people communicate through distance and time. So, when students read any written text, what they know about it matters too.

Vocabulary is one of the most essential aspects in the process of acquiring a language. The knowledge of the words will allow us to use our receptive skills, which means read and listen understanding what the message is about, and in the same way using our productive skills: write and speak to communicate with accuracy our thoughts, feelings or ideas.

#### ♣ **What Implies to Know a Word:**

It is important to know what does to know a word mean, and various writers have given different proposals about it. For instance, Ma (2009) same as Miller (1999) found two main parts in the word knowledge, which are: meaning and contextual use. Likewise, Richards (1976) as cited in Ma (2009), “taking the research findings of the 1960s-1970s as his basis and in consideration of what current theory could offer for language classroom teaching, set out eight classic assumptions in respect of word knowledge”. The assumptions were related with *frequency, register, syntax, derivation, association, semantic values* and *polysemy*, features that were the base for later studies. However some essential aspects, such as pronunciation, spelling and collocation were missed in this research (Ma, 2009 same as Qian, 2002). Later Ma (2009) same as Meara (1996) criticises these statements, because they said that “they are intended to inform classroom teaching rather than to serve as a sound theoretical model for describing vocabulary knowledge”.

To Sárosdy (2006) word knowledge includes the following aspects

**Meaning:** Refers to the understanding of words in context.

Know the meaning of the words means to distinguish between antonyms, synonyms, hyponyms, and cognates.

The meaning of a word can express different things in different ways. For this reason is important to know clearly what does a word mean, and how it can be used within context (Harmer, 2007).

**Hyponyms:** are words that belong to a superordinate. For example: car, van, bus, lorry are hyponyms of vehicle. “Because many words are defined by their relationship to other words, it is easier to teach vocabulary in ‘areas’ than through lists of isolated items” (Sárosdy, 2006).

**Cognates:** According to Oana (2006) cognates are words that have similar spelling and meaning but are in different languages. Additionally, the author mentioned that cognates are useful in the learning of a second language because it can help with the increasing and comprehension of vocabulary in different tasks. Though is essential to be careful with the pair of words that appear similar but are in fact false cognates or partial cognates.

**False cognates:** Are pairs of words that may sound similar in two languages but they actually have different meanings.

E.g. Mayor in English is the head of a city; mayor in Spanish is older or higher.

**Partial Cognates:** These are pairs of words that have the same meaning in both languages but not in all contexts. They behave as cognates or as false friends, depending on the sense that is used in each context.

E.g. perfect – perfecto                      to indicate - indicar

**True Cognates:** In 2015, Szubko stated that true cognates are those words that are etimologically related and its semantic properties are completely or almost completely similar.

E.g. actor, doctor, error.

**Word meaning:** respect to it, the author stated that “language is a system and each word has its meaning defined in relation to other words”, and for teachers always exist the temptation to explain a word by translating it. So, it is always more helpful to explain a meaning making a contrast between two words, rather than only give a definition. But if the learner is still in doubt its important to explain the meaning through visual and contrastive illustrations (LEWIS & HILL, 1992).

McCarten (2007) same as Nation (2001) stated that it is important to see the word that is going to be learned as something necessary and important to learn. Teachers can help to students to make them aware what they are going to learn, and the purpose to learn it. The materials play an important role in the teaching process. They can help:

- ♣ Providing clearly marked vocabulary lessons.
- ♣ Making the target vocabulary set stand out, including focused practice and regular review.
- ♣ Giving lists of vocabulary to be learned for the lesson

It is important that the used materials be designed to catch student's attention on the vocabulary that will be developed in the class.

**Use:** It refers to the ability to use words in the four skills of the language. The use of words makes reference to Collocations and Idioms between others.

**Collocations:** according to O'Dell & McCarthy (2009) a collocation are two or more words that are used together. Collocations are an important aspect to learn as a part of vocabulary within a language. "Some collocations are fixed, or very strong, for example take a photo, where no word other than *take* collocates with *photo* to give the same meaning". Some other collocations are more flexible and numerous different words can be used to give a similar meaning. For instance: keep to/stick to the rules.

According to Mothe (2013) collocation are very important in the knowledge of words and is an essential part in ESL learner to speak or write easily.

*"It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something"* (Mothe, 2013 as cited in Nattinger, 1980).

To Mothe (2013) the word collocation refers to the manner in which two words or more are used together. For example: we talk about *heavy rain* but not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*.

Collocations include:

[1]Verb + Noun (e.g. *break a code, lift a blockade*)

[2]Verb + Adverb (e.g. *affect deeply, appreciate sincerely*)

[3]Noun + Verb (e.g. *water freezes, clock ticks*)

[4] Adjective + Noun (e.g. *strong tea, best wishes*)

[5] Adverb + Adjective (e.g. *deeply absorbed, closely related*)

**Idioms:** according to Hurford, Heasley, & Smith (2007) idioms refers to idiomatic expressions as “multi-word phrases whose meanings are idiosyncratic and largely unpredictable, reflecting speaker meanings that are not derivable by combining the literal senses of the individual words in each phrase according to the regular semantic rules of the language”. In idioms the meaning depends on the context in which it is used. Some examples are: *Let the cat out of the bag* and *take the bull by the horns* are common idioms that do not have a literal meaning, but have to be learned as a whole.

Any English speaker knows, that *let the cat out of the bag* is usually used to mean something like ‘reveal a secret’, though it also has a possible, though rarely intended, literal compositional meaning something like ‘release a small feline animal from a sack’. Similarly, *take the bull by the horns* typically evokes the idea that someone ‘takes charge of a situation’, though it could also have the more literal compositional meaning ‘grab a (real) bull by its horns’.

**Word formation:** This refers to the morphology part. A word can change its function according on how it is used, which is the grammatical context. So, students have to know how suffixes and prefixes change the meaning of the words.

**Spelling:** It refers to the knowledge that a learner has to spell a word. Only students can spell a word in a proper way, it could be said that they know a word.

What is involving in knowing a word:

Form	Spoken	R	What does the word sound like
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express meaning?
Meaning	Form and Meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concepts and referent	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What others words does this word make us think of?
		P	What others words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of word occur with this one?
		P	What words or types of words must we use with this word?
	Constraints on use	R	Where, when and how often would we meet this word?
		P	Where, when and how often can we use this word?

Source: Nation (2001)

Note: R= receptive, P= productive

Ma (2009) same as Nation (2001: 27) establishes that receptive and productive knowledge of a word has three categories:



- ♣ Word form: includes spoken form, written form and word parts (affixes).
- ♣ Word meaning: includes connecting and meanings, concepts and referents, and associations.
- ♣ Word use: includes grammatical functions, collocations and constraints on use (register, frequency, etc).

To sum up, Ma (2009) states that to describe vocabulary knowledge, authors have consider three main notions:

1. A descriptive knowledge framework is produced to describe various features of L2 vocabulary based on our knowledge of the L1 (e.g. Richards, 1976).
2. Vocabulary knowledge is described according to the receptions/production distinction (Nation, 1999, 2001) or by stages (Wesche/Paribakht, 1996; Waring, 1999). This approach is often oriented towards the teaching or the testing of vocabulary.
3. Vocabulary knowledge is presented in theoretical models (Meara, 1996a; Henriksen, 1999) which attempt to describe the global vocabulary learning process and development and to do so dynamically.

It is important to mention that some authors sometimes mix up these considerations to refer to vocabulary knowledge.

Some researchers argue that is almost impossible to know a word in its complete form and function, which involves *item knowledge*: word unit, and *system knowledge*: characteristics of the word, and the relationships with other words in the learning process (Ma, 2009 same as Nation, 2001).

The understanding of a word initiate with the knowledge of the meaning and the form, and the way of how to conect the two together (Ma, 2009).

Similarly, Wagner, Muse, & Tannenbaum (2007) same as Cronbach's (1942) claim that, word knowledge comes from the way how learners use words:

- ♣ Generalization: ability to define word.
- ♣ Application: ability to use a word in the appropriate situation.
- ♣ Breadth: knowledge of the several meanings of a word.
- ♣ Precision: ability to apply and recognize the proper use of a word.
- ♣ Availability: ability to use a word in thinking and discourse.

Word knowledge is the basis to communicate in a language. Its importance involves a wide range of features, so it is almost impossible to mention at once the aspects that are necessary in the process of L2. Authors argue their points of view according to each one research, and all of their results are vital in the SLA improvement.

#### **♣ Importance of Vocabulary**

The process of learning a foreign language is a challenge that nowadays a lot of people face, because opportunities rises, whether in professional or personal life aspects. According to Lynch and Anderson (2012), most of the time we feel frustrated because, we cannot recall the adequate words when we need to produce them, even, when we are able to recognize them in written texts or in listening. For this reason the process of learning vocabulary requires conscious mental effort. Only if we are aware about what we are learning, the process will be meaningful, and we will be able to remember new words, its corresponding structures and use. Broward schools, state that, the improvement of oral language and vocabulary go hand in hand. Thus, according with some researchs, interaction

is the key for learning a language. However it does not mean that social interaction will turn us into masters of rules, but this connection will give us necessary experience to improve our knowledge. To develop a language is not only important listen, but also talk.

The practice gives to students the opportunity to apply their knowledge and at the same time prove what they are able to do. So, teachers should consider to give the opportunity to participate more in conversations than only in study.

Hidayah, as cited in Graves (2009) stated some aspects about the importance of vocabulary:

- ♣ Vocabulary knowledge is one of the best indicators of verbal ability.
- ♣ Vocabulary knowledge contribute to young children's phonological awareness, which in turn contributes to their word recognition.
- ♣ Vocabulary knowledge in kindergarten and first grade is a significant predictor or reading comprehension in the middle and secondary grades.
- ♣ Vocabulary difficult strongly influences the readability of text.
- ♣ Teaching vocabulary can improve reading comprehension for both native speakers and English language learners.
- ♣ Learning English vocabulary is one of the most crucial tasks for English Language Learners.
- ♣ Lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students.

Some considerations should be taken into a count to help students to learn vocabulary in a significant way. In the same way acquiring a new language is a challenge that requieres a big effort by learners.

**♣ The challenging of increasing vocabulary when acquiring a new language**

All people know that the acquisition of a new language is a vast challenging. It is said that learners who have finished high school need to know around 75,000 English words. Which means that between the ages of 2 and 17, they should learn around 10 and 12 words daily. For this reason, when learners start some years after this ages they need to increase their dayli learned words much more, in order to match the knowledge with their peers.

Researchers have found that specially Spanish-speakers arrive at school with big needs of English vocabulary. So, their receptive and productive vocabulary, and even their understanding of vocabulary will be farther behind of their EO age-mates.

However, researchers have found that the acquisition of vocabulary to native levels is possible under the correct situations, but it is not a common outcome that SSL look for.

To help L2 learners to overcome the different issues that this process implies, it is important to understand and recreate optimal conditions for L2 vocabulary learning. And one important condition that should be consider by instructors is the fact to spend more and more time involving learners in vocabulary (Ruiter & Pinky, 2005).

Vocabulary can be divided in different ways mainly based on each researcher's studies.

#### ♣ **Types of vocabulary**

Armbruster, Lehr, Osborn, & Adler (2003), recognized that researchers often mention four types of vocabulary

**Listening vocabulary**—the words we need to know to understand what we hear.

**Speaking vocabulary**—the words we use when we speak.

**Reading vocabulary**—the words we need to know to understand what we read.

**Writing vocabulary**—the words we use in writing”.

To communicate effectively, is imperative to recognize and differentiate words while we write, speak, listen and read. Each one of this skills present us vocabulary in different aspects that we have to know in order to convey accuracy meaning.

Vocabulary can be teach and learn in two ways: Direct and Indirectly

**Direct vocabulary:** To Sedita (2005), direct vocabulary promotes word consciousness, which means that learners show interest, understanding, and are aware of the meaning, word parts and word order. It also provide “explicit instruction in specific words”. Direct instruction is important, because it helps students learn difficult words, and concepts that are not part of the students’ everyday experiences

It includes: Providing students with specific word instruction; and Teaching students word-learning strategies. (Armbruster, Lehr, Osborn, & Adler, 2003).

**Indirect vocabulary instruction:** Students learn new words through texts, either reading by themselves or listening reading from an adult (Sedita, 2005). “In short, the single most important thing you can do to improve students’ vocabulary is to get them to read more” Sedita (2005) same as Texas Reading Initiative (2002).

**Active and passive vocabulary:** Passive vocabulary refers to the words learners are able to recognize, but they are not able to use, because they do not know how to use it. Active vocabulary refers to the vocabulary students are able to use in an active way (Sárosdy, 2006).

For many years vocabulary was not consider as important as it should be, but nowadays this situation have changed and it occupies the first places in the teaching-learning process. Graves (2006) establishes that there are some factors that should be consider as special needs in the process of L2 acquisition:

- ♣ *Students need to develop their oral language skills in both their native language and in English.* The development of the four skills in the mother tongue make easier the reading proces in the English language, because learners previous knowledge is the basis to future information.
- ♣ *Students need to develop a basic oral and reading vocabulary of the most frequent English words:* Researchers agree that second-language scholars should involves a list of about 2,000 words.
- ♣ *Students need a vocabulary much larger than 2,000 words.* After learners leave school and in order to succed they need to have a large vocabulary.

♣ *Students need to master word-learning strategies-using context, using parts, and using a dictionary:* Additionally to it, learner have to recognize the use of cognates-word that are similar in Sapanish and English.

Depiste that, there are little studies in vocabulary instruction, it is important to mention that it aspect can be useful not only in the L2 acquisition but also to the mother tongue. And the adecuade use of cognates could help a lot to learners to figure out meanings of unknown words.

According with Lynch & Anderson (2012) there are some resources necessities in the process of L2.

### **Considerations fo ELLs in vocabulary**

ELLs should participate in interactive classes, to activate and learn vocabulary in real time, with real people and with real topics. In this way they will be able to test their own performance and learn or correct from their experiences. “It is important to model and teach deliberate strategies for clarifying word meaning as well as to provide students opportunities to use the words in context. "Children have to talk as well as listen” (Broward schools).

Broward schools same as Cummins (1980) reported that, during the first two years of exposition to the target language students develop oral language, but academic language is learnead around 5-7 years. Teacher have to provide content learning and support to the students, because while native speakers learn to read words they use in speech, ELLs need to learn the meaning and the pronuncition while they read. For this reason is important to support ELLs teaching them

vocabulary within meaningful context and giving them the opportunity to use the learned vocabulary.

### **Teaching vocabulary**

In order to help learners in the learning process it is important to consider some aspects that can be implemented in the process

According to LEWIS & HILL (1992) words are better taught in groups, because to the teacher it facilitates the explanation of the relationship and in the same time it simplifies student understanding and learning. One example of this are hyponyms.

### **Offer variety**

McCarten,(2007) same as Tomlinson (1998) suggests specially the kind of material that cause an impact on the learners. Those can be appealing content materials that include pictures, sounds and different text types.

### **Repeat and recycle**

It is important that students see, say and write newly learned words many times before they can use them in context. An important area here is that learners will be able to remember what they learned and the use they have to give them.

### **Provide opportunities to organize vocabulary**

Teacher should organize vocabulary in different meaningful ways that make it easier for students to learn. There are some types of group organizations in class that can be useful, these are: real-world groups, language-based groups, and personalized groups.



According with Zuñiga & Marino (2006) there are some learners needs in which teacher need to have special attention:

- ♣ *English learners will need to listen to word play books and rhymes many more times than native English speakers:* If necessary teachers should create and prepare extra material to give learners the opportunity of practice.
- ♣ *When teaching phonemic awareness, make sure students are familiar with what the words means before they are asked to identify and manipulate sounds in the words:* Students need to know the meaning of the words before they start manipulating sounds. The class will be more meaningful if teacher linked meanings of words with concrete pictures, it will also help to make the class more interesting.
- ♣ *English learners, especially at the beginning level, may not be able to perceive or reproduce accurately some English speech sounds:* It is important that the instructor don't stress them correcting every time and instead of that, it is important to involve them in continue practice, because in this stage the essential part is the knowledge of the meanings of the words.
- ♣ *Always combine the teaching and sight words in context:* The combination of the teaching skills and exposure will create both interesting classes practice where learners could identify and improve sounds.
- ♣ *Teach high frequency and sight words in context:* The words **an** and **of** just to be very difficult for English learners, for this it is recommended to teach them first in context and then without them for practice. Also can be useful to use flash cards to teach these words.

- ♣ *Reading aloud to students, benefits English learners in particular because the teacher may be the only model of fluent reading and intonations patterns in English:* The readings should be chosen according to the level, age of learners and the current topic. Pictures, gestures and pantomime can use to give meanings. In the same way repeated readings can help them to improve their knowledge of vocabulary.
- ♣ *Engage your English learners in many shared reading activities.* Engage learners in different readings give them the opportunity to face with new words. The process of hearing and repeating new words give learners the opportunity to expand their vocabulary knowledge.
- ♣ *Use Reader Theater as a way for students to practice reading:* Give students the opportunity to assume the roles of the characters in a reading will allow them to practice and use words in context understanding their meanings. It also will give them the opportunity to enjoy learning.
- ♣ *Use the language experience approach:* Zuñiga & Marino (2006) as cited in Crawford (1994); Law & Eckes (2000) stated that this approach is highly recommended for learners of all ages and in all the stages. In this approach learners participate in conversations sharing life experiences to producing language. The topic could be about anything that learners are interested in, so that, they will feel engage in speaking. Teacher will write some learners ideas in a paper, and after that the teacher will feedback what is written, changing words or sentences if necessary, in this way they will realize about mistakes, meanings and use, in this process are involved the four skills because at the

end they will read and listen what teacher wrote. At the end learners can copy and illustrate words on their books in order to remember and create new stories or to retell familiar stories.

Sedita (2005) same as Stahl's model (1999) states that, vocabulary instruction is a constant process that implicates the use of different tactics:

- ♣ **Include definitional and contextual information about each word's meaning.** Definitional refers to the meaning of the word and context makes reference to the environment where it is used.

- ♣ **Involve children more actively in word learning.** It is important that learners feel involve and participate in their own learning, because in that way the learning will be meaningful.

- ♣ **Provide multiple exposures to meaningful information about the word.** The more use learners experiment for a word, the easier to remember it will be.

Students need to be exposed to different environments to acquire more fluently in the language. It is important that a learner feel the necessity to communicate their ideas in order to get involve and remember the words.

“Children learn the meanings of most words indirectly, through everyday experiences with oral and written language”.

Children learn word meanings indirectly in three ways:

- ♣ **Involving them in daily oral language.** Especially young kids learn vocabulary when they listen or are engage in conversations mainly with adult people. Is from adults that they hear every day new words and at the same

time they listen the meaning of the words in context, which allowed them to use the new words as soon as they can.

- ♣ **When listen to adults read to them.** Children learn word meanings from the stories. Besides that, if at the end of the reading, adults engage them in conversations about the book, kids will be tempt to use new words fitting them with their previous knowledge in order to explain their ideas, so the understanding and knowledge will rise.

- ♣ **Read extensively on their own.** During readings children learn a lot of words, with its respective meanings, so their vocabulary will increase significantly (Armbruster, Lehr, Osborn, & Adler, 2003)

Besides that, according to Sedita (2005), the TRA (Teacher Reading Academy, 2002) recognize the following constituents for effective vocabulary instruction:

- ♣ Encourage wide reading
- ♣ Expose students to high-quality oral language
- ♣ Promote word consciousness
- ♣ Teach word meaning directly
- ♣ Teach independent word-learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary

### **Vocabulary Strategies**

To help students to acquire a target language, is important that teachers use the most useful strategies (McCarten, 2007).

Constant exposure and practice are key aspects in the process of acquire a language. Besides that it is essential that tutors use strategies that engage them on

learning. In the same way contents should be given considering the ages and the level of knowledge that learners have about the language.

Graves (2006) found that three word-learning strategies are important in the teaching process of L2.:

“Teaching students to use context to infer the meaning of unknown words; Teaching students to use word parts to glean word meanings; and Teaching students to use the dictionary”.

**Context clues:** Refers to the capacity that learners has to figure out meanings from context. “Most vocabulary is learned from context” Graves (2006) same as Sternberg (1987).

Some researchers made some studies to prove that learners are actually able to find meanings of unknown words from context, one of these was carried out by Carroll and Drum (1983) as cited in Graves (2006) where they asked eleventh and twelfth graders to define 40 words, then they gave them natural passages to read containing one appearances of 20 of the words and again define all of them. The results indicated that students achieved some learning from the context. Similarly Jenkins, Stein, and Wysocki (1984) presented fifth graders artificial passages containing 0, 2, 6, and 10 appearances of target words without telling to students. Results showed that 6 to 10 appearances of the words were required to produce advances on the vocabulary measures used. Finally Jenkins and Wysocki (1985) presented sixth graders with similar passages and found that 5 appearances were necessary to produce vocabulary progresses.

Based on these and some other studies, researchers have the opportunity to prove that a significant amount of knowledge can be learned from the context. Specifically based on Nagy and his colleagues (1987) studies it's possible to estimate that the average middle-grade child learns between 800 and 1,200 annually from context.

The author states that despite the learning acquired from context seems enormous, it is actually low. The probability to raise this knowledge is with continued exposures to the new vocabulary. First occurrence is important but, much more important is the continued appearance of the word in different contexts.

**Word parts:** In this part the author considered important three questions: What elements might we consider teaching? What elements do students know? And what are the effects of instruction about these elements?

*What elements might we consider teaching?* He considered inflections, derivational suffixes, prefixes and Latin and Greek roots.

*Inflections* are suffixes that modify a base word changing aspects like tense, number, aspect and tense. E.g. include –s in houses and the –ed in wanted. They do not change the parts of the speech or the basic meaning of the word.

*Derivational suffixes* are suffixes that modify root words, and affect to the root words, changing the part of speech and meaning. E.g. –less in worthless and –able in adorable.

*Prefixes* are elements that are attached to the beginnings of words and change meanings. E.g. –un in unhappy and –re in replay.

*Latin and Greek roots* are non-English words forms that are in occasions used as parts of English words. E.g. -tract meaning “pull” as in attract and extract and –voc meaning “call” as in advocate and equivocate.

*What elements do students know?* Elements can change according to each learner, so it should be considered according to the class.

*What are the effects of instructions on word parts?* According with some studies, when learners were taught using preffixes and suffixes their performance was significantly better, compared with groups that were taught in another ways. The situations with Latin an Greek roots is most challenging because most of the roots are not used in many of the Eglish words. Besides that the relationship between the meaning of Greek and Latin roots is too ambiguous, fiinally may vary on spelling making much more difficult the learning of the words.

**The dictionary:** A study made by Miller and Gildea (1987) with fifth and sixth graders discovered that over than 60% of the sentences constructed using meanings of the dictionary were weird, because the tend to use fragments of the dictionary definition. One example of this, is the word:

Eroding: “eating out”                      Sentence: “My family erodes a lot”

The dictionary can be useful to define a word, but it can be very difficult for elementary learners and even for college students. It will be also necessary to improve traditional dictionary entries.

Another important strategy used in the teaching-learning process is graphic organizers.

According to McKnight (2010) graphic organizers are essential and very effective tools in today's classroom, because they show material through visual and spatial ways, reinforcing what was taught in the classroom.

According to Gardner's theory of multiple intelligences the use of more than one learning way help students with a better understanding, and as a result meaningful learning.

When graphic organizers are integrated in the classroom, students are better able to understand new contents, because visual pictures enable them to see connections and relationships between facts, information and terms.

### **Graphic Organizers**

They are tools that can be used as semantic maps and other visual instruments and which allow learners to connect their prior knowledge with a new knowledge of words or texts (Cohen & Cowan, 2008 same as Hyerle, 1996).

“The main purpose of this strategy is to make complex materials easier to conceptualize and retrieve”. Graphic organizers are like maps that guide students through a contents helping them with the acquisition and comprehension of knowledge and turning it into meaningful learning. On the other hand the researcher's goal is to ensure that students understand and receive the message that is trying to transmit through the used graphic organizer.

Graphic organizers can be adapted to any topic in an educational system; preschoolers, pre-kindergartens, elementary, middle, high school students and students with learning disabilities. The teacher will select the most convenient strategy in order to meet all students' needs as a whole trying to cover them.



She/he will also take into account their ages, level, and topic. In this process, teacher should encourage students' learning without provoking frustration on them. (Nicholas & Edward, The implementation and effective use of graphic organizers in classroom: graphic organizers to the rescue, 2008).

Carrier (2005) said that, graphic organizers are powerful tools that can be used with ELLs because they present vital information through pictures, labels, or short phrases, avoiding non-essential data. Through graphic organizers we can present concepts and the relationships between them, comparisons and contrasts, processes, cause and effect, and attributes, to say just a few of their uses.

According with Ciascai (2009), graphic organizers are “representations, pictures or models used for processing visual information”. They simplify the development of knowledge when there is a lot of information to work with in a specific period of time. In short, the functions of graphic organizers in the learning process are:

- ♣ **Clarifying knowledge and reasoning:** They enlighten the existence relation between concepts. In the same way there are graphic organizers that organize the presented information into categories facilitating the understanding and learning of definitions and concepts. Finally these cognitive tools arrange the information in a visual way that helps and make easier the understanding of it.
- ♣ **Strengthening the learning process:** The process of selecting the necessary information to work with “requires of knowledge and cognitive process”. This part is useful in the learning comprehension and critical thinking in education so, is vital in the developing of the next two aspects:

Integration: It guides to a superior learning process through integrating the new knowledge in the existence knowledge system.

Identifying: “the conceptual errors (and misconceptions). Filling in a graphic organizer shows the teacher and the student the conceptual and perceptual errors. Therefore, both teacher and student can proceed with the required revisions”.

Graphic organizers can take forms of different objects like fish, tree, flower, etc. in order to show and explain the process that the information follows for instance hierarchical and cyclical structures. These tools are very useful for learners however, they are preferred by people who have a visual style of learning.

#### **Purposes of graphic organizers:**

Graphic organizers can be used for specific purposes, and the teacher is the indicated person to decide which kind use based on the content and student's needs.

According to McKnight (2010) graphic organizers can be use for the following purposes:

**Modeling:** it is important to show the way how you as a learner use the graphic organizer to understand the presented information.

**Learning experiences:** Graphic organizers are also good to teach how to work in a cooperatively way between learners.

**Assessment:** Graphic organizers can be used as an assessment questioning about topics that you have already taught them.

**Special needs:** For learners with special needs comprehending a text and developing vocabulary is a challenge. For this reason it is important to take into account some important aspects that could guide them to understand and learn easily through graphic organizers:

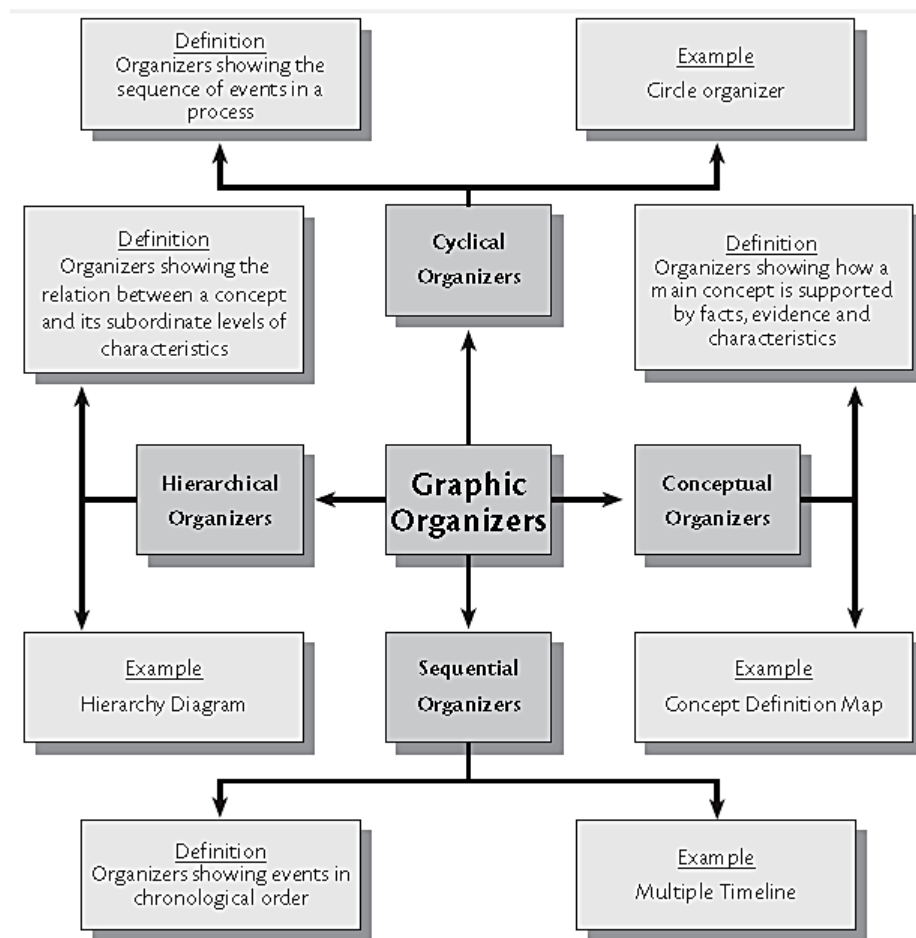
- Physically divide some of the organizers by cutting, folding or highlighting different sections. This helps the students focus on one section and activity at a time.
- Use a highlighter or different colors for the graphic organizer headings to help students process and focus on key information.
- Have students work in pairs or in small groups, as needed. Students who have difficulty with attention and reading will benefit from working with their peers. Working in school setting helps all students work collaboratively and take responsibility for their own learning. We want our students to develop self-efficacy in their learning experiences.
- Create reading frames for students. Using heavy card stock or cardboard, create frames of different sizes so that students can place them over sections. This helps students focus on one section at a time.
- Encourage students to use vocabulary logs or notebooks. This is a student-created vocabulary reference book to which the students can refer during the course of the school year.

**Variation:** You can present the same graphic organizer in different ways, because there is not only one way to visually present them.

In order to make learners successful you can use a wide variety of strategies using graphic organizers, because they are useful for all kind of learners in all ages.

### **Types of graphic organizers**

There are different kinds and variations of graphic organizers that can be used in classrooms, but most of them can be categorized in four groups namely: cyclical, conceptual, sequential, and hierarchical organizers (Hak-kim, 2013).

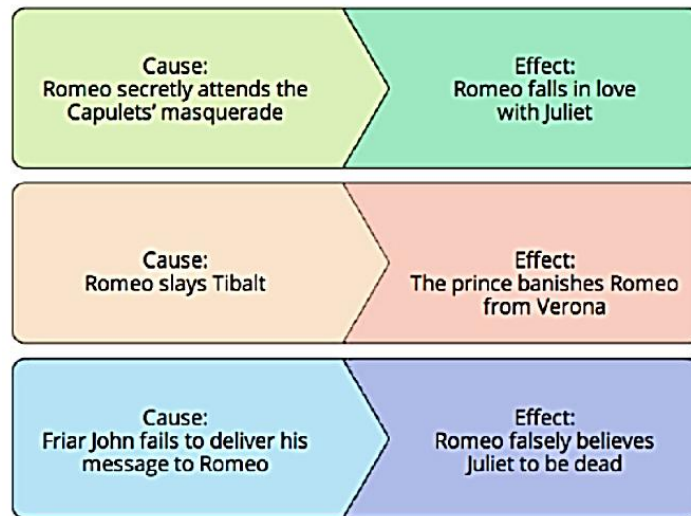


**Source:** [http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use\\_of\\_graphic\\_organizers.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use_of_graphic_organizers.pdf)

To The Iris Center, the following five graphic organizers are the most useful to teach and which will depend on the purpose of the class:

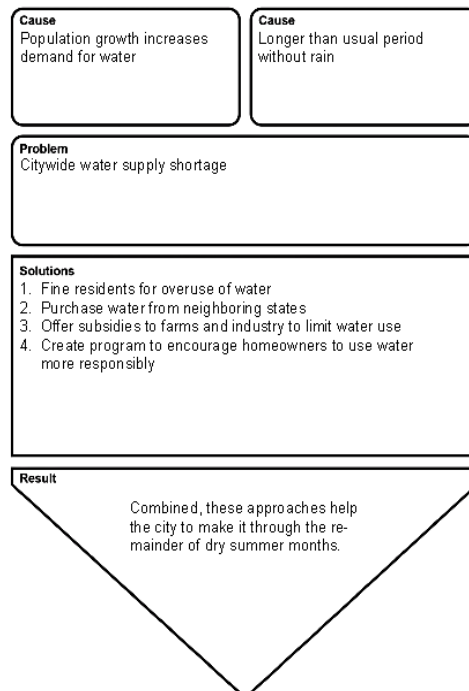
### ♣ Cause and effect

**Cause and effect chain:** This is used to show the existence relationship between specific events and the outcomes deriving from them, this is also used to present concepts of consequences, inevitability, and causality.



Source:  
[iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

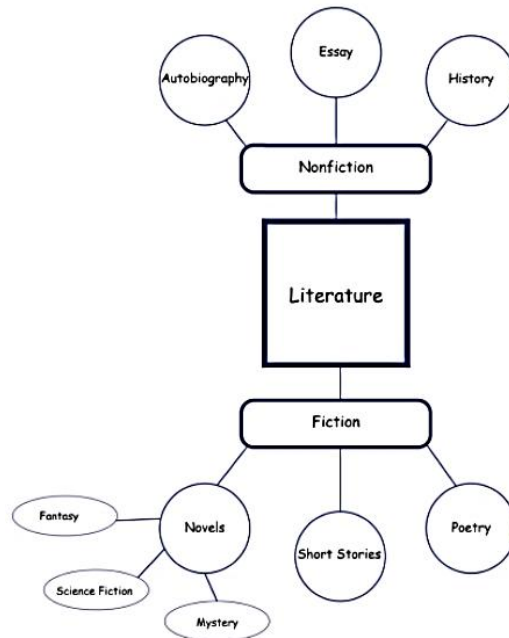
**Problem-and-solution map:** is another option that is included in cause and effect. It is useful to help students with a better visualization of obstacles, hindrances, and malfunctions, possibilities that often have a number of different possible solutions.



Source:  
[iris.peabody.vanderbilt.edu/\\_Graphic\\_Organizers.pdf](http://iris.peabody.vanderbilt.edu/_Graphic_Organizers.pdf)

## ♣ Classifying

**Web:** It is used to classify or categorize items



Source: [iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

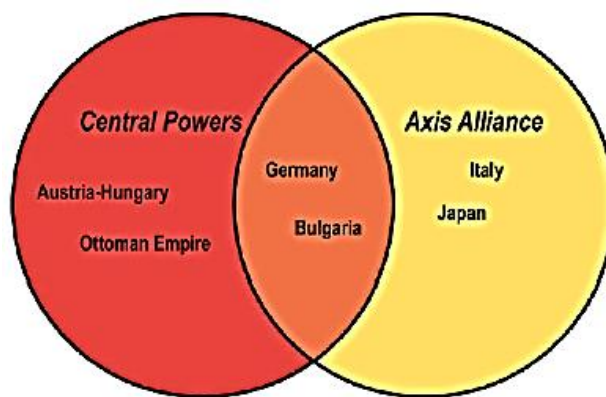
**Classification table:** Learners use this simple organizer to classify information or objects into different categories.

Types of Rocks with Examples		
Igneous	Sedimentary	Metamorphic
Obsidian Basalt Pumice Granite Mica Quartz	Sandstone Shale Fossils Limestone Gypsum	Slate Marble Quartzite Schist Gneiss

Source: [iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

### ♣ Comparing and Contrasting

**Venn diagram:** It is used to show the intersecting relationships between various categories of ideas, things, events, mathematical expressions, or logical concepts.



Source:

[iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

According to William & Mary School for Education (2014) this kind of organizer is one of the most used options:

- ♣ In literature it can be used to compare characters, stories, genres, problems, and solutions.
- ♣ In writing, it can help in comparison between compositions.
- ♣ In math it is helpful to find common multiples.
- ♣ In science and history is useful to establish comparisons between animals, body parts, weather systems, planets, or ecosystems, for contrasting historical leaders, geographic regions, cultures, economic classes, and much more.
- ♣ It is essential for learners to establish the correct spaces to write the similarities and differences between characters and avoid struggle students output.

- ♣ “Younger students or students who have difficulty writing can use illustrations”.
- ♣ - Students can work cooperatively with their partners to complete the diagram.

**Compare-contrast matrix:** This graphic organizer is used to clarify what is the same and what is different about the selected people, places, or objects.

William & Mary School for Education (2014) states that, This organizer displays in a better way similar categories of information but include different details.

“It is an excellent tool for helping students to see the characteristics of different main topics”.

- ♣ This can be used to differentiate topics in different subjects.
- ♣ To avoid confusion between students the topics should be chosen carefully and they should not be a lot.
- ♣ This organizer can also include illustrations to help in the retention of information.

Attribute	Japan	China
Government	Unitary Parliament/ Constitutional Monarchy	Single-Party State
Official Language	Japanese	Mandarin
Population	127 Million	1.35 Billion
Geographic Location	Asia	Asia

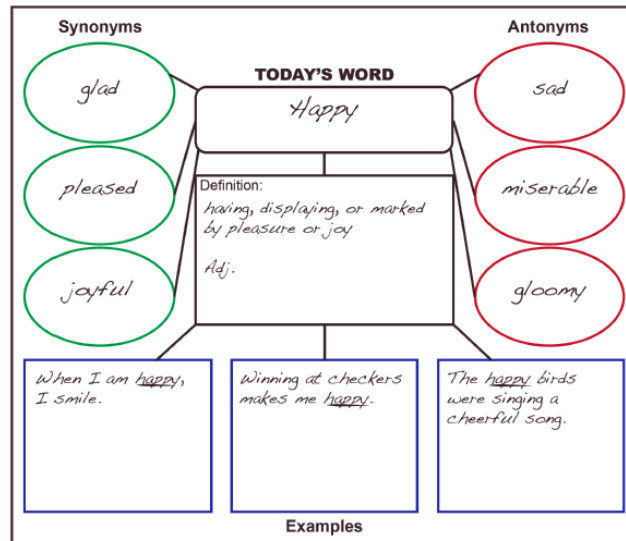
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## ♣ Describing

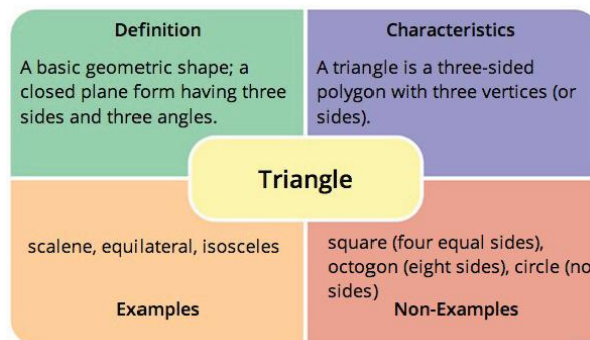
**Word web:** these organizers are useful for learners because through its use learners get a better understanding of key vocabulary terms and the connection between related terms.



Source:

[iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

**Fraye Model:** This graphic organizer is helpful to develop more comprehensive vocabulary skills because it offers not only a definition and examples of what a given person, place, event, or thing is but also a definition and examples what those things are not.

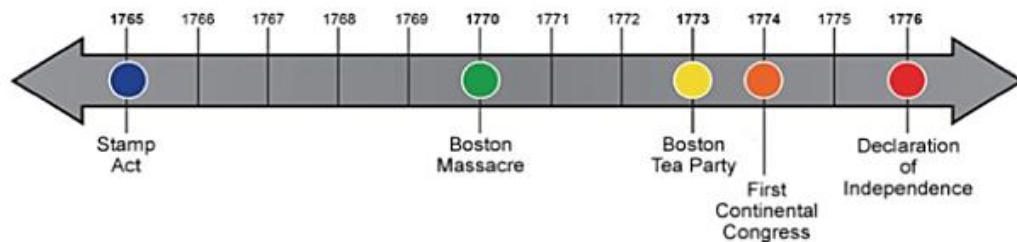


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## ♣ Sequencing

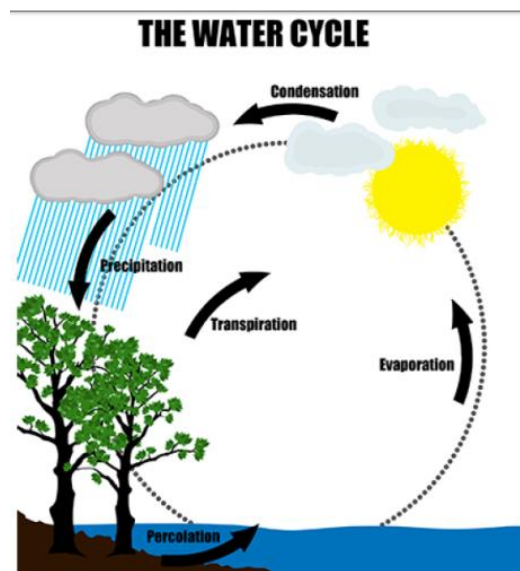
**Timeline:** This type of graphic organizer, organizes events in chronological order offering learners a better comprehension of the relationship between historical occurrences or developments.



Source:

[iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

**Cycle:** This pattern is useful to understand series of events or phenomena that occur in repeated sequences.



Source:

[iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_activities/independent/IA\\_Graphic\\_Organizers.pdf](http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf)

Besides the above mentioned William & Mary School for Education (2014) establishes the following patterns as the most common in their use:

### ♣ **Concept Map:**

This graphic organizer presents a definition or central idea with its corresponding characteristics. They can have many different shapes, and present the following characteristics:

Maps are excellent in three ways:

- ♣ Brainstorming at the beginning of a topic.
- ♣ Activates prior knowledge.
- ♣ Coming up with synonyms.
- ♣ Maps are also useful to show hierarchical relationships between concepts.

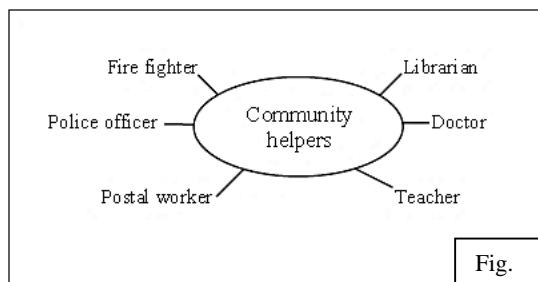


Fig.

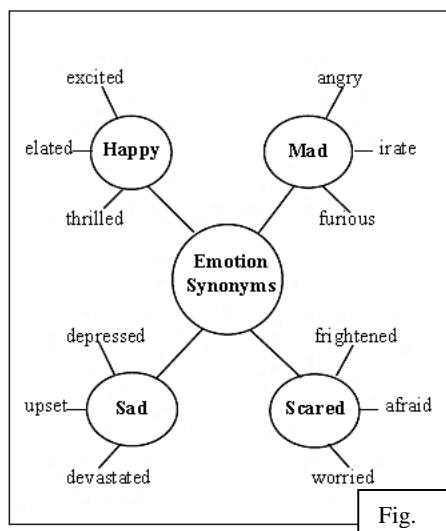
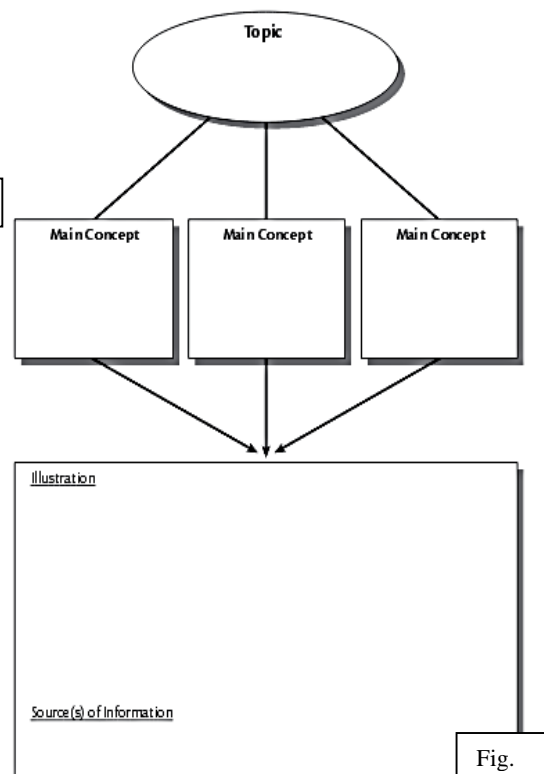


Fig.



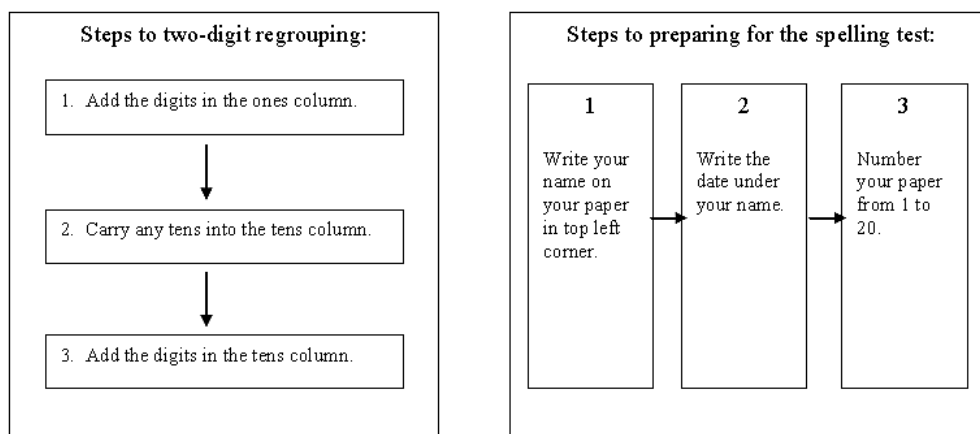
Source: <http://education.wm.edu/centers/ttac/documents/packets/graphicorganizers.pdf> (Fig 1-2)

Source: (The Use of graphic organizers to enhance thinking skills in the learning of economics, 2001) (Fig. 3)

### ♣ Flow Diagram or Sequence Chart:

It shows a series of steps or events in the order they have occurred.

- ♣ In reading, these diagrams can be used to outline the key events in a story or chapter.
- ♣ In writing, they can be used as a draft of a beginning composition.
- ♣ In science, they are useful to show procedures or sections of a process.
- ♣ In history, they can be used as a timeline or for reviewing the order of events in a period of time.
- ♣ In math, they are helpful as visual reminders of how to complete tasks, such as changing improper fractions to mixed numbers. It is important to clarify the order of the events using numbers or arrows. To avoid any confusion in learners it is useful that the information flow in one direction, either top to bottom or left to right, rather than shifting from one row to another.
- ♣ It is useful also to work cooperatively with the rest of learners. Because each one can complete one part of the diagram, coordinating ideas and information with the whole group until complete the giving task.

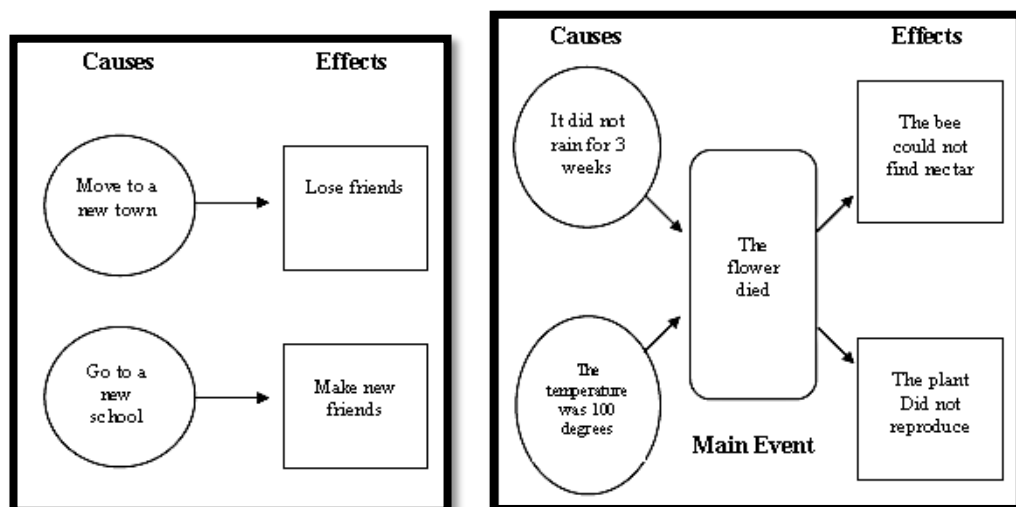


Source: <http://education.wm.edu/centers/ttac/documents/packets/graphicorganizers.pdf>

### ♣ Cause-and-Effect Diagram

This organizer is one of the most useful tools because it can be used in all subject areas. It is helpful to show the direct relationship between different events or concepts.

- ♣ It is used to represent and analyze multiple simple or complex causes and its effects.
- ♣ It is also useful to give students the opportunity to work with their peers matching causes with its corresponding effects.
- ♣ Cause-and-effect is a useful tool to work individually or in groups in any way it allows its user to discuss the implications of behavioral situations.

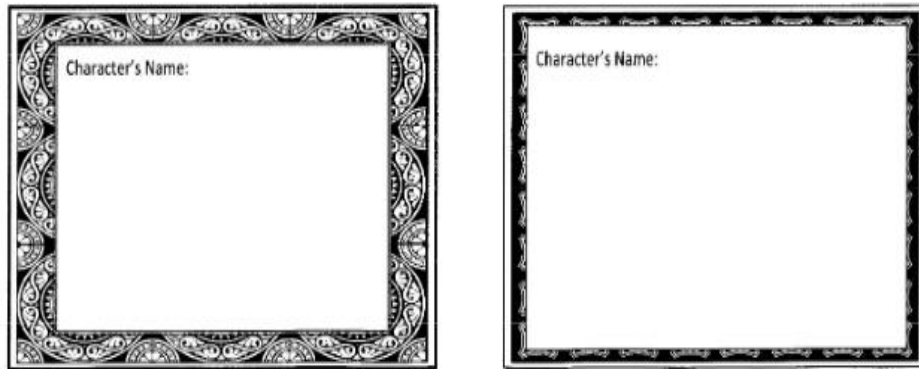


Source: <http://education.wm.edu/centers/ttac/documents/packets/graphicorganizers.pdf>

Besides the aforementioned there are a lot of more types of graphic organizers that can be useful in order to make a topic easy, funny and meaningful to learn.

### ♣ Character Map

This is one example of easy graphic organizers that is useful to write opinions about something or make a short summary about any topic.

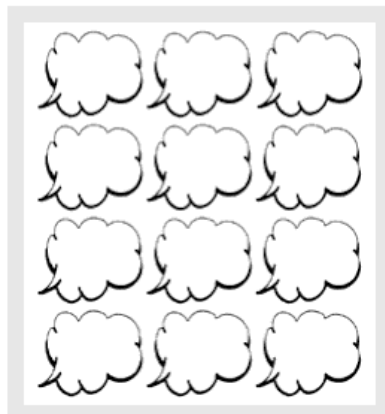


Source: <http://www.lapresenter.com/25%20Graphic%20Organizers.pdf>

### ♣ Language Lingo:

This kind of graphic organizer summarize a written text and “help students to understand meanings behind figurative words”.

It also helps them to think about what they already listen or read because instead to write only words they can write and meaning of them making the learning process more comprehensible and significant (Conklin, 2006).



Source: (Conklin, 2006)

## Principles for Using Graphic Organizers

According to W&M (2014) the use of simple graphic organizers does not guarantee the improvement of student's understanding or achievement. If the purpose of a graphic organizer is to be an effective instructional tool, it should gather the following factors:

**Keep them simple:** Graphic organizers should be clear and straightforward. It means that in order to not limit the benefits of these tools, the relationships between facts should be obvious. If an organizer includes too much information or there are a lot of distractors students will be easily confused in their understanding of the essential information. To elaborate and present simple graphic organizers teachers should consider the following:

- ♣ Focus only in the vital information and limit the ideas presented in each organizer.
- ♣ Use clear labels and arrows to recognize the relationships between the different concepts.
- ♣ Be careful with the used of pictures in the graphic organizers because if they are too much, students will be easily distracted with them.

**Teach to and with the organizer:** Graphic organizers same as all educational tools need to be shown to the learners the way how to use them, the manner to organize the information and to know when a graphic organizer will be beneficial to use. This instruction will allow students to work with these visual tools in an independent manner.

After that students know the way to use graphic organizers, it is important to include them in the classroom turning lessons in creative and engaging activities.

The following tips will help you to achieve your goal:

- ♣ Permit that students include illustrations in their organizers as long as they do not interfere and distract people from the context.
- ♣ Graphic organizers are exceptional tools to guide students to work cooperatively, so encourage them to work in groups or pairs.
- ♣ Encourage students to build graphic organizers in their own ways because, it will help them to improve their strategies understanding contexts and feeling comfortable in the presentation of their information.

**Use Graphic Organizers Often:** Be consistent in the use of graphic organizers because the more exposure to them the more familiar and comfortable students will be, besides that, there a big number of learners that benefit from routines. In this point consider the following:

- ♣ Use the same kind of organizers when teaching or presenting themes, for instance, always use a T chart when starting a new topic, use the same venn diagram in reading and so on.
- ♣ Include graphic organizers during all process because their constant use will provide learners a better understanding and all the benefits that an organizer offer.
- ♣ Changes always generate problems at the beginning, so even when students present difficulties be consistent providing guidance and practice. Your consistence will help them to understand and use organizers easily.



### **Using Graphic Organizers to teach vocabulary development**

Graphic Organizers as semantic and other visual tools, serve as outlines for interactive learning allowing learners to connect previous vocabulary with the new words or texts. It is proved that the use of semantic maps support learners to link, categorize and compare known words with the unknown guiding them to construct deeper understanding in the new knowledge providing them with a greater confidence, increased organization and improving the categorization of ideas which result in better comprehension.

“Graphic organizers are the most useful in scaffolding the learning of struggling readers including children with disabilities and ELLs, ho use these visual tools to guide them on the way to a better vocabulary and toward independent reading” (Cohen & Cowan, 2008).

According to Carrier (2005) Organizers are important for ELLs, because they focus only on key vocabulary instead of a whole text. These tools can also be used as prewriting organizers and unit study guides because, often ELLs know the required information but it is difficult for them to use it. For instance to write long compositions it is necessary to have a high level of language proficiency, but instead of that using graphic organizers ELLs only need some pictures, and key words to transmit their messages or thoughts.

### **Importance of the Graphic Organizers**

According to McKnight (2010) Graphic Organizers are essential and effective pedagogical tools for consolidating content and ideas, it also help and facilitate the coprehension of new information. “Gardner’s theory of multiple intelligences

(1993, 2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy”.

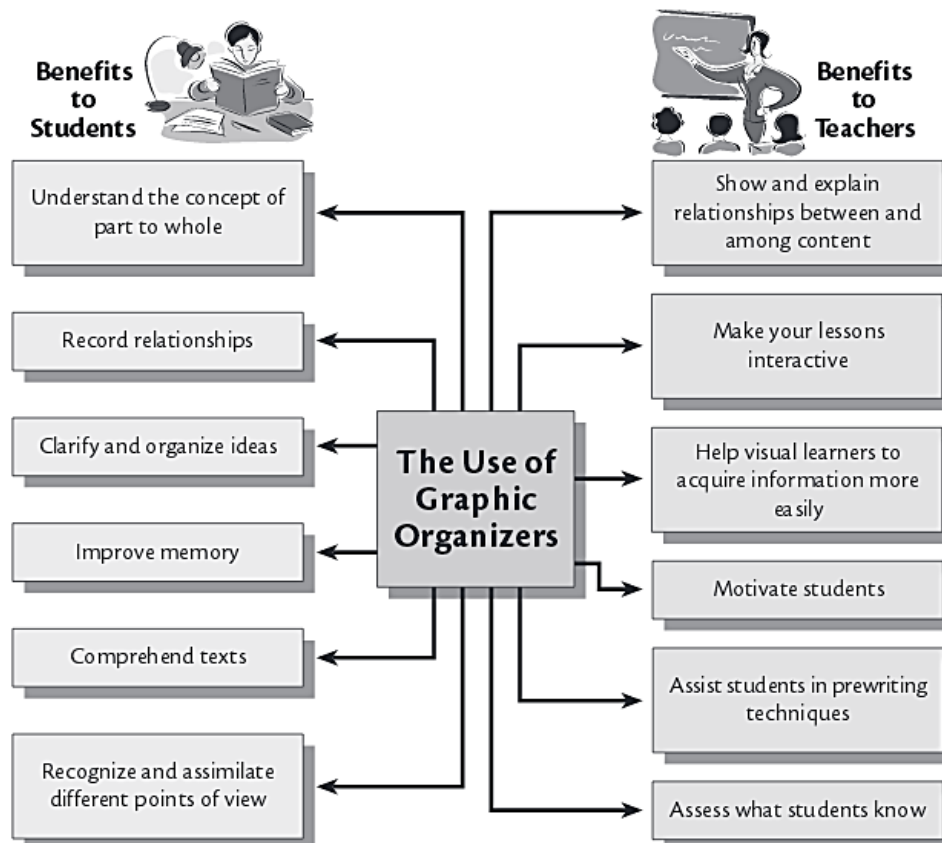
Nowadays the most important things in the teaching-learning process are the strategies used to carry out it. Because, through its use is that learners became more successful. When graphic organizers are used in classrooms, they create strong visual pictures showing connections and relationships between facts, information, terms, and as a result learners are better able to understand turning new vocabulary into meaningful learning.

Graphic Organizer are useful tools that can be used at all grade students, they are also convenient to use with all ages learners.

This instructive tool helps whether young or adult learners because the brain is more prepared to process images than text, facilitating in this way the integration of new information into the long term memory. “Graphic Organizers actually trigger long-term memory and promote synthesis with new information” (McKnight, 2010 same as Materna, 2007).

Besides that, organizers are important in assessing ELLs because here learners have the opportunity to demonstrate what they know and how to do it, in this way language requirements come to light too. This technique is also useful for native English-speakers who required of the correct assistance to demonstrate their knowledge (Carrier, 2005).

Graphic organizers are also important because they help teachers to show and explain the existence relationship between topics and other contents (Hak-kim, 2013)



**Source:** [http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use\\_of\\_graphic\\_organizers.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/economics/use_of_graphic_organizers.pdf)

### **Benefits of the use of graphic organizers**

Drapeau (1998) establishes that graphic organizers are tools that give teachers the opportunity to apply critical and creative thinking rather than only remembering and repeating facts. If students are aware about their thinking and learning process, it will be deliberately easy to recall what they have learnt.

Student-created organizers offer to them the following benefits:

- ♣ Learning becomes personalized and meaningful.
- ♣ The articulation of knowledge and its relationships becomes essential.
- ♣ Creativity is encouraged.
- ♣ Self esteem is fostered.
- ♣ Motivation is increased.

Likewise the author mentioned that visual diagrams show ideas in a very easy and effective way, because students are more likely to understand contents when they see information as connecting parts rather than isolated facts. The use of pictorial outline forms allowe students to make abstracts comparisons, evaluations and conclusions. The comprehension of graphic organizers also allow them to think aloud, discuss and communicate their thoughts.

Consequently, graphic organizers also help students in the following ways:

- ♣ Note patterns.
- ♣ Better understand the concept of part to whole.
- ♣ Record relationships.
- ♣ Find meaning in ideas.
- ♣ Clarify and organize ideas.
- ♣ Improve memory.
- ♣ Comprehend texts.
- ♣ Recognize and assimilate different points of view.
- ♣ Represent complex ideas through concise visuals.

## **f. METHODOLOGY**

### **♣ Design of the Research**

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

This action research has the aim of developing vocabulary through the application of cognitive learning strategies such as graphic organizers. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different cognitive learning strategies to develop vocabulary in the English Foreign Language amongst ninth-year A students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year.

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

## ♣ **Methods, Techniques and Instruments**

### ♣ **Methods**

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

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

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

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

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

## ♣ **Techniques and Instruments**

### ♣ **Data collection**

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

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

**Pre-test – Post-test** will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of vocabulary skill that students have; and, at the end to measure the performance of the vocabulary skill achieved by the students after the intervention plan designed in this research project with the activities applied with the cognitive learning strategies in order to make a pre-test - post-test comparison of the cognitive dimension of the performance of vocabulary skill of the participants (ninth-year A students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year) being treated.

**Questionnaires** will be given to the participants to answer questions related to their attitudes and feelings toward the graphic organizers as a cognitive learning strategy. A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

**Observation** will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the ninth-year students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year during their English classes. There will be two types of observation as detailed below.

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

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



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

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

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

***Population sample.*** The target population is students of Miguel Riofrío school, and the sample is the ninth-year A students, afternoon section, who will participate in the development of the intervention plan. The participants of the research will be twenty seven. They are between fourteen and fifteen years old. Students receive five hours of English classes per week with a certified teacher.

### ♣ **Intervention Plan Description**

The intervention plan is designed based on lesson plan model that 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 skills is to retell what students understand using reporting, repeating, rephrasing, and reinforcing the new knowledge according to what was recognized in the previous phase to develop the students' knowledge.

In this phase, it is very important to make students aware of their expectations around the topic, definitions and key vocabulary that were learned in the activation phase. Then, students 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 Miguel Riofrío school of the city of Loja 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> <p>To talk about customs from around the world freely.</p> <p>To describe people's habitual actions and routines using adverbs of frequency like: always, usually, every year, once a day.</p> <p>To use and recognize some collocations formed by: V + N</p>
<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> <li>♣ Then, teacher will write sentences and questions using some of the collocations.</li> </ul>

	<ul style="list-style-type: none"> <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 Student's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: Pres test – Pre written questionnaire 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

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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> <p>To talk about actions that happen at the moment using the present progressive tense.</p> <p>To ask and answer yes/no questions and information questions about habitual actions and routines</p>
<b>KEY VOCABULARY</b>	Dancing, wearing, celebrating, singing, eating, take, eat this
<b>INSTRUCTIONAL FOCUS</b>	<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> <li>♣ Then, teacher asks students some questions and make sentences using the present progressive</li> </ul>

	<p>tense.</p> <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>	<p>Visual: compare contrast matrix chart</p> <p>Student's notebook</p> <p>Student's textbook</p>
<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>	<p>Coaching and guidance from our thesis advisor</p>
<b>TIME</b>	<p>Week two</p>

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

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### Week three

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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>	By the end of this lesson students will be able:  To predict the content of a text through pictures.  To use fixed expressions to write letters politely.
<b>KEY VOCABULARY</b>	Take place - to happen - hope you're doing well - I expect you are OK - I hope - talk to you soon
<b>INSTRUCTIONAL FOCUS</b>	<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 starts by teacher saying tic-tac, many times while the students pass the balloon among all of them, then when the teacher says "toe" it will stop. At this moment the teacher will check who has the balloon. So who has it, has to say a phrase related to the topic.</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> <li>♣ Teacher will use the character map graphic organizer to show some pictures to predict the content.</li> </ul>

	<ul style="list-style-type: none"> <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 in the graphic organizer and then 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 Students textbook Teachers book Cards
<b>DATA COLLECTION SOURCES</b>	Data source 1: Observation field notes 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

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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> <p>To use colloquial expressions such as:  The place is packed  I'm feasting my eyes on  It's out of this world</p> <p>To talk about different kind of celebrations in an informal way.</p>
<b>KEY VOCABULARY</b>	The place is packed, It's out of this world, I'm feasting my eyes on
<b>INSTRUCTIONAL FOCUS</b>	<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> </ul>

	<ul style="list-style-type: none"> <li>♣ To use language lingo graphic organizer, the teacher will use a presentation power point that shows three columns of bubbles, in the first column the teacher write the idiom, the meaning of the word in the second column of bubbles, finally the teacher will use the figurative language in a new sentence in the third column of bubbles.</li> <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>	<p>Students notebook Students textbook Teachers book Cards</p>
<b>DATA COLLECTION SOURCES</b>	<p>Data source 1: Observation field notes Data source 2: Students writing samples weekly</p>
<b>SUPPORT</b>	<p>Coaching and guidance from our thesis advisor</p>

<b>TIME</b>	Week four
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Adapted from D'ann Rawlinson & Mary Little. (2004). Improving student learning through classroom action research. Daytona Beach: Project CENTRAL.  
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## Week five

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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> <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>
<b>KEY VOCABULARY</b>	Solve, move, paint, speak, learn, sing, can, can’t
<b>INSTRUCTIONAL FOCUS</b>	<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</li> </ul>

	<p>concept map graphic organizer.</p> <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: S+ modal verb Can + verb base + Complement</li> <li>-Negative: S+ modal verb Can + Not +verb base+ Complement</li> <li>- Interrogative: 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</li> </ul>
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	sentences, 5 negative sentences, 5 interrogative questions with short answers using the modal verb CAN.
<b>CLASSROOM RESOURCES</b>	Power point presentation Projector Worksheet Students' textbook Teacher's textbook Computer
<b>DATA COLLECTION SOURCES</b>	Data source 1: Observation field notes 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.  
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## Week six

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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> <p>To describe and compare people's abilities using comparatives and superlatives adjectives.</p> <p>To use expressions to give personal opinions such as: I like to my mind</p>
<b>KEY VOCABULARY</b>	Thin, young, short, fast, tall, slow, old, fat, beautiful, talented, attractive, interesting, generous, and popular.
<b>INSTRUCTIONAL FOCUS</b>	<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</li> </ul>

	<p>books on pag. 40.</p> <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>
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<b>CLASSROOM RESOURCES</b>	Worksheet Students' textbook Teacher's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: Observation field notes Data source 2: Students writing samples weekly 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.  
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## Week seven

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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> <p>To use <b>because</b> to give reasons and answer the question <b>why</b>.</p> <p>To identify detailed information about people's mental and physical activities.</p>
<b>KEY VOCABULARY</b>	Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb.
<b>INSTRUCTIONAL FOCUS</b>	<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> </ul>

	<ul style="list-style-type: none"> <li>♣ Teacher will ask students to identify and write the topics to the corresponding read paragraph.</li> <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>	Worksheet Students' textbook Teacher's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: Observation field notes Data source 2: Students writing samples weekly
<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.

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## Week eight

<b>RESEARCH PROBLEM</b>	How do graphic organizers as a cognitive strategy develop vocabulary amongst ninth-year A students at Miguel Riofrío school of the city of Loja 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>	By the end of this lesson students will be able:  To recognize and use idioms in different situations.  To express personal abilities using the modal can.
<b>KEY VOCABULARY</b>	It's a piece of cake, get out of here, it's mind blowing, to know by heart.
<b>INSTRUCTIONAL FOCUS</b>	<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: It's a piece of cake Get out of here It's mind blowing</li> </ul>

	<p>To know by heart.</p> <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 Teacher's textbook
<b>DATA COLLECTION SOURCES</b>	Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: : Post test – Post questionnaire
<b>SUPPORT</b>	Coaching and guidance from our thesis advisor
<b>TIME</b>	Week eight

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## g. TIMELINE

ACTIVITIES	2016																2017																																				
	MONTHS																																																				
	July		August				September				October				November				December				January				February				March				April				May				June				July				August		
PHASE I:	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4							
Presentation of	x	x																																																			
Designation of the			x	x	x	x																																															
Project revision						x	x	x																																													
Designation of									x	x	x																																										
PHASE II:																																																					
Application of												x	x																																								
Act and observe												x	x	x	x	x	x	x	x																																		
PHASE III:																																																					
Tabulation and																			x		x																																
a. Theme							x																																														
b. Introduction																												x																									
c. Summary																												x																									
d. Review of												x	x	x														x	x																								
e. Material and																												x	x	x																							
f. Results																												x	x	x	x	x	x																				
g. Discussion																													x																								
h. Conclusions																													x																								
i. Recommend																													x																								
j. Bibliograph																													x																								
PHASE III:																																																					
Thesis revision																																																					
Thesis																													x	x	x																						
Thesis approval																														x	x																						
PHASE IV:																																																					
Presentation of																															x	x	x	x	x	x	x	x	x														
Private review																																																					
Corrections																																																					
Public																																																					



## **h. BUDGET AND FINANCING**

### **♣ Resources**

#### **♣ Human**

- ♣ The researcher
- ♣ The ninth-year A students
- ♣ The teacher
- ♣ The thesis advisor

#### **♣ Material**

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

#### **♣ Technical**

- ♣ Computer
- ♣ Projector
- ♣ Printer
- ♣ Internet

#### ♣ Budget

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

#### ♣ Financing

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

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♣ **Annex 1: Observation sheet**



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

<b>OBSERVATION SHEET</b>					
<b>Observation #:</b> <b>Topic:</b> <b>Objective of the session:</b>	<b>Date/Time:</b> <b>Participants:</b> Tenth-grade students & The researcher				<b>Role of the researcher:</b> Nonparticipant observer <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>	
<b>Cognates</b>					
<b>Hyponyms</b>					
<b>Word meaning</b>					
<b>Collocations</b>					
<b>Idioms</b>					

## ♣ Annex 2: Field notes



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***ENGLISH LANGUAGE DEPARMENT***

**DATA COLLECTION SOURCE: FIELD NOTES**

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

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



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

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

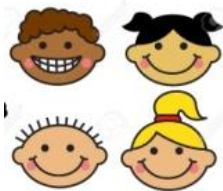



**Student's code:** .....

**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. CARS = </p> <p style="text-align: center;">( ) True      ( ) False</p>	<p>c. MASK = </p> <p style="text-align: center;">( ) True      ( ) False</p>
<p>b. DIALOGUE = </p> <p style="text-align: center;">( ) True      ( ) False</p>	<p>d. BLANK = </p> <p style="text-align: center;">( ) True      ( ) False</p>



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

KISS	PRESENT CHURCH	PRAY CHOPSTICKS	LETTER
------	-------------------	--------------------	--------

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

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

PLACE – OUTSIDE – FIREWORKS – CLOTHES

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

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

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

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

_____	_____	_____	_____
_____	_____	_____	_____



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**Pre- Post Test Scoring Guide**

**Researcher: Jessica Yadira Castillo Siguenza**

**Year: Ninth Year of Basic Education**

**Code: .....**

**Date: .....**

**QUESTION 1**

**IDIOMS**

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

**QUESTION 2**

**COGNATES**

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

### QUESTION 3

#### WORD MEANING

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

### QUESTION 4

#### COLLOCATIONS

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

### QUESTION 5

#### HYPONYMS

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

#### ♣ Annex 4. Pre and Post Questionnaire



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

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

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

**Date:** .....

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

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

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

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

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

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

**4. Do graphic organizers contribute to develop your vocabulary in English?**

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

**5. How easy do you learn vocabulary through graphic organizers?**

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

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

Venn Diagram ( )

T-Chart ( )

Circle Map ( )

Cycle Map ( )

THANKS FOR YOUR COLLABORATION

♣ **Annex 5: Research Matrix**

**Theme:** graphic organizers as a cognitive strategy to enhance vocabulary between ninth-year students of basic general education at Miguel Riofrío school 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> How do graphic organizers as a cognitive strategy increase vocabulary among ninth-year students at Miguel Riofrío school of the city of Loja during the 2016-2017 school year?</p> <p><b>Specific</b> ♣ What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for improve vocabulary skills amongst ninth-grade students at Miguel Riofrío School during</p>	<p><b>General</b> ♣ To improve vocabulary by using graphic organizers as a cognitive strategy amongst ninth-grade students at Miguel Riofrío School during the 2016-2027 school year.</p> <p><b>Specific</b> ♣ To look for theoretical and methodological references about graphic organizers as a cognitive strategy and its use its implication on the development of vocabulary amongst ninth-</p>	<p><b>Dependent variable: Vocabulary</b> ♣ Cognates ♣ Hyponyms ♣ Word meaning ♣ Collocations ♣ Idioms</p> <p><b>Independent variable: Graphic organizers</b> ♣ Importance ♣ Use ♣ Effectiveness ♣ Tool to improve vocabulary ♣ Benefits</p>	<p><b>Preliminary investigation</b> ♣ Observing the English classes. ♣ Stating the background of the problem. ♣ Describing current situation. ♣ Locating and reviewing the literature. ♣ Creating a methodological</p>	<p>♣ Observation sheet ♣ Pre and Post test ♣ Pre and Post Questionnaires ♣ Field Diary</p>

<p>the 2016-2027 school year?</p> <ul style="list-style-type: none"> <li>♣ What are the problems that limit the development of vocabulary amongst ninth-year students at Miguel Riofrío School during the 2016-2027 school year?</li> <li>♣ What are the phases of the interventions plan that help the current issues to achieve a satisfactory outcome on developing vocabulary amongst ninth-year students at Miguel Riofrío School during the 2016-2027 school year?</li> <li>♣ Which graphic organizers as a cognitive strategy implemented in the classroom activites</li> </ul>	<p>grade students at Miguel Riofrío School during the 2016-2027 school year.</p> <ul style="list-style-type: none"> <li>♣ To diagnose the issues that limit the development of vocabulary amongst ninth-grade students at Miguel Riofrío School during the 2016-2027 school year.</li> <li>♣ To design an intervention plan based on graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year students at Miguel Riofrío School during the 2016-2027 school year.</li> <li>♣ To apply the most suitable graphic organizers as a cognitive strategy in the classroom activities, to solve the limitations in vocabulary amongst ninth-</li> </ul>		<p>framework for the research.</p> <ul style="list-style-type: none"> <li>♣ Designing an intervention plan</li> </ul> <p><b>Intervention and observation</b></p> <ul style="list-style-type: none"> <li>♣ Administering test and questionnaires.</li> <li>♣ Observing and monitoring students' performance according to the intervention plan.</li> <li>♣ Presentation of research findings.</li> <li>♣ Reflecting, analyzing and</li> </ul>	
--	--	--	--	--

<p>improve vocabulary amongst ninth-year students at Miguel Riofrío School during the 2016-2027 school year?</p> <p>♣ How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year students at Miguel Riofrío School during the 2016-2027 school year?</p>	<p>grade students at Miguel Riofrío School during the 2016-2027 school year.</p> <p>♣ To validate the obtain results after the application of graphic organizers as a cognitive strategy to improve vocabulary amongst ninth-grade students at Miguel Riofrío School during the 2016-2027 school year.</p>		<p>answering the proposed inquire.</p> <p>♣ Organizing the final report.</p>	
--	--	--	--	--



♣ **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 organizers as visual aids.
61-80	Expected level of effectiveness of graphic organizers as visual aids.
41-60	Moderate level of effectiveness of graphic organizers as visual aids.
21-40	Unexpected level of effectiveness of graphic organizers as visual aids.
01-20	Low level of effectiveness of graphic organizers as visual aids.

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