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TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG FIRST-YEAR OF BACHILLERATO STUDENTS AT MANUEL CABRERA LOZANO HIGH-SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR

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

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CERTIFICATION

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DEDICATION

The present work is dedicated to my parents Carlos and Rocio, who are the principal support in my life across the development of this research. I also want to dedicate this work to my sister Evelyn and my nephew Josue, who have been participants of my achievements and they never have lost trust in me.

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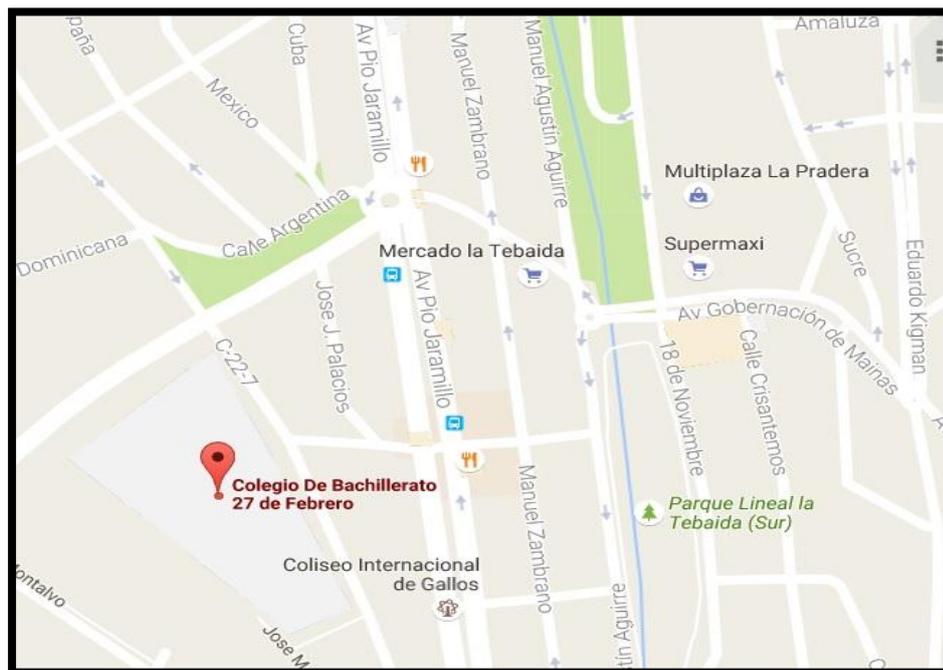
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a. TITLE

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG FIRST-YEAR OF BACHILLERATO STUDENTS AT MANUEL CABRERA LOZANO HIGH-SCHOOL OF THE CITY OF LOJA DURING THE 2016 – 2017 SCHOOL YEAR

b. RESUMEN

El objetivo de la investigación fue utilizar los organizadores gráficos como estrategia cognitiva para desarrollar vocabulario en Inglés. Los métodos científico, descriptivo y sintético-analítico sirvieron para analizar y describir los resultados de la investigación. Los instrumentos utilizados para recoger los datos fueron hojas de observación, pruebas, hojas de trabajo y cuestionarios que se aplicaron a 42 estudiantes de primero de bachillerato paralelo B. Los resultados demostraron que los estudiantes redujeron significativamente sus limitaciones en cinco aspectos del vocabulario. Aplicaron correctamente las colocaciones, los cognados y las frases idiomáticas dentro de oraciones. Supieron identificar las partes de la oración y derivar el significado de una palabra por su contexto. En conclusión, los organizadores gráficos fueron un método efectivo para desarrollar nuevo vocabulario, ya que los estudiantes pudieron deducir el significado de una palabra mediante su aplicación. Este instrumento motivó la participación en clase y el desarrollo cognitivo de los estudiantes.

ABSTRACT

The aim of this research was to use graphic organizers as a cognitive strategy to develop English vocabulary. The scientific, descriptive and synthetic-analytical methods were useful to analyze and to describe the results of the research. The instruments used to collect the data were observation sheets, tests, worksheets and questionnaires that were applied to 42 students of first-year of bachillerato B. The results demonstrated that the use of graphic organizers reduced significantly students' limitations in five aspects of vocabulary. They were able to apply collocations, cognates and idioms within sentences properly, moreover, they were capable to identify the parts of speech and deriving the meaning of a word by its context. In conclusion, graphic organizers were an effective method to develop new vocabulary, since students could deduct the meaning of a word through its application. This instrument motivated the participation in class and the cognitive development of the students.

c. INTRODUCTION

As it is known, vocabulary is an intrinsic element for the successful comprehension of language. Nevertheless, the majority of students demonstrate many problems in learning of new English words, thus it avoids that they can develop their practice of language. Some problems that limit the learning of English language are that students do not have a broad vocabulary to communicate effectively, and they do not know the order of words as parts of speech.

Most of first year of bachillerato students B at Manuel Cabrera Lozano High-school face difficulties in five aspects of English vocabulary. These problems are related with lack of associating words that have a similar spelling and meaning in Spanish and English. The students also showed that they have problems with identifying the parts of a sentence, also knowing idiomatic expressions to communicate in English, recognizing words that usually come together in a statement, and extracting the meaning of a word by its context. The mentioned issues are the main motivation to seek how visual aids, such as graphic organizers, could be used to develop vocabulary, thus it can help students in collocations, cognates, parts of speech, idioms and word in context, as indicators of vocabulary development. It moves us to this problem, how graphic organizers develop vocabulary understanding?

The specific objectives established to carry out this research were: to research the theoretical and methodological references about the graphic organizers as a

cognitive strategy and their application on vocabulary learning, to diagnose the issues that limit the learning of vocabulary development in the English language, as well as to design an intervention plan based on the graphic organizers as a cognitive strategy, concerning to develop vocabulary, to apply the most suitable techniques of the graphic organizers as a cognitive strategy, likewise to improve vocabulary, and finally to reflect upon the effectiveness that the graphic organizers as a cognitive strategy had among first-year of bachillerato students at Manuel Cabrera Lozano High School.

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

The present work contains the following parts. First, the abstract, which explains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained, and conclusions. Then, the introduction is presented, which contains contextualization of the problem, central problems and sub problems, the reason why the theme was chosen, the specific objectives of the study, the methodology used and finally the

content of the thesis. After that, the literature review details information about the two variables in this case vocabulary and graphic organizers.

The materials and methods section contains the different techniques, materials, instruments that were used, also the population who participated in this research.

Subsequently, the results presented include tables, figures and logical analysis.

Eventually, the discussion posed includes a general analysis the results obtained; and finally, the conclusions and recommendations about the research work.

d. LITERATURE REVIEW

Vocabulary

In the present work is necessary to define vocabulary and why it is important in the students' life. In single words vocabulary is the understanding about words and the capacity to apply these words to create or to comprehend a statement in a coherent way. Also, vocabulary acts as an essential element in the language acquisition process and to develop success learners in the classrooms. Vocabulary is considered as a goal reached in society but in the current academic system, teachers can observe serious deficiencies of vocabulary knowledge in students. For that reason, "it is a relevant evidence that proof a link between vocabulary and student's ability to learn English language." (Papadopoulou, 2007, pp. 15).

In 2004, Marzano (as cite in Marzano & Simms, 2013) states that students comprehension of vocabulary is closely linked with their accomplishments in the academic life. It can be explained why vocabulary is an essential part of English language skills and these skills such as reading, listening, speaking and writing are important components into teaching-learning process. Also, "vocabulary knowledge" can support learners in cognitive fields. As it is well-known that neurons of the brain produce connections of information between them, likewise words and the way how they are connected with other words produce the same framework of knowledge, to build chains of knowledge which permit learners combine "new information" with the previous that they have already known.

These chains of knowledge are called "prior knowledge or background knowledge."

Vocabulary is one of the most important aspects in the language learning process, and it is the clue to learners have a better understanding about what they hear and read. It is the first manner how children learn to communicate, only with words. The lack of vocabulary can produce limitations in spoken English and misunderstanding of wide reading. If learners know many words in foreign language, they can identify the key words in a listening practice, on the other hand, writing skills are limited, due to students do not count with enough lexicon to write a simple sentence. Thus, educators need to know some vocabulary issues that can be improved into classrooms to prevent these students' weaknesses (Marzano & Simms, 2013).

Learning Vocabulary from Context

Many investigators are worried about learning vocabulary from context. Some of them have studied "the effects of different types of contexts" in order to form a base for research purposes on vocabulary learning, in other cases students have learned vocabulary in a natural way, when they have read any text (Herman, Anderson, Pearson & Nagy 1987 as cite in Kilian, Nagy, Pearson, Anderson, & García, 2007). The effects of these research have demonstrated that some students could learn vocabulary through reading and the others couldn't. There can be an explanation why some children learn vocabulary by deriving word meanings, meanwhile others try to figure out word meanings from context. These differences have never been checked sistematically, thus it is important to examine the results

gave by children that are exposed to learning difficult vocabulary during reading activities (Kilian et al., 2007).

Parts of Speech

In 2010, Delahunty & Garvey state that all languages have a set of words that has some grammatical characteristics in common. These groups are name parts of speech, some linguists mention eight parts of speech (e.g. Weaver, 1996 as cite in Delahunty & Garvey, 2010), the current number of parts of speech that it requires to know in a language is established by how great our capacity of analysis of the language is, its result is the more investigation about any language the greatest number of parts of speech it has. Learners diguinguish nouns, verbs, adjectives, and adverbs as the major parts of speech; and pronuons, wh-words, articles, auxiliary verbs, prepositions, intesifiers, conjuntions, and particles as the minor parts of speech.

The major parts of speech promote the more "content" of a message, therefore they are sometimes named content words, while the other parts of speech are known as function words or structure words. We start examing each part of speech with its traditional definition, which is generally either semantic or functional (Delahunty & Garvey, 2010).

- Nouns: traditionally, a noun is defined as a word that names "a person, place, thing, or idea" (Weaver, 1996 as cite in Delahunty & Garvey, 2010).

- Verbs: they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010).

- Adjectives: a typical definition of adjective is "a word that modifies a noun or pronoun." Occasionally you will see adjectives defined as "words that describe nouns."

- Adverbs: the traditional definition of adverb is "a word used to modify a verb, an adjective, or another adverb." This definition is clearly functional and actually represents the typical functions of adverbs (or at least, adverb phrases), e.g., Run quickly, extremely adroit, remarkably cleverly (Delahunty & Garvey, 2010).

In dictionaries the headword's part of speech comes after the pronunciation which are traditionally nine parts of speech: adjective, article, conjunction, interjection, noun, preposition, pronoun, and verb. It distinguishes definite and indefinite articles and transitive, intransitive, and auxiliary verbs. It also use singular and plural nouns and lists prefixes and suffixes. Some abbreviations dictionary may seem unfamiliar to you, for instance the Oxford English Dictionary (OED) abbreviates substantive with sb (Delahunty & Garvey, 2010).

Cognates

What are Cognates? From the Latin COGNATUS (co- 'together' + gnatus, pp. of gnasci, 'to be born'), cognates are words descended from a common ancestor;

that is, words having the same linguistic family or derivation (Morán Molina, 2014).

The awareness of lexical and syntactic cognates in teaching-learning process renovate the basis of a large number of current methods as applied to English and Romance language learners. Once learners are fully aware of the cognate dimension of these related languages, there is an immediate and permanent associative effect producing more positive language learning outcomes, regardless of the approach or method being used. According to Molina (2014), this phenomenon is produced by a basic but crucial psycholinguistic principle on foreign language acquisition; the immediate and effortless recognition of linguistic input without engaging in any type of translation process.

Classification of cognates

According to Morán Molina (2014) there are different kinds of cognates:

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

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

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

- False Cognates: mayor in English is the head of a city; mayor in Spanish is older or higher. Arena in English is a coliseum; arena in Spanish is sand. Care in English is carefulness; cara in Spanish is face.

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

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

Idioms

In 2004, Dixson says that idioms play an important element into development of English language. Indeed, the application of idiomatic expressions in the four language skills such as, listening, speaking, reading, or writing is a requirement to have a better understanding of the language and an effective communication. The practical use of these idioms can enrich the most uncomfortable and ordinary speech thus, teachers should not neglect the learning of idiomatic expressions although they pay more attention to teach grammar and vocabulary, that is an error.

According to Dixson (2004), English teachers have noted that idioms can append sophistication and accuracy to the language. Teachers need to be prepared

in this field of learning of a language and applying it in their classes. Second or foreign language students found a hard task in learning idioms. They make efforts to translate literally these expressions, which create misunderstanding and disorientation in students.

There are some examples of idioms:

<u>Ace in the hole:</u> a hidden but effective means of winning a conflict.

<u>Bark up the wrong tree:</u> to misdirect one's efforts or argument.

<u>Call (someone) on the carpet:</u> to confront or hold someone responsible for some misdeed.

<u>Dead to the world:</u> fast asleep.

<u>Face the music:</u> to confront a difficult or unpleasant situation; to accept the unpleasant consequences of one's own actions (Office of English Language Programs , 2010).

Collocations

We need to understand the most common definition about collocation that is a kind of syntagmatic relation of words, also "a collocation is considered the co-occurrences of words at a certain distance" hence collocation is two or more words that coincide in a place of statements. There is a distinction between coincidences of words that are frequent and those that are not. This point of view is denominated 'statistically oriented approach' (Herbst, 1996 as cite in Nesselhauf, 2005).

In the other hand collocations are defined as a type of word combination like something that is established but not completely. This view has been referred to as the 'phraseological approach' (Nesselhauf, 2005). Thus, word combiantions have to be called collocations in linguistics, and in general terms collocations are defined as "frequently recurrent, relatively fixed syntagmatic combinations of two or more words."

The importance of learning collocations

Collocations are a good idea to teach vocabulary for the following reasons:

- They give students more naturally in the way of saying something: smoking is strictly forbidden is more natural than smoking is strongly forbidden.

- They give students alternatives to say something, which make the expressions more colourful or precise, avoiding repetition: It was very cold and very dark, we can say It was bitterly cold and pitch dark.

- They improve learners' style in writing: instead of saying poverty causes crime, you can say poverty breeds crime. Students may not need to use this in informal conversations, but they can give variety to a text in writing activities (McCarthy & O'Dell, 2005).

According to Nesselhauf (2005), he argue that as laws govern our lives, likewise there are combinational rules of syntax and semantics that occurs recurrently with word combiantions such as the following:

- V + N (Direct Object):   to commit suicide / murder / a crime

- ADJ (modifying) + N: reckless abandon

- ADV (modifying) + V: strongly deny, tacitly agree

- V + Predicative Adjective: to keep something handy

- Collocational Frameworks: a pride of lions

- Delexical Verb Constructions: make a confession,

- Delexical V +N (Direct Object) have a say (in), give a speech, hold a conference, set an alarm.

- Obligatory premodification of   a recently built house,

- Adjectival / Advervial   a freshly baked cake,

- Past Participles   a newly born baby, a strongly worded statement.

These are the collocations more common in the English language, but in the language learning process students can acquire this kind of vocabulary only by practice. Its misunderstanding can be consider an important issue into this topic because learners commit a lot of errors when placed words in a bad way. For example English language learners which mother tongue is spanish often confuse the place of adjectives due to in Spanish people use the adjective after the noun, but in English the adjective comes first and then the noun.

Techniques and Strategies to Teach Vocabulary

The visual aids on vocabulary learning

Gairns and Redman (1986) as cite in Wang & Yu (2010) state that flashcards, photographs, blackboard drawings, wall charts, and realia are the most common visual aids presented in classroom, even other ways of expresing meanings as mimes and gestures also are defined like visual aids forms. In 1987, Godman (as cite in Wang & Yu, 2010) claims that visual aids cause better understanding by students of different levels because a picture can avoid a extensive and difficult definition. Also, when learners understand the relation between verbal and visual descriptions that visual aids provide, it could make a significant knowledge in students' brains (Mayer and Sims, 1994 as cite in Wang & Yu, 2010).

For that reason, the visual aids are considered one of the most important ways to teach vocabulary. Because it produces a great impact on students' attention. Also, they can develop a better understanding through images to conceptualize words meanings. However, there are other techniques to teach vocabulary effectively.

The contextual inference on vocabulary learning

Nattinger (1988) as cite in Wang & Yu (2010) argues that context is the most constant way to understand the appropriate meaning of the new words which appear in a text. In 1988, Kustaryo (as cite in Sanusi, 2009) claims that students can know the meaning of a word based on clues in the surroanding context. Also,

it can be an assupmtion that for students learn new vocabulary through guessing, they need to know a special approach for it. Carter (1987) as cite in Wang & Yu (2010) claims that "the more advanced learners are, the more likely they are to benefit from learning words in context."

The contextual inference is a good technique that students should develop in their works because the majority of words change their meaning based on the context. Thus, there are advantages in the use of this technique such as, spending few time in look words up in a dicctionary, knowing how use this word in some contexts, and saving this information in the long-term memory of learners' brains. Certainly, the contextual inference needs a high level of English proficiency.

Vocabulary self-collection strategy

Antonacci & Callaghan (2012) argue that the vocabulary self-collection strategy (VSS) is an interactive-learning instructional strategy because the learners are motivated to work identifying the most relevant words from the text to contribute the classroom learning in collaboration with each other, and it promotes word consciousness. The strategy was first introduced by Haggard (1982, 1986) and then has been adapted for various grade levels. In this strategy learners are the first responsibles for their leaning because they have to chose the most interesting words from their reading; then, they have to deduct the meaning of these from the context or maybe the other sources of information. Also, they have to select words to share with other students in class.

Educators use the VSS (1) to form the process of accumulating words, (2) to give guide to practice within reading groups and other instructional contexts, and (3) present consistent support to students to use VSS during their free reading activities. The most important benefits of using VSS are that students are engaged in their own academic development, find how to identify unfamiliar or new interesting words from their readings, expand their vocabulary competence, and become word conscious (Antonacci & Callaghan, 2012).

When to use the strategy: VSS should be implemented before the reading activity and being applied during and after reading by learners. This strategy has been employed with intermediate, middle, and secondary learners into cooperative group work. But for primary-grade students, the strategy may be changed by teachers to direct and guide them accurately through the process. After group read alouds, the prymary-grade students would gain from the use of VSS because they go back to the book to choose new and interesting words (Antonacci & Callaghan, 2012).

Graphic organizers as a cognitive strategy

Graphic organizers are visual representation of knowledge that contains important information or aspects about a topic or content using labels or key words (Bromley, DeVitis & Modlo, 1999 as cite in Hong Kong Curriculum Development Institute, 2001). Their principal goal is to present information in a coherent way in order to understand the organization and relationships between concepts (Hong Kong Curriculum Development Institute, 2001).

GOs assit to demonstrate relationships between concepts about topics of a text or subject. They are named with different denominations, such as maps, webs, graphs, charts, frames, or clusters. They are useful to help learners in the process of remembering some concepts and their relationship with other concepts (Olszak, 2014).

According to Hong Kong Curriculum Development Institute (2001), there are some reasons for using graphic organizers:

- Tools for critical and creative thinking. Graphic organizers emphasize key concepts and vocabulary because they help students focus on the most relevant things that provide tools for critical and creative thinking.

- Tools for organizing information. Networks is the way how the human mind organizes and collects information (Ausubel,1968 as cite in Hong Kong Curriculum Development Institute, 2001). GOs are optical representations that look like networks and permit learners to join or change their past knowledge by realizing the links and contradictions between previous and new information.

- Tools for understanding information and relationships. To help students to keep and understand relevant information and relationships. They can be used as mental tools such as graphic organizers (Vygotsky, 1962 as cite in Hong Kong Curriculum Development Institute, 2001).

- Tools for depicting knowledge and understanding. GOs give an allternative way of represent knowledge and understanding, so it is

specifically convenient for learners who have trouble with showing connections among parts of concepts in written word.

- Tools for self-learning. Learners' ability to use graphic organizers in the classroom independiently as study tools for planning, note taking, review, summary and presentation. Thus, graphic organizers are favorable to students' learning inside and beyond classrooms.

Steps to Create Graphic Organizers

Scholars suggest the following steps in creating graphic organizers for reading: (1) analyze the learning task for words and concepts important for the student to understand, (2) arrange them to illustrate the interrelationships and patterns of organization, (3) evaluate the clarity of relationships as well as the simplicity and effectiveness of the visual, and (4) substitute empty slots for certain words in order to promote students' active reading (Dye, 2000; Merkley, 2000; Richardson & Morgan, 1997; Roe, Stoodt, & Burns, 1998; Ruddell, 1996 as cite in Chien, 2012).

These were some suggestions to teachers in order to implement graphic organizers in their reading activities in classroom. Thus, in reading activities students can improve their abilitites to understand a text, also they can develop their vocabulary knowledge through use of graphic organizers. For that reason teachers should know the different types of graphic organizers in order to apply these in their daily activities with their students.

Graphic Organizers as Assessment Tools

Formative assessments are continuous assessments, observations, summaries, and reviews that teacher use to instruct and provide students feedback on a daily basis (Fisher & Frey, 2007 as cite in Dodge, 2009). The formative assessment strategies involve student-made lists, charts, and other graphic organizers. These activities encourage students to think about their own learning for aiming attention at logical-mathematical intelligence. Also, it provides that students can reorganize information by generating their own graphic organizers.

Only reproducing a graphic organizers in order to students can fill it out. It is not a guarantee that deep learning occurred or that it is a real assessment oportunity (Fisher & Frey, 2007 as cite in Dodge, 2009). Instead, teachers require to supply favorable circunstances for students to construct their own organizers. Greg Freeman, in David Hyerle's book A Field Guide to Using Visual Tools (2000) as cite in Dodge (2009), gives reasons of how these graphic organizers help students to "scan the information, make sense of it, and see the pattern that the teacher is helping them connect." These student-created graphic organizers add vision into students' understanding and show personal comprehension and interpretation, rather than just literal remembrance (Irwin-DeVitis & Pease, 1995 as cite in Dodge, 2009).

Types of Graphic Organizers

According to Hong Kong Curriculum Development Institute (2001), even if graphic organizers used in the classroom can be presented in a lot of variations

and imaginable combinations. However, the majority of them can undertake these four basic categories, that is to say cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers.

Cyclical organizers: Organizers showing the sequence of events in a process. For instance, circle organizer.

Conceptual Organizers: Organizers showing how a main concept is supported by facts, evidence and characteristics. For example concept definition map.

Sequential Organizers: Organizers showing events in chronological order. For example multiple timeline.

Hierarchical Organizers: Organizers showing the relation between a concept and its subordinate levels of characteristics. For example hierarchy diagram.

Graphic organizers for vocabulary development

Vocabulary slide

It is absolutely probable that the mayority of us have been using the extensive lists of words to teach vocabulary; students write down each word definitions and using these in a sentence. Then, students have to memorize all of these words. Typically, the teacher gives a quiz where students should know every single word definition, almost literally. Today teachers know that this is not a good way to teach vocabulary. Alternatively, vocabulary lessons must be contextual (McKnight, 2010).

This is an example of vocabulary slide where student should write the vocabulary word, a synonym and an antonym of it, a picture or icon of this word, its part of speech, and finally a sentence using it. As this figure shows, teachers can have students that create vocabulary slides from words that they identify are important in the assigned reading, or that educators can assign. Students can use the vocabulary slides as flash cards for review the vocabulary that they already have learnt (McKnight, 2010).

Venn Diagram

A Venn diagram may consist of two or more circles joined, which can be used to support students' skills in comparing and contrasting similar and different information. The steps to use this graphic organizer are the following. First, identify and label each circle the concepts to be compared and contrasted. After that, discuss and record the similarities and differences among the concepts. Third, put the shared characteristics in the appropriate coinciding place. Finally, record the unique characteristics of each concept in its own sector (Hong Kong Curriculum Development Institute, 2001).

A Cycle Map

This type of graphic organizer is useful for arranging information, which is circular or cyclical, without determined beginning or ending. Cycle Diagrams show how parts are related to one another in a repeating series. Students use this diagram when there is not a beginning neither an end, it is applied for a cycle process. (Hall & Strangman, 2002).

T-Chart

Graphic organizer, created like a "T," used to segregate information into two categories. A T chart can be employ to compare and contrast two things, to archive advantages and disadvantages, to separate facts from opinions, etc (UNC School of Education,, 2017).

Concept or vocabulary map I

In 2010, McKnight states that students are accustomed to memorize definitions rather than studying concepts of words in depth. Their understanding of vocabulary acquisition evolve when they study words from different contexts, they are more likely to internalize the new vocabulary. Visualization is an important component within effective vocabulary teaching. The requirement of this organizer is representing key aspects of a new word by the students.

The teacher or students select a word or concept for developing this graphic organizer. So, the easiest part is when students have to write the important characteristics and the examples of the vocabulary word. But, when they need to write the wrong or incorrect characteristics box and the crossed out examples box, it is a challenge for them and the activity will need to be modeled for some students (McKnight, 2010).

Word detective

Teachers sometimes forget the importance of motivating students to study words outside classrooms. In this kind of graphic organizers, students are

promoted to investigate the etymology of words and link visual images to the words that they find (McKnight, 2010).

Teacher or students select the vocabulary word to be wrote in the center box. In the box above the center box, students write the location where they found this word by writing a direct quote from the text. Then, the part of speech is indicated in the oval of the right side. A sentence that is necessary for students can practice the new word. The context clues which are texts that may show the meaning of the word. Below the sentence box, students write a correct definition of the word. Finally, an illustration that students can draw or paste an image.

McKnight (2010) says that teachers can use these templates to give to their students to compile their own vocabulary detective notebook. The authors particularly likes this idea because students can save a written record or history of their vocabulary course. Many students like to remember their achievements, so with it they can see how many words they have found and learned.

Vocabulary tree

This highly visual graphic organizer needs that students choose a specific root word and related words, a strategy that supports students in learning and understanding new vocabulary (McKnight, 2010).

This graphic organizer is as a means to show how words can related with others and with the root word. As the example above, polygon is the word that contains the rest of the words, the other words are the kinds of polygon.

This graphic organizer can be used for expository writing. The students can use the main root for their thesis statement and the upper lines to list supporting details and evidence to prove the thesis. Also, teachers can use the tree graphic organizer as a pre-reading activity. The students will write their main prediction about the text they are about to read on the root word place. And then using the upper spaces for details and examples form the text to prove or disprove their prediction (McKnight, 2010).

Guiding principles for using graphic organizers

Keep them simple

For graphic organizers to be effective instructional tools, they must be clear and easy to understand (Boyle & Yeager, 1997; Egan, 1999 as cite in Baxendell, 2014).

The connections and relationships between the ideas represented in the organizer should be obvious, in another way the academic benefits will be limited. If an organizer is poorly constructed, includes too much information, or contains distractions, students can easily become confused and even more disorganized than before in their understanding of the target concepts (Robinson, 1998 as cite in Baxendell, 2014). Therefore, teachers must keep graphic organizers simple.

Baxendell (2014) suggest following tips for this principle:

- Limit the number of ideas covered in each organizer. Focus on essential concepts that students need to understand and remember.

- Include clear labels and arrows to identify the relationships between concepts.

- Be careful of graphic organizers that accompany teacher resource materials. They often contain many pictures or background visuals that are distracting to students.

Teach to and with the organizer

As with all instructional tools, students need to be taught how to use graphic organizers effectively and efficiently. Students enter the classroom with varied experiences using graphic organizers. Therefore, teachers must give explicit instructions about how to organize information and when a particular organizer is beneficial. With such guidance students gain greater independence with graphic organizers.

Once students understand how to use an organizer, teachers need to implement it in creative and engaging ways to enhance effectiveness (Bromley et al., 1995 as cite in Baxendell, 2014). As organizers have become more common, simply using an organizer is no longer enough to maintain students' attention and focus.

According to Baxendell (2014), the following ideas will help ensure that students are engaged with organizers:

- Allow students to add illustrations. As long as the pictures add to a student's understanding of the concepts displayed and do not distract, illustrations can be very engaging.

- Implement organizers with cooperative groups or pairs of students. Organizers can be excellent tools for discussion and student engagement with each other.

- Allow students to make their own organizers and share them with the class. As students become more comfortable using organizers, they can teach the strategies they use to organize information for the whole group.

Use graphic organizers often

Many students benefit from routine and structure, so using graphic organizers consistently in the classroom will help them internalize the organizing techniques that are being taught (Griffin & Tulbert, 1995 as cite in Baxendell, 2014). The more students are exposed to organizers, the more familiar and comfortable they will become using them.

According to Baxendell (2014), here are some things to consider when trying to be consistent:

- Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is. Use the same sequence chart when ordering events or steps in math, reading, writing, science, or social studies.

- Incorporate organizers into all phases of instruction. When students see them used as a warm-up, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.

- If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves.

Benefits of Using Graphic Organizers in the Content Areas

According to presented studies utilizing graphic organizers, students can have a better understanding in the content areas that are difficult to learn. Darch and Carnine (1986) as cite in Condidorio (2010) state that graphic organizers give a base for comprehend literal information; formed with the more literal concepts, while students obtain higher level of comprehension for evaluative and creative skills, students (especially striving learners) are able to acquire a stronger understanding of content.

Moreover, if teachers compare graphic organizers with the long-established note-taking of information is evident that the structure of graphic organizers is more convenient for comprehension because they are able to present the relationship among concepts (Ermis, 2008; Fisher, 2001; Robinson, Beth, Odom, Hsieh, Vanderveen, & Katayama, 2006 as cite in Condidorio, 2010). Ermis (2008) as cite in Condidorio (2010) points out that nonfiction texts reading is necessary to

promote specific strategies in students to focus in specific challenges such as varying organizational patterns, new vocabulary, and the assumption of prior knowledge. Readers are supported by graphic organizers in boarding texts that have some challenges because they arrange information systematically. Readers can achieve deeper into comprehension to the text and have reduced most of the challenges with this logical organization.

e. MATERIALS AND METHODS

Materials

The material resources used were: books, copies, folders, and graphic organizers. The technical materials were: a computer that was necessary to type the information needed to develop the project.

Resources

The materials to develop the research process successfully were: human resources such as the 42 first-year of bachillerato students. The high school English teacher, who helped monitor students' work, and lastly, the thesis advisor who guided the development of the intervention plan.

Design of the research

This research work was based on the Action Research proposed by Kemmis & McTaggart (2000) as a constructive investigation, which was achieved in order to understand, access and solve practical problems, while the research is conducted to improve educational practice and produce a relevant theoretical contribution.

Methods

The data collected from the application of the intervention plan was analyzed through the following methods:

The **scientific method** facilitated the study of the use of graphic organizers as a cognitive strategy to develop vocabulary. Also, it helped in the observations

done before the intervention to determine the students' knowledge, during the intervention to identify the progress of students and after the intervention to support the analysis of data collection results and determine the possible solution.

The **descriptive method** qualified the different stages of the intervention plan, it also helped to describe the results obtained in the tables and graphs and finally, to explain and analyze how graphic organizers develop vocabulary.

The **analytic-synthetic** method helped to analyze and interpret the gathered information through the tests and questionnaires. It also supported drawing the conclusions to interpret the data obtained.

The **statistic method** made possible the quantitative analysis from the pre and post-test; and facilitate statistical analysis of data obtained from the observations. It also helped to tabulate the information into tables and figures, and to apply the formula $x=\frac{x}{n}$ to obtain to the media.

Techniques and instruments

To collect the data, tests, observations and a diary were designed and applied at the beginning, middle and end of the application of the intervention plan.

Test

Two kinds of tests were used. A pre-test that contained five questions was used to collect students´ answers in order to diagnose the level of students´ knowledge about vocabulary at the beginning of the intervention plan. The same pre-test was used as post- test and applied at the end of the intervention plan to obtain

information about students' progress on vocabulary learned. The test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised.

Observation

Through the observation sheet, the researcher observed the students´ performance during the lesson. It was also used to determine what had happened in class and then to analyze and reflect on the findings when the plan ended.

Questionnaires

A questionnaire with five closed questions and one multiple-choice question was applied to obtain information from students about graphic organizers as a cognitive strategy to develop vocabulary. It was applied at the beginning and at the end of the intervention plan.

Field diary and notes

The researcher used a diary to record what happened in each lesson. It helped to write up the findings during the intervention, relevant events during the observation and particular situations that happened.

Population

    The first-year of bachillerato students at Manuel Cabrera Lozano high school participated in the development of this research work. They were in level A1, with 5 hours of English per week. They were 42 students with both girls and boys. They were from fifteen to sixteen years old.

f. RESULTS

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

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

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

The third objective was accomplished with the design of the intervention plan, which included eight lessons with a variety of activities using different kinds of graphic organizers, such as a vocabulary tree, grid, vocabulary slide, circle map, and Venn diagram. The intervention plan was enacted over two months with first-year of bachillerato students.

The fourth objective was accomplished with the application of graphic organizers and the results gathered from questionnaires.

Finally, the fifth objective was reached. The results of the post-test that are shown in Table 8 corroborates the effectiveness of the strategy applied.

The software program Exel was used to tabulate and represent the information obtained. It worked as a device to certify the results presented below. The key letters used in the tables are detailed below each one.

Pre-Test Results

Objective two: To diagnose the issues that limit English vocabulary learning, among first-year of bachillerato students at Manuel Cabrera Lozano high-school.

   a. **Table 1.**

Pre-Test Scores of the First-Year of Bachillerato Students in Vocabulary

STUDENTS' CODE	C	PS	I	CL	WC	SCORE
	/2	/2	/2	/2	/2	/10
CBMCL1B01	1	1.2	0.4	1.5	0.4	4.5
CBMCL1B02	0	0	0	0	0	0
CBMCL1B03	1	0.8	0.8	1.5	0	4.1
CBMCL1B04	0.5	0	0.8	0.5	0.4	2.2
CBMCL1B05	1	1.2	1.2	0.25	0.4	4.05
CBMCL1B06	1.5	0.4	0	0.5	0	2.4
CBMCL1B07	1	0	1.2	1.5	0	3.7
CBMCL1B08	0	0.8	0.8	1	0.4	3
CBMCL1B09	0	0	0	0	0	0
CBMCL1B10	1	1.2	0	1.5	0.4	4.1
CBMCL1B11	1	1.2	1.2	1	0	4.4
CBMCL1B12	1	1.2	1.2	0.25	0.4	4.05
CBMCL1B13	1.5	0.8	0	1.5	0	3.8
CBMCL1B14	0	0	0	0	0	0
CBMCL1B15	1	1.2	0.8	0.5	0.4	3.9
CBMCL1B16	2	1.2	1.2	1.25	0.8	6.45
CBMCL1B17	1	0.8	0.8	0.25	0.4	3.25
CBMCL1B18	0.5	1.2	1.2	1.5	0.4	4.8
CBMCL1B19	0	0	0	0	0	0
CBMCL1B20	0.5	1.6	0.4	1.25	0.4	4.15
CBMCL1B21	1.5	1.6	1.2	1.5	0.4	6.2
CBMCL1B22	1	0.8	0.4	1	0.4	3.6
CBMCL1B23	0	0	0	0	0	0
CBMCL1B24	1	1.2	0.8	0.5	1.2	4.7
CBMCL1B25	1	1.6	0.4	1	0	4
CBMCL1B26	1	1.6	1.2	1.25	0.4	5.45
CBMCL1B27	0	0	0	0	0	0
CBMCL1B28	1	1.2	0.8	0.25	0.4	3.65

CBMCL1B29	1	1.2	2	1.5	1.2	6.9
CBMCL1B30	1	0.4	0.4	1.25	0.4	3.45
CBMCL1B31	0.5	1.5	0	0.5	0	2.5
CBMCL1B32	1	0.8	0	1	0.4	3.2
CBMCL1B33	0	0	0	0	0	0
CBMCL1B34	0.5	1.2	0	0.5	0	2.2
CBMCL1B35	0.5	1.2	0.8	1.5	0.8	4.8
CBMCL1B36	0	0	0	0	0	0
CBMCL1B37	0	0	0	0	0	0
CBMCL1B38	2	1.2	0	1.75	0	4.95
CBMCL1B39	1	1.6	0.4	0	0.8	3.8
CBMCL1B40	1	1.2	0.8	1.5	0.8	5.3
CBMCL1B41	1.5	1.2	0.4	1.5	0	4.6
CBMCL1B42	0.5	1.2	1.2	1	0.8	4.7
MEAN	0.77	0.84	0.54	0.79	0.3	3.26

NOTE. CBMCL=Colegio de Bachillerato Manuel Cabrera Lozano, 1B= First year of Bachillerato, 01:=student´s code, C=Cognate, PS=Parts of Speech, I= Idioms, CL=Collocations, WC=Words in Context.

b. Interpretation and Analysis

As it is shown in Table 1, students got scores below the average expected, it was reflected in the mean score obtained at 3,26/10. Students had problems in the five aspects of vocabulary: collocations, parts of speech, cognates, idioms, and word in context. However, the highest mean score obtained was for parts of speech at 0,84/2, which indicates that students could recognize the most important parts of a sentence and identify the meaning of them. The lowest mean score was for words in context at 0,3/2, which shows that most of the students could not extract the meaning of a word according to its context. Consequently, it is evident that students faced some common limitations in English vocabulary learning, especially with words in context, idioms and cognates as indicators of progress in vocabulary. However, these aspects could be improved over the course of the

proposed intervention plan, which included a set of activities where students and teacher could develop awareness of the use of graphic organizers to teach new vocabulary. Referencing to Papadopoulou (2007), who states that vocabulary is considered as a goal reached in society but in the current academic system, teachers can observe serious deficiencies of vocabulary knowledge in students. For that reason, "it is a relevant evidence that proof a link between vocabulary and student's ability to learn English language."

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary

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

a. Table 2

Using Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	22	52
Sometimes	3	7	14	33
Frequently	12	29	3	7
Rarely	18	43	2	5
Never	9	21	1	2
Total	42	100	42	100

b. Figure 1
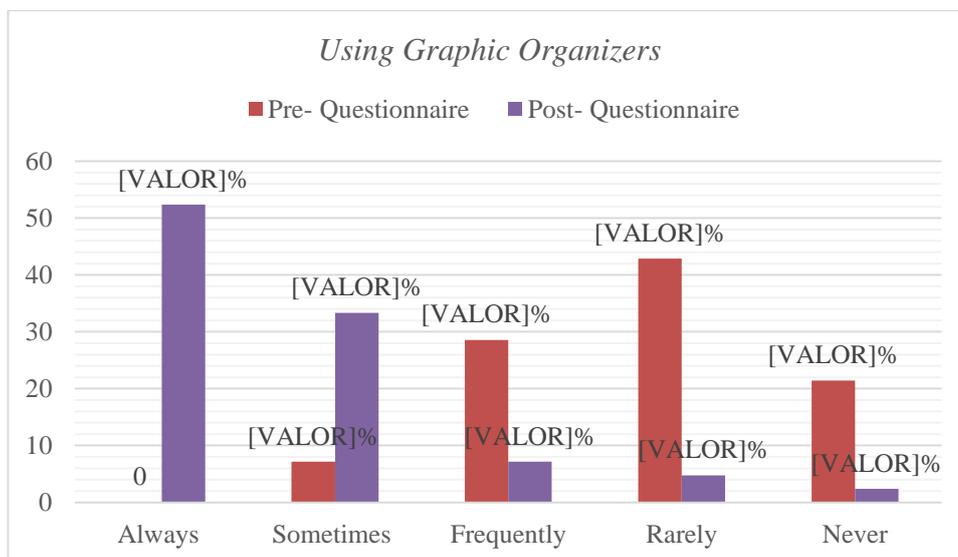
c. Interpretation and Analysis

The data obtained from the first question that corresponds to the frequency of the use of graphic organizers to assess vocabulary, which was included in the pre and post questionnaire. 43% of students answered that their teacher rarely used graphic organizers to assess them because the teacher would rather assess them through multiple choice tests. While, 7% of students answered that their teacher sometimes used graphic organizers to assess them because she applied these tools as an informal assessment. After intervention plan, the 52% of students answered that their teacher always used graphic organizers to assess vocabulary, while the 2% of students answered the opposite. The increase in the use of graphic organizers to assess vocabulary demonstrates that these target visual aids help teachers to reinforce students' vocabulary each week, to use new strategies of assessment, and expose students to graphic organizers frequently in class. This result supports what Baxendell (2014) express, the more that students are exposed to organizers, the more familiar and comfortable they will become using them. In addition, graphic organizers is a good assessment strategy as Dodge (2009) states, the formative assessment strategies involve student-made lists, charts, and other graphic organizers. These activities encourage students to think about their own learning for aiming attention at logical-mathematical intelligence. Also, it provides that students can reorganize information by generating their own graphic organizers.

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

a. Table 3

Elaborating Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	16	38	19	45
Sometimes	7	17	14	33
Frequently	12	29	8	19
Rarely	4	10	1	2
Never	3	7	0	0
Total	42	100	42	100

b. Figure 2
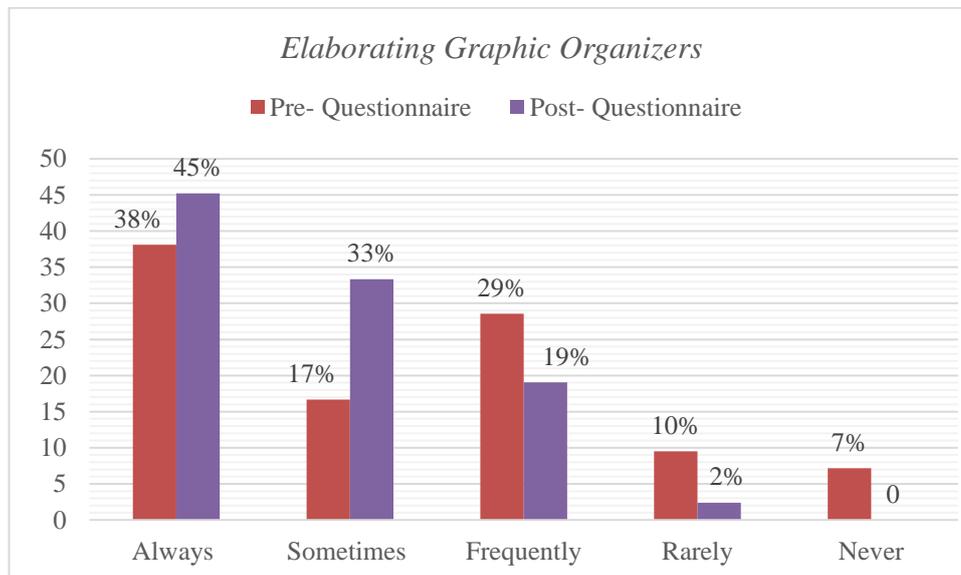
c. Analysis and interpretation

In the data reflected in Table 3, shows that the 38 % of students answered that graphic organizers were always elaborated without any difficulties in classes,

meanwhile the 7% of students answered that graphic organizers were never elaborated in classes claiming that these tools are difficult to use. However, after the intervention plan, 45% of students answered that graphic organizers were always elaborated without any difficulties in classes. While, 2% of students answered that graphic organizers rarely were elaborated in classes, since they could not learn how to use them properly. The general results demonstrated that most of the students understood the topic clearly by organizing the content in graphic organizers. This result, supports what Boyle & Yeager (1997) as cite in Baxendell (2014) claims "graphic organizers to be effective instructional tools, they must be clear and easy to understand." The use of these tools are practical and easy to carry out, thus they were important aspects in the development of the intervention plan.

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

a. Table 4

Importance of Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	7	17	25	60
Sometimes	14	33	9	21
Frequently	13	31	6	14
Rarely	4	10	1	2
Never	4	10	1	2
Total	42	100	42	100

b. Figure 3

Importance of Graphic Organizers
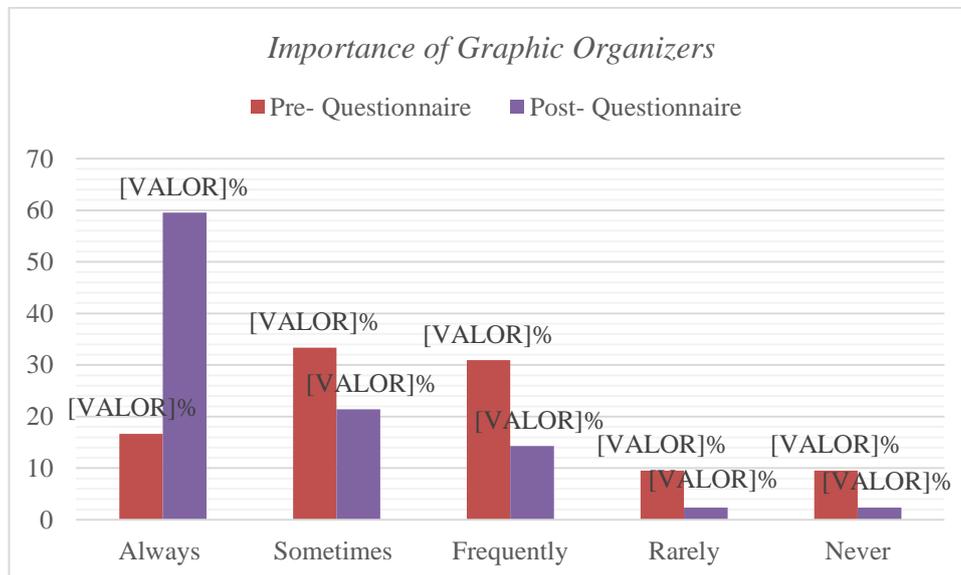
c. Analysis and interpretation

As it can be seen in Table 4, in pre-questionnaire results show the highest percentage was 33% of students, who claimed that sometimes it is important the use of graphic organizers, since they were not aware of its importance, neither the advantages of learning vocabulary through graphic organizers. On the other hand, the 10% of students who answered that graphic organizers rarely and never are important to learn. They expressed that it was not important to use graphic organizers for vocabulary learning purposes and the use of graphic organizers was irrelevant. However, after intervention plan, the 60% of students answered that graphic organizers were always important to learn vocabulary because they could prove the ease to learn vocabulary through this strategy. Nevertheless, the 2% of students still answered that graphic organizers were not essential to learn. This result, supports what Hong Kong Curriculum Development Institute (2001) states,

graphic organizers are important tools for critical and creative thinking. Graphic organizers emphasize key concepts and vocabulary because they help students focus on the most relevant things that provide tools for organizing information. "Networks is the way how the human mind organizes and collects information" (Ausubel,1968 as cite in Hong Kong Curriculum Development Institute, 2001).

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

a. Table 5

Contribution of Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	9	21	25	60
Sometimes	16	38	8	19
Frequently	11	26	7	17
Rarely	4	10	1	2
Never	2	5	1	2
Total	42	100	42	100

b. Figure 4

Contribution of Graphic Organizers
Pre- Questionnaire   Post- Questionnaire

44
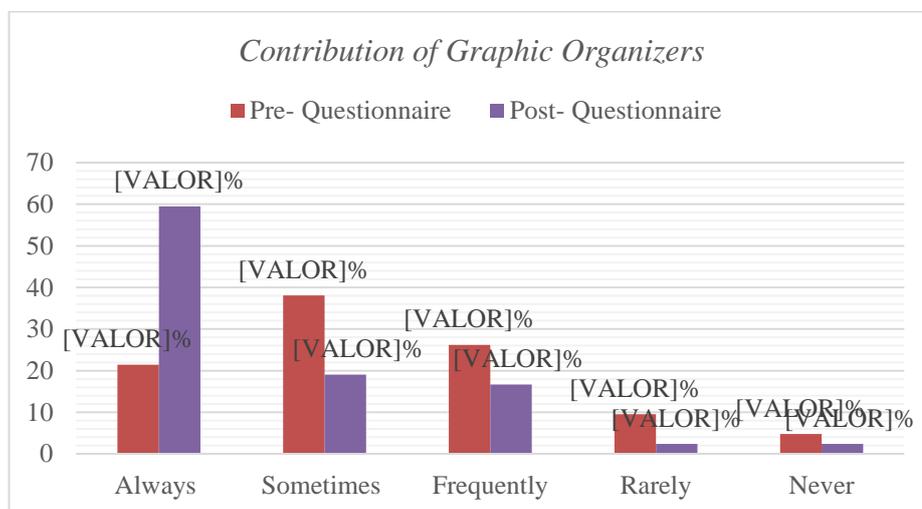
c. Analysis and interpretation

The data collected from Table 5 from pre-questionnaire, show that the 38% of students thought that graphic organizers contribute to develop English vocabulary learning, sometimes because they hardly use this strategy in their English classes. After the intervention plan, 60% of students, considered that graphic organizers always contributed to develop their vocabulary, to take into account the big contribution of graphic organizers in vocabulary learning, as Vygotsky's idea (1962), as cite in Hong Kong Curriculum Development Institute (2001) supports, graphic organizers are tools for understanding and clasifiying information, which helps students to keep and to comprehend new lexicon. Graphic organizers can contribute greatly to developing new vocabulary in different classroom activities.

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

a. Table 6

Learning Through Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	6	14	19	45
Sometimes	15	36	12	29
Frequently	10	24	5	12
Rarely	6	14	5	12
Never	5	12	1	2
Total	42	100	42	100

b. Figure 6

Learning through Graphic Organizers
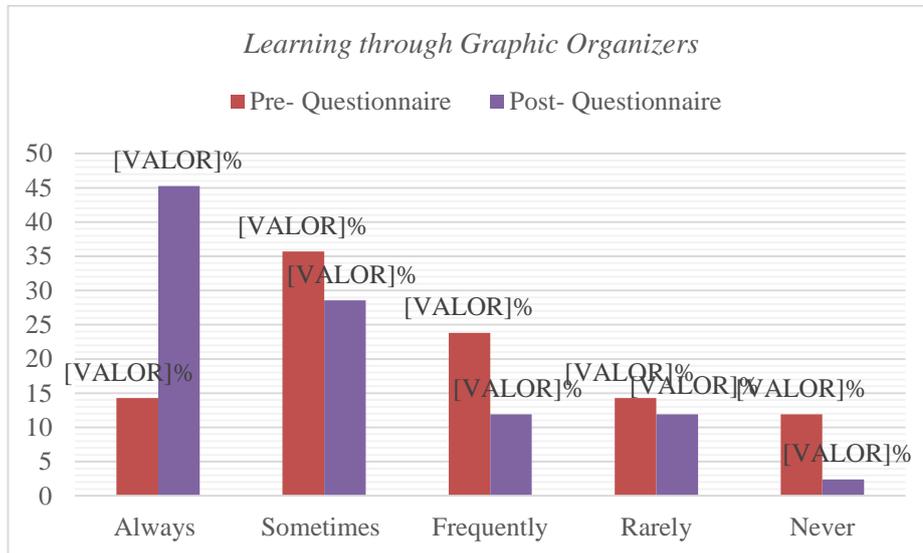
c. Analysis and interpretation

The data collected from Table 6 show the 36% of students answered that sometimes graphic organizers facilitate the learning of vocabulary, while the 12% of students claimed that graphic organizers did not often promote their vocabulary learning. However, after intervention plan 45% of students thought that graphic organizers always were an easy way to study vocabulary. Only the 2% of students still think that graphic organizers was not a learning aid. This result supports Baxendell's idea (2014), who claimed that graphic organizers allow students to add illustrations as long as the pictures add to a student's understanding of the concepts displayed and do not distract, since illustrations can be very engaging. They showed interest in adding pictures to reinforce concepts about vocabulary. In conclusion, students found it easy to remember the vocabulary and relationships between words presented in graphic organizers.

Question 6: From the following list, check the type of graphic organizers that you know

a. Table 7

Types of Graphic Organizers

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Ven Diagramm	23	55	17	40
T-Chart	8	19	14	33
Circle Map	7	17	7	17
Cycle Map	4	10	4	10
Total	42	100	42	100

b. Figure 7

Types of Graphic Organizers
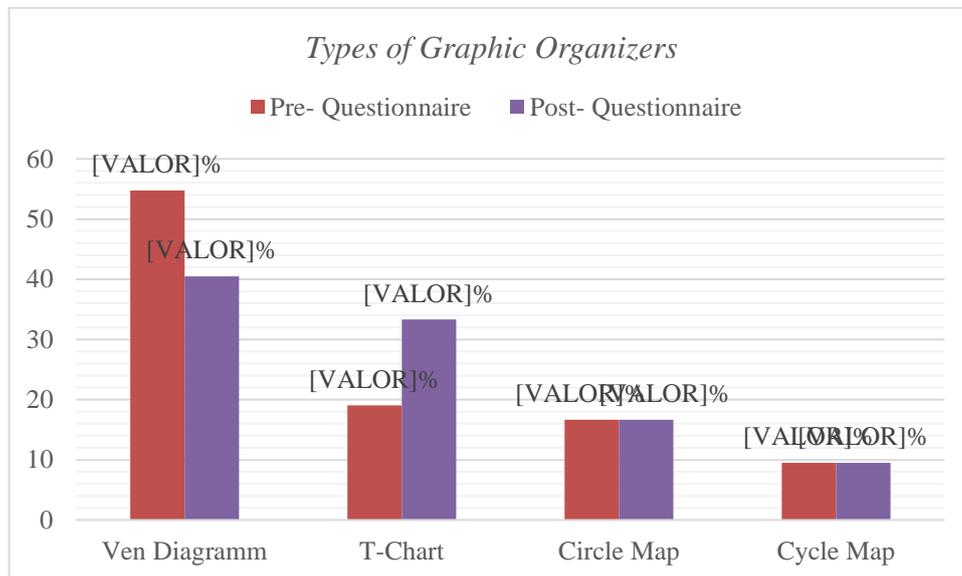
c. Analysis and interpretation

The data collected from table 7, shows that the 55% of students knew the popularity of Venn diagram, while only 10% of students knew how to use the

cycle map, after intervention plan was applied, the 40% of students stated that the Venn diagram continued being the most popular among students, while the 10% of students agreed that cycle map was the less known graphic organizer. However, the students learned to use some other types of graphic organizers that were included in the development of intervention plan. Students could extend their knowledge about types of graphic organizers because teacher applied the theory of Hong Kong Curriculum Development Institute (2001), who claimed even if the graphic organizers used in the classroom can present a lot of variations and imaginable combinations, they can be sorted into these four basic categories: cyclical, conceptual, sequential, and hierarchical graphic organizers. The Venn diagram is part of the conceptual category because students organize differences and similarities between concepts about new vocabulary. And it continues being the most popular graphic organizers for these students.

Post Test Results

Objective five: To reflect upon the effectiveness that the graphic organizers as a cognitive strategy had amongst first-year of bachillerato students at Manuel Cabrera Lozano High School.

a. Table 8.

Post Test Scores of the First Year of bachillerato Students in Vocabulary

Students' Code	C	PS	I	CL	WC	SCORE
	/2	/2	/2	/2	/2	/10
CBMCL1B01	1	1.2	2	1.5	0	5.7
CBMCL1B02	2	2	1.2	1.75	0.8	7.75
CBMCL1B03	2	2	2	2	2	10
CBMCL1B04	1.5	0.8	2	1.5	0.4	6.2
CBMCL1B05	2	2	2	2	1.2	9.2
CBMCL1B06	1.5	1.2	2	1.75	2	8.45
CBMCL1B07	2	2	2	1.5	1.6	9.1
CBMCL1B08	1.5	2	2	1.5	2	9
CBMCL1B09	0	0	0	0	0	0
CBMCL1B10	1.5	2	2	2	1.2	8.7
CBMCL1B11	2	2	2	2	1.2	9.2
CBMCL1B12	2	2	2	2	1.2	9.2
CBMCL1B13	2	2	2	2	1.2	9.2
CBMCL1B14	2	2	2	1.75	1.2	8.95
CBMCL1B15	2	2	2	2	1.2	9.2
CBMCL1B16	2	2	2	2	2	10
CBMCL1B17	2	1.2	1.2	1.5	1.2	7.1
CBMCL1B18	2	2	2	1.5	1.2	8.7
CBMCL1B19	2	1.6	2	2	0	7.6
CBMCL1B20	2	1.6	2	2	0	7.6
CBMCL1B21	1.5	2	1.2	2	1.2	7.9
CBMCL1B22	2	2	2	2	0.8	8.8
CBMCL1B23	2	2	2	2	2	10
CBMCL1B24	2	1.6	2	2	0.4	8
CBMCL1B25	1	1.6	1.2	2	1.6	7.4
CBMCL1B26	2	2	2	1.25	0.8	8.05
CBMCL1B27	2	1.6	2	2	0.8	8.4

CBMCL1B28	2	2	2	2	0.8	8.8
CBMCL1B29	0	0	0	0	0	0
CBMCL1B30	2	2	2	1.75	0.8	8.55
CBMCL1B31	2	2	2	2	1.6	9.6
CBMCL1B32	0	0	0	0	0	0
CBMCL1B33	0	0	0	0	0	0
CBMCL1B34	2	2	2	2	0.8	8.8
CBMCL1B35	2	1.6	2	1.5	2	9.1
CBMCL1B36	1.5	1.6	1.2	2	0	6.3
CBMCL1B37	2	2	2	2	0	8
CBMCL1B38	0	0	0	0	0	0
CBMCL1B39	2	1.6	2	1.5	1.2	8.3
CBMCL1B40	1.5	2	2	2	0.4	7.9
CBMCL1B41	2	2	2	2	2	10
CBMCL1B42	0	0	0	0	0	0
MEAN	1.58	1.55	1.62	1.58	0.92	7.26

NOTE. CBMCL=Colegio de Bachillerato Manuel Cabrera Lozano, 1B= First year of Bcahillerato, 01:=student´s code, C=Cognate, PS=Parts of Speech, I= Idioms, CL=Collocations, WC=Words in Context.

b. Analysis and interpretation

Table 8 shows a significant development of English vocabulary through graphic organizers. The mean score of 7.26/10 located students in an average level according to the grading scales of the project research, annex 6. The group obtained the highest score for idioms management, which is corroborated with the mean of 1,62/2, also the lowest mean score obtained was for collocations and cognates with 1,58/2, it reflects regular level in the use of mentioned indicators of vocabulary development. In either case, graphic organizers provide a solid foundation for understanding information, the structure of graphic organizers allows students to create relationships between concepts, and students need to develop specific strategies to approach specific challenges such as learning vocabulary. As Barcroft & Schmitt (2011) argue, vocabulary is the central area of

English language teaching because without sufficient vocabulary, students cannot understand other people or express their own ideas.

Comparing Pre and Post-Test Means

a. Table 9.

Comparison of Pre and Post Test Means of First-year of bachillerato students at Manuel Cabrera Lozano.

	Pre- Questionnaire	Post- Questionnaire
Cognates	0,77	1,58
Parts of Speech	0,84	1,55
Idioms	0,54	1,62
Collocations	0,79	1,58
Word in Context	0,3	0,92
Total	3,26	7,26

b. Figure 8
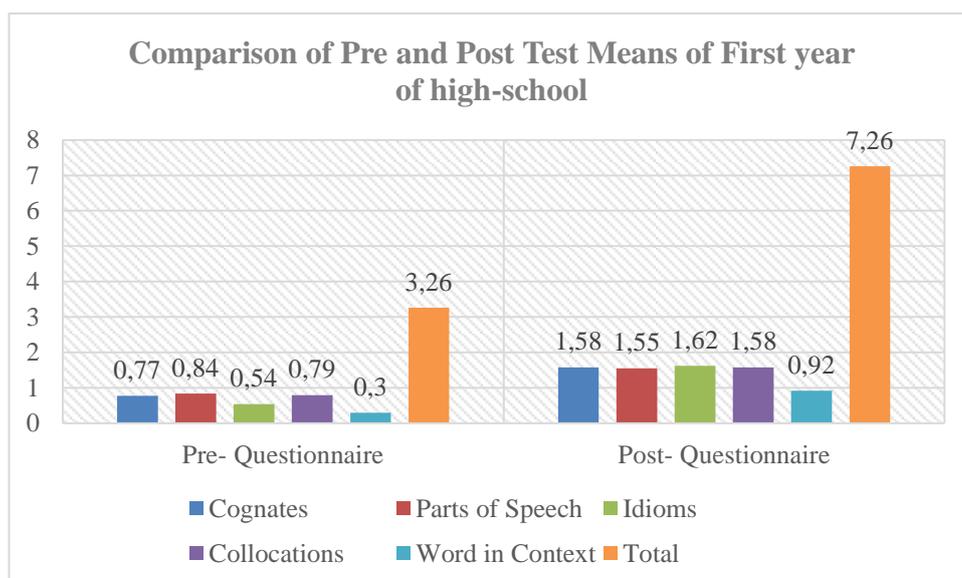
b. Analysis and interpretation

The data obtained from table 9, the total mean score of the first-year of bachillerato students increased from 3,26 in the pre-test to 7,26 in the post test, which demonstrates that the two months of intervention plan improved English vocabulary through the use of graphic organizers. Breaking down the result for each indicator after intervention plan. The highest mean score obtained was 1,62/2 for idioms, which increased since the pre-test where the mean score obtained was 0,54/2. While, the lowest mean score obtained was 0,92/2 for word in context, which also increased since the pre-test where students obtained 0,3/2. In conclusion, the objectives, the activities and the assessment proposed in the intervention plan had an evident success with the first-year of bachillerato students, although it could still be improved in some aspects.

g. DISCUSSION

This research work answers the main question asked before the intervention plan, which was How do graphic organizers as a cognitive strategy develop vocabulary?, It shows that it had a notable impact on enhancing students' English vocabulary learning. This impact is showed in the findings of the pre and post tests and pre and post questionnaires applied to 42 first-year of bachillerato students at Manuel Cabrera Lozano high-school. It also indicates the relevant change in English vocabulary that the students had after the application of graphic organizers as a cognitive strategy. This change can be seen in the considerable increase of the students' mean scores from the pre-test which was 3, 26/10 to the post-test 7, 26/10 in English vocabulary learning after the intervention.

The findings gathered in the post-questionnaire also demonstrated that there was an advance in the learning of vocabulary. Also, the researcher's diary observation revealed the positive impact that this tool had on student's vocabulary development. This result was consistent with the literature review, which according to Hong Kong (2001), states that there are some reasons for using graphic organizers. They are tools for critical and creative thinking, and for organizing information. As well as they emphasize key concepts and vocabulary students focus on the most relevant aspects of a concept. Also, as Ausubel (1968) as cite in Hong Kong (2001) claims that networks are the way how the human mind organizes and collects information, for that reason graphic organizers are optical representations that look like networks and permit learners to merge or

improve their past knowledge by realizing the links and contradictions between previous and new information.

The aspects considered to evaluate student's English vocabulary were collocations, cognates, idioms, parts of speech, and word in context. The pre-test showed that the majority of students could recognize and know the meaning of the parts of sentences. But at the same time, they had difficulties in knowing the collocations with do & make and to recognize the meaning of words that have similar spellings in English and Spanish. Also, they presented limitations in the use of English idiomatic expressions and could not extract the meaning of a word according to its context. In the post-test, after the intervention, the findings indicated that the problems mentioned before were overcame positively. Only in the comprehension of a word in context, students continued presenting problems due to their lack of vocabulary and it reduced their capacity to understand the context of a reading. In conclusion through the high impact that graphic organizers have in the cognitive function of students' brain, they were motivated to practice English vocabulary in a fun way. Also, graphic organizers facilitated students learning of vocabulary because they were participants of their progress on vocabulary.

At the beginning of the intervention, the students faced difficulties to work using graphic organizers, which was understandable since students were not used to practice with this kind of strategy, to learn vocabulary. However, during the application the students' attitude towards graphic organizers improved little by little. The students' progress was slow, they started to use graphic organizers in

an easy way, to associate collocations as words that always come together, until they could complete T-charts with the most common collocations that comes with do & make. Then, they were able to recognize the meaning of parts of a simple sentences, such as nouns, verbs, adjectives, pronouns, conjunctions, etc. After that, they could learn some idioms used for communicating with their friends, and they recognized the majority of false cognates in Spanish and English. Finally, students could understand a word meaning by deducing from its context. Moreover, the teacher can use graphic organizers as a teaching tool, which help them to fulfill the students' need.

Furthermore, this research had some strengths and limitations while the intervention was applied that enhanced and affected the development of English vocabulary. Some strength in the application were that students felt motivated when using these visual aids, the resource was appropriate to work with students because their learning was more dynamic, besides the teacher was collaborative in all the activities planned. Also the time assigned for each lesson was enough to practice the activities. On the other hand, some limitations that were found at the beginning of the intervention plan were in developing the planned activities, students neither collaborated and nor showed empathy toward the use of graphic organizers. Additionally, the classroom size was a negative factor because it could hinder the application of the research instruments, it took long time to control the class and to be in charge of the group. But, experience was satisfactory with the most of students.

Finally, the progress that students experienced using graphic organizers to develop English vocabulary was evident. Students felt really engaged and motivated to improve their English vocabulary, likewise they were dazzled and enthusiastic with the application of this new strategy to learn vocabulary. For that reason, students were able to develop their vocabulary demonstrating good results on the post-test and post-questionnaires. As a conclusion, it is important to emphasize the excellent tools that are graphic organizers for all the skills development in English Language. The use of graphic organizers to development vocabulary was a successful plan to work with teenagers, also this intervention plan was a refreshing activity to change the dairy routine that the English classes are for the students.

h. CONCLUSIONS

- The results of the present study revealed that the difficulties found on the first-year of bachillerato students were the lack of awareness about some aspects of vocabulary such as: collocations, cognates, idioms, parts of speech, and word in context. Furthermore, the activities that they had in their textbook were not enough to improve their vocabulary learning, neither develop their creativity as the graphic organizers do.

- The use of graphic organizers reduced the students' limitations meaningfully in some aspects of vocabulary learning. At the end of the intervention plan, students learned how to use collocations with "make" and "do", likewise the proper use of false cognates. The students had a little knowledge of idioms to perform spoken English with fluency, and recognized the meaning of some parts of speech placing these words in the correct part of a text, which were always a challenge for them. Graphic organizers involved students with personal meanings and helped them to understand relationships among word meanings.

- The post results obtained from the first-year of bachillerato students proves the effectiveness and successful of this plan. Proof of it is the fact that students learned vocabulary through this cognitive strategy. They were motivated to participate actively, interacted with their classmates in an academic environment and were involved in their own educational

progress. Also, students engaged with English language and developed new techniques to study vocabulary by themselves.

i. RECOMMENDATIONS

- Educators should make a diagnostic assessment of students' knowledge in order to identify the students' weaknesses, and design a teaching plan based on the needs and interests of students that attempts to overcome the students' vocabulary learning difficulties. Also, if they include graphic organizers in their classes program, students will create familiarity with these important tools and could use them in any subject.

- The teacher should be able to apply various strategies; techniques and materials for teaching English vocabulary. Graphic organizers are most effective, if they are chosen carefully. This strategy works as a teaching tool, it is essential to choose the most appropriate one that best matches and targeted learning outcome of each lesson. All of them are suitable for the language standards, specifically to improve some aspects of vocabulary, such as in this case: collocations, cognates, idioms, parts of speech, and word in context.

- The teacher should work most of the time using graphic organizers to develop English vocabulary on first-year of bachillerato students because they help them to create contexts in which the language is useful and meaningful according to each aspect of vocabulary. Also, the principal goal of graphic organizer as a cognitive strategy is to present information in a coherent way in order to understand the organization and relationships between concepts.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG FIRST – YEAR OF BACHILLERATO STUDENTS AT MANUEL CABRERA LOZANO HIGH-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 Specialization.

AUTHOR

MARÍA JOSÉ ANDRADE DÍAZ

LOJA–ECUADOR

2016

a. THEME

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG FIRST - YEAR OF BACHILLERATO STUDENTS AT MANUEL CABRERA LOZANO HIGH - 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 Manuel Cabrera Lozano High School during the 2016-2017 school year. This prestigious and traditional High school was founded in September 28th, 1971 as institution associated with the Faculty of Philosophy, Letters and Educational Sciences, through university council of "Universidad Nacional de Loja". Its purpose was to serve as practice center teacher of middle level professionals that form in the academic unit college, become more than an alternative service to the community, the city, and province of Loja, and the southern region.

The Ministry of Education and Culture authorizes the operation of the first year of the basic cycle, from the academic year 1971 - 1972, this high school adopts the categorization of "Colegio Experimental Universitario Manuel Cabrera Lozano" by Resolution No. 95 of January 29th, 1972. The authorities with a view to expand the action ratio and the community service; and determined to provide educational services to the most vulnerable sectors of the area. They created in 1977 an extension of the high school in Motupe neighborhood, parish El Valle.

Current Situation of the Research Project

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 first-year of Bachillerato students are expected to reach the A.2.2 level of the CEFR.

Unfortunately, first-year of Bachillerato 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, parts of speech, idioms, words in context and collocations. This is due to their lack of vocabulary knowledge, which is an essential component in order to achieve to goal of the national curriculum aforementioned. Students' learning is focused more on grammar structures rather than in meaningful communication, which is accomplished just following established contents in their textbooks. It is important to mention that grammar structures are essential in meaningful

communication, but students need to learn vocabulary in context to retain the words and use them more frequently.

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

Research Problem

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

HOW DO GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY DEVELOP VOCABULARY AMONG FIRST-YEAR OF BACHILLERATO STUDENTS AT MANUEL CABRERA LOZANO HIGH-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 research project will applied at Manuel Cabrera Lozano which is a public high school located in the city of Loja at C-22-7 Street.

Participants

 The participants of this research work are the first-year of Bachillerato students at Manuel Cabrera Lozano high school who are all about fifteen and sixteen years old; they are thirty-five students, fifteen girls and twenty boys 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 the graphic organizers as a cognitive strategy are adequate for developing the vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year?

- ➢ Which are the issues that limit vocabulary development in the English language amongst first-year of Bachillerato students at Manuel Cabrera Lozano High 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 first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year?

- ➢ Which graphic organizers as a cognitive strategy are implemented to develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year?

- ➢ How do the graphic organizers as a cognitive strategy reduce the difficulty to develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High 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 first year of Bachillerato at Manuel Cabrera Lozano high 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.

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

d. OBJECTIVES

General

➢ To develop vocabulary through graphic organizers as a cognitive strategy amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

Specific

➢ To research the theoretical and methodological references about the graphic organizers as a cognitive strategy and their application on vocabulary learning amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

➢ To diagnose the issues that limit the vocabulary development in the English language amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

➢ To design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

- ➤ To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

- ➤ To reflect upon the effectiveness that the graphic organizers as a cognitive strategy had amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Vocabulary

The communication is a necessity that is learned since the childhood. When as children learn to talk through sounds, and then through single words. These words began to have meaning and a function in the language. We should know an extensive vocabulary in order to communicate effectively with others. Thus, vocabulary plays an important role in teaching-learning process because without this competence students can present problems in the use of language. There are a lot of issues derived of the lack of vocabulary knowledge, but in the present work we take into account the following: word meaning, learning vocabulary from context, and collocation which will be explained in the development.

The Importance of Vocabulary

Vocabulary definition is person's understanding about words and the capacity to use these words to create or to comprehend a sentence in a coherent way. It is a necessary element for "language acquisition" and to develop success learners at school, thus vocabulary is considered as a goal reached in society. There is an important proof that show a connection between vocabulary and student's ability to learn English language (Papadopoulou, 2007, pp. 15).

In 2004, Marzano (as cite in Marzano & Simms, 2013) states that students understanding of vocabulary is intimately connected with their achievements in

the school life. It can be explained because vocabulary is an intrinsic part of English language skills and these skills such as reading, listening, speaking and writing are relevant components into teaching-learning process at school. Also, "vocabulary knowledge" can support learners in cognitive fields. As it is known that neurons of the brain produce connections of information between them, likewise words meaning and the way how they are linked with other words, to build chains of knowledge which admit learners combine "new information" with the previous that they have already known. These chains of knowledge are called "prior knowledge or background knowledge."

Researchers have demonstrated that previous knowledge about any topic is a good strategy for students have a better comprehension into classroom and the new information is remembered and saved in their brains. Therefore the more information students know about the new topic, the more interest students demonstrate in class about this topic, and this information can be used in subsequent more effectively (Tobias,1994 as cite in Marzano & Simms, 2013).

The supposed average of words that a student obtains in every school year is 3,000 new words (Nagy & Anderson, 1984 as cite in Graves, August, & Mancilla-Martinez, 2013). The growth in vocabulary knowledge represents an important aspect in the student's language development and reading comprehension. The more words are received, learners will be able to distinguish words meaning, to improve the comprehension about how words are working together, to develop understanding of vocabulary in context and to practice vocabulary in communication activities. Consecutively, this continued growth in vocabulary

matters is achieving that learners acquire new words through listening to a conversation or reading a text (Graves, August, & Mancilla-Martinez, 2013).

Vocabulary is one of the most important aspects in the language learning process, and it is the clue to learners have understanding about what they hear and read. It is the first manner how children learn to communicate, only with words.

The lack of vocabulary can produce limitations in spoken English and misunderstanding of wide reading. If learners know many words in foreign language, they can identify the key words in the listening practice. When students need to write they should know a lot of words to avoid repetition. Thus, educators need to know some vocabulary issues that can be improve into classrooms to prevent these students' weaknesses.

Learning Vocabulary from Context

Many investigators are worry about learning vocabulary from context. Some of them have studied "the effects of different types of contexts" in order to form a base for research purposes on vocabulary learning, in other cases students have learned vocabulary in a natural way, when they have read any text (Herman, Anderson, Pearson & Nagy 1987 as cite in Kilian, Nagy, Pearson, Anderson, & Garcia, 2007). The effects of these research have demonstrated that some students could learn vocabulary through reading and the others couldn't. There can be an explanation why some children learn vocabulary by deriving word meanings and the others try to figure out word meanings from context. These differences have

never been checked sistematically, thus it is important to examine the results gave by children that are exposed to learning difficult vocabulary during reading activities (Kilian et al., 2007).

The first procedure how vocabulary learning occurs is through extensive reading. But, there are many variables that influence students' success in vocabulary learning such as: " the appropriate context surrounding each word, the nature of the learners' attention and task demands". Also to teach vocabulary from context, students need to know a big percentage of the surroanding words to have a correct meaning of the words in a reading. According to studies realized to obtain a general comprehesion of a text we should have 95% of knowledge of the words, and for full comprehension we need to know 98% of these. The previous demands of comprehension level were 3,000 word families, that is to say they are base forms of words and all its derived and combined forms, but now it requires 5,000 word families (Restrepo, 2015).

However, there isn't a amount of words that learners have to be exposed for incidental learning vocabulary can occur. Research indicates that could be between 5 and 6 number of exposures, but learning depends on multiple factors, such as word clarity, its certainly as a cognate, the learners' curiosities and the availability of relevant informative contexts (Restrepo, 2015). In order to clarify in a better way the factors that involve learning we need to explain what is a cognate, in English as well as in Spanish there are similar words in meaning, spelling and pronunciation because both languages have Latin roots. Almost 30 or 40% of all words in English have relation of similarity with Spanish words. Thus,

it is an obviously advantage for Spanish mother tongue learners that want to learn English (Achieve 3000, 2010).

Therefore, learning vocabulary from context is an important issue that students present in classroom. It has a lot of requirements to students because they need to guess word meanings from other words. Teachers must know how work these kind of activities in their classes as a relevant matter in the teaching-learning process. In addition, if learners pratice vocabulary in context activities they could increase vocabulary knowledge, and finally they will achieve a high linguistic competence.

Word meaning

The linguistic competence allows us to discern between well and bad use of words into grammatical structure, it enables us to discover meaning relations among expressions. These abilities are strong evidence that words meanings are real and not just figments of linguists' imaginations. In the other hand, people should not confuse between knowing the meaning of word with being able to give it satisfactory definition. The learned ability called definition-stating is slightly necessary in communication (Delahunty & Garvey, 2010, pp. 253).

It is indisputable that words mean, but the most important point is what meaning is. We should begin to mention the dictionary entries like a medium to know the meanings of words, though they do something else. The experience on several years of teaching languages is that people do not read the introductions of their dictionaries or even of any of their books. So, this experience has demonstrated that people believe in the dictionary as unique source of information

about words meaning, also their spellings, meanings and histories are considered the unique valid and accurate source which contemporary dictionaries are slightly longer or shorter versions (Delahunty & Garvey, 2010, pp. 235).

Therefore, everyone need to be aware about what we read because all dictionaries can change in essential ways, which can result in a misunderstanding about meanings and use of language inaccurately. The most familiar sources of information about word meaning are the dictionaries. We will explore the information that dictionaries provide and the way in which they present it (Delahunty & Garvey, 2010, pp. 235).

Entry and entry-word

The following paragraph quoted from *The American Heritage Dictionary of the English Language* (AHD) (Fourth Edition) as cite in Delahunty & Garvey (2010) is called an entry:

jeal·ous (jĕl´əs) adj. **1.** Fearful or wary of being supplanted; apprehensive of losing affection or position. **2a.** Resentful or bitter in rivalry; envious: *jealous of the success of others*. **b.** Inclined to suspect rivalry. **3.** Having to do with or arising from feelings of envy, apprehension, or bitterness: *jealous thoughts*. **4.** Vigilant in guarding something: *We are jealous of our good name*. **5.** Intolerant of disloyalty or infidelity; autocratic: *a jealous God.* [Middle English *jelous*, from Old French *gelos*, jealous, zealous, from Vulgar Latin **zēlōsus*, from Late Latin *zēlus*, zeal. See zeal]—**jeal´ous·ly** adv.—**jeal´ous·ness** n.

The first bolded word of the entry is its head- or entry-word. Most of the dictionaries facilitate the searching by putting the headwords in alphabetical order.

A conventional dictionary of native speakers give us relevant information in each entry. In the entry above, the typical spelling is provided by the entry word; if there are another well-confirmed spelling, it should be included after the entry word. The syllabication information in this dictionary is represented by a raised dot in the entry word. It tells writers where they may locate the hyphen of words when these are at the end of a line. But, it is not directly connected with pronunciation and is becoming unnecessary because currently we have the justification programs in our word processors to space letters for us (Delahunty & Garvey, 2010).

Pronunciation

After the headword the pronunciation is given in parentheses. This dictionary uses a combine of common English letters, letters with diacritics (… a mark, point, or sign added to a letter to indicate stress, quoted from dictionary.com, 2016), join letters, and one letter ə from the International Phonetic Alphabet (IPA). By means of a reference of English words, the sound value of each letter in the pronunciation guide is indicated. If you know how pronounce the reference words, this type of system can work; but if you don't know how that word is pronounced, or if you pronounce it in unusual way, the result may be a misunderstanding of the dictionary's pronunciation guide. Like AHD, many

dictionaries, repeats the list of reference words on each second page (Delahunty & Garvey, 2010).

To indicate pronunciation the learners' dictionaries commonly use IPA symbols. This system has established sound values, independently of different native languages around the world, dialect, or idiosyncrasies, so they can prevent the problems related with native speaker dictionary pronunciation guides. Nevertheless, if like most American students do not know the sound values of the IPA symbols, this system can be quite unhelpful. For that reason, it is important covering learners with useful information to understand the dictionaries' ways of indicating pronunciation, even teaching a set of relevant symbols of the IPA (Delahunty & Garvey, 2010).

Consequently, we need to be aware that knowing the meaning of words is a mental activity that has to be developed through the time in the teaching-learning process, also when people want to learn a foreign or even their mother tongue. Because the more words we know, the better is our vocabulary knowledge. However in the practice English language is well-known that some words that look up in the dictionary are forgot in the course of time we should find a good strategy to capture this knowledge in our brains. For that reason, we proceed to understand a different way to obtain words meanings.

Parts of Speech

In 2010, Delahunty & Garvey states that all languages have a set of words that has some grammatical characteristics in common. These groups are named parts

of speech, some linguists mention eight parts of speech (e.g. Weaver, 1996 as cited in Delahunty & Garvey, 2010), the current number of parts of speech that we require to know in a language is established by how great our capacity of analysis of the language is, its result is the more investigation about any language the greatest number of parts of speech it has. We diguinguish nouns, verbs, adjectives, and adverbs as the major parts of speech; and pronuons, wh-words, articles, auxiliary verbs, prepositions, intesifiers, conjuntions, and particles as the minor parts of speech.

The major parts of speech promote the more "content" of a message, therefore they are sometimes named content words, while the other parts of speech are known as function words or structure words. We start examing each part of speech with its traditional definition, which is generally either semantic or functional (Delahunty & Garvey, 2010).

➢ Nouns: traditionally, a noun is defined as a word that names "a person, place, thing, or idea" (Weaver, 1996 as cite in Delahunty & Garvey, 2010).

➢ Verbs: they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010).

- ➢ Adjectives: a typical definition of adjective is "a word that modifies a noun or pronoun." Occasionally you will see adjectives defined as "words that describe nouns."
- ➢ Adverbs: the traditional definition of adverb is "a word used to modify a verb, an adjective, or another adverb." This definition is clearly functional and actually represents the typical functions of adverbs (or at least, adverb phrases), e.g., Run quickly, extremely adroit, remarkably cleverly (Delahunty & Garvey, 2010).

In dictionaries the headword's part of speech comes after the pronunciation which are traditionally nine parts of speech: adjective, article, conjunction, interjection, noun, preposition, pronoun, and verb. It distinguishes definite and indefinite articles and transitive, intransitive, and auxiliary verbs. It also use singular and plural nouns and lists prefixes and suffixes. Some abbreviations dictionary may seem unfamiliar to you, for instance the Oxford English Dictionary (OED) abbreviates substantive with *sb* (Delahunty & Garvey, 2010).

Many vocabulary words belong to many different parts of speech, and dictionaries have different ways to manage it. Some of them contain all parts of speech in a single entry that is called a combined entry by AHD. Another dictionaries give a separate entry for different part of speech that the words belong to, basically acting as a homograph each part of speech related with a spelling (Delahunty & Garvey, 2010).

Cognates

What are Cognates? From the Latin COGNATUS (co- 'together' + gnatus, pp. of gnasci, 'to be born'), cognates are words descended from a common ancestor; that is, words having the same linguistic family or derivation (Morán Molina, 2014).

The awareness of lexical and syntactic cognates in teaching-learning process renovate the basis of a large number of current methods as applied to English and Romance language learners. Once learners are fully aware of the cognate dimension of these related languages, there is an immediate and permanent associative effect producing more positive language learning outcomes, regardless of the approach or method being used. This phenomenon is produced by a basic but crucial psycholinguistic principle on foreign language acquisition; the immediate and effortless recognition of linguistic input without engaging in any type of translation process (Morán Molina, 2014).

Classification of cognates

According to Morán Molina (2014) there are different kinds of cognates:

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

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

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

- False Cognates: mayor in English is the head of a city; mayor in Spanish is older or higher. Arena in English is a coliseum; arena in Spanish is sand. Care in English is carefulness; cara in Spanish is face.

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

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

Idioms

In 2004, Dixson said that idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms as above all, to get along, on the whole, to look up, etc., even the best student's speech will remain awkward and ordinary.

Teachers of English have long recognized that idiomatic expressions add elegance and exactness to the language. The alert teacher will make their study an integral part of the teaching process. However, learning such expressions is never an easy task for the student learning English as a second or foreign language.

Efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion (Dixson, 2004). There are some examples of idioms:

- ➢ ACE IN THE HOLE: a hidden but effective means of winning a conflict.

- ➢ BARK UP THE WRONG TREE: to misdirect one's efforts or argument.

- ➢ CALL (SOMEONE) ON THE CARPET: to confront or hold someone responsible for some misdeed.

- ➢ DEAD TO THE WORLD: fast asleep.

- ➢ FACE THE MUSIC: to confront a difficult or unpleasant situation; to accept the unpleasant consequences of one's own actions (Office of English Language Programs , 2010).

Another important component into learning the vocabulary of a language is collocation that is into the use of vocabulary because if you want to employ a word effectively, you need to know which words often go with it in order to use a language more naturally.

Collocations

We need to understand the most common definition about collocation that is a kind of syntagmatic relation of words, also "a collocation is considered the co-occurrences of words at a certain distance" hence collocation is two or more words that coincide in a place of statements. There is a distinction between coincidences of words that are frequent and those that are not. This point of view

is denominated 'statistically oriented approach' (Herbst, 1996 as cite in Nesselhauf, 2005).

In the other hand collocations are defined as a type of word combination like something that is established but not completely. This view has been referred to as the 'phraseological approach' (Nesselhauf, 2005). Thus, word combiantions have to be called collocations in linguistics, and in general terms collocations are defined as "frequently recurrent, relatively fixed syntagmatic combinations of two or more words."

The importance of learning collocations

Collocations are a good idea to teach vocabulary for the following reasons:

- ➢ They give students more naturally in the way of saying something: *smoking is strictly forbidden* is more natural than *smoking is strongly forbidden.*
- ➢ They give students alternatives to say something, which make the expressions more colourful or precise, avoiding repetition: *It was very cold and very dark,* we can say *It was bitterly cold and pitch dark.*
- ➢ They improve learners' style in writing: instead of saying *poverty causes crime,* you can say *poverty breeds crime.* Students may not need to use this in informal conversations, but they can give variety to a text in writing activities (McCarthy & O'Dell, 2005).

According to Nesselhauf (2005), he argues that as laws govern our lives, likewise there are combinational rules of syntax and semantics that occurs recurrently with word combiantions such as the following:

- V + N (Direct Object):   *to commit suicide / murder / a crime*

- ADJ (modifying) + N: *reckless abandon*

- ADV (modifying) + V: *strongly deny, tacitly agree*

- V + Predicative Adjective: *to keep something handy*

- Collocational Frameworks: *a pride of lions*

  a + ??? + of   *a number / type / ounce of (sth.)*

- Delexical Verb Constructions: *make a confession,*

  Delexical V +N (Direct Object) *have a say (in), give a speech,*

  hold a conference, set an alarm,

  keep watch.

- Obligatory premodification of   *a recently built house,*

  Adjectival / Advervial   *a freshly baked cake,*

  Past Participles   *a newly born baby,*

  a strongly worded statement,

  technically minded people,

  poverty stricken clergy,

  a dark skinned woman

These are the collocations more common in the English language but in the language learning process students can acquire this kind of vocabulary only by

practice. Its misunderstanding can be consider an important issue into this topic because learners commit a lot of errors when placed words in a bad way. For example English language learners which mother tongue is spanish often confuse the place of adjectives because in Spanish we use the adjective after the noun, but in English the adjective comes first and then the noun.

Essential Components of the Vocabulary Instruction

In different language contexts students can be exposed to learn vocabulary in direct or indirect way to acquire words. For instance, when learners are involved in conversations with others, through read alouds, and through extensive reading, they are acquiring new words indirectly. Learners are implicated directly with vocabulary when teachers give them individual words and encourage students to practice word-learning strategies (Armbruster, Lehr & Osborn, 2001 as cite in Hanson & Padua, 2011).

According to Michael Graves (2006) as cite in Hanson & Padua (2011), there are four essential components of vocabulary instruction listed below.

1. Providing rich and varied language experiences
2. Teaching individual words explicitly
3. Teaching word-learning strategies
4. Fostering word consciousness

For each component, there are specific strategies to enable students to increase their vocabulary.

Providing rich and varied language experiences

In 2006, Graves (as cited in Hanson & Padua, 2011) argued that students have increased their vocabulary when they are participated in new language experiences that exposing them an awful lot of new vocabulary knowledge. Additionaly, Hanson & Padua (2011) stated that to learn different types of vocabulary, learners have to be exposed to a variety of reading genres like biographies, fairy tales and all of the genres for their especific proficiency level.

Lehr, Osborn, & Hiebert (2004) as cited in Hanson & Padua (2011) said that to learn a more sophisticated vocabulary students should be motivated to spend time reading academic books and having books to read in their free time. Some studies have discovered that reading aloud actvities is a good strategy to increase children's vocabularies. Cunningham (2010) as cited in Hanson & Padua (2011) mentioned that effective strategies for expanding vocabulary in children is making a combination between read alouds with talking activities about the text and encouraging extracurricular reading activites at home or in their leisure time.

Students have to be engaged in oral language activities such as conversations in class after reading aloud and discussing it in the house, it is essencial to the student training. Children's books include many infrequent words that are in adult conversations (Hayes & Ahrens, 1988 as cited in Hanson & Padua, 2011). The exposition of children to these infrequent words make that students acquire the vocabulary to support their reading according as increases the text complexity when they progress at school. For instance, the well-known children's book *The*

Very Hungry Caterplillar (Carle, 1987) uses *cocoon*, an academic word, to explain one stage in the life cycle of a butterfly (Cunningham & Stanovich, 1991 as cited in Hanson & Padua, 2011).

Student's vocabulary knowledge is considerably affected by the volume of reading. If learners can read more difficult material with easily they can learn a greater numbber of rare words. Even they are encouraged to increase their vocabulary when teachers engage them with reading activity; however, students are apt to prevent reading, in this manner they are missing out the opportunity to learn more new rare words (Cunningham & Stanovich, 2001 as cited in Hanson & Padua, 2011). Keith Stanovich (1986) as cited in Hanson & Padua (2011) coined the term to this phenomenon as "Matthew effects" of achievement, based on a biblical passage that says "the rich getting richer and the poor getting poorer.

Fostering word consciousness

Word consciousness can be cosidered as "an awareness of" or "an interest in words" and their meanings (Graves, 2006 as cited in Hanson & Padua, 2011). "This also includes word play and expressively used words such as idioms and figurative language (Lehr, et al., 2004 as cited in Hanson & Padua, 2011)."

The behaviors that help students to develop a word consciousness are showing strong interest in words, noticing words, and learning new words; they can increase their vocabulary through word consciousness. Between students can be contagious the excitement and personal interest in learning new words. Children can be lasting learners of new words if they are motivated to be word conscious.

The ways to promote word consciousness involve word games, telling tongue twister or jokes, and highlighting interesting words found in the texts (Lehr, et al., 2004 as cited in Hanson & Padua, 2011).

Teaching Individual words explicitly

Students are beneficiated direct and explicit way of teaching individual words in order to learn vocabulary indirectly through various reading and writing activities (Graves, 2006 as cited in Hanson & Padua, 2011). Even though, from the variaty of classroom language experiences students will learn a lot of vocabulary, to understand the specific vocabulary in texts teachers carefully need to select words from explicit instruction. Students receive extensive knowledge by means of the direct teaching of key words, for learners acquire the meaning of words that are encountered while reading (NICHD, 2000 as cited in Hanson & Padua, 2011).

Hanson & Padua (2011) state the four strategies for teaching individual words explicitly are:

1. providing student-friendly definitions,

2. using words in context,

3. providing multiple exposures, and

4. offering opportunities for active involvement

.Teaching word-learning strategies

Students can employ the different word-learning strategies as tools to determine the meaning of unknown words and develop their vocabulary knowledge. For students improve their independence as a word-learners the direct teaching of word-learning strategies can help them (Graves, 2006 as cited in Hanson & Padua, 2011).

Lehr, et al. (2004) as cited in Hanson & Padua (2011) suggest the following effective word-learning strategies:

- Identifying and using context clues.

- Knowing how to use word-part information.

- Using a dictionary accurately

Consequently, as teachers need to know the techniques and strategies that will help us to understand the probable solutions to different issues about vocabulary. We will see some techniques that authors have mentioned in their works in order to improve vocabulary knowledge.

Techniques and Strategies to Teach Vocabulary

The visual aids on vocabulary learning

Gairns and Redman (1986) as cited in Wang & Yu (2010) stated that flashcards, photographs, blackboard drawings, wall charts, and realia are the most common visual aids presented in classroom, even other ways of expresing meanings as mimes and gestures also are defined like visual aids forms. In 1987, Godman (as cited in Wang & Yu, 2010) claimed that visual aids cause better understanding by students of different levels because a picture can avoid a

extensive and difficult definition. Also, when learners understand the relation between verbal and visual descriptions that visual aids provide, it could make a significant knowledge in students' brains (Mayer and Sims, 1994 as cited in Wang & Yu, 2010).

For that reason, the visual aids are considered one of the most important ways to teach vocabulary. Because it produces a great impact on students' attention. Also, they can develop a better understanding through images to conceptualize words meanings. However, there are other techniques to teach vocabulary effectively.

The contextual inference on vocabulary learning

Nattinger (1988) as cited in Wang & Yu (2010) argued that context is the most constant way to understand the appropriate meaning of the new words which appear in a text. In 1988, Kustaryo (as cited in Sanusi, 2009) claims that students can know the meaning of a word based on clues in the surroanding context. Also, it can be an assupmtion that for students learn new vocabulary through guessing, they need to know a special approach for it. Carter (1987) as cited in Wang & Yu (2010) stated that "the more advanced learners are, the more likely they are to benefit from learning words in context."

The contextual inference is a good technique that students could develop in their works because if you do not know the meaning of a word, you can guess the meaning from the context. And there are advantages as spending few time in look words up in a dicctionary, knowing how use this word in some contexts, and saving this information in the long-term memory of our brains.

Vocabulary self-collection strategy

Antonacci & Callaghan (2012) argued that the vocabulary self-collection strategy (VSS) is an interactive-learning instructional strategy because the learners are motivated to work identifying the most relevant words from the text to contribute the classroom learning in collaboration with each other, and it promotes word consciousness. The strategy was first introduced by Haggard (1982, 1986) and then has been adapted for various grade levels. In this strategy learners are the first responsibles for their leaning because they have to chose the words most interesting from their reading. And then, they have to deduct the meaning of these from the context or maybe the other sources of information. Also, they have to select words to share with other students in class.

Educators use the VSS (1) to form the process of accumulating words, (2) to give guide to practice within reading groups and other instructional contexts, and (3) present consistent support to students to use VSS during their free reading activities. The most important benefits of using VSS are that students are engaged in their own academic development, find how to identify unfamiliar or new

interesting words from their readings, expand their vocabulary competence, and become word conscious (Antonacci & Callaghan, 2012).

When to use the strategy: VSS should be implemented before the reading activity and being applied during and after reading by learners. This strategy has been employed with intermediate, middle, and secondary learners into cooperative group work. But for primary-grade students, the strategy may be changed by teachers to direct and guide them accurately through the process. After group read alouds, the prymary-grade students would gain from the use of VSS because they go back to the book to choose new and interesting words (Antonacci & Callaghan, 2012).

According to Antonacci & Callaghan (2012), to implement the vocabulary self-collection strategy, there are some steps:

➢ **Teachers introduce the purpose of VSS to students.** They tell students that they will be anticipated to discover new and interesting words from their readings that they will learn through a group nomination process.

➢ **Teachers form how to select and nominate important words from the readings.** Teachers show why the word they selected is important by providing a strong reasons. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences. They may also designate the selected word because it is interesting and would be useful in their own writing.

- ➢ **Teachers demonstrate how to use context and other resources to learn the meaning of the word.** For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to solve the meaning of the word.

- ➢ **Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper**. Teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.

- ➢ **Teachers engage students in the process of vocabulary self-selection.** Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

- ➢ **After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading.** Teachers organize students in small groups for reading. They introduce the book and provide a brief overview of the strategy.

To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on a classroom wall chart:

➢ What is the word that I believe is important to learn?

➢ Why would I select it as an interesting or important word to learn?

➢ How was the word used? Write the sentence in which the word was used.

➢ What is the meaning of the word? Can I get the meaning of the word from the context, dictionary, glossary, or some diagram in the book?

➢ **Students in small groups discuss the words they wish to nominate.** Within their small groups, they talk about each word and why they think the class should learn the word. Through consensus, they nominate two words.

➢ **Students write the two words on a chart.**

Each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.

Word mapping strategy

Aitchison (1987) as cited in Wang & Yu (2010) asserted that "the human mental lexicon was believed to be a network where semantically related words were associated with each other". Words are related with others in order to form the languages, but these connection should be in our mind to develop our lexicon.

According to Blachowicz and Fisher (2000) as cited in Wang & Yu (2010), semantic mapping is a method that symbolizes connections between words that should show students understanding of vocabulary relationships through an image. In 2003, Shostak (as cited in Nilforoushan, 2012) argued that semantic mapping is considered an instrument to show the relations between vocabulary items. The semantic map elaboration can suppose a improvement of word learning and retention, through a learning process denominated integration.

The main objective of word mapping strategy promotes the students' deeper meaning of words by means of representing varied relationships among words. Word maps are visual demonstrations of word meanings organized to represent connections with other words. Studies show that teachers should promote comprehensive word knowledge to develop students' vocabulary (Beck, McKeown, & Kukan, 2002 as cited in Antonacci & Callaghan, 2012). The strongest approaches to instruct vocabulary competence is the word mapping strategy, or semantic mapping because it interconnects students in thinking about word relationships (Graves, 2008 as cited in Antonacci & Callaghan, 2012).

The word mapping strategy has different names to refer about it, such as semantic mapping, concept mapping, and word clusters. This strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For instance, for teaching some words, such as synonyms, antonyms, and origin of the words it may be more appropriate to students

examine these words; while for other words, it can be more helpful to achieve discovering examples and nonexamples of the words.

Sinatra, Stahl-Gemake, and Berg (1984) as cited in Antonacci & Callaghan (2012) stated that the use of word maps successfully for vocabulary instruction with learners who were incapable readers in the elementary grades. Additionally, Reutzel and Cooter (2008) as cited in Antonacci & Callaghan (2012) states that for English language learners the use of word maps for vocabulary instrucction is appropriate to offer a way to demonstrate and link their previous knowledge to new concepts and, along with this, serves as a valuable tool to categorize information.

According to Antonacci & Callaghan (2012), To implement the word mapping strategy, there are some steps:

➢ **Select words for vocabulary instruction.** Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the readings and the words that are key to understanding the text.

➢ **Project a blank word map on the screen.** Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.

➢ **Write the key words on the word map.** In each blank, write and say the key word that will be taught.

➢ **Use a think-aloud to model how to explore relationships between words**. Use the think-aloud strategy to (a) demonstrate how to explore word relationships; (b) think about the meaning of the key word or related words; (c) model how to further the meaning of the word by examples and nonexamples, or synonyms and antonyms, of the word; (d) find the definition of the word in a glossary or dictionary and find its use in context or a discussion with another student about the word's meaning; and (e) draw a picture of the word to illustrate its meaning in context.

➢ **Record ideas that have been used to explore the word meanings and relationships.**

During the think-aloud, record information about the word in the appropriate space on the word map.

➢ **Students are directed to use the word maps during and after reading to add information about the key words.** Students use the word maps for recording new information while they are reading. After reading, they may further develop their word meanings by looking for dictionary definitions, drawing pictures of words, and adding new words from their readings.

➢ **Students share their maps with others.** Have students share their maps with the class. During this sharing period, students use the information on their word maps to develop and expand the class map. Students write new information on the group map and are encouraged to revise their own word maps to incorporate these new ideas.

In conclusion, teachers should use this kind of vocabulary instruction to engage students in developing cognitive strategies as word maps to acquire new vocabulary, and to change the same daily activity in order to make classes more interactive and cooperatives. Thus, there are some strategies that can be combined with the different techniques to have a better understanding about how to teach vocabulary. In addition, we need to know strategies to plan the best method in which basing our possible solutions to the problem about lack of vocabulary. As educators need to be conscious about the weaknesses of our students and try to guide by a path to overcome the obstacles that they feel in the teaching-learning process and particularly in vocabulary development.

Graphic Organizers as a Cognitive Strategy

Graphic organizers are visual representation of knowledge that contains important information or aspects about a topic or content using labels or key words (Bromley, DeVitis & Modlo, 1999 as cited in Hong Kong Curriculum Development Institute, 2001). Their principal goal is to present information in a coherent way in order to understand the organization and relationships between concepts (Hong Kong Curriculum Development Institute, 2001).

GOs assit to demonstrate relationships between concepts about topics of a text or subject. They are named with different denominations, such as maps, webs, graphs, charts, frames, or clusters. They are useful to help learners in the process

of remembering some concepts and their relationship with other concepts (Olszak, 2014).

For that reason this kind of strategy is useful in the teaching learning process because students can clarify theoretical concepts more effectively using mind maps. Also, graphic organizers are perfect tools to study topics in order to make a good lecture or presentation in classroom; you can prepare your own graphic organizer to practice the content to a test. We consider that is relevant knowing why is so important the use of graphic organizers in the educational process.

Graphic Organizers as Important Tools for Teaching and Learning

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired 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. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning (McKnight, 2010).

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners.

Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms (McKnight, 2010).

Advices for the use of graphic organizers

1. Decide on the appropriate graphic organizer.

2. Model for the students using a familiar concept.

3. Allow the students to practice using the graphic organizer independently (Florida Department of Education, 2009).

As teacher we should know why is important and the reasons to use graphic organizers in the language learning process. Because the benefits for students and teachers are so good. Therefore, there are some reasons according to authors that you can realize in order to include graphic organizers in their planning of classes.

According to Hong Kong Curriculum Development Institute (2001), there are some reasons for using graphic organizers:

> **Tools for critical and creative thinking.** Graphic organizers emphasize key concepts and vocabulary because they help students focus on the most relevant things that provide tools for critical and creative thinking.

- ➤ **Tools for organizing information.** Networks is the way how the human mind organizes and collects information (Ausubel,1968 as cited in Hong Kong Curriculum Development Institute, 2001). GOs are optical representations that look like networks and permit learners to join or change their past knowledge by realizing the links and contradictions between previous and new information.

- ➤ **Tools for understanding information and relationships.** To help students to keep and understand relevant information and relationships we can use mental tools as the graphic organizers (Vygotsky, 1962 as cited in Hong Kong Curriculum Development Institute, 2001).

- ➤ **Tools for depicting knowledge and understanding.** GOs give an alltternative way of represent knowledge and understanding, so it is specifically convenient for learners who have trouble with showing connections among parts of concepts in written word.

- ➤ **Tools for self-learning.** Learners' ability to use graphic organizers in the classroom independiently as study tools for planning, note taking, review, summary and presentation. Thus, graphic organizers are favorable to students' learning inside and beyond classrooms.

Steps to Create Graphic Organizers

Scholars suggest the following steps in creating graphic organizers for reading: (1) analyze the learning task for words and concepts important for the student to understand, (2) arrange them to illustrate the interrelationships and patterns of organization, (3) evaluate the clarity of relationships as well as the simplicity and

effectiveness of the visual, and (4) substitute empty slots for certain words in order to promote students' active reading (Dye, 2000; Merkley, 2000; Richardson & Morgan, 1997; Roe, Stoodt, & Burns, 1998; Ruddell, 1996 as cited in Chien, 2012).

These were some suggestions to teachers in order to implement graphic organizers in their reading activities in classroom. Thus, in reading activities students can improve their abilitites to understand a text, also they can develop their vocabulary knowledge through use of graphic organizers. For that reason teachers should know the different types of graphic organizers in order to apply these in their daily activities with their students.

Types of Graphic Organizers

According to Hong Kong Curriculum Development Institute (2001), even if graphic organizers used in the classroom can be presented in a lot of variations and imaginable combinations. However, the majority of them can undertake these four basic categories, that is to say cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers.

Source: (McKnight, 2010)

> ➢ Cyclical organizers: Organizers showing the sequence of events in a
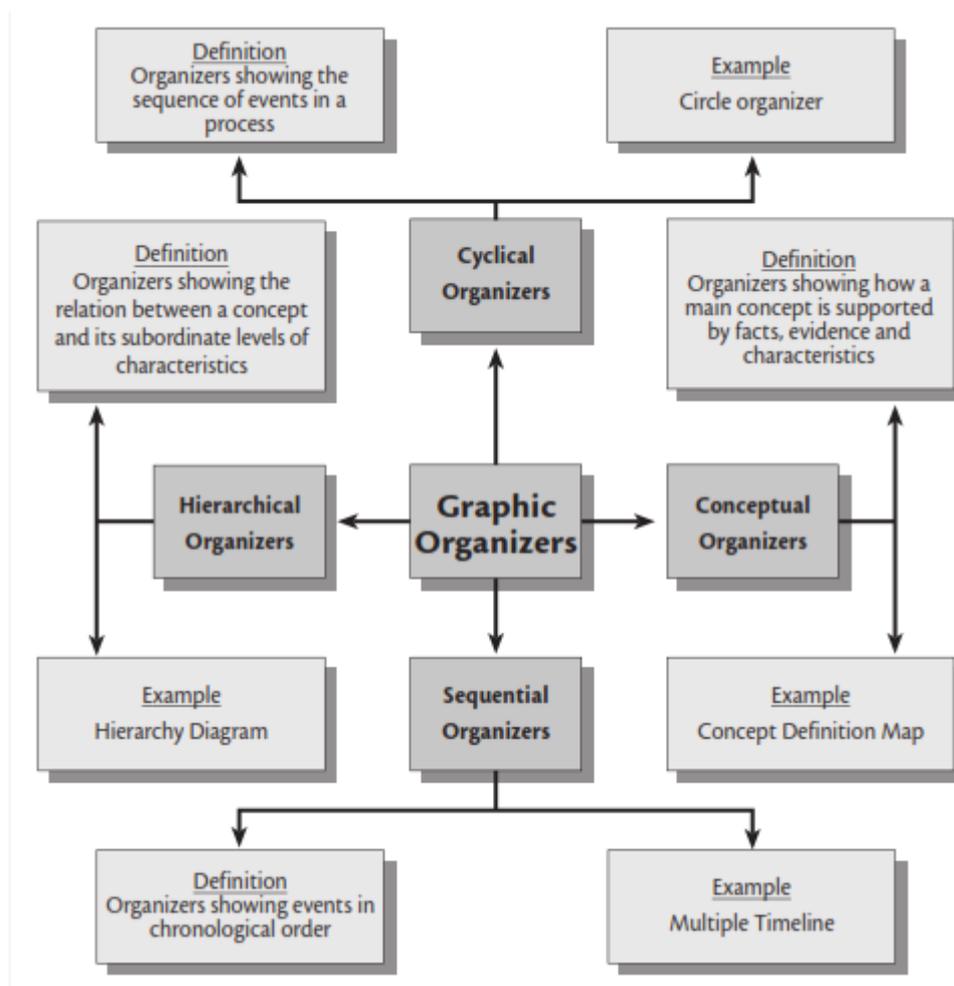
process. For instance, circle organizer.

➢ Conceptual Organizers: Organizers showing how a main concept is supported by facts, evidence and characteristics. For example concept definition map.

➢ Sequential Organizers: Organizers showing events in chronological order. For example multiple timeline.

➢ Hierarchical Organizers: Organizers showing the relation between a concept and its subordinate levels of characteristics. For example hierarchy diagram.

Nicholas (2008) has suggested that when implementing graphic organizers, educators focus should be on the process of selecting the most effective strategy. This would be from the easiest or simplest method, then moving towards more complex; thus, ensuring the needs of each individual student is provided for and is known. Research has supplied dynamic examples of graphic organizers that can be used in all classrooms across the board, ranging from kinder grade to tertiary level education. Graphic organizers include (a) concept maps, (b) cognitive maps (c) semantic maps (d) story maps (e) unit organizers and (f) Venn diagrams, to name a few. As a result of this selection, educators" ultimate goal is that all students will be able to organize the information they have acquired, make connection to previous known information, then begin to interact with the text.

Different authors provide a lot of kinds of graphic organizers, but the four basic categories are the most general in order to understand these. Only these

categories are guidelines to know the types of graphic organizers, but the most important thing is that these can have unimaginable changes in their structures according to the information that you need working. Students with the guide of their teachers could allow develop their creativity through the elaboration of graphic organizers in a freeway. However in the next part we are going to give some ideas to work with students in order to improve their vocabulary knowledge.

Graphic Organizers for Vocabulary Development

Vocabulary slide

It is absolutely probable that the mayority of us have been using the extensive lists of words to teach vocabulary; students write down each word definitions and using these in a sentence. Then, students have to memorize all of these words. Typically, the teacher gives a quiz where students should know every single word definition, almost literally. Today we know that this is not a good way to teach vocabulary. Alternatively, vocabulary lessons mus be contextual (McKnight, 2010).
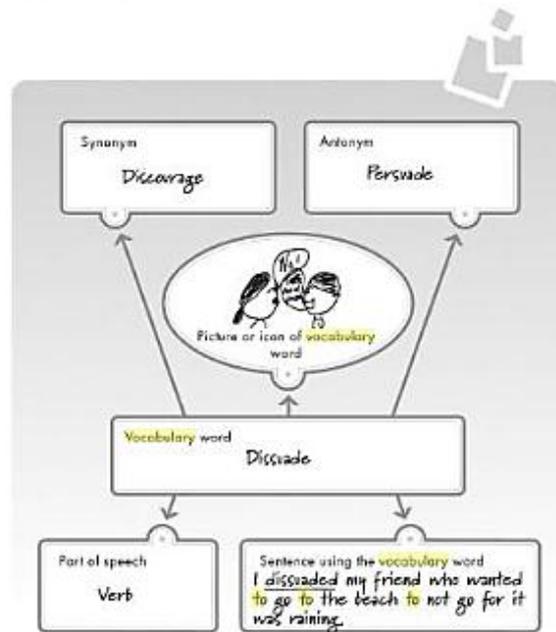
Source: (McKnight, 2010)

This is an example of vocabulary slide where student should write the vocabulary word, a synonym and an antonym of it, a picture or icon of this word, its part of speech, and finally a sentence using it. As this figure shows, teachers can have students that create vocabulary slides from words that they identify are important in the assigned reading, or that we can assign. Students can use the vocabulary slides as flash cards for review the vocabulary that they already have learnt (McKnight, 2010).

The advice for teachers is that students should handle and use the new words, in this way the new words will conform their vocabulary knowledge. Vocabulary slides encourage students to use and put into use newly the unknown words. When students practice few words in a depth way, as they can do with the

vocabulary slides, they is learning how is the function of language. The features of the slide allow to the students examine the etymology and the part of speech, finding synonyms and antonyms, using words in an original sentence. This application of vocabulary instruction enables students to connect and to process the word through several tasks (McKnight, 2010).

Concept or vocabulary map I

In 2010, McKnight states that students are accustomed to memorize definitions rather than studying concepts of words in depth. Their understanding of vocabulary acquisition evolve when they study words from different contexts, they are more likely to internalize the new vocabulary. Visualization is an important component within effective vocabulary teaching. The requirement of this organizer is representing key aspects of a new word by the students.
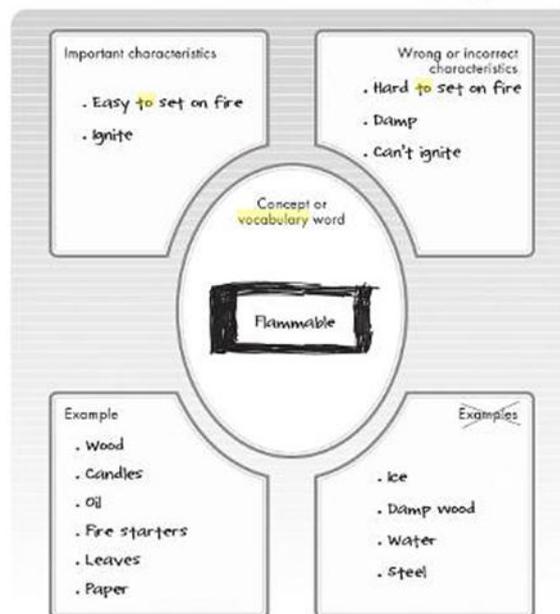
Source: (McKnight, 2010)

In the middle is the vocabulary word, flammable. Then, in the first square student should write the important characteristics of the word, and in the second square the wrong or incorrect characteristics of it. In the lower squares first, they should write examples of flammable objects such as, wood, candles, etc. And then, non-flammables objects such as, ice, water, etc.

As this figure shows, the teacher or students select a word or concept for developing this graphic organizer. So, the easiest part is when students have to write the important characteristics and the examples of the vocabulary word. But, when they need to write the wrong or incorrect characteristics box and the crossed out examples box, it is a challenge for them and the activity will need to be modeled for some students (McKnight, 2010).

Concept or vocabulary map II

This version is different from Concept or Vocabulary Map I in that it is more explicit about the placement of information and requires an exact definition for the vocabulary word or concept.
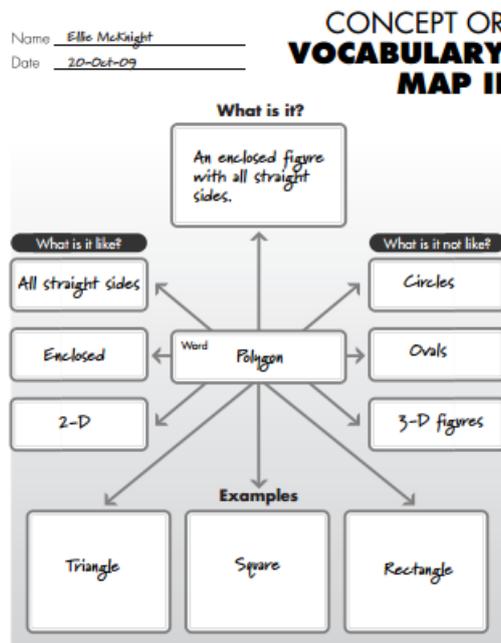
Source: (McKnight, 2010)

The teacher or the student selects a word or concept for the center box of the organizer. In the box directly above, students should write the dictionary definition of the word or concept. Students should record key elements of the word or concept in each of the boxes on the upper left side. In each of the boxes on the upper right side, the students should record information that is incorrectly assigned to the word or concept. Examples of the word or concept are recorded in the boxes along the bottom of the page.

The "What is it like?" and "What is it NOT like?" boxes can be particularly challenging. Be sure to model responses to these or allow students to work in pairs so that they will have greater success in completing this activity (McKnight, 2010).

Concept or vocabulary map III

This version of the concept or vocabulary map requires students to include an illustration or visualization.
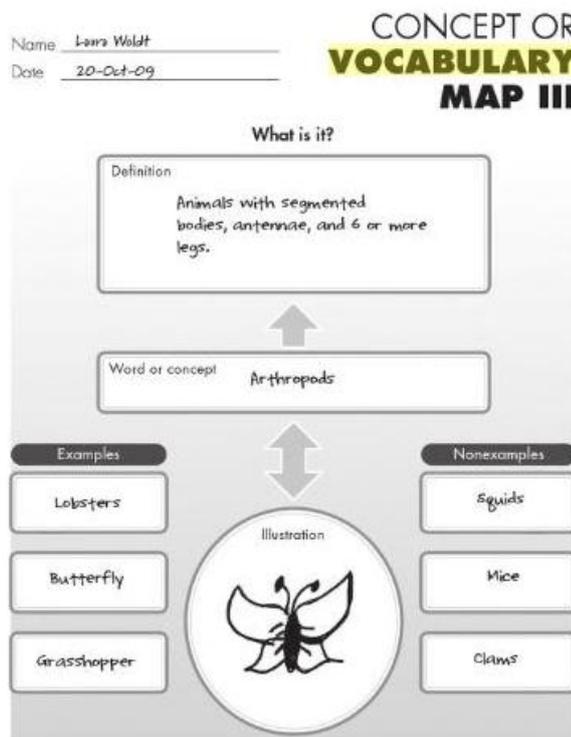
Source: (McKnight, 2010)

The concept or word in this case is arthropods that is located in the center box. Above is the definition of arthropods. As this figure shows, students should write examples and non-examples of this main word. Finally, they have to draw or paste an illustration of the word, in this case a butterfly.

This organizers is commonly used with concrete nouns similar to those that you would find in a science textbook or as English teachers, we can use this kind of graphic organizers to manage the superordinates.

Concept or vocabulary map IV

This version of the concept or vocabulary map requires a personal connection with the new vocabulary word or concept.
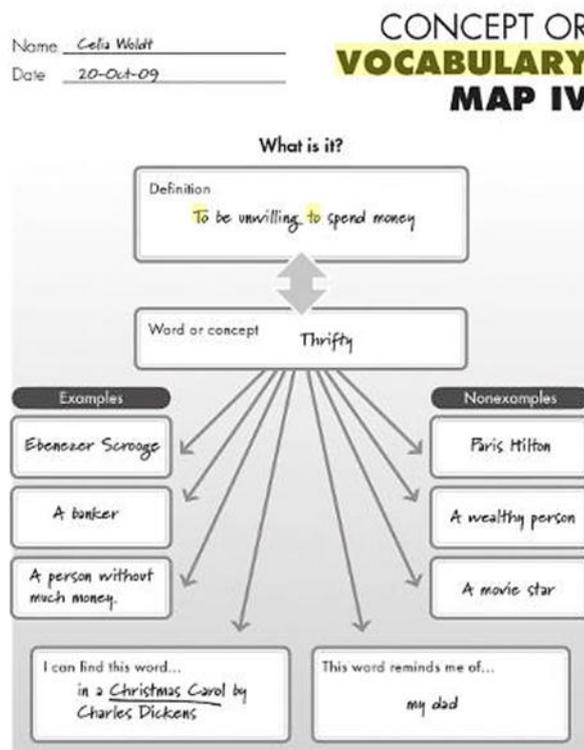
Source: (McKnight, 2010)

The teacher or the student selects a word or concept for the center box of the organizer. Above the word or the concept box, students should write the definition in the provided space. They should write examples and non-examples as in this example is showed. Also, they have to add where can find this word and to who or what this word reminds them of.

These kind of graphic organizers promote students' remembering of words because the lower boxes produce personal connections that help students connect their prior knowledge with the new vocabulary, thus developing retention into long-term memory (McKnight, 2010).

Word detective

Teachers sometimes forget the importance of motivating students to study words outside classrooms. In this kind of graphic organizers, students are promoted to investigate the etymology of words and link visual images to the words that they find (McKnight, 2010).

Source: (McKnight, 2010)

Teacher or students select the vocabulary word to be wrote in the center box. In the box above the center box, students write the location where they found this word by writing a direct quote from the text. Then, the part of speech is indicated in the oval of the right side. A sentence that is necessary for students can practice the new word. The context clues which are texts that may show the meaning of the word. Below the sentence box, students write a correct definition of the word. Finally, an illustration that students can draw or paste an image.

McKnight (2010) said that teachers can use these templates to give to their students to compile their own vocabulary detective notebook. The authors particularly likes this idea because students can save a written record or history of their vocabulary course. Many students like to remember their achievements, so with it they can see how many words they have found and learned.

Vocabulary tree

  This highly visual graphic organizer needs that students choose a specific root word and related words, a strategy that supports students in learning and understanding new vocabulary (McKnight, 2010).

Source: (McKnight, 2010)

  This graphic organizer is as a means to show how words can related with others and with the root word. As the example above, polygon is the word that contains the rest of the words, the other words are the kinds of polygon.

  This graphic organizer can be used for expository writing. The students can use the main root for their thesis statement and the upper lines to list supporting details and evidence to prove the thesis. Also, teachers can use the tree graphic

organizer as a prereading activity. The students will write their main prediction about the text they are about to read on the root word place. And then using the upper spaces for details and examples form the text to prove or disprove their prediction (McKnight, 2010)*.*

Guiding Principles for Using Graphic Organizers

Keep them simple

For graphic organizers to be effective instructional tools, they must be clear and easy to understand (Boyle & Yeager, 1997; Egan, 1999 as cited in Baxendell, 2014). The connections and relationships between the ideas represented in the organizer should be obvious, in another way the academic benefits will be limited. If an organizer is poorly constructed, includes too much information, or contains distractions, students can easily become confused and even more disorganized than before in their understanding of the target concepts (Robinson, 1998 as cited in Baxendell, 2014). Therefore, teachers must keep graphic organizers simple. Baxendell (2014) suggest following tips for this principle:

➢ Limit the number of ideas covered in each organizer. Focus on essential concepts that students need to understand and remember.

➢ Include clear labels and arrows to identify the relationships between concepts.

➢ Be careful of graphic organizers that accompany teacher resource materials. They often contain many pictures or background visuals that are distracting to students.

Teach to and with the organizer

As with all instructional tools, students need to be taught how to use graphic organizers effectively and efficiently. Students enter the classroom with varied experiences using graphic organizers. Therefore, teachers must give explicit instructions about how to organize information and when a particular organizer is beneficial. With such guidance students gain greater independence with graphic organizers.

Once students understand how to use an organizer, teachers need to implement it in creative and engaging ways to enhance effectiveness (Bromley et al., 1995 as cited in Baxendell, 2014). As organizers have become more common, simply using an organizer is no longer enough to maintain students' attention and focus.

According to Baxendell (2014), the following ideas will help ensure that students are engaged with organizers:

➢ Allow students to add illustrations. As long as the pictures add to a student's understanding of the concepts displayed and do not distract, illustrations can be very engaging.

- Implement organizers with cooperative groups or pairs of students. Organizers can be excellent tools for discussion and student engagement with each other.
- Allow students to make their own organizers and share them with the class. As students become more comfortable using organizers, they can teach the strategies they use to organize information for the whole group.

Use graphic organizers often

Many students benefit from routine and structure, so using graphic organizers consistently in the classroom will help them internalize the organizing techniques that are being taught (Griffin & Tulbert, 1995 as cited in Baxendell, 2014). The more students are exposed to organizers, the more familiar and comfortable they will become using them.

According to Baxendell (2014), here are some things to consider when trying to be consistent:

- Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is. Use the same sequence chart when ordering events or steps in math, reading, writing, science, or social studies.

➤ Incorporate organizers into all phases of instruction. When students see them used as a warm-up, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.

➤ If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves.

Benefits of Graphic Organizers

There are multiple benefits to be derived from the implementation of graphic organizers in the everyday classroom, across all subject level, student's age and learning modalities. Because of the effective nature of graphic organizers, it should be implemented and used in particular with children with learning disabilities, at the high-school level; not implying that lots of emphasis should not be on students at the lower level. This is evident because as students get older, the task becomes more exhausting and complicated, thus leading to frustration and effective learning not occurring. The use of graphic organizers, with students learning disabilities will be able to acquire the intended knowledge, become proficient users, maintained what they have learned and then be able to make generalization with what they have learned, across settings (Nicholas, 2008).

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

Benefits to students

- Understand the concept of part to whole.

- Record relationships.

- Clarify and organize ideas.

- Improve memory.

- Comprehend texts.

- Recognize and assimilate different points of view.

Benefits to teachers

- Show and explain relationships between and among content.

- Make your lessons interactive.

- Help visual learners to acquire information more easily.

- Motivate students

- Assist students in prewriting techniques

- Assess what students know.

The Use of Graphic Organizers

Teachers can use the graphic organizers recommended as they see appropriate because the organizers are really flexible tools. Therefore, teachers can use them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers, the following steps are recommended (Hong Kong Curriculum Development Institute, 2001).

➢ Familiarize yourself with different types of graphic organizers.

➢ Explain to students what graphic organizers are and why they are useful in learning.

➢ Present the specific graphic organizer for a topic. Point out its subject and organizational framework.

➢ Use examples to illustrate the use of some graphic organizers.

➢ Assign the graphic organizer as an individual, paired, or group activity.

➢ Review students' work. Generate classroom discussion on the effective use of graphic organizers.

Using graphic organizers for a specific instructional purpose

According to McKnight (2010) there are some suggestions and bits of advice as you decide which organizers to use for a specific instructional purpose:

Modeling. It is critical to model the graphic organizer when you present it to the class. Show the students how you, as a learner, use this organizer to understand material.

Learning experiences. You can use the graphic organizers in this book for individual or small group instruction. In general, graphic organizers are great for cooperative learning because they provide a structure for the students.

Assessment. Assessment should be reliable and varied. As students progress through middle school and high school, quizzes and tests become more common, but they are only one kind of assessment. Graphic organizers can be easily used for classroom assessment. For example, you could use the Questioning the Author graphic organizer activity (McKnight, 2010, pp. 116) to determine if the students read the pages that were assigned for homework. You will probably gain greater insight into the students' comprehension of the text than you would with a multiple-choice reading quiz.

Special needs. Students with special needs often have difficulty decoding and comprehending text and developing vocabulary. This makes reading even more challenging. Here are some suggestions to support students with special needs when they use the graphic organizers in this book:

➢ 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 a social 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. All the graphic organizers for vocabulary development can be used as templates for a vocabulary log or notebook. This is a student-created vocabulary reference book to which the students can refer during the course of the school year.

Variations. There is no one right way to visually represent information. Your students may have several variations of the same organizer for a given topic or subject. Further, some students are more visually oriented than others, so you should expect to see a range of results. Particularly helpful to English language learners, the graphic organizers featured in this book support students in understanding language more easily with the assistance of visual images.

Thinking Skills and Graphic Organizers

Between the many brain's functions is the ability to think (Parry and Gregory, 1998 as cited in Hong Kong Curriculum Development Institute, 2001), but many students do not have the skills necessary for the more "higher-order" creative and critical thinking needed to prosper both within and beyond the English lessons. Generally speaking, according to Johnson (2000) as cited in Hong Kong Curriculum Development Institute (2001), there are five different ways in which thinking skills can be used to enhance classroom instruction in English language lessons:

First, thinking skills can be used to enhance students' learning by generating ideas and activating relevant diagrams of vocabulary concepts. This makes it more likely that they can connect new knowledge to their prior knowledge.

Second, thinking skills help students organize ideas and components of vocabulary concepts by searching for meaningful patterns, organizing information, and putting things in groups or categories in order to understand.

Third, thinking skills help students understand the parts of a specific idea to the whole by seeing the structure of a concept or an event.

Fourth, by focusing on similarities and differences, thinking skills can be used to help students establish relationships between two or more ideas, concepts and events.

Fifth, knowing how to use thinking skills in teaching vocabulary will provide teachers with a vast repertoire of activities to use with any unit or English lesson activity.

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

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

Four primary ways of using graphic organizers to enhance students' thinking skills are compiling information, generating ideas, analyzing or evaluating ideas, and reflecting.
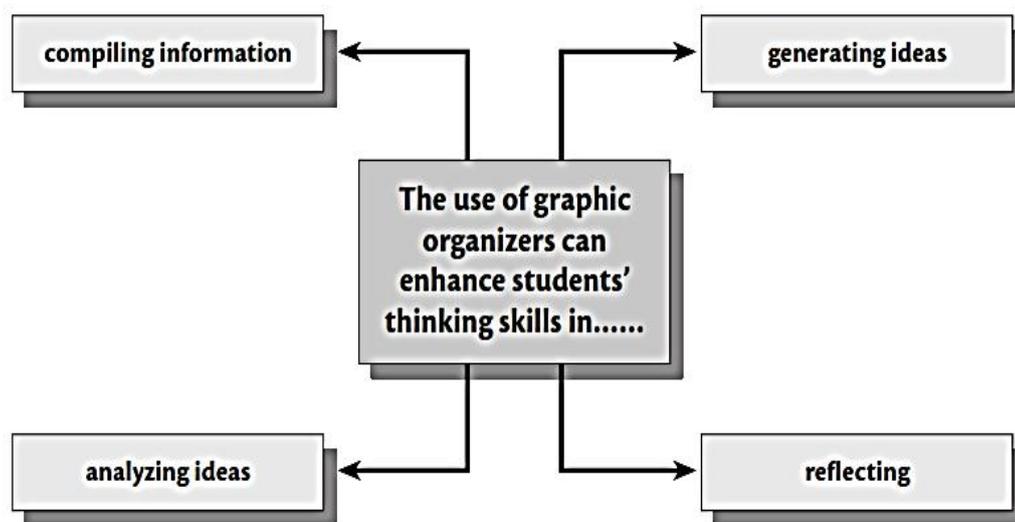
Source: (Hong Kong Curriculum Development Institute, 2001).

To conclude, analizing all the content referent to the use of graphic organizers as a cognitive strategy to teach vocabulary. We can ascertain that the utilization of these tools into the English classrooms is a good strategy to develop vocabulary and other important aspects within the teaching learning process of language acquisition as grammar, listening, reading, speaking, and writing skills. For that reason, we have could acquire knowledge about the differents types of graphic organizers and the specific use into the classroom for specific purposes in the education of children and teenagers, even to people that desire improving their language outside the classrooms.

It is important to take into account that the use of these tools have to be controlled by teachers and planning in order to implement these in all the aspects of the language acquisiton. Also, vocabulary instruction is so important to develop our managed of the second or foreing language. Thus, as teachers or students never have to stop learning new things in all the aspects of our academic and personal life.

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 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 strategies to develop vocabulary in the English Foreign Language amongst first year of Bachillerato students at Manuel Cabrera Lozano High school during the academic period 2016-2017.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of vocabulary in which the students have showed some problems developing vocabulary as a foreign language due to the lack of implementation of cognitive 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 posttest, 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 strategy to develop vocabulary in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

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

Techniques and instruments

Data collection

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

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

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of vocabulary that students have; and, at the end to measure the performance of the vocabulary achieved by the students after the intervention plan designed in this research project with the activities applied with the cognitive strategies in order to make a pretest-posttest comparison of the cognitive dimension of the performance of vocabulary of the participants (first year of Bachillerato students at Manuel Cabrera Lozano High school) being treated.

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

Observation will let the researcher to know the facts in a participative and nonparticipative 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 first year of bachillerato students at Manuel Cabrera Lozano High school during their English classes. There will be two types of observation as detailed below.

Nonparticipant observation

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

Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to record the participants´ behaviors shown on the performance of the 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 strategy in order to develop the vocabulary amongst the first year of Bachillerato students at Manuel Cabrera Lozano High school during the academic period 2016-2017. The instrument of this participant observation is the field note sheet

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

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

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

Population

    The population that will help the researcher in the field work is constituted by the teacher who teaches in the school, and also the population of high school students. They are thirty-five students of the first-year of Bachillerato, afternoon section at Manuel Cabrera Lozano high school. They attend to five periods of English classes per week; each class is about forty-five minutes.

Intervention plan description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during), and Affirmation (after) (Herrera, Holmes, & Kavimandan, 2012).These lesson plans will cover 40 hours of Instruction in 8 consecutive weeks of treatment.

Activation

In the Activation phase, the goal is to create a safe environment for our students that let them draw from their funds of knowledge, prior knowledge, and academic knowledge were students uncover their background knowledge. Throughout this process, the specific job is try to understand what students know and are communicating also in this phase it reflects our use of knowledge about biographies and teacher take a role of a silent observer (Herrera, Holmes, & Kavimandan, 2012).

Connection

In the Connection phase, teacher acts as facilitator helping students in the construction of meaning and knowledge, in this phase teacher must to be clear and transparent explaining the purpose of the lesson and what they can hope to accomplish focus on concepts according age and topic. Here students make connections between their background knowledge and unknown, this connection

give the students more opportunities to practice and talk making sense of content and teacher identify if they are understanding in other case teacher guide them (Herrera, Holmes, & Kavimandan, 2012).

Affirmation

The last phase of the lesson plans will be the affirmation one. In this phase teacher encourage student's knowledge that was acquired during the process in which teacher uses an authentic assessment to evaluate this. In the last phase students celebrate their learning while teacher acts as affirmer in the classroom (Herrera, Holmes, & Kavimandan, 2012).

Some of the activities that are will be develop during the intervention plans are: pair work, group work, memory card games, pictionary collocations, tic-tac-toe, zip-zap-boing, presentation, and role plays.

Intervention Plan

Week 1

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To talk and ask about learning opportunities and cultural literacy experiences. ➢ To state the tenses of some irregular and regular verbs and know their function in the present perfect tense.
KEY VOCABULARY	Taken up, attended, been, studied, participated
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher builds a lesson planned based on some regular and irregular verbs tense (present, past form, and past participle). ➢ To introduce the class, teacher activates Ss. prior knowledge related to vocabulary verbs. To do this, teacher forms groups of five or six students. Then, members of the group have to write the major number of verbs that they have already known. The group that has more verbs is the winner. Finally, all the verbs that they wrote are classified in regular and irregular verbs on the board. ➢ Teacher invites students to explore the text visually before doing the first activity of the textbook. **Connection** ➢ Teacher directs students' attention to the chart in exercise 2 and 3 of the first lesson. To point out the two columns (regular and irregular verbs) and the different tenses. To ask students to mention all the things they find different or interesting about the verb patterns. ➢ In groups, students have to do a worksheet with a graphic organizer about verb patterns to learn the

	tenses of verbs.
	➢ Students complete the listening part of the lesson. Then, they have to complete the grammar chart about present perfect tense using the model of the listening exercise.
	Affirming
	➢ Teacher gives a worksheet with a graphic organizer about regular and irregular verbs tenses that students complete individually
CLASSROOM RESOURCES	Card games in groups. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 2

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To learn true/false cognates through graphic organizers. ➢ To identify and differentiated the cognates in Spanish and English. ➢ To develop cognate awareness and learn strategies for using cognates in present perfect tense and simple past
KEY VOCABULARY	Attend, meet, see,be
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher introduces the topic (cognates) through a power point presentation, explaining what are cognates, in which they are classify true cognates and false cognates and clarify all the doubts that students have in the class. ➢ Then teacher writes on the board some words like (family, magic, globe, embarrassed, soap, exit) and more. ➢ Teacher asks students the meaning and recognize if they are true cognates or false cognates, and asks students if they are clear with the topic in order to develop the activities. **Connection** ➢ Teacher asks students make a group of three. ➢ Teacher gives a supplementary material about cognates per group that contains the most common English-Spanish cognates. ➢ Teacher asks students select 10 cognates , write them in their notebooks , recognize if they are true or false cognates and then make a funny dialogue interpreting the most common mistakes when students use cognates and giving the correct meaning of each cognate. **Affirming**

	➢ In the same group ➢ Teacher asks students create a T- Chart graphic organizer in order to make a small review since what are a cognate, the classification, the meaning of each part of classification, giving examples of each one and giving suggestions to identify a cognate. ➢ All of this graphic organizer have to be presented in front of the class, each student have to participate in the presentation
CLASSROOM RESOURCES	Tic-tac-toc Visual and audio aids: Flash cards and power point with vocabulary. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 3

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To determine the topic of a text about reviews of a web-side or a book. ➢ To use and know what are collocations through circle model of graphic organizers.
KEY VOCABULARY	Do, make
INSTRUCTIONAL FOCUS	**Activation** ➢ Students have to read the Reading strategy and exercise 1. Then, teacher invite students to read silently all the texts on the book. ➢ Teacher asks students to complete the following sentences: I am …. a cake. I am …. an exercise. ➢ T. elicits possible answers: make, eat, do… Focus on the fact that a cake collocates with verbs like make and eat but not with the verb do. Likewise, the noun exercise collocates with do and not with the verb make. Tell students that phrases that contain words that usually go together are called collocations. Tell them that they are going to do an exercise about collocations with do and make. **Connection** ➢ T. asks students to complete a table using the nouns indicated about Collocations with DO and MAKE. ➢ T. explains when we can use collocations with DO and MAKE and gives examples. ➢ Students have to practice using a circle model of graphic organizer (McKnight, 2010, pp.32) about the use of these collocations and they write some examples about these. **Affirming** ➢ Ss. Have to finish the activities of the third lesson in the book. ➢ Then, individually they have to complete a worksheet about collocations with DO and MAKE.

	➤ T. puts students into teams of five or six, write a load of collocations on scraps of paper, give them 90 seconds to draw as many as they can for their team to guess. The team with the most correct guesses wins.
CLASSROOM RESOURCES	Collocation Pictionary Visual and audio aids: Flash cards and power point with vocabulary. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 4

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To communicate in classroom using idioms. ➢ To exchange information in classroom activities using idioms. ➢ To express their knowledge about idioms through an oral presentation in front of the class
KEY VOCABULARY	A real page turner, take a rain check, in the same boat, hit the books
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher introduces the topic of the class (idioms) with interactive examples through power point presentation. ➢ Then, the teacher passes out a copy of the Idioms set to each student and explains the meaning of each one. **Connection** ➢ Teacher Instructs students to choose two idioms from the lists at the bottom of the Common Idioms worksheet. ➢ Teacher asks students to illustrate the literal meaning and figurative meaning of each of their chosen idioms. ➢ They must also write a sentence at the bottom of each picture to explain the idiom **Affirming** ➢ Students practice and affirming the new vocabulary of idioms through a Grid graphic organizer. ➢ Students have to create a graphic organizer in order to write with their own words the meaning of the idioms (5 idioms) ➢
CLASSROOM RESOURCES	Memory card game Visual and audio aids: Flash cards and power point with vocabulary. Student's notebook Student's textbook

DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire
	Data source 2: Field notes
	Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 5

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To know an adverb as part of speech. ➢ To recognize adverbs and distinguish them from other parts of speech. ➢ To express the time and frequency of actions.
KEY VOCABULARY	Strangely, mysteriously, immediately, suddenly, unfortunately
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher builds a lesson planned based on adverbs as part of the speech through power point presentation. ➢ Teacher activates Ss. prior knowledge related to vocabulary adverbs through power point presentation. ➢ Then, teacher asks student to develop the activity 1 of the lesson 1 on the textbook. ➢ Teacher invites students to explore the text visually before doing the first activity of the textbook. ➢ Teacher presents some examples of adverb of frequency through a reading. **Connection** ➢ Teacher directs students' attention explains how to form adverbs on the board. ➢ Teacher shows the sequence of adverbs of frequency using a vocabulary tree graphic organizer (McKnight, 2010, pp.70) through power point presentation ➢ Teacher reads a short paragraph that include adverbs of frequency ➢ Teacher says the word and students repeat after the teacher. **Affirming** ➢ Students practice and affirming the right pronunciation of new vocabulary through repetition. ➢ Students develop a worksheet with a vocabulary

	slide graphic organizer (McKnight, 2010, pp.57) previous prepared to assess the learning knowledge.
CLASSROOM RESOURCES	Adopt a word game Visual and audio aids: Power point with vocabulary. Student's notebook Student's textbook Rubric
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 6

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To use graphic organizers in order understand words in context. ➢ To make use of contextual clues to infer meanings of unfamiliar words from context. ➢ To develop vocabulary knowledge
KEY VOCABULARY	A fairy, a castle, a magical tree, a woodcutter, a gnome, an elf, a princess, gold, a dragon, a giant
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher builds a lesson planned based on the vocabulary of the textbook in order the students understand the meaning of the words in context. ➢ Teacher activates students prior knowledge related to fantasy vocabulary through power point presentation. ➢ Teacher invites students to explore the text visually before doing the first activity of the textbook. ➢ Then, teacher asks student to develop the activity 1 of the lesson 2 on the textbook. **Connection** ➢ Teacher directs students' attention explains how to understand the meaning of a word in context. ➢ Teacher shows the meaning of word using a word detective graphic organizer (McKnight, 2010, pp.67) through power point presentation ➢ Teacher reads with the students a short story that include the new vocabulary ➢ Teacher says the word and students repeat after the teacher. ➢ Teacher asks students to develop the next activities of the lesson 2 on the pages 40-41 of the textbook. **Affirming** ➢ Students practice and affirming the right pronunciation of new vocabulary through repetition. ➢ Students develop a worksheet with a word

	detective graphic organizer (McKnight, 2010, pp.67) previous prepared to assess the learning vocabulary knowledge.
CLASSROOM RESOURCES	The dictionary game Visual and audio aids: Power point with vocabulary. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 7

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To use graphic organizers in order to understand words in context. ➢ To make use of contextual clues to infer meanings of unfamiliar words from context. ➢ To develop vocabulary knowledge.
KEY VOCABULARY	Challenge, fool, draw, hide, stand still, behead, awaken
INSTRUCTIONAL FOCUS	**Activation** ➢ Teacher builds a lesson planned based on the vocabulary of the textbook in order the students understand the meaning of the words in context. ➢ Teacher activates students prior knowledge related to Stories of all kinds vocabulary through power point presentation. ➢ Teacher invites students to explore the text visually before doing the first activity of the textbook. ➢ Then, teacher asks student to develop the activity 1 of the lesson 3 on the textbook. **Connection** ➢ Teacher directs students' attention explains how to understand the meaning of a word in context. ➢ Teacher shows the meaning of word using a VVWA graphic organizer through power point presentation ➢ Teacher reads with the students a short story that include the new vocabulary ➢ Teacher says the word and students repeat after the teacher. ➢ Teacher asks students to develop the next activities of the lesson 3 on the pages 42-43 of the book. **Affirming** ➢ Students practice and affirming the right pronunciation of new vocabulary through repetition. ➢ Students develop a worksheet with a VVWA graphic organizer previous prepared to assess the

	learning vocabulary knowledge.
CLASSROOM RESOURCES	Word grid game Visual and audio aids: Power point with vocabulary. Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pretest –Pre written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

Week 8

RESEARCH PROBLEM	*How do graphic organizers as a cognitive strategy develop vocabulary among first year of Bachillerato students at Manuel Cabrera Lozano high school of the city of Loja during the 2016-2017 school year?*
GOALS	By the end of this intervention plan, students will be able to use vocabulary that include aspects such as cognates, parts of speech, idioms, collocations and words in context.
LEARNING OBJECTIVES	By the end of this lesson students will be able: ➢ To communicate using idioms, and to give a formal presentation. ➢ To use idiomatic expressions in a particular context, such as telling scary anecdotes. ➢ To use graphic organizers to remember the meaning of these idioms.
KEY VOCABULARY	to give someone the creeps to draw a blank to have something on the tip of your tongue to be between a hard place and a rock
INSTRUCTIONAL FOCUS	**Activation** ➢ T. invites students to revise and use idioms from previous classes. Randomly distribute 2 or more idioms per group and invite them to draw the meaning of these. ➢ Students have to give a concept of idiom in a brainstorming activity in order to construct a whole concept. ➢ T. encourages students to predict the meaning of these idioms and use clues in the context to guess their meaning. To check answers, pair up the students and have them discuss their answers with their partners. Remind students not to use a dictionary. **Connection** ➢ Before students complete the anecdote of the lesson, ask them if they know the Greek story of Oedipus and the Sphinx. ➢ T. tells students the story so that they can relate and connect to the story when reading the anecdote. Also teacher show students some

	pictures from the Internet so they get familiar with the story.
	➢ T. writes these important words on the board and have students use the glossary or a dictionary to find meaning: riddle, evil, gate, crawl, cane. And, she/he gives some background information.
	Affirming
	➢ Students have to do a vocabulary map III graphic organizer (McKnight, 2010, pp.62) which record each idiom with its meaning, a representation of it, and finally with a sentence where using it.
	➢ Teacher gives students a quiz about the two groups of idioms that they have learnt in the intervention plan.
CLASSROOM RESOURCES	Zip – zap – boing warm up activity Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Posttest –Post written questionnaire Data source 2: Field notes Data source 3: Worksheets with graphic organizers
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week one

Adapted from D' Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach: Project CENTRAL.

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

g. TIMELINE

ACTIVITIES	2016 Jul	Aug	Sep	Oct	Nov	Dec	2017 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
PHASE I: PROJECT														
Presentation of the Project	x x													
Designation of the Project Advisor		x x x x												
Project revision and Approval		x x x												
Designation of Thesis Advisor			x x x											
PHASE II: ACTION PLAN														
Application of instruments				x x										
Act and observe				x x x x	x x x x									
PHASE III: THESIS PROCESS														
Tabulation and elaboration of tables and Graphs						x x								
a. Theme		x												
b. Introduction								x						
c. Summary								x						
d. Review of Literature				x x x			x x							
e. Material and methods							x x x							
f. Results (interpretation and analysis)						x	x x x x x							
g. Discussion								x						
h. Conclusions								x						
i. Recommendations								x						
j. Bibliography and Annexes								x						
PHASE III: REVISION AND APPROVAL														
Thesis revision														
Thesis presentation									x x x					
Thesis approval									x x					
PHASE IV: PHASE OF INCORPORATION														
Presentation of documents										x x x x	x x x x x x x			
Private review												x x		
Corrections													x x x x	
Public sustentation and incorporation														x x x x x

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h. BUDGET AND FINANCING

Organization and management of the research

Resources

Human

- ✓ The researcher
- ✓ The first year of Bachillerato
- ✓ The teacher
- ✓ The thesis advisor

Material

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

Technical

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

RESOURCES	COST
Internet connection	$180
Print of reports	$50
Print of the project	$20
Print of the final report and thesis	$300
Unexpected expenses	$250
Total	$800

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

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Annex 1: Observation sheet

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

DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:**First year of Bachillerato & The researcher	**Role of the researcher: Nonparticipant observer** **Duration of the observation:**

Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Cognates					
Part of speech					
Idioms					
Use words in context					
Collocations					

Annex 2: Field notes

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

DATA COLLECTION SOURCE: FIELD NOTES

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

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

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

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code: _____

Date: _____

1. **Choose the correct answer. (2P)**
a) Embarrassed = Someone who is pregnant
( ) True
( ) False
b) Family = A group of people conformed by father, mother and son
( ) True
( ) False
c) Pie = Part of the body which let a human walk
( ) True
( ) False
d) Soap = Liquid food usually prepared at lunch
( ) True
( ) False

2. **Circle the correct option to complete the sentence. (2P)**

a) **They / Them / Their** are interested in listen to music.
b) Teens work **in / at / on** the computer.
c) Scientists are **interesting / interested / interest** to making easier people's life.
d) Play computer games are **fun / funny / funniest**.
e) Teens **lover / lovely / love** technology.

3. **Match the sentences with the correct meaning. (2P)**

a. To be worlds apart	⬤ **1.** To do something for excitement or fun
b. To facebook	◯ 2. To have a talent to do thing easily
c. To do something for kicks	◯ 3. To be an energetic and an enthusiastic person
d. To be a live wire	◯ 4. To post something on facebook
e. To have the knack	◯ 5. To have different ideas, tastes and interests

4. **Link the words with the correct phrase (2P).**

a. the laundry

b. homework

Do

c. breakfast

d. friends

e. money

Make

f. exercise

g. a phone call

h. your best

5. **In the following conversation fill in the blanks with the correct answer. There is an extra option. (2P)**

best, movies, world, classes, match,

Anne: That was an excellent _____!
Bill: Thanks, our team needed to win.
Anne: Congratulations! Keep working hard and you'll probably be the best. By the way, do you plan to become a pro soccer player when you studying?
Bill: Yes, I want to play for the best teams in the _____. You know, just like Messi. And what would you like to be?
Anne: Well, I want to take drama _____next semester.
Bill: Drama? But you just began taking martial _____!
Anne: Yeah, I know. But just like Noah Ringer, the actor in Avatar, I'm into acting. Maybe I'll be a great taekwondo actress!
Bill: Taekwondo actress? I won't miss any of your _____.
Anne: I've decided to take up taekwondo and continue doing drama.
Bill: Well, then go for it.

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DATA COLLECTION SOURCE: PRE TEST / POST TEST

SCORING GUIDE

> **COGNATES**

1. **Write true/false depend on the definition in the following cognates** (2p)

a) Embarrassed = Someone who is pregnant. (0,5)
   (   ) True
   (x) False

b) Family = A group of people conformed by father, mother and son. (0,5)
   (x) True
   (   ) False

c) Pie = Part of the body which let a human walk. (0,5)
   (   ) True
   (x) False

d) Soap = Liquid food usually prepared at lunch. (0,5)
   (   ) True
   (x) False

2. **Circle the correct option to complete the sentence. (2P)**

f) **They** / **Them** / **Their** are interested in listen to music. (0,4)

g) Teens work **in / at / on** the computer. (0,4)

h) Scientists are **interesting / interested / interest** to making easier people's life. (0,4)

i) Play computer games are **fun / funny / funniest**. (0,4)

j) Teens **lover / lovely / love** technology. (0,4)

3. **Match the sentences with the correct meaning. (2P)** (0,4)

f. To be worlds apart	⭕ **6.**	To do something for excitement or fun (c)
g. To Facebook	⭕ 7.	To have a talent to do thing easily (e)
h. To do something for kicks	⭕ 8.	To be an energetic and an enthusiastic person (d)

i. To be a live wire	⊙	9. To post something on facebook <mark>(b)</mark>
j. To have the knack	⊙	10. To have different ideas, tastes and interests <mark>(a)</mark>

4. **Link the words with the correct phrase (2P). CORREGIR** (0,25 each item)
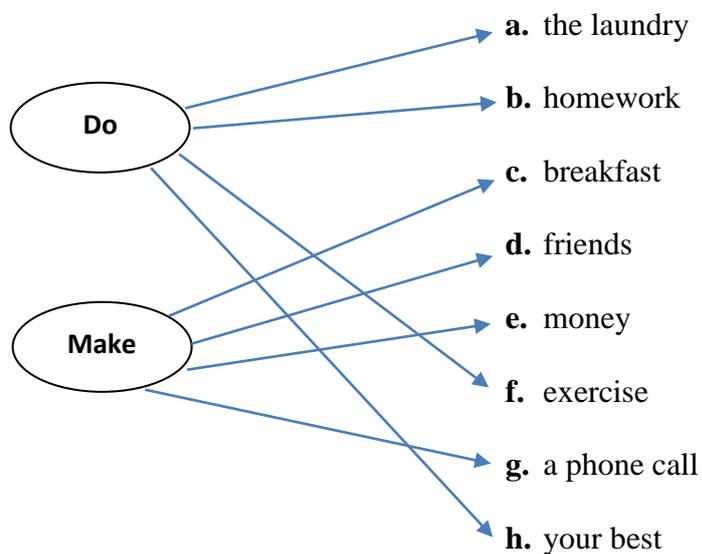
5. **Fill in the blanks with the correct answer (2P)**

> best, movies, world, classes, match,

Anne: That was an excellent <mark>match</mark>! (0,4)

Bill: Thanks, our team needed to win.

Anne: Congratulations! Keep working hard and you'll probably be the best. By the way, do you plan to become a pro soccer player when you studying?

Bill: Yes, I want to play for the best teams in the <mark>world</mark>. (0,4) You know, just like Messi. And what would you like to be?

Anne: Well, I want to take drama ==classes== (0,4) next semester.

Bill: Drama? But you just began taking martial ==arts==!

Anne: Yeah, I know. But just like Noah Ringer, the actor in Avatar, I'm into acting. Maybe I'll be a great taekwondo actress!

Bill: Taekwondo actress? I won't miss any of your ==movies==. (0,4)

Anne: I've decided to take up taekwondo and continue doing drama.

Bill: Well, then go for it!

Annex 4. Pre and Post Questionnaire

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

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

Student's code: ………………………………………………………………….

Date: ……………………………………………………………………………….

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Ven Diagramm   ( )

T-Chart   ( )

Circle Map   ( )

Cycle Map   ( )

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Graphic Organizers as a Cognitive strategy to develop vocabulary among first-year of Bachillerato students at Manuel Cabrera Lozano High School. Academic Period 2016-2017

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does the use of graphic organizers as a cognitive strategy develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the academic period 2016- 2017? **Specific** - What theoretical and methodological references about the use of graphic organizers as a cognitive strategy are adequate for developing vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the academic period 2016-2017? - What are the issues that limit the development of vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the	**General** - To develop vocabulary through the use of graphic organizers as a cognitive strategy amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during 2016-2017 school year. **Specific** - To research the theoretical and methodological references about the graphic organizers as a cognitive strategy and their application on vocabulary learning amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year. - To diagnose the issues	**Dependent variable** - Essential components of vocabulary instruction. - Vocabulary aspects that include: cognates, parts or speech, idioms, word meaning, word in context. **Independent variable** Cognitive learning and English Foreign Language teaching - Principles of graphic organizers: consistency, coherence, and creativity - Types of graphic organizers as a cognitive strategy.	**Preliminary investigation** - Observing the English classes - Stating the background of the problem - Describing current situation - Locating and reviewing the literature - Creating a methodological framework for the research - Designing an intervention plan **Intervention and observation** - Administering test and questionnaires	- Observation sheet - Pre and Post test - Pre and Post Questionnaires - Field Notes

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academic period 2016-2017? • What are the phases of the intervention plan that help the current issue to achieve a satisfactory outcome on the developing vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the academic period 2016-2017? • Which graphic organizers as a cognitive strategy are implemented to develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the academic period 2016-2017? • How does the use of graphic organizers as a cognitive strategy reduce the difficulty to develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the academic period 2016-2017?	that limit the vocabulary development in the English language amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year. • To design an intervention plan based on the graphic organizers as a cognitive strategy in order to improve vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year. • To apply the most suitable techniques of the graphic organizers as a cognitive strategy in order to improve vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year. • To validate the results obtained after application of graphic organizers as a cognitive strategy to		• Observing and monitoring students´ performance according to the interventionn plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report.	

	develop vocabulary amongst first-year of Bachillerato students at Manuel Cabrera Lozano High School during the 2016 – 2017 school year.			

Annex 6. Grading Scales

Vocabulary

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

Graphic Organizers as a cognitive strategy

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

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