UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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

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CERTIFICATION

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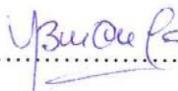
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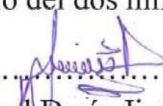
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DEDICATION

To God, who has been my support through my whole life and the main inspiration for the development of this research.

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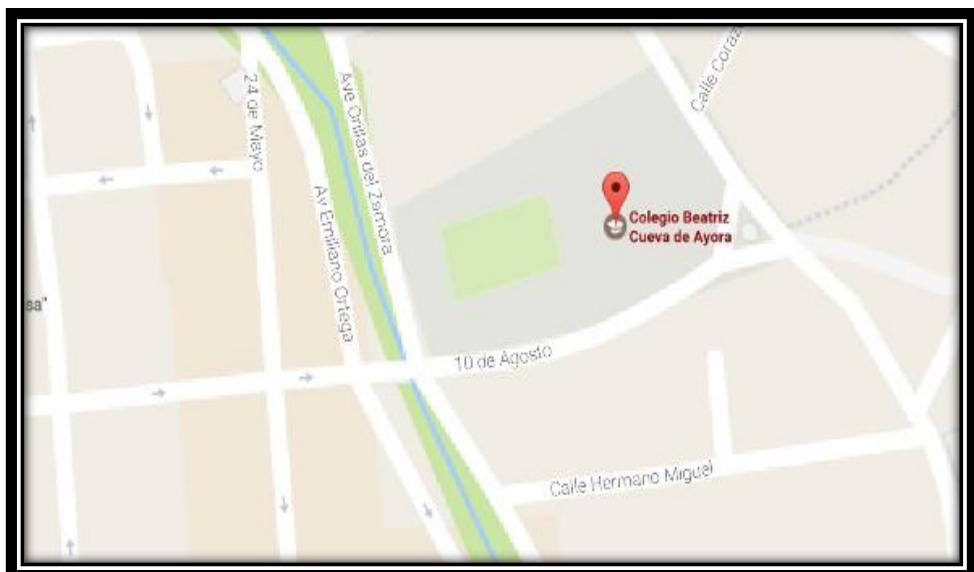
THESIS OUTLINE

i. COVER PAGE

ii. CERTIFICATION

iii. AUTORÍA

iv. CARTA DE AUTORIZACIÓN

v. ACKNOWLEDGEMENTS

vi. DEDICATION

vii. MATRIZ DE ÁMBITO GEOGRÁFICO

viii. MAPA GEOGRÁFICO Y CROQUIS

ix. THESIS OUTLINE

   a. TITLE

   b. RESUMEN

      ABSTRACT

   c. INTRODUCTION

   d. LITERATURE REVIEW

   e. MATERIALS AND METHODS

   f. RESULTS

   g. DISCUSSION

   h. CONCLUSIONS

   i. RECOMMENDATIONS

   j. BIBLIOGRAPHY

   k. ANNEXES

a. TITLE

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

b. RESUMEN

Este trabajo de investigación tuvo como objetivo mejorar el vocabulario de inglés a través de los organizadores gráficos empleándose como estrategia cognitiva. Para el desarrollo del mismo se utilizó los métodos: analítico-sintético, estadístico, científico y descriptivo los cuales sirvieron para analizar y describir los resultados de la investigación. Un plan de intervención de ocho sesiones se empleó para llevar a cabo este proceso de aprendizaje de vocabulario. Exámenes y cuestionarios fueron aplicados a treinta y siete estudiantes con el propósito de obtener información sobre su nivel de conocimiento. Los resultados obtenidos fueron demostrados en gráficos y tablas con su respectivo análisis e interpretación para la afirmación de las conclusiones y recomendaciones. Estos resultados fueron altamente placenteros ya que demostraron un significativo progreso en la adquisición del vocabulario inglés. Por esta razón fue posible recomendar el uso de este instrumento como estrategia cognitiva en el proceso de enseñanza-aprendizaje de este lenguaje.

ABSTRACT

The aim of this research study was the development of the English vocabulary through the graphic organizers applied as a cognitive strategy. To develop it were used the scientific, descriptive, analytic-synthetic and statistic methods which served to analyze and describe the results of the research. An intervention plan of eight sessions was employed to get started in this learning process. Tests and questionnaires were administered to obtain information about the level of knowledge of twenty six students. The results were presented in graphics and tables with its corresponding analysis and interpretation to the affirmation of the corresponding conclusions and recommendations. These results were highly pleasing because they demonstrated a significant progress in the acquisition of the English vocabulary. For this reason, it was possible to recommend the use of this tool as a cognitive strategy in the teaching-learning process of this language.

c. **INTRODUCTION**

Currently, vocabulary is fundamental for the successful understanding of language. However, most students have many problems in learning English words and this makes them uninterested in studying English. Some of the problems of learning vocabulary are that students are not capable of comprehending the meaning of words, and have communication difficulties in English.

At Beatriz Cueva de Ayora High School, most students of ninth-year "I" of basic education faced difficulties in some aspects of English vocabulary because they cannot associate the meaning of the words in the context, they also have problems with spelling, and little knowledge of lexicon in English and they are unaware of the different grammatical functions of the words. Thus, this research looked for a new tool, a creative technique as graphic organizers. Moreover the problems students faced were the major motivation to carry out a research about the use of graphic organizers to encourage English vocabulary learning, since this tool was used to help students in word recognition, spelling, word meaning, hyponyms, idioms, collocations and cognates.

The specific objectives established to carry out this research were: to research the theoretical references about graphic organizers in different environments and vocabulary learning; to diagnose the issues that limit English vocabulary learning, to design an intervention plan with the use of graphic organizers, which contains a variety of expressions and activities to increase English vocabulary; to apply the

intervention plan as part of the classroom activities in order to solve the problems that students have in English vocabulary learning; and, to reflect on the effectiveness of using graphic organizers to promote English vocabulary among ninth year students at "Beatriz Cueva de Ayora" high school.

The methods used were the following. The scientific method provided the necessary information about the two variables that supported the results obtained from the data collection and helped to establish the conclusions. The descriptive method detailed the stages of the intervention plan. The analytical-synthetic method was used to analyze and explain the results obtained from tests and questionnaires. And finally, the statistical method was useful for making the quantitative statistical analysis of the data obtained from the tests, as well as the qualitative data from questionnaires, observations sheets and field diary.

The present work is composed of the following parts. To start, there is the Abstract, which contains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Second, the Introduction, which contains the 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. Next, there is the Literature Review, which contains detailed information about the two variables, English vocabulary and graphic organizers. The Materials and Methods section contains the different techniques, materials, instruments that were used and the population who participated in this research. Next, the Results section includes tables, figures and

logical analysis. After that, there is the Discussion, which includes a general analysis about the results obtained, and finally, the Conclusions and Recommendations about the research work, which demonstrate the main achievements and give some suggestions for future research works.

d. LITERATURE REVIEW

WHAT IS VOCABULARY?

Neuman & Julie (2009), established that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" As these authors said, having an adequate communication, it is necessary to use expressive vocabulary, which has to be comprehensible, and when it comes to listen, receptive vocabulary has to be used, since it results easy to understand. Vocabulary is completely indispensable to communicate everywhere where we are, and then it is crucial to have a certain number of words to start to relate with others and also to initiate to be in touch.

Experts like Harmer (1991), separated vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to one that the students have been learning and that they are anticipated to be able to use, while, the second one refers to the words which the students will recognize when they meet them, but they will probably not be able to pronounce. Haycraft, Hatch, & Brown (1995), published that there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive Vocabulary

Receptive vocabulary is the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that

learners recognize when they see or meet in reading text but do not use it in speaking and writing (Alqahtani, 2015).

Productive Vocabulary

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

Hornby (1995), defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur as cited in Alqahtani (2015, p. 25) states "Vocabulary can be defined, roughly, as the words we teach in the foreign language". In addition, Burns as cited in Alqahtani (2015, p. 25) defines vocabulary as" the stock of words which is used by a person, class or profession.

According to Zimmerman (2018), "vocabulary is central to language and of critical importance to the typical language learning". Furthermore, Diamond, Gutlohn, & Honig (2008), stated that vocabulary is the knowledge of words and word meanings", but word meaning relates to the semantic value that is conventionally associated with individual lexical items. For instance, the English lexical form "cat", may have the phonetic transcription [kæt], it is typically associated with a particular idea, that is an animate feline which has four legs, a tail, whiskers, and sounds as "miaow". Word meanings are held to be conceptual

entities, which is to say, they are held to constitute mental units, paired with phonetically-realizable forms, and stored in long-term memory.

A question central to the study of word meaning has been to develop criteria or tests for distinguishing between ambiguity and vagueness and thus for identifying the sense-units conventionally associated with a word (Hogan & Evans, 2003).

According to Prashant, (2001), language use is intended information flow between agents via language. It has three aspects: intention, information and flow. The main topic type of intended flow is communication. When we use language, we typically use it to communicate information. The two dimensions of communication correspond to two constraints, communicative and institutional. These two issues interconnect and jointly enable us to use language to communicate information.

Austin (1975) as cited in Prashant (2001), Communication is the main type of use. Intended information flow between agents can be of many other types. Communication implies a relative openness of information flow. Communication typically involves two people, but there are some cases when we write or talk ourselves.

From the definitions above, it can be concluded that vocabulary is the whole number of words that are needed to communicate ideas and express what you think or what you feel about something, also vocabulary includes some factors that make it more difficult to learn into teaching learning process, some components that make it stronger and useful at the same time. So, that is the reason why it is important to learn vocabulary. Vocabulary is not only restricted to

the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, and categories of words.

Meaning

The meaning of a word can express different things in different ways. For this reason, it is important to know clearly what does a word mean, and how it can be used within a context (Harmer, 2017).

Hyponyms

In linguistics and lexicography, hyponym is a term used to designate a particular member of a broader class. For instance, daisy and rose are hyponyms of flower. Also called a subtype or a subordinate term (Nordquist, 2017).

Cognates

According to Elia (2015), cognates are words in Spanish and English that share the same Latin and/or Greek root, are very similar in spelling and have the same or similar meaning. About 90% of Spanish cognates have the same meaning in English. This similarity provides a built-in vocabulary base that transfers over when learning Spanish vocabulary. In a technical sense, two words that have a common origin are cognates. Most often, cognates are words in two languages that have a common etymology and thus are similar or identical.

Word meaning

Respect to it Nation (2001), stated that it is important to see the word that is going to be learned as something necessary and important to learn. Teachers can help making students aware of what they are going to learn, and the purpose to

learn it. They said that the materials play an important role in the teaching process. Consequently, the materials should be used and planned focused to catch students' attention on the vocabulary that will be developed in the class.

Use

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

Collocations

Collocations are mainly two words that accompany each other and have a certain meaning. When it comes to translating these collocations, second language learners face a problem finding a suitable equivalent of collocations in the Target Language. These problems can be syntactical, cultural, and semantic. Collocations are an important aspect to learn as a part of vocabulary (Abdullah, 2017).

Idioms:

In relation to it Boers (2008), stated that idioms are fixed expressions that are typically used in a figurative sense. In idioms the meaning depends on the context in which it is used. All languages are full of idioms, and native speakers use them spontaneously without even thinking about their figurative nature. Language learners generally find idioms hard to understand, and this is not surprising. For example, learners are often not sure what image the idiom is based on. If a native speaker proposes to *show you the ropes* and you are not familiar with this expression, you might not immediately understand that she is proposing to teach you how to do a certain job.

ASPECTS OF VOCABULARY KNOWLEDGE

The perception of a word can be defined in different ways, but three significant aspects teachers need to be aware of and focus on which are form, meaning, and use. The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix) (Nation, 2001).

According Nation (2001), stated that meaning encompasses the way that forms and meaning work together, in other words, the concept and what things it refers to, and the relations that come to mind when people think about a specific word or expression. Use, it, involves the grammatical functions of the word or phrase, collocations that normally go with it. A collocation is a pair or group of words that are often used together.

There are three aspects that are representative into vocabulary, each aspect has a characteristic related in how it is composed, what includes in receptive and productive knowledge.

These aspects are related directly with teaching and learning vocabulary, all of these aspects are necessary to be learnt then recognized by people who are learning a new language. Studying English vocabulary is difficult, with three main aspects related to form, meaning, and use. Teaching vocabulary is not just about word, it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it. Thus, all of this process to get vocabulary acquired is also a long process where teachers play a really important role to teach

it correctly and learners, too. Finally it can be concluded as it is a constant challenge for teachers as well as students.

Into vocabulary also is related the cognates that are an important aspect that educator can use to measure the teaching learning of it. Cognate word is frequently described as one having a related form and meaning in two or more languages which have a common antecedent. Such a definition is of use to the linguist whose interest lies in tracing and finding of relationships of languages in the remote or not-so-remote past, and cognates have played an important part in the reconstruction of languages for which written records do not exist. But for the pedagogical linguist, whose responsibility it is to teach a foreign language, this definition is not sufficiently broad. It must not center its attention on the history of a language, but on the language as it is spoken now. For it any word that has sufficient correlation in meaning and form in the two languages with which it is concerned is a valid cognate (Edward, 1952).

In vocabulary a hyponym is a specific term used to designate a member of a broader class. Words that are hyponyms of the same broader term (that is, a hypernym) are called co-hyponyms. The semantic relationship between each of the more specific words (e.g., daisy and rose) and the broader term (flower) is called hyponymy or inclusion (Nordquist, 2017).

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 (Dixon, 1971).

TEACHING VOCABULARY

Teaching vocabulary is a crucial aspect in the process of learning a foreign language, for the reason that a language is based on words. It has to be taken into account because is impossible to learn a language without words, according to the experts and ourselves as students, and as future professionals we can understand that everything that consists in communication is related with vocabulary. Therefore, it is necessary to learn a lot of vocabulary at the beginning to start to learn a language as foreign dialect.

Teaching vocabulary includes teachers and students, both need to acquire the vocabulary as a vital aspect in this process. Into the teaching and learning process, the difficulties will appear for the teacher and for students. Teacher must be prepared on each class and with different kind of activities, the trouble for them is to find the accurate strategy and technique to get students engaged in learning vocabulary and students finally face complications when they start to learn a language and they do not know the words, they do not know the meaning, do not understand the pronunciation because it sounds different as they are written (Ajqahtani, Kind, & Arabia, 2015).

THE TECHNIQUES IN TEACHING VOCABULARY

Commonly, there are several techniques concerning the teaching of' vocabulary. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners McCarthy & O'Dell (2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher

usually combined more than one technique, instead of employing one single technique. Here are some techniques to enhance students teach vocabulary:

Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering word.

Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.

Using Illustrations and Pictures

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

Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.

Mime, Expressions and Gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication (Ajqahtani, Kind, & Arabia, 2015).

STRATEGIES FOR TEACHING VOCABULARY

Word Walls

According to Julie (2018), word walls visually display important vocabulary covered during class. It also describes a vocabulary review tool that can help teachers select vocabulary for their word walls because they provide visual support for all learners in their acquisition of vocabulary. It tells us that "words are only fully learned when they are available for active use". Learners learn and memorize the words easier when they have worked with them previously, it is important to use a word wall, with the words that students have produced and manipulated. A Word wall is about making columns according some parameters teachers choose with students.

Vocabulary Journals

It allows students to work with vocabulary terms using an "introduce, define, discuss, and apply". The variations of the journal reflect the needs of individual content areas. Also, students can revisit words, adding information about those words as they learn. Every section of a vocabulary journal authentically grows as students' grow knowledge grows (Larson, Dixon, & Townsend, 2013).

COGNITIVE APPROACH

Related to it Berg & Coleman (2003), published that cognitive development is the predecessor of all learning. College students cannot assimilate information nor accommodate new modes and levels of intellectual activity unless appropriate cognitive structures are already developed. These structures develop through adaptive interaction with learning situations which are challenging enough to create a state of cognitive disequilibrium, but are not so challenging or distant as to be beyond the student's developmental level of functioning. There must be an "optimal mismatch" between where students are functioning intellectually and the activities in which they are engaging. Finally, the content and operations of working intellects are organized according to the nature of knowledge systems; cognitive structures underlie thinking across varying and seemingly disparate domains. Consequently, the cognitive strategy that the researcher applied to improve the improvement of vocabulary was graphic organizers.

GRAPHIC ORGANIZERS

Graphic organizers are the most important tool to teach students to develop their thinking skills. To enhance learners learning knowledge accurately and in an easier and fast way, but it is not all, students can apply it because through graphic organizers they learn summarized knowledge and they can practice in the same moment with exercises while the presentation is on. Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Their main function is to

help present information in concise ways that highlight the organization and relationships of concepts (Development & humanities, 2001).

Kang (2004), defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. Graphic Organizers can be used by students, on the one hand, as a study tool to better understand vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area. Teachers, on the other hand, can use the Graphic Organizer prior, during or following teaching a topic to organize the concepts taught. Suitable Graphic Organizers can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. Graphic Organizers need to be as simple, clear, direct and teachable as possible. Graphic Organizers are powerful; they can be part of a helpful classroom environment and integrative instruction; and they can be easy to implement tools that allow teachers to examine students' learning on a particular topic, assess ongoing learning, and design and modify instruction to meet students' needs.

USING VISUAL ORGANIZERS TO ENHANCE EFL INSTRUCTION

Visual organizers are visual frameworks such as figures, diagrams, charts, etc. used to present structural knowledge spatially in a given area with the intention of enhancing comprehension and learning. Visual organizers are effective in terms of helping to elicit, explain, and communicate information because they can clarify complex concepts into simple, meaningful, display. They allow users to visualize the structural concepts of knowledge so that they can develop a holistic

understanding of the content to be learnt. Teachers may use visual organizers before instruction (when making instructional plans) to conceptualize course structure, during instruction (while communicating ideas) to prepare students to approach new information and clarify complex ideas, and after instruction (when practice is being made) to assess and reinforce learning and instruction (Kang, 2004).

REASONS FOR USING GRAPHIC ORGANIZERS

Tools for critical and creative thinking

Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

Tools for organizing information

The human mind organizes and stores information in a series of networks. Graphic organizers are visual depictions that be similar to networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Tools for understanding information and relationships

Graphic organizers serve as mental tools to help the students understand and retain important information and relationships.

Tools for depicting knowledge and understanding

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

Tools for self-learning

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

TYPES OF GRAPHIC ORGANIZERS

We've included a variety of graphic organizers that can be used in many areas of learning. They are accompanied by brief descriptions, step-by-step procedures and exemplars. However, teachers are reminded to modify the ideas to meet their own needs.

THREE COLUM NOTES

This cognitive strategy helps students with comparing and contrasting. Attributes are compared and contrasted using three-columns (different-same-different). This is similar to a Venn diagram, but in column form. The students take notes underneath the three columns to compare and contrast between any two concepts (characters, settings, subjects or topics, events, etc.). The students share their notes with the class, and may extend the activity by putting their information into paragraph form (Florida Center, 2002).

COMPARE CONTRAST MATRIX MAP

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

TEN MOST IMPORTANT WORD

To create the map, the student must concentrate on the relationships between the items and examine the meanings attached to each of them. While creating a map, the student must also prioritize the information, determining which parts of the material are the most important and should be focused upon, and where each item should be placed in the map.

CHARACTER MAP

This organizer can be used to promote students' critical and analytical thinking about key concepts and their characteristics. Students are expected to list the major characteristics of a concept and illustrate with examples (Col-Spector, 2015).

LANGUAGE LINGO

Choose four examples of figurative language from the passage to write in the first column of bubbles. Write the meaning of the words in the second column of bubbles. Finally, use the figurative language in a new sentence in the third column of bubbles.

CONCEPT DEFINITION MAP

This organizer can be used to help students focus attention on the main components of a definition. These may include categories, properties and illustrations. It not only enriches students' understanding of a concept, but also encourages them to integrate their own experience with the definition (Conklin, 2006).

VENN DIAGRAM

It is useful to compare and contrast related concepts. This diagram helps to clarify the similarities and differences between two connected ideas.

Generally using graphic organizers will provide learners more options and make it easier, as a solidify knowledge students have gained. This strategies as graphic organizers help learners to develop a specific knowledge using the previous knowledge and learner can build their own information.

CYCLE MAP

Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

WORD WEB

Students are asked to identify cause and effect of a story with this graphic organizer. It is to help your students build a semantic map of related words and firmly establish new vocabulary in their minds (Autumn, 2008).

CIRCLE ORGANIZER

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

Although there are many variations and possible combinations of graphic organizers used in the classrooms, most of them fall into four basic categories,

namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers (Development & humanities, 2001).

SPECIFIC BENEFITS TO STUDENTS AND TEACHERS

Graphic organizers according to Institute (2001), facilitate teachers to show and explain relationships between content and subcontent and how they turn in 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

- Assist students in prewriting techniques

- Motivate students

- Help visual learners to acquire information more easily

- Make your lessons interactive

- Show and explain relationships between and among content

- Asses what student know

HOW TO USE THE GRAPHIC ORGANIZERS?

Teachers can use the graphic organizers 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.

- 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 organizers for a topic

- Point out its subject and organizational structure

- Assign the graphic organizers as an individual, paired, or group activity

- Review students' word

- Generate classroom discussion on the effective use of graphic organizers (Institute, 2001).

HOW STUDENTS USE GRAPHIC ORGANIZERS

Students can incorporate the use of graphic organizers in their classes to prepare briefs, take notes from lectures, and to organize information to study for an exam. In a large class, students may have different learning styles and may learn information better visually as opposed to linguistically. Visual students could use mind maps to take notes and to help them recall the information in their notes more easily.

The shapes and structures of mind maps can provide the cues essential to recalling the information embodied within them. Mind maps can be memorized by one's visual memory which has been shown to be almost perfect. Whether a student learns better linguistically or visually, either student can use mind maps to facilitate the recall of information from their notes because mind maps use both sides of the brain in assimilating and connecting information.

Students can use graphic organizers for exam preparation in the same way that they can use them for preparing briefs before class or taking notes during a lecture. The same rationale applies in that in preparing for an exam, a student can use mind maps or other graphic organizers to isolate and clarify main concepts and how they are related to sub concepts. When reviewing for an exam, if a student has used mind maps or other graphic organizers in their note taking, then the mind maps are easily reviewed, and simply looking at them can refresh a student's memory (Chang, 2005).

e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop the research process productively were: human resources, 37 ninth year students class "I" of basic education, who participated in the development of this research, the English teacher who helped monitor student's work and behavior and the thesis advisor who instructed the researcher through the development and application of the intervention plan. The material resources used were: the corresponding textbook, copies, worksheets, and graphic organizers. Technical materials were: a computer that was necessary to type the information needed to develop this report**.**

Design of the Research

This research work was based on action research, which involves finding immediate solutions in the teaching-learning process. According to Burns (2010), the main aim of action research is to identify a problematic situation that the participants consider attraction looking into more intensely and analytically.

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 had the aim of improving vocabulary through the application of graphic organizers as a cognitive strategy. This action research allowed the teacher candidate to become a participant to study aspects in the problematic situation, analyze the factors and reflect on the results which were

derived from the application of different graphic organizers as a cognitive strategy to improve vocabulary in the English Foreign Language among ninth-year students at Beatriz Cueva de Ayora High school, afternoon section, during the academic period 2016-2017.

Methods

In this research work, different methods were applied to carry out this investigation. The following general methods were applied during the action research:

The Analytic/Synthetic Method helped analyze all the information found through of the observation checklist, questionnaires and the pre- and post-tests, and then to make the interpretation and logical analysis of the data to draw conclusions.

The Statistic Method was used to collect and analyze all the answers which were represented in graphs to indicate the percentages and results obtained from the questionnaires, checklist and tests applied to students. The method was then used to give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw the respective conclusions.

The Scientific Method facilitated the study of graphic organizers as a cognitive strategy to develop vocabulary in English as a foreign language. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution. It supported the gathering of data to make relevant predictions and analyses.

The Descriptive Method enabled the researcher to describe the different stages of the study and the kinds of resources used. It served to explain and analyze the object of the investigation.

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.

Tests

The test allowed students to perform graphic organizer as a cognitive strategy in relation to vocabulary. Therefore, the tests yielded a numerical score to calculate the mean score of the students to compare the pre- and post-test result.

Pre-test and Post-test

The pre-test and post-test were given at the beginning and at the end of the intervention plan. In the beginning, it was 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. The activities applied with the graphic organizers as a cognitive strategy were designed in order to make a comparison of the cognitive dimensions of the performance of vocabulary of the participants in the pre-test and post-test. These tests yielded a

numerical score by which the researcher calculated the mean to compare the pre
and post-test results.

Questionnaires

Questionnaires were given to the participants to answer questions related to
their attitudes and feelings toward the graphic organizers as a cognitive strategy.
Pre and post questionnaires were given to make a comparison between the results.
Furthermore, the data collected by the questionnaires supported the test results.

Field note sheet

The researcher recorded a description of the events, activities, and people. The
researcher recorded the participants´ behaviors, attitudes and feelings toward the
approach to improve vocabulary (the issue), the graphic organizers as a cognitive
strategy.

Population

The target population was the ninth year "I" students at Beatriz Cueva de
Ayora high school, afternoon session. There were 37 students, 16 men and 21
women, who were between twelve and thirteen years old.

f. RESULTS

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

The first objective was accomplished with the theoretical references, which formed the base to design the intervention plan and the instruments; it was also helpful to analyze the gathered results and to give some suggestions.

The second objective was fulfilled with the pre-test results, which are shown in Table 1 and which were used 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 diverse activities using different kinds of graphic organizers, such as three column notes, contrast matrix chart, mind map, character map, language lingo, main concept map, Venn diagram, circle map, word web, and cycle map graphic organizers. This intervention plan was enacted over two months with ninth year students at Beatriz Cueva de Ayora High School.

The fourth objective was accomplished with the application of graphic organizers and the results gathered from questionnaires, presented in tables 2 to 4.

Lastly, the fifth objective was achieved with the results of the post-test which are shown in Table 5 and were useful to confirm the effectiveness of the strategy applied.

Pre-Test Results

Objective Two

To diagnose the issues that limit English vocabulary learning among ninth-year students at "Beatriz Cueva de Ayora" High School.

a. **Table 1**

Pre-Test Scores of ninth Year of Basic Education Students in Vocabulary

Student's Code	ID	COG	WM	COLL	HYP	GRADES
	/2	/2	/2	/2	/2	/10
BCA9I01	1	1	0	0,5	0,5	**3**
BCA9I02	0	1,5	0	2	0	**3,5**
BCA9I03	0	1,5	0,5	0,5	1,25	**3,75**
BCA9I04	0	1	0	0,5	1,25	**2,75**
BCA9I05	0	1,5	0,5	0	1,75	**3,75**
BCA9I06	0,5	1	0,5	0	0	**2**
BCA9I07	0,25	1	0	0	0,75	**2**
BCA9I08	0	2	1	1	1,5	**5,5**
BCA9I09	0	1,5	1	1	1,25	**4,75**
BCA9I10	0,5	2	0	0	1	**3,5**
BCA9I11	0	1	0	1	1,5	**3,5**
BCA9I12	0	0,5	0	0,5	0,75	**1,75**
BCA9I13	0	2	0,5	0,5	1,25	**4,25**
BCA9I14	0,5	2	0	0,5	0,75	**3,75**
BCA9I15	0,5	1,5	0	0,5	1,25	**3,75**
BCA9I16	0,5	1,5	0	1	1,75	**4,75**
BCA9I17	1	1	0,5	0,5	0	**3**
BCA9I18	0	1,5	0	1	1,75	**4,25**
BCA9I19	1	1,5	0,25	0	1,5	**4,25**
BCA9I20	2	1	0,25	0	0,25	**3,5**
BCA9I21	0	2	0,5	0,5	1	**4**
BCA9I22	0,5	1	0	0,5	0,5	**2,5**
BCA9I23	2	1,5	1	1	1	**6,5**
BCA9I24	1	1,5	0,5	1	1,25	**5,25**
BCA9I25	0,5	1	0,5	0,5	1,25	**3,75**
BCA9I26	0,5	1	0,5	0,5	0,75	**3,25**

BCA9I27	1	1	0	0,25	0,25	**2,5**
BCA9I28	1	1,5	0	0,5	0,25	**3,25**
BCA9I29	1	1	0	1	0,75	**3,75**
BCA9I30	1	1	0	0	1,25	**3,25**
BCA9I31	0	1	0,5	0	0,75	**2,25**
BCA9I32	0,5	0,5	0	0,5	0,75	**2,25**
BCA9I33	2	1,5	0	1	0,25	**4,75**
BCA9I34	0	2	0	1	1,5	**4,5**
BCA9I35	0	1,5	0	1	1	**3,5**
BCA9I36	0	1,5	0,5	1	0,75	**3,75**
BCA9I37	0,5	1	0	1	1	**3,5**
MEAN	**0,52**	**1,32**	**0,24**	**0,60**	**0,92**	**3,61**

Note. BCA= Beatriz Cueva de Ayora; 001 = students; ID= idioms; COG= cognates; WM= Word meaning; COLL= collocations; HYP; hyponyms.

b. Interpretation and Analysis

As Table 1 shows the parameters that were taken into account in the research work to measure students' knowledge were related to the following aspects of vocabulary: idioms, cognates, word meaning, collocation and hyponyms. The total mean score that students obtained was 3.61/10, which was below the average expected (7/10 see grading scale p. 143). It clearly shows the importance of the problem that students faced when they were involved in the understanding of idioms, cognates, word meaning, collocations and hyponyms. The highest mean score obtained was for cognates at 1.32/2, it was pleasing for the researcher to perceive that students were more adapted with this indicator, because it indicated that students could associate the word with its equivalent in English and Spanish, even with its difficulty. According to Edward (1952), cognates are words that share spelling, meaning and sound between two languages. On the other hand, in the aspect of word meaning, students got the lowest mean score which was 0.24/2.

It reflects that the limitation that students faced was word meaning. Respect to it, Nation (2001), stated that "language is a system and each word has its meaning defined in relation to other words". For teachers had always existed the attraction to explain a word by translating it to the mother tongue therefore, it is always more helpful to explain a meaning making a contrast between two words, rather than only give a definition. But if the learner is still in doubt, it is important to explain the meaning through visual and contrastive illustrations. These results moved to the researcher to the application of an action research plan looking for the students' improvement.

Comparison of the Pre-Post Questionnaire Results

Objective four: To apply the most suitable graphic organizer as a cognitive strategy in the classroom activities in order to solve the limitations in the development of vocabulary in the students.

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

a. Table 2

Frequency of the Use of Graphic Organizers to Assess Vocabulary

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
Always	3	8	17	46
Sometimes	3	8	19	51
Frequently	7	19	1	3
Rarely	15	41	0	0
Never	9	24	0	0
Total	**37**	**100**	**37**	**100**

b. Figure 1

Frequency of the Use of Graphic Organizers to Assess Vocabulary

PRE-QUESTIONNAIRE %   POST-QUESTIONNAIRE %

	Always	Sometimes	Frequently	Rarely	Never
Pre	8%	8	19	41	24
Post	46	51	3	0	0
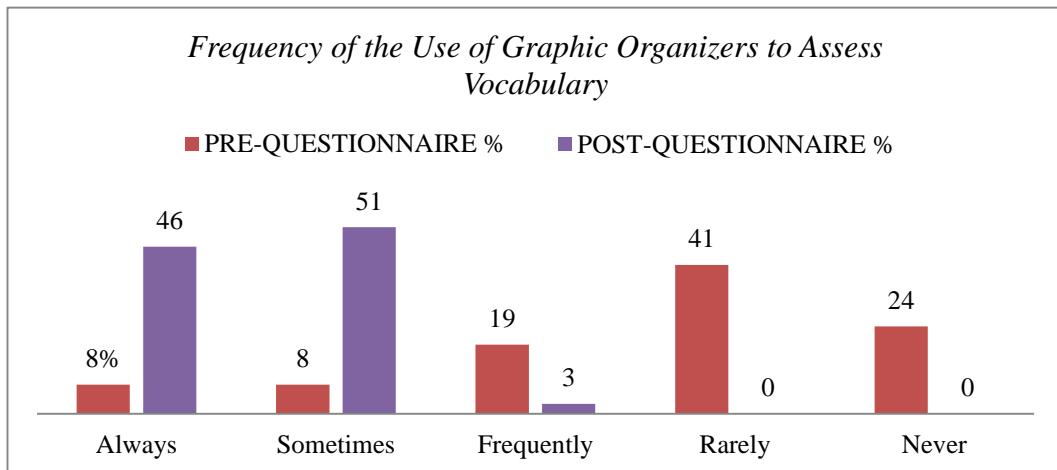
c. Interpretation and Analysis

The data displayed from this question stated that 41% of students rarely were assessed with graphic organizers. This showed a lack of knowledge about the effectiveness of graphic organizers to assess English students, which makes a barrier to learn the foreign language properly. However, after applying the graphic organizers as a cognitive strategy, students demonstrated a relevant increase in their learning. 51% of students confirmed that they were sometimes assessed through graphic organizers. This reflects and confirms that the design of the eight-week intervention plan was effective and students were conscious about the change and the way of being evaluated. It also demonstrated that the teacher candidate followed a logical process to make students work using graphic organizers by modeling and scaffolding. Being assessed with graphic organizers is helpful to students according to Chang (2005) learners can use graphic organizers for exam preparation in the same way that they can use them for preparing reviews before class or taking notes during the class. When reviewing for an

exam, if a student has used mind maps or other graphic organizers they can refresh the students' memory. Ellis (2004) stated that graphic organizers can be considering as "a very powerful tool for assessing students. Similarly Brooke, (2015) stated that scaffolding can be used at any point of the learning–at the point of providing inputs and explanations, through to modelling, interacting, and assessing.

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

a. Table 3

Working in the classroom with graphic organizers

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
Always	19	52	35	95
Sometimes	9	24	2	5
Frequently	5	14	0	0
Rarely	2	5	0	0
Never	2	5	0	0
Total	**37**	**100**	**37**	**100**

b. Figure 2

Working in the Classroom with Graphic Organizers
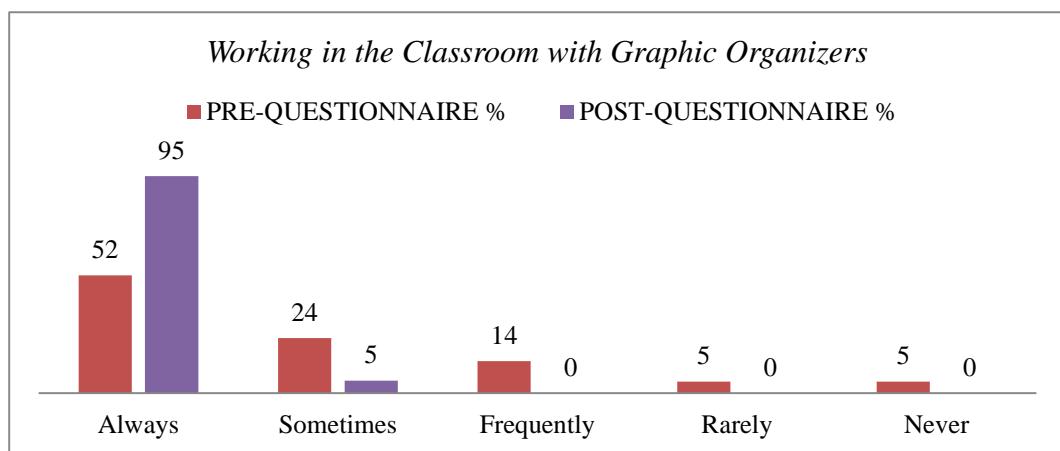
c. Interpretation and Analysis

The data collected from Table 3 established that 52% of students have always worked in an easy way with graphic organizers as a cognitive strategy to learn English vocabulary; which demonstrated to the researcher that they had been applied explicitly clear. After the intervention plan was applied, the results improved. Consequently, 95% of students showed they always used graphic organizers in an easy way in class. It demonstrated that graphic organizers made their learning easier, as a result, the researcher conclude that the models chosen of graphic organizers were correctly scaffolded and their application was positive to work with the taught content. As Kang (2004) defined a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. The use of graphic organizers must be presented to students in a productive way to make them easier to learn vocabulary.

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

a. Table 4

Frequency of the Importance of use of graphic organizers

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
Always	26	70	13	35
Sometimes	7	19	24	65
Frequently	4	11	0	0
Rarely	0	0	0	0
Never	0	0	0	0
Total	**37**	**100**	**37**	**100**

b. Figure 3

Frequency of the Importance of Use of Graphic Organizers

■ PRE-QUESTIONNAIRE %   ■ POST-QUESTIONNAIRE %

	Always	Sometimes	Frequently	Rarely	Never
PRE-QUESTIONNAIRE %	70	19	11	0	0
POST-QUESTIONNAIRE %	35	65	0	0	0
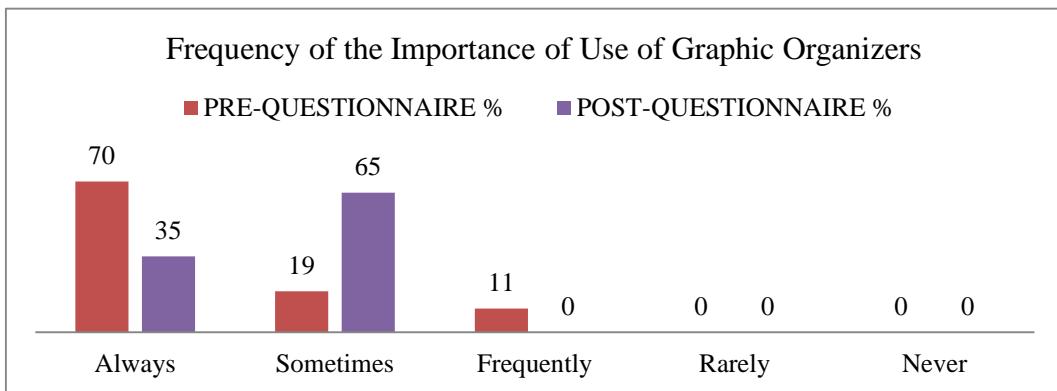
c. Interpretation and Analysis

As it can be seen in Table 4, at the beginning before the application of the intervention plan 70% of students were aware about the importance that the frequency of the use of graphic organizers have in the teaching learning process. It reflected that the instructor showed the students its importance. However after the application of intervention plan, 65% of the class indicated that sometimes its use was important as a learning tool in the English classes. So, this reflected that the students could note that graphic organizers as a cognitive strategy are relevant, but not always, because the teacher candidate showed the students that they can learn through other instruments, too. Bone (2000) indicates that through graphic organizers, students are able to understand the concepts, reduce the information, separate what was important from not essential information, define them in their own words, and apply it to their lives.

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

a. **Table 5**

Contribution of Graphic Organizers for developing Vocabulary

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
Always	26	70	33	89
Sometimes	8	22	4	11
Frequently	0	0	0	0
Rarely	0	0	0	0
Never	3	8	0	0
Total	**37**	**100**	**37**	**100**

b. Figure 4

Contribution of Graphic Organizers for developing Vocabulary
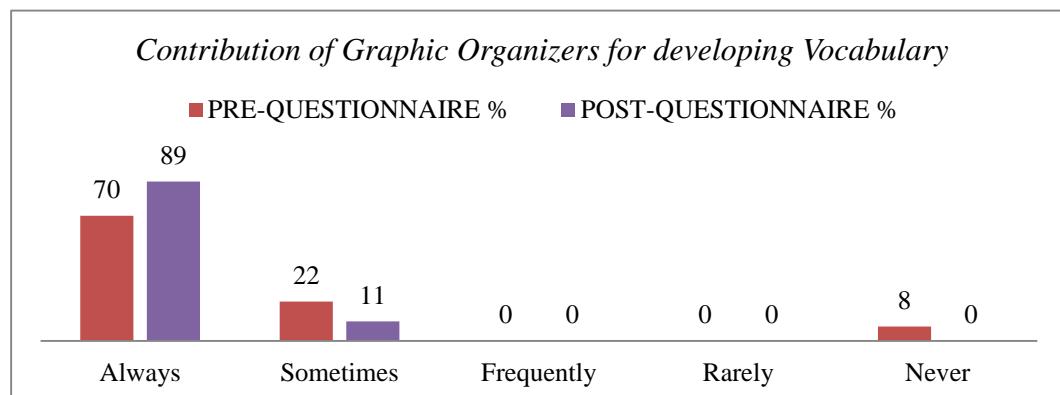
c. Interpretation and Analysis

Based on the data given in the table above, 70% of students declared that the contribution of graphic organizers with the development of their English vocabulary was always important. It showed to the researcher that their teacher was working regularly with this cognitive tool in their classes. However, after the application of intervention plan, the results increased up to 89% of students which affirmed that this cognitive strategy always contributed to their learning process. Students were aware about the contribution of this tool but after the application of

the intervention plan they affirmed their knowledge about them. According to Dan (2017), students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review; also, they are beneficial to students' learning inside and outside classrooms.

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

a. **Table 6**

Frequency of Student's Learning through Graphic Organizers

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
Always	16	43	28	76
Sometimes	13	35	6	16
Frequently	5	14	3	8
Rarely	3	8	0	0
Never	0	0	0	0
Total	**37**	**100**	**37**	**100**

b. Figure 5

Frequency of Student's Learning through Graphic Organizers
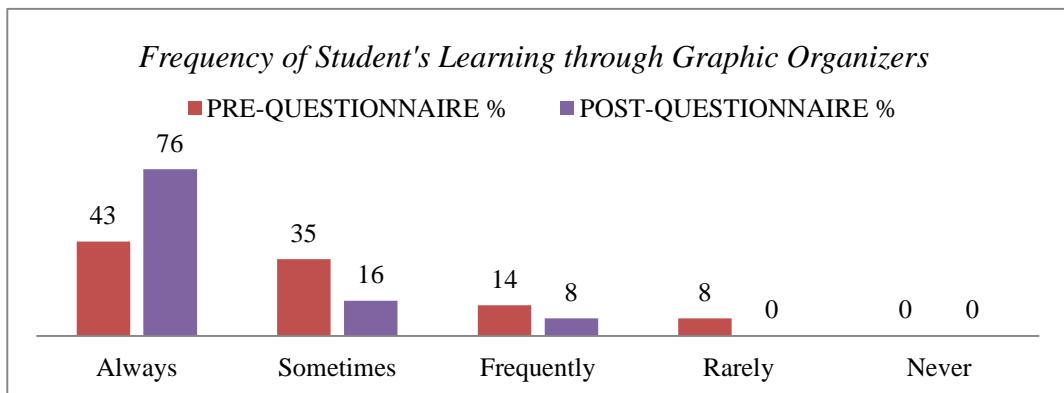
c. Interpretation and Analysis

The information gathered from Question 5 shows that 43% of the class always learned vocabulary through graphic organizers. It represented less than half of

class. Therefore, this tool was included in the lesson plans of every class. They learned to used and drawn by themselves this cognitive tool. So, after they had worked with them the 76% of the students said that they always were learning vocabulary through graphic organizers. The students also showed they learned English vocabulary more efficiently thanks to the use of graphic organizers, as well as to clear up their doubts. It indicated that graphic organizers must be applied every week as a review of the previous classes to clear up the students' doubts and to create a good class environment to make students learn well. As Kang (2004), published that graphic organizers are powerful, they can be part of a helpful classroom environment and integrative instruction, and they can easily implement tools that allow teachers to examine students' learning on particular topics.

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

a. Table 7

Student's Knowledge about Graphic Organizers

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	F	%	f	%
Ven Diagramm	10	27	14	38
T-Chart	10	27	27	73
Circle Map	10	27	28	76
Cycle Map	7	19	14	38

b. Figure 6

Student's Knowledge about Graphic Organizers
PRE-QUESTIONNAIRE % · POST-QUESTIONNAIRE %

Ven Diagramm: 27, 38 | T-Chart: 27, 73 | Circle Map: 27, 76 | Cycle Map: 19, 38
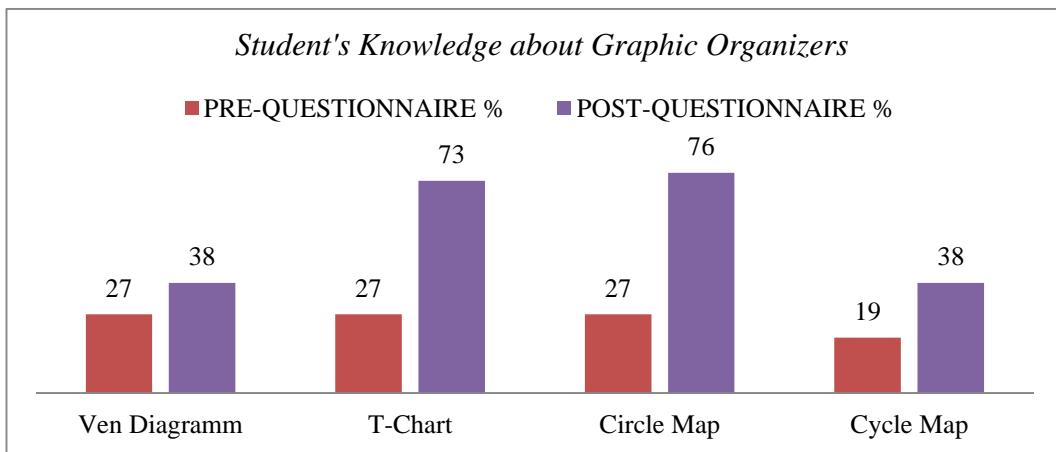
c. Interpretation and Analysis

The data displayed from this question showed the knowledge students have about four types of graphic organizers. For the duration of the pre-intervention plan less than half of the participants knew about them. But, after the application of the intervention plan, their knowledge improved notably. As a result, their knowledge about Ven Diagramm altered from 27% to 38%. About T-chart, at the beginning simply 27% of students matched this option, but after it increased to 73%. In the same way about circle map their experiences raised from 27% to 76%. Finally their knowledge about cycle map elevated from 19% to 38%. It means that the applied intervention plan was efficient in the students because, they learned to make use of some types of graphic organizers which result helpful in their understanding and learning process. Development & Humanities (2001), says, graphic organizers are not commonly used in English classes because teachers prefer to teach with traditional techniques. In English classes the translation method, the repetition technique are commonly used, thus teachers rarely use graphic organizers but after this application, the students demonstrated

41

they were interested in this cognitive tool, so, they showed a good result by recognizing the benefits of them to use as a cognitive strategy to develop their vocabulary knowledge.

Post Test Results

Objective five: To reflect on the effectiveness of using graphic organizers to Foster English vocabulary among ninth year students at "Beatriz Cueva de Ayora" High school.

a. Table 8

Post Test Scores of the Ninth Year Students in English Vocabulary

Student's Code	ID	COG	WM	COLL	HYP	GRADES
	/2	/2	/2	/2	/2	/10
BCA9I01	2	2	1,5	2	1,75	9,25
BCA9I02	1	1,5	1	2	0,5	6
BCA9I03	1	1,5	1	1	1,5	6
BCA9I04	1	2	1	1	1,5	6,5
BCA9I05	0	2	2	2	2	8
BCA9I06	1	2	1,5	1	1,25	6,75
BCA9I07	0,5	1,5	1	1	2	6
BCA9I08	2	2	1,5	2	1,75	9,25
BCA9I09	1	2	2	1	1,25	7,25
BCA9I10	1	2	1,5	1	2	7,5
BCA9I11	0,5	2	1	2	1,75	7,25
BCA9I12	1	2	2	2	2	9
BCA9I13	1	1,5	1,5	2	1,75	7,75
BCA9I14	1	1	1	2	1,25	6,25
BCA9I15	0,5	2	2	1	2	7,5
BCA9I16	1	1	1	1	1,75	5,75
BCA9I17	1	1	1	1	1,75	5,75
BCA9I18	2	1,5	1	1	1,5	7
BCA9I19	0	2	1,5	2	1,5	7
BCA9I20	1	1,5	1,5	1	1,75	6,75
BCA9I21	0	2	2	1	2	7
BCA9I22	0,5	2	1,5	0,5	1,5	6

BCA9I23	0,5	2	1	2	1,75	**7,25**
BCA9I24	1	2	1,5	1	1,5	**7**
BCA9I25	0	2	1,5	2	2	**7,5**
BCA9I26	2	2	1	1	1	**7**
BCA9I27	0,5	1,5	1	1	1,75	**5,75**
BCA9I28	0,5	2	1,5	1	1	**6**
BCA9I29	1	1,5	1	1	1,5	**6**
BCA9I30	1	1	1	1,5	1,5	**6**
BCA9I31	1	2	1	1	2	**7**
BCA9I32	1	1	1	2	1,75	**6,75**
BCA9I33	0,5	2	1	2	1,75	**7,25**
BCA9I34	1	2	1,5	0,5	1,75	**6,75**
BCA9I35	1	1	1	1,5	1,5	**6**
BCA9I36	0,5	2	1,5	2	2	**8**
BCA9I37	2	2	1,5	2	1,75	**9,25**
MEAN	**1,0**	**1,7**	**1,3**	**1,4**	**1,6**	**7,0**

Note. BCA= Beatriz Cueva de Ayora; 001 = students; ID= idioms; COG= cognates; WM= Word meaning; COLL= collocations; HYP; hyponyms.

b. Interpretation and Analysis

As it is detailed in Table 8, students showed an important improvement in all the worked indicators. The total mean was 7.0 out of 10 which just the expected level 7/10 is (See grading scale, p. 143). It shows that the use of graphic organizers as a cognitive strategy certainly helped the students in their English language vocabulary acquisition. The higher gotten score mean was 1.7/2 in cognates and the lowest score mean 1.0/2 was for idioms. According with these scores it is possible to say that the intervention plan was useful. All students could work with cognates, they could recognize them when they present similarity between their mother tongue and the English language. In idioms they were a little confused by the difficulty to remind their meaning. In the word meaning factor, they increased their ability to associate the word with its meaning. For collocations they were confused with the meaning of them, related to hyponyms

43

learners worked easily but with some minor errors. It demonstrated that students increased their level in those 5 vocabulary aspects, not completely, but their progress was valuable. Consequently the students have reduced the problems in the lack of vocabulary, the misunderstanding of the meaning of the words and the recognition of the words. Using graphic organizers according to Jhonson & Jhonson (2003), generally will provide learners more options and make it easier to solidify knowledge students have gained and to develop a specific knowledge using their previous one ability vocabulary comprehension and the learner can build his/her own information.

Comparing Pre and Post-Test Means

a. Table 9

Comparison of Pre and Post Test Means of Ninth Year Students of Basic Education

	Pre Test	Post Test
Idioms	0,52	1,0
Cognates	1,32	1,7
Word Meaning	0,24	1,3
Collocations	0,60	1,4
Hyponyms	0,92	1,6
Total Mean	**3,60**	**7,00**

b. Figure 6

Comparison of Pre and Post Test Means of Ninth Year Students of Basic Education
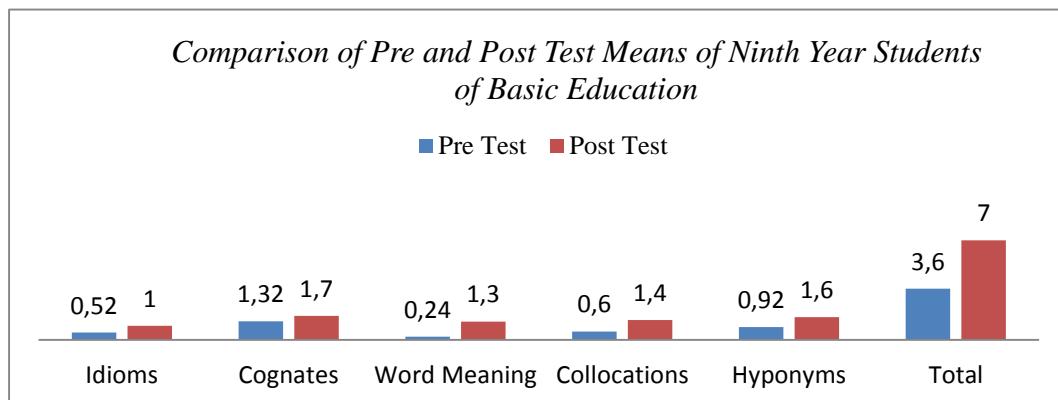
c. Interpretation and Analysis

After the application of the intervention plan, it can be declared that the resource applied during the development of this work had an important impact on the five aspects of English vocabulary learning. Therefore, is possible to see that the total score mean changed from 3.6 to 7. Concerning to indicators, the first one is idioms, in the pre test this got 0.52/2 but after to have applied the intervention plan it improved and got 0.9/2. Students were very animated working with this indicator, they also realized that idioms do not have a literal meaning. The second parameter was about cognates, the previous score was 1.32/2 but after, it improved to the highest score (1.7/2). At the beginning learners presented complications with this aspect because the similarity between English words and their mother tongue confused them easily. However the designed intervention plan was useful for students' vocabulary improvement. In third parameter, which is about word meaning, students got the lowest score (0.24/2), but after, it changes to 1.3/2. The increase of this parameter required the use of complete sentences and paragraphs and the lack of student's vocabulary made difficult its comprehension. But, as it is possible to recognize the application of the intervention plan help them a lot to get better their scores. Collocations are the fourth factor applied in this research work. The gotten mean was 0.6/2 and after of 1.4/2. It was like the other aspects with complications but similarly it also improves with the application of the designed plan. Finally, for hyponyms the first mean was 0.92/2 and the last 1.6/2. For students the categorization of words represented a little of

complexity due to their lack of vocabulary, but same to the rest of parameters it got better after the application of the eight-week intervention plan. It is important to mention that the total gotten score mean at the end of the intervention plan was good (7.0/10). The results established that the use of graphic organizers made the learning of vocabulary easier. It solved the problems like the lack of vocabulary, the misrecognition of the meaning of the words or phrases and the lack of interest in classes. Also, the teacher candidate used the most appropriate graphic organizers and strategies to motivate students to work and learn dynamically in classes in order to accomplish the projected objectives.

g. DISCUSSION

Based on the findings of the research work, the implementation of graphic organizers to promote English vocabulary had a very notable impact on enhancing students' English vocabulary learning. This impact is shown in the findings of the pre- and post-tests and pre- and post-questionnaires. It was applied to 37 students of ninth year at "Beatriz Cueva de Ayora" High School. It also indicated the relevant change of those students obtained in English vocabulary learning after the application of the intervention plan. This change can be seen in the considerable increase of the students' mean score from the pre-test, which was 3.61/10, to the post-test, which was 7/10.

The findings gathered in the post-questionnaire also demonstrated that there was a change in the vocabulary. The researcher's diary and observation sheet also revealed the positive impact this tool caused on student's vocabulary development. This result was consistent with the literature review, which according to Hinnawi (2012), confirms that graphic organizers are powerful; they can be part of a supportive classroom environment and integrative instruction and they can be easy to implement as a teaching tool that allows teachers to examine students' learning on a particular topic, assess ongoing learning, and design and modify instruction to meet students' needs.

The aspects considered to evaluate students' English vocabulary were idioms, cognates, word meaning, collocations and hyponyms. The pre-test showed that the majority of students could not associate the words with their meaning in context. They had difficulties with correct spelling and they also had problems with recognizing the factors like idioms, collocations and cognates. Lastly, the students

did not know what words or type of words take place in a sentence. In the post-test after the intervention, the findings indicated that the problems mentioned before were overcome. In conclusion, through the use of graphic organizers, students were motivated to gain knowledge, to rise above the difficulties, this cognitive tool inspired students to practice English vocabulary in a meaningful way.

During the application, the students' attitudes towards graphic organizers improved little by little. The students' progress was slow, but as soon as they started to constantly repeating the words that they heard, they associated the types of words occurred that in a sentence until they were able to associate the meaning with the words, they could write what they heard and they knew what words or types of words occurred in a sentence.

Furthermore, this research had some strengths and weaknesses even when the intervention plan was applied. Some weaknesses were that the students were sometimes absent; they were also frequently late for classes because the time to start classes was after their break, and moreover the teacher method in which they were taught before was not according to the students level which became a difficulty to learners. But, the strengths were that the students felt motivated when using graphic organizers. This visual tool was appropriate to work with students because they learned vocabulary in a fun way and the teacher was very collaborative in all the activities planned. Also, the time assigned for each lesson was enough to practice the activities. In the end, it was possible to develop the

activities planned because students collaborated and enjoyed practicing through games and activities with graphic organizers.

Moreover, it is necessary to note the progress in English vocabulary that students gained by using graphic organizers. Students felt really engaged and motivated in order to improve English vocabulary. They were eager to learn through this visual cognitive aid. Finally, students were capable to boost heir learning and improve their vocabulary skills, this is reflected on the final results obtained from the post-test and questionnaires.

h. CONCLUSIONS

✓ The difficulties that limited the English vocabulary learning of ninth year students of basic education were mainly due to the lack of understanding of the word meaning, form and how the vocabulary was perceived. There was little motivation from teachers, there was no enough encouragement for students to acquire new words. Furthermore, the activities that their teacher had applied in the English classes were not to compelling enough, thus did not engage students with the learning of the target language. However, graphic organizers facilitated students' learning by providing visual clues which helped them process the information and build a meaningful learning by themselves.

✓ The integration of graphic organizers as a cognitive strategy into the daily classroom activities helped students to reduce their limitations meaningfully in the most difficult aspects of vocabulary. This tool enabled teachers to illustrate and explain relationships between content and sub\contents of diverse areas to renovate the strategy to teach more effectively. Therefore, graphic organizers made vocabulary easier to learn, they involved students with personal meanings and helped them understand and overcome the difficulties about learning vocabulary through graphic organizers.

✓ The use of graphic organizers as a cognitive strategy was effective and successful. Students got to develop activities more abstract as comparisons, evaluations, and conclusions. The advantages that this cognitive tool allowed to students to have an active role in their learning because the students were

motivated to participate actively, to interact in the activities and to be involved

in their own progress.

i. RECOMMENDATIONS

✓ The regularity use of these visual aids should be included in the syllabus' lesson plans to increase the implementation of new learning strategies and techniques. Teachers can use graphic organizers in order to propose a preparation based on the needs and interests of students that challenge to overcome the students learning difficulties. For the reason that graphic organizers enable to teachers present to students an influential tool to engage them in a meaningful learning of English vocabulary.

✓ Teachers should work most of the time on the development of English vocabulary using graphic organizers, because they help the teacher structure information by arranging important aspects of a concept or topic into a pattern using labels. Also graphic organizers are useful because their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

✓ Teachers should teach students to become more strategic learners. Graphic Organizers may boost their critical thinking by increasing their communicative skills, and improving the process of semantic information, thus, students become more analytical, plus they may expand their study skills. Finally, with all those benefits the use of graphic organizers should be view as part of a whole system of effective pedagogy.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

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

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

AUTHOR

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LOJA – ECUADOR
2016

a. THEME

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

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Beatriz Cueva de Ayora High School, afternoon session, during 2016–2017 school year. This prestigious and traditional high school started like Liceo Municipal Primero de Mayo, it according to the ministerial agreement No. 427 since the November 23rd, 1954 become to be called Colegio Nacional Femenino Beatriz Cueva de Ayora. When the first year of Bachillerato in Humanidades Modernas was created its first director was Emiliano Ortega Espinosa, who is the author of School's song in memory of Beatriz Cueva de Ayora. A woman who had civics, morals, and social virtues.

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

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 ninth-grade students are expected to reach the A.1.2 level of the CEFR.

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

In response to this problem, this research project proposes to investigate several options for making the ninth year students aware of the importance of vocabulary which will allow them to communicate better using collocations, word

meanings, cognates, hyponyms, and idioms. The researcher will consider some effective teaching strategies such as graphic organizers that will enhance student's development of vocabulary. Graphic organizers as a cognitive strategy provide more understanding and remembering of the content that you are teaching. Also, graphic organizers help students separate what is important to know from what might be interesting, but not essential information. Finally, students are more likely to become strategic learners. Analytical, critical, and creative thinking skills are matters to improve when students learn recognize patterns of thinking, construct, and use graphic organizers.

Research Problem

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

GRAPHIC ORGANIZERS AS A COGNITIVE STRATEGY TO DEVELOP VOCABULARY AMONG NINTH YEAR OF BASIC EDUCATION STUDENTS AT BEATRIZ CUEVA DE AYORA HIGH SCHOOL, AFTERNOON SESSION, OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Temporal

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

Spatial

The research work will take place at Beatriz Cueva de Ayora High School – afternoon section – in the city of Loja at 10 de Agosto and Orillas del Zamora avenue.

Research Participants

In the current research work the ninth-year "I" students at Beatriz Cueva de Ayora high school, afternoon section, will participate, they are all about twelve to thirteen years old. In this classroom there are thirty five students and the teacher candidate of this study who is going to take part in the intervention plan.

Sub problems

❖ What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for the development of vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016-2017 school year?

❖ What are the issues that limit the development of vocabulary among night-year students at Beatriz Cueva de Ayora high school, afternoon session, 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 among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?

❖ Which graphic organizers as a cognitive strategy are implemented to improve vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?

❖ How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?

c. JUSTIFICATION

The purpose of this research work is to increase the vocabulary through graphic organizers as a cognitive strategy among ninth year of basic education at Beatriz Cueva de Ayora high school, afternoon section, 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 development 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 among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year**.**

SPECIFIC

✓ To research the theoretical and methodological references about graphic organizers as a cognitive strategy and its application on vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016-2017 school year.

✓ To diagnose the issues those, limit the development of vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.

✓ To design an intervention plan based on graphic organizers as a cognitive strategy in order to improve vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.

✓ To apply the most suitable graphic organizer as cognitive strategy in the classroom activities in order to solve the limitations in the development of vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016-2017 school year.

✓ To validate the results obtained after the application of graphic organizers as a cognitive strategy to develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.

e. THEORETICAL FRAMEWORK

WHAT IS VOCABULARY?

Neuman & Dwyer (2009) as cited in Ajqahtani, Kind, & Arabia (2015) established that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" As these authors said, we can see that when we talk, we need expressive vocabulary it means that it has to be comprehensible and when we have to listen we need receptive vocabulary, it means that it has to be easy to understand. Vocabulary is completely indispensable to communicate in everywhere where we are, so it is crucial to have a certain number of words to start to relate with others and also to initiate to be in touch.

Some experts have divided vocabulary into two types: active and passive vocabulary. Harmer (1991) as cited in Ajqahtani, Kind, & Arabia (2015) distinguished these two types of vocabulary. The first type of vocabulary refers to one that the students have been learning and that they are anticipated to be able to use, while, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, Hatch and Brown (1995) as cited in Ajqahtani, Kind, & Arabia (2015) published that there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive Vocabulary

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

Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use beneficially in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the proper time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Stuart Webb (2005) as cited in Alqahtani (2015).

Hornby (1995) as cited in Ajqahtani, Kind, & Arabia (2015) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998) as cited in Ajqahtani, Kind, & Arabia (2015) states "Vocabulary can be defined, roughly, as the words we teach in the foreign language". In addition, Burns (1972) as cited in Ajqahtani, Kind, & Arabia (2015) defines vocabulary as" the stock of words which is used by a person, class or profession.

According to Zimmerman as cited in Ajqahtani, Kind, & Arabia (2015) "vocabulary is central to language and of critical importance to the typical language learning". Furthermore, Diamond and Gutlohn (2006) as cited in

Ajqahtani, Kind, & Arabia (2015) stated that vocabulary is the knowledge of words and word meanings".

Word meaning relates to the semantic value that is conventionally associated with individual lexical items. For instance, the English lexical form cat, which may have the phonetic transcription [kæt], it is typically associated with a particular idea, that is an animate feline which has four legs, a tail, whiskers, and sounds as miaow. Word meanings are held to be conceptual entities, which is to say, they are held to constitute mental units, paired with phonetically-realizable forms, and stored in long-term memory Hogan & Evans (2003).

A question central to the study of word meaning has been to develop criteria or tests for distinguishing between ambiguity and vagueness and thus for identifying the sense-units conventionally associated with a word. A linguistic meaning is indistinguishable rather than ambiguous if context, rather than information stored in the mental lexicon, provides the meaningful detail about the entity in question. Consider the expression *two dishes*. Here the meaning of *dish* cannot be one food item and one food vessel. That is, the meaning of both the dishes in question must be of the same sort Hogan & Evans (2003).

Ambiguity relates to the distinctiveness of a distinct word-meaning, also known as a sense and vagueness means from contextually-induced meanings.

For instance, recent work on the English preposition over has argued that the following meanings, while related, are distinct and thus are stored in the mental lexicon as distinct sense-units Hogan & Evans (2003)**.**

a. The picture is over the mantelpiece [above]

b. The tank drove over the bridge [across]

c. The picture is over the hole in the wall [covering]

d. The ball landed over the wall [on the other side]

While vagueness is related to look for the meaning contextually if there is a statement it must go for a reliable source and give consistent results. Vocabulary is the amount of words that we have known or we are learning in a shield. Nation and waring (1997) as cited in Mebring (2005) published that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on.

According to Prashant (2001) language use is intended information flow between agents via anguage. It has three aspects: intention,information and flow. The main topic type of intended flow is communication. When we use language, we typically use it to communicate information. The two dimensions of commnication and aboutness correspond to two constraints, communicative and institutional. These two issues interconnect and jointly enable us to use language to communicate information.

Austin (1975) as cited in Prashant (2001) probably was the first philosopher to focus on the use of language, and his ideas and influence stated that communication is the main type of use. Intended information flow between agents can be of many other types. Communication implies a relative openness of imformation flow. Communication typically involves two people, but there are some cases when we write or talk ourselves.

Graves (2000) and Taylor (1990) as cited in Mukoroli (2001) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

From the definitions above, it can be concluded that vocabulary is the whole number of words that are needed to communicate ideas and express what you think or what you feel about something, also vocabulary includes some factors that make it more difficult to learn into teaching learning process, some components that make it stronger and useful at the same time. So, that is the reason why it is important to learn vocabulary.

Gardener (2009) as cited in Mukoroli (2001) vocabulary is not only restricted to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

In adittion to the statements above, according to Graves (2009) as cited in Ajqahtani, Kind, & Arabia (2015) states some points about the importance of vocabulary, those are as follow:

- ✓ Vocabulary knowledge is one of the best indicators of verbal ability.
- ✓ Vocabulary knowledge contributes to young children's phonological awareness, wichin turn contributes to their word recognition.
- ✓ Vocabulary knowledge in kindergarden and first grade is a significant predictor or reading comprehension in the middle and secondary grades.

- ✓ Vocabulary difficult strongly influences the read ability of text.
- ✓ Teaching vocabulary can improve reading comprehension for both native speakers and English language learners.
- ✓ Learning English vocabulary is one of the most crucial tasks for English language learners.
- ✓ Lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students.

Aspects of vocabulary knowledge

The perception of a word can be defined in different ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001) the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what things it refers to, and the relations that come to mind when people think about a specific word or expression. Use, it, involves the grammatical functions of the word or phrase, collocations that normally go with it.

According to Nation (2001) here we present the three aspect that are representative into vocabulary, each aspect has a characteristic related in how it is composed, what includes in receptice and productive knowledge.

Form

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word writen and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?

Sorce: Nation (2001)

Meaning

Aspect	Component	Receptive knowledge	Productive knowledge
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?

Source: Nation (2001)

Use

Aspect	Component	Receptive knowledge	Productive knowledge
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What types of words occur with this one?	What types of words must people use with this one?
	Constraints on use (register, frequency)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Nation (2001)

These aspects are related directly with teaching and learning vocabulary, all of these aspects are necessary to be learnt then recognized by people who are learning a new language. Study english vocabulary is difficult, with three main aspects related to form, meaning, and use. Teaching vocabulary is not just about word, it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it. So all of this process to get vocabulary acquired is also a long process where teachers play a really important role to teach it correctly and learners, too. Finally it can be concluded as it is a constant challenge for teachers as well as students.

Into vocabulary also is related the cognates that are an important aspect that educator can use to measure the teaching learning of it. According to Edward (1952) said that a cognate word is frequently described as one having a related form and meaning in two or more languages which have a common antecedent. Such a definition is of use to the linguist whose interest lies in tracing and finding of relationships of languages in the remote or not-so-remote past, and cognates have played an important part in the reconstruction of languages for which written records do not exist. But for the pedagogical linguist, whose responsibility it is to teach a foreign language, this definition is not sufficiently broad. He must not center his attention on the history of a language, but on the language as it is spoken now. For him any word that has sufficient correlation in meaning and form in the two languages with which he is concerned is a valid cognate.

Cognates are valuable as a method of rapid development of vocabulary for the language student. For the Spanish speaker learning English, the number of such

lexical items that he can add to his vocabulary is enormous. This is important especially for the beginner, for he often feels himself in a linguistic straitjacket, bursting with things to say, but frustrated by his belief that he lacks vocabulary. This must not be taken to mean that the phonemic and grammatical Edward (1952).

In summary, these principles seem to apply to the problem of teaching cognates:

❖ Presentation of historical information should be minimized. Language history, while a valid object of research, is not part of the task of the teacher whose aim is an aural-oral understanding of a present-day language.

❖ Cognates should be presented, not as items, but in patterns of correspondence between the native language and the language to be learned.

❖ Care should be taken that cognates which have a sufficient correspondence in meaning are chosen - examples with which the students are likely to have the least difficulty.

❖ Some form of practice should be instituted Edward (1952).

According to Nordquist (2015) in vocabulary a hyponym is a specific term used to designate a member of a broader class.

For instance, *daisy* and *rose* are hyponyms of *flower*. Also called a *subtype* or a *subordinate term*. Adjective: *hyponymic*. Words that are hyponyms of the same broader term (that is, a **hypernym**) are called *co-hyponyms*. The semantic

relationship between each of the more specific words (e.g., *daisy* and *rose*) and the broader term (*flower*) is called *hyponymy* or *inclusion*.

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.

According to Dixon (1971) said that 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.

Learning collocations is an important part of learning the vocabulary of a language. A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Fox example, the adjective fast collocates with cars, but not with a glance McCarthy & O'Dell (2008).

Importance of vocabulary

It is really important to recognize and to be aware what vocabulary means into the teaching learning process of English as a second language. English vocabulary and the teaching of it, is the most significant issue. According to Ajqahtani, Kind, & Arabia (2015) vocabulary, has one of the knowledge areas in language, plays a great role for learners in acquiring a language.

Through the time and experiences that teachers have lived researchers have discovered the difficulty to learn and to teach vocabulary, it may be problematic. Berne & Blachowicz (2008) as cited in Ajqahtani, Kind, & Arabia (2015) said many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

As universal true is known that vocabulary is central to English language because without enough vocabulary learners cannot understand others or express their own ideas. Wilkins (1972) as cited in Fooziyeh & Khadijeh (2016) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Teaching vocabulary

Thombury (2002) as cited in Ajqahtani, Kind, & Arabia (2015) stated teaching words is a crucial aspect in learning a language as languages are based on words. We can take into account that it is very hard to learn a language without words, according to the experts and ourselves as students, and as future professionals we can understand that everything that consists in communication is related with vocabulary. Therefore, it is necessary to learn a lof of vocabulary at the beginning to start to learn a language as foreign dialect.

Teaching vocabulary includes teachers and students, both need to acquire the vocabulary as a vital aspect in this process. Into the teaching and learnig process, the difficulties will appear for the teacher and for students. Teacher must be

prepared on each class and with different kind of activities, the trouble for them is to find the accurate strategy and technique to get students engaged on learning vocabulary and students finally face complications when they start to learn a language and they don't know the words, they don't know the meaning, don't understand the pronunciation because it sounds different as it is write

The techniques in teaching vocabulary

According to Ajqahtani, Kind, & Arabia (2015) commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners Takac (2008) as cited in Alqahtani (2015). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique.

Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible Pinter (2006) as cited in Alqahtani (2015). Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992) as cited in Ajqahtani, Kind, & Arabia (2015).

Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering word Takac (2008) as cited in Alqahtani (2015). In addition, Gairns & Redman (1986) as cited in Alqahtani (2015) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom Alqahtani (2015).

Using Illustrations and Pictures

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

The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable Alqahtani (2015).

Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt Rudska (1982) as cited in Alqahtani (2015). It is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries aside, mono-lingual

dictionaries essentially use words to explain words, and in this process, synonyms are often used Ilson (1991) as cited in Alqahtani (2015).

Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g.adress,a skirt,trousers etc ,and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable'or"furniture", 'for example Harmer (1991) as cited in (Alqahtani, 2015).

Mime, Expressions and Gestures

Klippel (1994) as cited in Alqahtani (2015) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", " happy"; mime and taking a hat off your head to teach hat and so on.

Several studies have emphasised the role of gestures in second language (L2) acquisition Gullberg (2008) as cited in Alqahtani (2015). Teachers tend to gesture a lot Sime (2001; Hauge (1999) as cited in Alqahtani (2015), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using

analyses of video recordings of English lessons to French students Tellier (2007) as cited in Alqahtani (2015) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension Tellier (2007) as cited in Alqahtani (2015). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners Hauge (1999; Sime (2001) as cited in Alqahtani (2015).

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorisation process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorising the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorisation is thus something

81

witnessed by many but hardly explored on a systematic and empirical basis Tellier (2008) as cited in Alqahtani (2015).

Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections have been suggested widely by L1 and L2 reading specialists Dubin (1993) as cited in Alqahtani (2015). Nation and Coady (1988) as cited in Alqahtani (2015) claim t hat there are two types of context. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context which is the background knowledge the reader has about the subjects being read. Williams (1985) as cited in Alqahtani (2015) agrees with Nation and Coady in considering the specific context as ''the other words and sentences that surround that word….. it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio Nation (2001) as cited in (Alqahtani, 2015). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about

guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004) as cited in Alqahtani (2015).

Strategies for teaching vocabulary

Word Walls

Word walls provide visual support for all learners in their acquisition of vocabulary. Corson (1997) as cited in Larson, Termoca, & Townsend (2013) tells us that "words are only fully learned when they are available for active use". Learners learn and memorize the words more easier when they have worked with them previously, it is important to use a word wall, with the words that students have produced and manipulated. Word walls is about making columns according some parameters teachers choose with students. The organization of word walls varies; some walls arrange terms in alphabetical order, some use common themes or units of study. Using word walls, we engaged students in decisions about the placement of the words. This technique helps learners to pay attention to and to be active on previous knowledge.

Vocabulary Journals

It allows students to work with vocabulary terms using an "introduce, define, discuss, and apply" sequence Fisher & Frey (2008) as cited in Larson, Termoca, & Townsend (2013). The variations of the journal reflect the needs of individual content areas. Here students record word sorts, vocabulary, student friendly definitions, and visual representations for each term, in that way learner build more knowledge. Every page or section of a vocabulary journal will grow as students' word knowledge grows.

Graphic Organizers

Graphic organizers are the most important tool to teach students to develop their thinking skills**.** To enhance learners learning knowledge accurately and in a easier and fast way, but it is not all, students can apply it because through graphic organizers they learn summarized knowledge and they can practice in the same moment with exercises while the presentation is on. Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels Bromley, DeVitis & Modlo (1999) as cited in (Development & humanities, 2001). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

Kang (2004) as cited in (Hinnawi, 2012) defines a graphic organizer as a creative technique used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. GOs can be used by students, on the one hand, as a study tool to better understand

vocabulary meanings and then assess or review, for a test, any new vocabulary items learned in a subject area. Teachers, on the other hand, can use the GO prior, during or following teaching a topic to organize the concepts taught. Suitable GOs can be created or chosen by teachers alone, students alone, or both, to teach a certain set of vocabulary. GOs need to be as simple, clear, direct and teachable as possible Jiang & Grabe (2007) as cited in (Hinnawi, 2012). Mercuri (2010) as cited in (Hinnawi, 2012) confirms that GOs are powerful; they can be part of a supportive classroom environment and integrative instruction; and they can be easy to implement tools that allow teachers to examine students' learning on a particular topic, assess ongoing learning, and design and modify instruction to meet students' needs (Al-Himnawi, 2012).

Graphic organizers show the elements of a typical dictionary definition. Encouraging wide reading, using context, and employing word parts are excellent long-term strategies for vocabulary development. The following activities are examples to use into graphic organizers.

Allen (1999) as cited in (Hinnawi, 2012), states that constructing graphic organizers aids and assists studentsas they discover meaning through intriguing pathways, separate from thetraditionalmethod. "When students with or without learning disabilities, make a personal connection it helps them remember the word" Bone (2000) as cited in (Hinnawi, 2012). Students are able to understand the concept, defme it in their own words, and apply it to their lives. According to Monroe (1998), student-constructed graphic organizers allow teachers to observe

the level of student understanding so that they may provide instructional interventions.

Reasons for using graphic organizers

Tools for critical and creative thinking

Graphic organizers help students focus on what is important Bromley, DeVitis and Modlo (1995) as cited in (Development & humanities, 2001) because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

Tools for organizing information

The human mind organizes and stores information in a series of networks (Ausubel, 1968) as cited in (Development & humanities, 2001). Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Tools for understanding information and relationships

Graphic organizers serve as mental tools (Vygotsky, 1962) as cited in (Development & humanities, 2001) to help the students understand and retain important information and relationships. The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics.

Tools for depicting knowledge and understanding

Graphic organizers provide an optional way of depicting knowledge and understanding (Sorenson, 1991) as cited in (Development & humanities, 2001), so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word.

Tools for self-learning

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

Types of graphic organizers

We've included a variety of graphic organizers that can be used in many areas of economics learning. They are accompanied by brief descriptions, step-by-step procedures and exemplars. However, teachers are reminded to modify the ideas to meet their own needs. The modification should depend on students' developmental level and their experience with graphic organizers.

Characteristics Map

Description

This organizer can be used to promote students' critical and analytical thinking about key concepts and their characteristics. Students are expected to list the major characteristics of a concept and illustrate with examples (Development & humanities, 2001).

Circle Organizer

Description

This organizer can be used to help students understand the sequence of events in a process. On a sequence circle there is a consecutive flow of events with the last cycling back to the first event. Sequence circles are appropriate to represent the relationship of events that are continuous (Development & humanities, 2001).

Compare Map

Description

This organizer can be used to help students compare two concepts according to a set of criteria. Students can make use of it to record a discussion between two concepts/subjects and as an organizing tool for comparison (Development & humanities, 2001).

Concept Definition Map

Description

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

Discussion Map

Description

This organizer can be used to help students consider both sides of an issue before drawing conclusion. Students are trained to develop skills in comparing

and contrasting points of view from different people (Development & humanities, 2001).

Hierarchy Diagram

Description

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

Definition map

Description

It includes: the category to which the word belongs, labeled, What is this?, characteristics of the word, labeled, What is it like? And examples and non-examples of the word (Development & humanities, 2001).

How to mind map and write

☐ Use just key words, or, wherever possible, images.

☐ Make the center a clear and strong visual image that depicts the general theme of the map.

☐ Create sub-centers for sub-themes.

☐ Put key words on lines. This reinforces structure of notes.

☐ Think three-dimensionally.

☐ Use arrows, icons, or other visual aids to show links between different elements.

Semantic Maps

Description

It can be used to develop students' understanding of a particular concept or group of thematically related words. We have to chose a theme then you must develop a brainstorm words related to the concept chose. Discussion is a key to semantic mapping (Development & humanities, 2001).

Comparing and contrasting: Ven Diagram

Description

It is useful to compare and contrast realted concepts. This diagram helps to clarify the similarities and differences between two related ideas (Jhonson & Jhonson, 2003)

Generally using graphic organizers will provide learners more options and make it easier, as a solidify knowledge students have gained. This strategies as graphic organizers help learners to develop an specific knowledge using the previous nad learner can build their own information.

Although there are many variations and possible combinations of graphic organizers used in the classrooms, most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers (Development & humanities, 2001).

Specific benefits to students and teachers

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. For easy understanding, specific benefits to students and teachers are presented in the following organizer (Development & humanities, 2001).

BENEFITS TO STUDENTS	BENEFITS TO TEACHERS
Understand the concept of part of whole	Show and explain relationship between and among content
Record relationships	Make your lessons interactive
Clarify and organize ideas	Help visual learners to acquire information more easily
Improve memory	Motivate students
Comprehend texts	Assist students in prewriting techniques
Recognize and assimilate different points of view	Asses what students know

Source: Humanities (2001)

How to use the graphic organizers?

Teachers can use the graphic organizers recommended in this book as they see appropriate because the organizers are really flexible tools. Teachers can use them for instruction, review, extension and enrichment, and have their students work in

pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers, the following steps are recommended (Development & humanities, 2001).

Familiarized 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 organizers as an individual, paired, or group activity
Review students' work. Generate classroom discussion on the effective use of graphic organizer

Source: Humanities (2001)

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

Four primary ways of using graphic organizers to enhance students' thinking skills are compiling information, generating ideas, analyzing or evaluating ideas, and reflecting (The use of graphic organizers, 2012).

How students use graphic organizers

Students can incorporate the use of graphic organizers in their classes to prepare briefs, take notes from lectures, and to organize information to study for an exam. In a large class, students may have different learning styles and may learn information better visually as opposed to linguistically. Visual students

could use mind maps to take notes and to help them recall the information in their notes more easily.

The shapes and structures of mind maps can provide the cues essential to recalling the information embodied within them. Mind maps can be memorized by one's visual memory which has been shown to be almost perfect. Whether a student learns better linguistically or visually, either student can use mind maps to facilitate the recall of information from their notes because mind maps use both sides of the brain in assimilating and connecting information.

Students can use graphic organizers for exam preparation in the same way that they can use them for preparing briefs before class or taking notes during a lecture. The same rationale applies in that in preparing for an exam, a student can use mind maps or other graphic organizers to isolate and clarify main concepts and how they are related to subconcepts. When reviewing for an exam, if a student has used mind maps or other graphic organizers in their note taking, then the mind maps are easily reviewed, and simply looking at them can refresh a student's memory. (Chang, 2005).

f. METHODOLOGY

Design of the research

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically.

Action research can be undertaken by undergraduate and postgraduate students' assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research has the aim of improving vocabulary through the application of graphic organizers as a cognitive strategy. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different graphic organizers as a cognitive strategy to improve vocabulary in the English Foreign Language among ninth-year students at Beatriz Cueva de Ayora High school, afternoon section, during the academic period 2016-2017.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of vocabulary in which the students have showed some problems experimenting 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 use of different methods will help the researcher to carry out this project. The following general methods will be applied along the action research:

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

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

The Scientific method will facilitate the study of 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 that instruments will come from questionnaires and observations sheets.

Tests: The test will allow students to perform graphic organizer as a cognitive strategy 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 graphic organizers as a cognitive strategy in order to make a pretest-posttest comparison of the cognitive dimension of the performance of vocabulary of the participants (ninth-year students at Beatriz Cueva de Ayora High school, afternoon section) being treated.

> *Questionnaires*

These 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*

It will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be done during the English classes in a natural environment as lived by the ninth-year students at Beatriz Cueva de Ayora high school. 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 graphic organizers. 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 vocabulary amongst the ninth-year students at Beatriz Cueva de Ayora High school during the academic period 2016-2017. The instrument of this participant observation is the field note sheet.

➢ *Field notes.*

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

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

Subtest: will be given every two weeks to know students´ progress in 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 target population is the ninth year "I" students at Beatriz Cueva de Ayora high school, afternoon session, they are 37 students, 16 men and 21 women. Who are between twelve and thirteen years old. The students receive five periods of English class per week.

Intervention plan description

The intervention plan is designed based on lesson plan model that contains three stages:

Activation (before), connecting (during), and affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.

Activation:

"In the Activation phase, the teacher will use activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson" (Herrera, Holmes, & Kavimandan, 2011).

During this phase the teacher will act only as an observer. Students strengthen their previous knowledge using their native language (L1), English (L2), or non-linguistic representations. In this manner, students will participate and are responsible of their own learning process.

Students will also have opportunities to interact among them sharing their knowledge even though in pairs or small groups. While this is happening, the teacher records every aspect and detail occurred in this process. All of these aspects will be carried on in order to improve and link what they already know with what they are studying related to vocabulary.

Connection:

In the connection phase, the teachers' role is to guide students in the learning process. Teachers will promote a good class environment, to keep students' attention and to guide them to maintain the information, connecting the new content and student's prior knowledge.

One of the teachers' skill is to retell what students understand using reporting, repeating, rephrasing, and reinforcing the new knowledge according to what was recognized in the previous phase to develop the students' knowledge.

In this phase, it is very important to make students aware of their expectations around the topic, definitions and key vocabulary that were learned in the activation phase. Then, students expand their comprehension of the new information using different sources as texts, peers, and teacher.

For the duration of this period, students will interpret, discuss, asses, explore, ask, produce and build knowledge. So, they have the opportunity to apply and practice the information, abilities, and processes in ways that integrate the four mainly skills (listening, speaking, reading, and writing.) The teacher also will try to engage students to work in a collaborative manner and peer-interaction in order to get some benefits from these kinds of activities.

Affirming:

In this phase, teacher will act as an agent of affirmation, supports students in recognizing ways in which their background knowledge provided a base for their

construction of new learning and understanding. To reach this, teacher will use real assessment to control students' development in classroom, taking into account some aspects like linguistic and academic points of the learners.

In the same way, teacher will review the knowledge giving students tasks in order to motivate their creation and production. So, teacher will gain more complete understanding of the skills and knowledge students have acquired. Thus, teacher challenge students to think creatively about the possibilities that using informal and authentic assessment.

Some of the activities that will be developed during the intervention plans are: bingo, broken telephone, Tingo-tango, tic tac toe, time to speak, draw before guessing, act and guess (Herrera, Holmes, & Kavimandan, 2011).

Period: This intervention plan will be carried out into effect through outs the November and december months of 2016, and January month of 2017 during the 2016 – 2017 academic period.

INTERVENTION AND OBSERVATION PLAN

WEEK ONE

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Diverse Customs
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To talk about customs from around the world freely. - To describe people's habitual actions and routines using adverbs of frequency like: always, usually, every year, once a day. - To use and recognize some collocations formed by: V + N
KEY VOCABULARY	Greet, pray, celebrate, wear, use, give, temple, chopsticks
INSTRUCTIONAL FOCUS	**Activation** • Teacher introduces the learning outcomes to the class using the projector. • To start the class, teacher introduces herself and applies the strategy called Two trues and a lie. In this strategy, teacher writes three statements on the board, in which two of them are true and one is a lie, and then asks students to guess which one is the lie.

	• This strategy will be useful in order to know some aspects like their names, and previous knowledge.
	Connection
	• After the warm up activity. Teacher presents the collocations through a three column notes graphic organizer.
	• In the column one teacher writes the collocation, in the column two its definition and finally in the number three an example.
	• Then, teacher writes sentences and questions using some of the collocations.
	• Teacher reads the statements on the book, page N° 24 about customs in the world
	• After that, teacher presents to the class some examples about Ecuadorian customs.
	• Teacher introduces some adverbs of frequency writing few examples on the board.
	• After teacher's explanation, students work in small groups writing sentences about their habitual actions and daily routines using the adverbs of frequency.
	Affirming
	• Students write sentences using collocations to describe customs around the world.
	• Teacher asks students to complete the activities on their book page N° 25 about adverbs of frequency
	• Teacher asks students to write and share their sentences using adverbs of frequency.
	• After this, teacher gives a feedback about it.
	• As homework, students writes ten sentences using

	adverbs of frequency related to diverse customs.
CLASSROOM RESOURCES	Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Pres test – Pre written questionnaire Data source 2: Student's writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	November 7th – 11th, 2016

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

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

WEEK TWO

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Celebrating Diversity
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To talk about actions that happen at the moment using the present progressive tense. - To ask and answer yes/no questions and information

	questions about habitual actions and routines
KEY VOCABULARY	Dancing, wearing, celebrating, singing, eating, take, eat this
INSTRUCTIONAL FOCUS	**Activation:** • Teacher builds a lesson planned based on the applications of the present progressive tense. • Teacher introduces the learning objectives for the lesson on the board • To get started, teacher activates Ss. prior knowledge related to the present progressive tense. To do this, teacher forms two groups in the class. Then a member of each group has to take a flashcard where there is a picture showing an action that the student has to perform to each group. Finally, each group has to guess the performed action. **Connection** • After the warm up activity, teacher presents a compare contrast matrix chart to explain the meaning of some new vocabulary. • Teacher also introduces the present progressive tense to students and help them how to form a sentence. • Then, teacher asks students some questions and make sentences using the present progressive tense. **Affirming** • After teacher's explanation, students work in pairs making a conversation in which they have to include present progressive tense. • Once the students have made a conversation they

	share the information with their classmates. • After students have shared their information with the class, teacher gives them a feedback • Then student make sentences using present progressive tense • As homework, students remember some verbs and write few sentences about present progressive tense.
CLASSROOM RESOURCES	Visual: compare contrast matrix chart Student's notebook Student's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	November 14th – 18th, 2016

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

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

WEEK THREE

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Enjoying a New Culture
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.

LEARNING OBJECTIVES	By the end of this lesson students will be able: - To predict the content of a text through pictures. - To use fixed expressions to write letters politely.
KEY VOCABULARY	Take place - to happen - hope you're doing well - I expect you are OK - I hope - talk to you soon
INSTRUCTIONAL FOCUS	**Activation** • Teacher builds a lesson plan based on the applications of enjoying a new culture. • Teacher introduces the learning outcomes for the lesson on the board. • To get started teacher activates students' prior knowledge related to celebrating diversity. • The warm up is called tic-tac-toe, in this activity teacher uses a balloon. It starts by teacher saying tic-tac, many times while the students pass the balloon among all of them, then when the teacher says "toe" it stops. At this moment the teacher checks who has the balloon. So who has it, has to say a phrase related to the topic. • After the warm-up activity, teacher presents a mind map chart to explain the new vocabulary. **Connection** • Using the character map graphic organizer teacher explains the content related to "enjoying a new culture". • Teacher uses the **character map graphic organizer** to show some pictures to predict the content.

	- In the character map teacher presents to students four pictures, one on each box. - Teacher asks students to take notes about the pictures. - Next, the teacher writes a letter using fixed expressions. - Teacher uses the **ten most important words graphic organizer** and it chooses the new words used in the letter writing them in the left column and its definition in the right column. - Next teacher reinforces the meaning of those words making sentences on the board using those new words. **Affirming** - Students make ten sentences using the new words. - Students work in pairs writing a letter to who they want, talking about the new cultures. - After that, Ss join to other groups to work in a compare chart graphic organizer classifying fixed expressions and the new words. - After Ss. had shared their information with the class the teacher gives a feedback. - As homework, Ss. write a letter using the new vocabulary related to enjoying a new culture.
CLASSROOM RESOURCES	Students notebook Students textbook Teachers book Cards
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly

SUPPORT	Coaching and guidance from our thesis advisor
TIME	November 21st – 25th, 2016

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

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

WEEK FOUR

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Out of this World
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To use colloquial expressions such as: * The place is packed * I'm feasting my eyes on * It's out of this world - To talk about different kind of celebrations in an informal way.
KEY VOCABULARY	The place is packed, It's out of this world,

110

	I'm feasting my eyes on
INSTRUCTIONAL FOCUS	**Activation** • Teacher makes a review about enjoying a new culture. • Teacher builds a lesson based on the topic "Out of this world". • Teacher introduces the learning outcomes for the lesson on the board. • Teacher applies the broken telephone game where the class is divided in two groups. Then the teacher says a sentence using present progressive to the first student of each column next the Ss. have to pass it until the last student in each column. • During the warm up stage the teacher also asses the student's prior knowledge. **Connection** • After the warm up activity teacher explains the meaning of the idioms using language lingo graphic organizer. • To use language lingo graphic organizer, the teacher uses a presentation power point that shows three columns of bubbles, in the first column the teacher writes the idiom, the meaning of the word in the second column of bubbles, finally the teacher uses the figurative language in a new sentence in the third column of bubbles. • After, the explanation teacher uses the conversation on the book to use the idioms in context • Ss works in pairs making a conversation using the

	idioms. Teacher explains the different kinds of celebrations using the different activities in the book to practice them.
	Affirming
	• Students use language lingo graphic organizer to write their own definition of each idiom.
	• Students works with a partner showing their definitions to each other.
	• Students make a conversation using the idioms to talk about different kinds of celebrations.
	• Once the students have made a conversation they share their information with the class.
	• After this the teacher gives a feedback.
	• As homework students write a conversation using the idioms to talk about different kinds of celebrations.
CLASSROOM RESOURCES	Students notebook Students textbook Teachers book Cards
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	November 28th – December 2nd, 2016

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

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

WEEK FIVE

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Multiple Intelligences
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: -To use the modal verb "can" to describe people's abilities. -To use expressions like: quickly, easily and very well to describe actions.
KEY VOCABULARY	Solve, move, paint, speak, learn, sing, can, can't
INSTRUCTIONAL FOCUS	**Activation** • Teacher builds a lesson plan focus on key vocabulary related to multiple intelligences and modal verb "Can". • Teacher introduces the learning outcomes for the lesson on the board. • To start the class, teacher activates students' prior knowledge related to colloquial expressions using a strategy called "time to speak" in which students make a circle. Then teacher gives them a small ball. After, any student starts by throwing the ball to whomever student and she/he immediately says a colloquial expression. They repeat this process three or six times. It takes 4 to 7 minutes. • This strategy helps teacher to know what colloquial

expressions they already know.

Connection

- Once teacher has finished the activity. She/he asks students to open their books in order to introduce the new topic.

- Teacher presents multiple intelligences topic through a power point presentation using a main concept map graphic organizer.

- Teacher explain the meaning of each intelligence.

-Logical- mathematical intelligence

-Interpersonal intelligence

-Musical intelligence

-Visual-spatial intelligence

-Verbal intelligence

-Kinesthetic intelligence

- Students complete some activities on their book related to multiple intelligences

- Teacher explains the use of the modal verb CAN through a power point presentation using one and all organizer graphic organizer.

- Teacher explains the three structures: affirmative, negative and interrogative using the modal verb "can"

-Affirmative:

S+ modal verb Can + verb base + Complement

-Negative:

S+ modal verb Can + Not +verb base+ Complement

- Interrogative:

Modal verb Can + S + verb base + Complement +?

- Teacher explains each structure with some examples.

	• During the teacher's explanation students take notes about the topic.
	• Teacher asks some volunteers to write one example on the board. Teacher and students check them.
	Affirming
	• Students writes their own examples using the modal verb "can" using the three structures on their notebooks.
	• Students develops an activity on their books and teacher monitors them.
	• After that, students finish the activity on their books.
	• Students works individually in a worksheet to summarize the meaning of each intelligence using the multiple meaning map graphic organizer.
	• As homework, students write: 5 affirmative sentences, 5 negative sentences, 5 interrogative questions with short answers using the modal verb CAN.
CLASSROOM RESOURCES	-Power point presentation -Projector -Worksheet -Students' textbook -Teacher's textbook -Computer
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	December 5th – 9th, 2016

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

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

WEEK SIX

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Unique People
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: -To describe and compare people's abilities using comparatives and superlatives adjectives. -To use expressions to give personal opinions such as: *I like *to my mind
KEY VOCABULARY	Thin, young, short, fast, tall, slow, old, fat, beautiful, talented, attractive, interesting, generous, and popular.
INSTRUCTIONAL FOCUS	**Activation** • In order to activate students' prior knowledge teacher makes a warm up activity called "Guess the picture". To carry on this activity first, teacher starts to draw a picture related to previous lesson (multiple intelligences). Then, students must try to guess what the picture is before the person has finished drawing it. Finally, the student who guesses correctly comes to the front to draw another picture.

	• Teacher writes on the board the new topic and introduces to them the learning objectives.
	• Teacher presents some of the key words that are used during the present lesson "Unique People".
	• For the present lesson the VENN DIAGRAM & CIRCLE MAP graphic organizers is used.
	Connection
	• First, teacher asks students to open their books on pag. 40.
	• Teacher asks students to listen the audio, related to "The fastest men on Earth" then students complete the profiles with the numbers they heard.
	• In order to introduce students to the new vocabulary, teacher uses a circle map.
	• The circle map is divided in four parts. In the first part, teacher writes the new vocabulary. In the next part, teacher writes an antonym for each word. Then, in the following form teacher draws a picture that shows the meaning of the word. Finally, teacher writes a sentence using the new vocabulary.
	• Second, using the venn diagram teacher introduces Ss. to the usage of comparatives and superlatives
	• To summarize the current topic the teacher uses the venn diagram that is divided in three parts.
	• In the first one, teacher writes about the use and the rules to form comparatives using short and long adjectives.
	• In the next form, teacher writes about the use and the rules to form superlatives using short and long adjectives.
	• Then, in the figure that is in the center teacher writes the key vocabulary (adjectives) that are used to form

	comparatives and superlatives.
	Affirming • Teacher asks students to fill in a circle map graphic organizer presented in a worksheet. In this worksheet students writes all the vocabulary that they remember about the studied topic following the same procedure as teacher did before. • After that, teacher asks students to write 5 sentences using the studied vocabulary to describe their classmates. • Teacher asks Ss. to complete the activities #2, 4 and 5 in their books about comparatives and superlatives.
CLASSROOM RESOURCES	- Worksheet - Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: Sub-test
SUPPORT	Coaching and guidance from our thesis advisor
TIME	December 12th – 16th, 2016

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

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

WEEK SEVEN

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	Outstanding People
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To use **because** to give reasons and answer the question **why**. - To identify detailed information about people's mental and physical activities.
KEY VOCABULARY	Mental, physical, exceptional, extraordinary, guy, know by heart, language master, practice meditation, climb mountains.
INSTRUCTIONAL FOCUS	**Activation** • In order to activate students' prior knowledge teacher makes a warm up activity called "the broken telephone". To carry on this activity first, Ss. form a circle. Then, teacher whispers to one student a sentence related to the last topic. After that, this student whispers the same sentence to the next Ss. and so on until the last one. Finally, the last student speaks aloud the sentence she/he received. • Teacher socializes with the class the new topic and introduces to them the learning outcomes. • Teacher presents some of the key words that are used

	during the present lesson "Outstanding people".
	• For the present lesson the WORD WEB graphic organizer is used.
	Connection
	• First, teacher asks students to open their books on pag. 42 to read the three paragraphs about mental and physical activities.
	• Teacher asks students to identify and write the topics to the corresponding read paragraph.
	• Second, in the word web teacher introduces Ss. to the usage of **WHY** in questions, and **BECAUSE** in answers.
	• To summarize the current topic, the teacher uses the word web that consist in five parts.
	• In the first one teacher writes the key terms for the current topic.
	• Next, teacher writes the rule for the usage of why and because.
	• In the forms of the right side teacher gives some examples of questions using why, and in the left side teacher gives the answers for the given sentences using because.
	• Finally, in the last forms students writes their own examples using why and because.
	Affirming
	• Teacher asks students to fill in a brainstorming graphic organizer presented in a worksheet about. In this worksheet students write all the vocabulary that they remember about the studied topic.
	• Teacher also asks Ss. to add new forms to the presented graphic organizer in order to write sentences

	with the written vocabulary.
	• Teacher asks Ss. to complete the activities #3, 4 and 5 in their books about the usage of why and because.
CLASSROOM RESOURCES	- Worksheet - Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly
SUPPORT	Coaching and guidance from our thesis advisor
TIME	December 19th – 23th, 2016

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

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

WEEK EIGHT

RESEARCH PROBLEM	How do graphic organizers as a cognitive strategy develop vocabulary among ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, of the city of Loja during the 2016-2017 school year
TOPIC	It's a piece of cake
GOAL	-By the end of this intervention plan, students will be able to use vocabulary that includes aspects such as collocations, word

	meaning, hyponyms, cognates and idioms to sharpen their communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: - To recognize and use idioms in different situations. - To express personal abilities using the modal can.
KEY VOCABULARY	It's a piece of cake, get out of here, it's mind blowing, to know by heart.
INSTRUCTIONAL FOCUS	**Activation** • In order to activate students' prior knowledge teacher makes a "bingo" as a warm up activity. • Teacher gives to each student a bingo chart that contains vocabulary of the previous lessons. • Teacher gives to the winners some prizes. • Teacher socializes with the class the new topic and introduces to them the learning outcomes. • Teacher presents some of the key words that are used during the present lesson "It's a piece of cake". • For the present lesson the CIRCLE MAP graphic organizer is used.

	Connection
	• First, teacher gives to students some examples about the using of the modal can to describe personal abilities.
	• Then, teacher presents to students the idioms that are used in the present lesson such as:
	* It's a piece of cake
	* Get out of here
	* It's mind blowing
	* To know by heart.
	• Teacher fills in the circle map graphic organizer as follows: In the first part, teacher writes one idiom; in the second part, he/she writes the definition of it; in the third part, an example is written; and in the last part a picture is shown.
	• Teacher recycles some expressions and uses them in different situations.
	• To wrap up the taught information teacher asks students to find someone who has different abilities to talk about.
	Affirming
	• Students works on their books page 48 checking just the abilities they have.
	• Second, students listen to a conversation and

	completes the activity N° 2 using the idioms in the word bank.
	• In activity N° 3 Ss. complete the definitions with its corresponding idiom.
	• Teacher asks Ss. to perform a dialogue in pairs about abilities using the modal can and idioms in front of the class.
CLASSROOM RESOURCES	- Students' textbook - Teacher's textbook
DATA COLLECTION SOURCES	Data source 1: Observation field notes Data source 2: Students writing samples weekly Data source 3: : Post test – Post questionnaire
SUPPORT	Coaching and guidance from our thesis advisor
TIME	January 2nd – 6th, 2017

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

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

Organization and management of the research

Resources

Human

- ✓ The researcher
- ✓ The ninth year students at Beatriz Cueva de Ayora, afternoon session

Material

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

Technical

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

g. TIMELINE

ACTIVITIES	July		August				September				October				November				December				January				February				March				April				May				Jun				July				August			
PHASE I: PROJECT	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	A	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x	x	x	x	X																																																
Designation of the Project Advisor								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	x																																				
Act and observe																	x	x	x	x	x	x	x	x	x	x																												
PHASE III: THESIS PROCESS																																																						
Tabulation and elaboration of tables and Graphs																						x		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

h. BUDGET AND FINANCING

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

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 DEPARTMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

<table>
<tr>
<td colspan="6">OBSERVATION SHEET</td>
</tr>
<tr>
<td colspan="2">Observation #:

Topic:

Objective of the session:</td>
<td colspan="2">Date/Time:

Participants: Ninth-year students & The researcher</td>
<td colspan="2">Role of the researcher:
Nonparticipant observer

Duration of the observation:</td>
</tr>
<tr>
<td rowspan="2">Things to be observed</td>
<td colspan="4">Levels of Acceptability</td>
<td>Remarks</td>
</tr>
<tr>
<td>Perfectly Acceptable</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>Totally Unacceptable</td>
<td></td>
</tr>
<tr>
<td>COGNATES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORD MEANING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLOCATIONS</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IDIOMS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HYPONYMS</td>
<td></td>
<td></td>
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<td></td>
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</table>

Annex 2: Field notes

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

DATA COLLECTION SOURCE: FIELD NOTES

<table>
<tr><td colspan="3" align="center">FIELD NOTES</td></tr>
<tr>
<td>Observation #:

Topic:

Objective of the session:</td>
<td>Date/Time:

Class size:

Participants: Ninth-year students & The researcher</td>
<td>Role of the researcher:
Participant observer

Duration of the observation:</td>
</tr>
<tr>
<td colspan="2">Description of the event</td>
<td>Reflective Notes</td>
</tr>
</table>

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

Pre- Post Test

Data Collection Source: Test

Researcher: Ángel Darío Jiménez Vera

Year: Ninth Year of Basic Education

Code:……………………………………………..

Date: ……………………………………………..

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

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

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

a. DIALOGUE True ( ) False ( )	**b. CARS** True ( ) False ( )
c. MASK True ( ) False ( )	**d. BLANK** True ( ) False ( )

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

KISS   PRESENT   PRAY   **LETTER   CHURCH   CHOPSTICKS**

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

b. Chinese people used to eat with _____.

c. Ecuadorian people used to greet with a _____.

d. I wrote a _____ for my sister yesterday.

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

PLACE – OUTSIDE – FIREWORKS – CLOTHES

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

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

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

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

_____   _____   _____   _____

_____   _____   _____   _____

Scoring Guide (Rubric)

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

Pre- Post Test Scoring Guide

QUESTION 1

IDIOMS

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

QUESTION 2

COGNATES

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

QUESTION 3

WORD MEANING

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

QUESTION 4

COLLOCATIONS

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

QUESTION 5

HYPONYMS

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

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

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

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

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

4. Do graphic organizers contribute developing your vocabulary in English?

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Always   ( )

Sometimes   ( )

Frequently   ( )

Rarely   ( )

Never   ( )

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

Ven Diagramm   ( )

T-Chart   ( )

Circle Map   ( )

Cycle Map   ( )

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Graphic organizers as a cognitive strategy to develop vocabulary among ninth-year of basic education students at Beatriz Cueva de Ayora High School, afternoon session, of the city of Loja during the 2016-2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
General How does the use of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year students at Beatriz Cueva de Ayora High School, afternoon session, during 2016-2017 school year? **Specific** • What theoretical and methodological references about graphic organizers as a cognitive strategy are suitable for the development of	**General** • To develop vocabulary through graphic organizers as a cognitive strategy amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year **Specific** • To research the theoretical and methodological references about graphic organizers as a cognitive strategy and its application on vocabulary amongst	**Dependent variable** Vocabulary • (cognates, hyponyms, word meaning, collocations and idioms) **Independent variable** **Graphic Organizers** • **Principles** • **Types of**	**Preliminary investigation** • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework	• Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notesy

141

vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016-2017 school year?	ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016-2017 school year.		for the research	
• What are the issues that limit the development of vocabulary amongst night-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?	• To diagnose the issues that limit the development of vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.		• Designing an intervention plan	
• What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?	• To design an intervention plan based on graphic organizers as a cognitive strategy in order to improve vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.		**Intervention and observation** • Administering test and questionnaires • Observing and monitoring students´ performance according to the interventionn plan • Presentation of research findings	
• Which graphic organizers as a cognitive strategy are implemented to improve	• To apply the most suitable graphic organizer as cognitive strategy in the classroom activities in order to solve the		• Reflecting, analyzing and answering the proposed inquires • Organizing the	

vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year? • How effective was the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year?	limitations in the development of vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year. • To validate the results obtain after the application of graphic organizers as a cognitive strategy to develop vocabulary amongst ninth-year students at Beatriz Cueva de Ayora high school, afternoon session, during the 2016 - 2017 school year.		final report.	

Annex 6. Grading Scales

Vocabulary

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

Graphic Organizers as a cognitive strategy

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

INDEX