



Topic:

3D GRAPHIC ORGANIZERS(FOLDABLES) FOR VOCABULARY LEARNING

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Line of research:

Innovative pedagogies in english teaching

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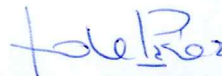
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DEDICATION

To God, my husband Jose Luis my princess Romina and my little baby Martin

RESUMEN

Esta investigación se llevó a cabo debido a la importancia que tiene la adquisición de vocabulario para desarrollar habilidades y sub-habilidades en el aprendizaje del idioma Inglés de los estudiantes de tercer año de bachillerato de la Unidad Educativa Riobamba. Al inicio del año escolar se observó que los estudiantes tenían dificultad para comunicarse, debido al poco vocabulario adquirido. Por este motivo este estudio es necesario, ya que los estudiantes tienen la necesidad de transmitir sus pensamientos e ideas de una manera efectiva. De esta forma, esta investigación pretende evaluar los efectos de la estrategia didáctica organizadores gráficos 3D (foldables) en el aprendizaje de vocabulario en alumnos de 3er año de Bachillerato General Unificado de la Unidad Educativa "Riobamba". La metodología utilizada fue de enfoque mixto, descriptivo, exploratorio y correlacional. En el estado del arte se consideraron los conceptos más relevantes y los autores más importantes. Con el fin de medir los efectos de esta implementación, se diseñó una prueba previa y una prueba posterior, así como una ficha de observación y una encuesta final. En resumen, los estudiantes mencionaron que la utilización de los foldables fue una estrategia innovadora en el aprendizaje de vocabulario del idioma inglés. Se aplicaron cinco foldables que demostraron ser eficaces para el cumplimiento de los objetivos propuestos, cuyos resultados se muestran en el gráfico general, con una diferencia de aproximadamente 23% más eficaz que las técnicas comunes. La investigación finaliza con una propuesta de guía didáctica para la enseñanza de vocabulario a través de los foldables.

Palabras clave: organizadores gráficos, foldables, vocabulario, pensamiento creativo.

ABSTRACT

This research was carried out due to the importance of the acquisition of vocabulary to develop the skills and sub-skills in the process of learning the English language. It was applied to students in the third year of baccalaureate at Riobamba Educational Unit. At the beginning of the school year, it was observed that students had difficulty communicating, due to the poor vocabulary they knew. For this reason, this study is necessary, since the students need to transmit their thoughts and ideas effectively. Thus, this research aims to evaluate the effects of the didactic strategy 3D graphic organizers (foldables) when learning vocabulary. The methodology used was a mixed approach, descriptive, exploratory, and correlational methodology. In the state of the art, the most relevant concepts and the most important authors were considered. Additionally, to measure the effects of this implementation, a pre-test and a post-test were designed, as well as an observation card and a post-survey. In summary, the students mentioned that the use of the foldables was an innovative strategy in English language vocabulary learning. Five foldables were applied and proved to be effective in meeting the proposed objectives, the results of which were shown in the general graph, with a difference of approximately 23% more effective than the common techniques. The research concludes with a proposal for a didactic guide for teaching vocabulary through foldables.

Key words: graphic organizers, foldables, vocabulary, creative thinking

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INTRODUCTION

English is considered one of the most important languages since most people use it to communicate, whether in education, politics or business. But unfortunately, this has been relegated in the public institutions in Ecuador either by poorly implemented public policies or by the lack of motivation of the students. This is due to the fact that the books issued by the Ministry of Education in previous years were only focused on grammar, leaving aside the other skills. On the other hand, the teachers have not used the appropriate methods and techniques for a more interactive and dynamic class.

One of the most important skills for learning a new language is vocabulary. The lack of it affects good communication. Besides, it helps in the development of other skills like reading, listening, speaking, and writing. Moreover, as an EFL teacher, the absence of vocabulary is a big problem for the learners which affects, both, oral and written communication. For that reason, it is important to reduce these negative effects. As a teacher, it is imperative to know what kind of techniques engage better for the students in order to teach vocabulary. Consequently, work with the most appropriate strategies and enhance them.

The linguistic D., Wilkens (1972) argued that “without grammar little can be conveyed, without vocabulary nothing can be conveyed” In the event that students invest the vast majority of your energy considering syntax, their English won't improve without a doubt. The more words you can absorb the more complex the ideas you can convey. They cannot say anything with grammar, yet you can say nearly anything with words. As a result, of not having sufficient knowledge of vocabulary students will not be able to convey their ideas and thoughts to other people. The vocabulary is a crucial subskill to the English language.

One of the problems that teachers have to face is the lack of motivation in the students. Among the main causes is the use of traditional techniques to teach vocabulary. In addition to the above mentioned, some students feel that the lectures given by the teacher are boring either because the topic is not student's interest or

because the teachers only focus on grammatical structures merely. It is mandatory that the teacher overcomes all of these difficulties and helps students to improve their vocabulary. Everyone involved in the educational process must realize that lack of vocabulary is a serious problem that is affecting meaningful learning in terms of acquiring a new language.

At Unidad Educativa "Riobamba" the students experience difficulty to comprehend the language the reason is a direct result of the absence of vocabulary. This is based on the investigator's experience and their coworkers. Most of the students mentioned that the most common methods used by their teachers were repetition and memorization. For instance, rehashing the words in their journals. Another basic model was saying the word after the instructor. These are clear examples that using inadequate methodologies only results in unmotivated students. It is important to mention that if a student is not interested in learning, there will not be meaningful learning. For the entirety of this explanation is important to carry out alternate approaches to teach vocabulary.

At this point, the research proposes interactive graphic organizers (Foldables) as a practical strategy that facilitates learning, especially in vocabulary. This technique allows students to have a better understanding in order to acquire new concepts. Besides, the foldables encourage creativity, active participation, and long-term retention of information. Also, it is important to mention that it causes a visual impact for the learners and develops creative thinking.

At this time, the world has changed, especially in the educational field. Due to this pandemic situation, COVID 19 learners have virtual classes, but not all students have the possibility to access to the internet connection, for this reason, the teacher needs to provide learners with some clear instructions on how to make the foldables in an understandable and easy way. So, the students have the opportunity to use them inside or outside the learning environment. To summarize, the foldables are significant tools in order to acquire vocabulary. They allow students to be more creative and well organized. For all of these reasons, the researcher considers this investigation relevant and useful.

Statement of the problem

Through this study, the researcher wants to draw conclusions about the following query: How does the 3D graphic organizers contribute to the development of vocabulary learning among 3rd year of BGU at Unidad Educativa “Riobamba”?

Defended idea

The implementation of the 3D graphic organizers affects vocabulary learning in students of the 3rd year of BGU at Unidad Educativa “Riobamba”

General Objective

To evaluate the effects of interactive graphic organizers (foldables) on vocabulary learning in students of 3rd year of BGU at UE “Riobamba”

Specific Objectives:

1. Establish a relationship between the variables of the study.
2. To determine the level of vocabulary that students have regarding the possible topics planned for the third year of baccalaureate.
3. To design a proposal base on graphic organizers (Foldables).
4. To analyze the effectiveness of the usage of graphic organizer (foldables) in vocabulary learning using oral and written assessments.

Methodology

The investigation had a qualitative-quantitative approach, descriptive, exploratory and correlational methodology and quasi experimental design because it worked with two groups (experimental and control). The modality applied in this research is socio-educational. The investigation was applied to a population of seventy-seven (control group and experimental group) male and female students at Unidad

Educativa Riobamba. The theoretical framework was obtained from books, scientific journals, papers and other sources. A pretest and posttest were applied to collect information. The main purpose of the test is to measure the vocabulary knowledge of the learners. Also, a post-survey and observation card were used to know the different opinions (coordinator's teacher and students).

At the beginning of the research, the theory of variables was reviewed. This information could be found in books, magazines, web pages and papers. Then, the design of the test was made, as it is a public institution it should be based on the modules of the third year of baccalourate as well as the prioritized curriculum. Once the test was completed, it was validated by three experts with fourth level degrees, since it is a scientific research.

Once the test was validated, the pre-test was applied to the students during the first week of the intervention, using technology through the google form application. After five weeks of intervention of the foldables, the post-test was administered in the same way as the previous one. The instructions and classes were given through the zoom platform. The test is divided into five sections according to the type of questions, thus multiple choice, word association, listening, creative writing, and speaking. The main topics deal with during the class sessions were movie genres, movies around the world, idioms, writing a movie review, and writing biographies.

For the pre-test and post-test data collection were tabulated in Excel and demonstrated graphically, SPSS software was used to process the numerical data and thus demonstrate whether the idea to be defended was valid or not. A cross-sectional longitudinal study of two means was carried out because the two tests were taken at different times, and the samples were of the numerical type, the T-test was used. Since that the number of the samples was large (>30 individuals), the Kolmogorov-Smirnov K-S test was used.

In the wake of investigating and deciphering the outcomes, the degree of English of third baccalaureate understudies is to be recognized to encourage the utilization of foldables to support oral and writing comprehension.

Justification

This investigation is pertinent for students and teachers. It promotes a didactic strategy which main function is to facilitate and motivate the student so that, the knowledge can be internalized. On one side, Graphic Organizers is a technique planned to encourage learners in selecting the most appropriate words, concepts or ideas from a specific topic and the students can organize them clearly. At this point, it causes a positive effect on learners. At the moment that the students organize their ideas or concepts, they increase their vocabulary. Consequently, they are going to remember new words in a fun and interactive way. In other words, it advocates long-term retention.

In conclusion, the students feel a sense of ownership because they create their resources. Also, it encourages to wake up the student's creativity. Taking into account all of these aspects, it is possible to say that there will be significant learning. It is important to mention that the strategy facilitates the learning process for both teachers and students.

It is appropriate to research because by applying this strategy students will be motivated to perform the foldables and their level of vocabulary will increase. In addition, it is important to emphasize that the vocabulary subskill helps to develop the other four skills. And then, the study is original because there is no record of it having been carried out at *Unidad Educativa Riobamba*.

This study benefits both teachers and students at *Unidad Educativa Riobamba*. Teachers in the implementation of innovative techniques of teaching vocabulary and students will be motivated in their learning.

Besides, this investigation has a high evaluation of feasibility because of the preference of the authorities to help the research. Furthermore, the inspector teacher facilitated the schedule so that the classes can be developed continuously. The important thing to emphasize is that most of the students in this course have access to the internet, which facilitated the development of the classes. Finally, this

study aims to have a positive impact on teachers and students at *Unidad Educativa Riobamba* and thus facilitate the learning process dynamically and interactively. This research was divided into three chapters which are described below.

The first chapter of the research dealt with the most important concepts and definitions that were included in this research. In the first part, it focused on vocabulary that is a fundamental part that must be mastered before the other skills and sub-skills of the English language. There are many techniques to learn vocabulary such as repetition and memorization but those techniques have not given good results in students so it is necessary to look for appropriate strategies to facilitate the level of knowledge of words. 3D Graphic organizers are fundamental tools that allow the student to gather important information and then organize it. This allows creating connections between the previous knowledge with the new one and in this way meaningful learning can take place.

A detailed explanation of the five graphic organizers (foldables) used in the research is also given. Finally, it is concluded in the state of the art how the graphic organizers (foldables) were adapted to virtual classrooms.

The second chapter of the research dealt with the methodology. This chapter included the design, type, and instruments used in the research as well as the description of the population. It also included the operationalization of the variables. It ends with the research proposal which includes the five foldables used as well as the objective of each one and their step-by-step design.

The third and last chapter focuses on the analysis and interpretation of the pre-test and post-test data, which were tabulated in Excel and demonstrated graphically. The SPSS was applied in the T-test to statistically demonstrate whether the idea to be defended is valid or not. At the end of this chapter, there are also the conclusions that are the final reflections of the research where it was demonstrated based on the results if the objective of the same one was fulfilled or not. On the other hand, the recommendations are the advice given especially about the errors to contribute to future research to avoid making the same mistakes.

Nowadays the world has changed, especially in the educational field. Due to this pandemic situation learners have to receive virtual classes, for this reason, it is necessary to look for new techniques to give students and teachers more options to use in class. At this point, visual communication has quickly risen to be the dominant form of communication between teachers and students, so that the foldables has been considered as an option that will allow learners to create their resources. It is important to take into consideration that the foldables are designed for all levels and also have some templates that learners can use or they can design their own.

CHAPTER I : STATE OF ART AND PRACTICE

1.1 Research background

Knowledge and research belong together; it is through investigation that discovery appears and as a result, problems are solved. In this context, educational research comes into action, with the mere purpose of contributing to ideal outcomes and teaching-learning process improvement (Leann, 2021). One of the essential parts of language that the students should acquire is the vocabulary in order to use in real-life contexts; for that reason, several types of research have been conducted at an international, regional, and local level, some of them are analyzed and discussed below.

The first study directed to students from the Foreign Languages Department at the Ving University of Technology Education in Vietnam belongs to Duy Lich Dau. The study examined vocabulary and graphic organizers through questions eliciting; specifically, what, why, and how.

The author justifies his study by emphasizing five benefits of the implementation of graphic organizers in the English classroom. (1) Critical and critical thinking abilities development; (2) Organization and storage of information, considering that the human mind gathers information and maps up a series of networks; (3) Graphic organizers serve as mental tools which help students understand and retain information and relationships; (4) they present an additional option for knowledge and understanding depiction; (5) graphic organizers foster self-learning, students use them for note-taking, planning, presenting and reviewing.

After the intervention, the researcher stated that vocabulary must be in the first place when it comes to language teaching and learning since a strong vocabulary builds strong readers, writers, speakers, and thinkers. Furthermore, graphic organizers are effective tools that could apply to most classes and contribute to vocabulary acquisition (Lich, 2015).

The second study had the support of the University of Tabriz, in Iran and focused on the improvement of vocabulary learning in Iranian English as a Foreign Language learners through the use of the graphic organizers' strategy.

The authors contemplated two research questions: Does the graphic organizers' strategy have any effect on Iranian EFL learners' vocabulary learning? and Does the graphic organizers' strategy result in the improvement of Iranian EFL learners' vocabulary learning? The sample was 50 students aged 8-13 from Turkish and Persian backgrounds and the implementation lasted one academic semester. During this quasi-experimental study, the control group students were taught vocabulary items through traditional instruction where the teacher provided words meaning to learners and they were asked to memorize them; whereas, the experimental group students learned new vocabulary items through pictures, clusters, and the use of graphic organizers.

The results from the pre-test and post-test of both groups proved that experimental group students improved their vocabulary step-by-step because they found a connection between words and images; then, suggesting that the graphic organizer's strategy was more successful than the traditional instruction in improving Iranian EFL learners' vocabulary learning (Shoari & Farrokhi, 2014).

In the study entitled "The effect of the graphic organizer strategy on University Students' English Vocabulary Building," the author declares that the graphic organizer strategy was more effective than the traditional instruction in developing vocabulary building of Jordanian University in EFL students. Nevertheless, further research is needed to incorporate this strategy in all the University English as a Foreign Language courses (Alhinnawi, 2012).

Analyzing the three first international studies, it could be said that the first one highly contributes to understanding the benefits the implementation of graphic organizers brings to the vocabulary learning process.

While the second study authors directed their attention to compare the traditional applied methodologies for vocabulary memorization and learning with an innovative strategy which contributed to learners of English as a Foreign Language learners vocabulary acquisition improvement.

Finally, the third study demonstrates that the applied research could contribute to a better understanding of the differences, advantages, and disadvantages of specific strategies through implementation, and as a prognosis the authors conclude graphic organizers are more effective than traditional instructions when learning new words. In the national sphere, there are two studies that stand out; both of them are relevant, but they will be analyzed in chronological order. "*Organizadores gráficos interactivos (foldables) en el Vocabulario Básico en los estudiantes de Noveno Año de Educación General Básica de la Unidad Educativa Capitán Edmundo Chiriboga de la ciudad de Riobamba,*" significantly contributes to the present study since the intervention, findings, and conclusions are well-founded.

The researcher chose 76 students and the observation was developed for the control and experimental group students who took a pre-test and a post-test. Once data was analyzed and the Z test was applied, the research hypothesis is accepted; thus, concluding that the interactive graphic organizers influence positively English basic vocabulary learning, proving that there is a positive incidence of the independent variable to the dependent variable. In addition, the experimental group students actively participate in the elaboration of the foldables and they state that they felt motivated and engaged in vocabulary learning (Chicaiza, 2018).

The second study was directed by Yadira Cruz and its relevance consisted in the multilingual standpoint; given that, the object of study were students from the Amazon Region of Ecuador where more than two languages are spoken; nevertheless, the research design is not experimental, the researcher focused was on reporting the collected data. Thus, the main objective was to identify the advantages and disadvantages of implementing graphic organizers for teaching basic vocabulary in English through a detailed literature review.

The more pertinent findings are the following: the most used graphic organizers are maps of ideas, concept maps, pyramidal graphs, Ven diagram, fish, and mandala; the students directly relate the mental image with the meaning of the new words of basic vocabulary in English and their mental schemes are activated; graphic organizers also help students develop critical thinking and creativity and at the same time they encourage active participation in the classroom (Cruz, 2017).

Even though the national studies mentioned above were developed by teachers from different Careers, the results are quite similar. Both teachers confirm the effectiveness of the use of graphic organizers to teach English vocabulary to English as Foreign Language learners.

Finally, Tirado (2018), indicates that the use of foldables for the development of creative writing influences the development of this skill, as demonstrated with the results of the applied instruments (pre-test and post-test) which presented a significant growth in all the indicators of the dependent variable. Then, teachers must identify different foldables which facilitate the development of creative writing or any other specific skill required (Tirado, 2018). This is one of the studies which was conducted locally; nevertheless, the dependent variable is creative writing which despite not being directly related to vocabulary learning, it presents a close relation to the topic because vocabulary is a principal element for writing skills development.

1.2 Dependent variable (Vocabulary learning)

In its simplest definition vocabulary is a set of words within a person's language. With just a limited word stock it becomes complicated for a person to communicate fluently and effectively. Generally, during their first 5 years of life, a native speaker acquires 5000 words; but it is during their school life when the vocabulary increases to 20000 terms. Nevertheless, it is contradictory to how people learn vocabulary in a second or foreign language. After many years of study, students could only learn 5000 words and the progress is passive; for a foreign language student to reach a

sufficient number of words to be able to communicate they need 18 years of language exposure (Cunalata, 2020).

Vocabulary has been a deeply researched topic worldwide; for that reason, linguists, teachers, researchers, and instructors are continuously looking for the best method, strategy, technique, or activity to not only accomplish their teaching goal but also to motivate students to learn new words by presenting interactive and innovative ideas. Hence, investing time in understanding and giving vocabulary a primary role in learning a foreign language is inevitable. Richards and Renandya (2002) state that vocabulary plays a crucial part in foreign language learning and language proficiency; whereas Brown (20021) emphasizes the significance of vocabulary to communication, the author claims that the survival level of communication can take place when people simply string words together-without applying grammatical rules at all.

The final goal when teaching vocabulary is to increase student's knowledge of words, to be aware of the importance of using them in context when communicating orally and in writing. Nevertheless, the results when applying memorization, retention, and repetition strategies seem ineffective. According to Intaraprasert (2004), students must: discover the meaning of new words, retain the knowledge of newly-learned words, and expand knowledge of English vocabulary (Asyiah, 2017).

Conventionally, the teaching of vocabulary in the English as a Foreign Language classroom was limited to presenting new words, assuming that vocabulary expansion takes place through the practice of other skills such as reading or listening; however, this does not ensure vocabulary expansion. Vocabulary should be the main focus of language teaching since language consists of grammaticalized lexis, not lexicalized grammar; consequently, underlining the importance of vocabulary as being basic to communication.

Mastering vocabulary is a challenging job for both, students and teachers. Therefore, it is necessary to start with basic concepts, one of them is the mental lexicon. The place where all the storage occurs is called the mental lexicon. The

words are stored semantically by association and the stimulus of one word brings up another one (Ackermann, 2011).

It is also necessary to get familiar with the different approaches which directly focus on vocabulary teaching and learning. Some of them are discourse-based teaching, the lexical phase approach, the lexical approach, and the lexical syllabus.

To analyze vocabulary teaching methods in more detail, Oxford and Crookall (1990) classified common techniques into four categories: (1) de-contextualizing: words lists, flashcards, and dictionary use; (2) semi-contextualizing: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping; (3) fully contextualizing: reading, listening, speaking, and writing; (4) adaptable: structured review.

The contribution from various authors are essential when developing research that proposes a strategy or a technique to improve the target audience vocabulary knowledge level; therefore, it must be considered that vocabulary teaching is a dynamic process that involves the implementation of various dimensions of the mental lexicon and strategies to facilitate lexical consolidation (Shen, 2003). Certainly, there is much more to know about a word than just its meaning; understanding what a word means is an essential aspect when using vocabulary.

The learning burdens of words and their frequency determine the word's simplicity or difficulty in acquisition. According to Nation (2001), there are nine aspects of word knowledge that describe the multi-dimensional components of form, meaning, and use. Whereas, Zipf's law (1949) explains how the human behavior facet facilitates the acquisition of more familiar and frequent forms, than complex.

For students to gain adequate L2 communication skills requires developing an abundant vocabulary size of the target language and multi-dimensional key components of vocabulary knowledge to recognize words fluently, infer meaning, and process texts into comprehensible networks of concepts. Then, learners need to acquire automaticity and fluency in higher-level processing to construct and

decipher meaning from context. Analyzing recurring learning burdens and enhancing learners' awareness of them may reduce any possible gaps from emerging in learners' gradual lexical improvement.

In contemporary linguistics, vocabulary knowledge is defined as multidimensional components or interconnecting knowledge of various elements which not only consist of receptive and productive aspects, but also the morphological knowledge of words, their semantic properties, collocations, grammatical structures, connotations, associations, and social constraints in everyday usage (Vilhjálmsson, 2015).

The lack of strategies that the teacher uses to teach vocabulary is a big problem in the education field. As the teacher is imperative to know what kind of techniques engage better for the students to teach vocabulary. Consequently, work with the most appropriate strategies and enhance them.

There are some great techniques that the teachers can use. One of these is the interactive graphic organizers (Foldables). First, the person who creates the foldables is Dinah Zike the main purpose that she mentions is help students to organize and retain information. Also, she said that it is a kinesthetic tool that allows students to use it as skills reinforcement.

According to Kochan (2014), graphic organizers (Foldables) are a great strategy for learning definitions, understanding concepts, and memorizing formulas. In this sense, facilitates the learner's get the new words, concepts, theories, processes, facts, and ideas. They also encourage creativity, active participation and, long-term retention of information.

The present study focuses on two main dimensions: lexical semantics and ways of communication. Semantics involves the deconstruction of words, signals, and sentence structure; it influences reading comprehension and comprehension of other people's words in everyday conversation. It plays a crucial role in daily

communication, understanding, and language learning without speakers even realizing it (Goddard & Wierzbicka, 2014).

Due to, meaning in language is complex, there are different theories used within semantics; nonetheless, this research's central point is lexical semantics. Lexical semantics deconstruct words and phrases within a line of text to understand the meaning in terms of context; including a study of individual nouns, verbs, adjectives, prefixes, root words, suffixes, longer phrases, and idioms (Goddard & Wierzbicka, 2014).

Lexical semantics is the branch of linguistics that studies the meaning of words. The two most fundamental questions addressed by lexical semanticists are: (a) how to describe the meaning of words, and (b) how to account for the variability of meaning from context to context (Cruise, 2018).

A prominent distinction in lexical knowledge is between receptive and productive vocabulary knowledge; it depends on whether a word is recognized passively or actively. This researcher seeks to guide learners to apply productive knowledge so they could use words actively in oral communication or composition.

At this point, it is required to clarify specific concepts such as idioms. The term idiom is defined as a multiword construction and it is also considered a self-contained lexical term. Idioms are specific to one culture and language; their meaning is peculiar to that language; for that reason, when they are translated the meaning cannot be understood because their meaning is specific to a culture. Idioms are commonly used in all types of languages, formal and informal, spoken and written, and learners' language skills increase rapidly through the confidence and correct use of them (Maisa, 2013).

As mentioned before, this research is directed to teaching vocabulary in its lexical semantics, an aspect which has already been explained; and ways of communication meaning oral and written language.

Then, it is inevitable to start with a clear definition of communication. Communication is described as the act of interchanging ideas, information, or messages from one person or place to another, via words or signs which are understood to both parties. At its core concept, it is also a two-way activity consisting of seven major elements: sender, message, encoding, channel, receiver, decoding, and feedback.

The communication process starts by encoding the message; after that, the message is sent from one individual to another, through a channel; next, the message is decoding and if it was communicated effectively, feedback would be given. Nowadays, there are a variety of communication channels available: face-to-face, phone calls, e-mails, social media platforms, brochures, advertisements, television, signs, flyers, reports, etc. The communication process affects all sensory channels, as it can occur in a diversity of ways. Communication can be classified as: verbal, non-verbal, written, and visual (Jullie, 2020).

Undoubtedly, language input favors language performance; it is broadly accepted, as Krashen has insisted, that the acquisition of vocabulary can be reflected in student's oral and written performance. The fact that in many instances, students can identify the oral and written input also leads to learning, and what is even better students feel motivated to communicate with one another (García, 2009).

In both language use and language learning, the contrast between spoken and written English plays a critical role. Differences in spoken and written English can be identified in every level of the language: phonology and morphology, vocabulary and syntax; some of them are obvious and others are hidden; we tend to be less critical of faults in speech than in writing (Darian, 2000).

Communication and culture are inseparable phenomena, and children express their culture through their communication styles and even though the context of a second language learner is not the same as the one of an English as a foreign language student, as Bruner (1961) stated; imagination, mental flexibility, and representation, and problem-solving boost oral and written expression abilities in children (Flores, 2014).

Taking this into account, one of the theories which support this study is “Discovery Learning.” This popular theory encourages learners to build on past experiences and knowledge, use their intuition, imagination, and creativity. Discovery learning is process-oriented and not content-oriented and is based on the assumption that learning is not a mere set of facts; students learn to analyze and interpret the acquired information, rather than memorize words or correct answers. The techniques applied in this model can vary, but the goal is the same; for learners to reach the result on their own, by exploring and manipulating situations, by performing experiments, or getting involved in hands-on activities, students are more likely to remember concepts and newly acquired knowledge.

For all the above mentioned, the study is directed to implement graphic organizers so that students could improve their ability to retain new words and use them in written and oral communication.

1.3 Independent variable: Graphic organizers (Foldables)

Then, what are 3D graphic organizers? They are visual displays teachers use to organize information in a manner that makes the information easier to understand and learn. The graphic organizer has its roots in schema theory which states that new information must be linked to preexisting knowledge, the teacher’s task is to ensure that the student has prior knowledge related to the concept and to provide assistance in making the necessary connection between what is being taught and the prior knowledge. The objective is for the student to retain what has been learned for later use (oral and written communication). Knowledge is stored in a scaffold-like hierarchy and this happens when the information is well-organized. According to Slavin (1991), information is encoded, stored, and retrieved based on this system (Dye, 2000).

Graphic organizers are learning strategies with an emphasis on visual learning which requires mental representations in visual outlines to materialize. Visual outlines allow students to find out and design patterns, interrelations, and interdependences as well as the possibility to develop creative thinking. Its structure

stimulates the structured development of an activity, such as the representation of content or word in graphic shapes. Some examples of graphic organizers are mind maps, webs, graphs, charts, frames, and clusters. Regardless of the level, graphic organizers can help students focus on concepts and words and how they are related to different contexts.

Three basic factors need to be considered when constructing a graphic organizer, these are detailed below:

- 1) Coherence. - graphic organizers must be designed to eliminate any distractions. The connections should be clearly labeled and the covered information should be minimal.
- 2) Creativity. - every graphic organizer needs to be innovatively constructed to motivate students' interest.
- 3) Consistency. - to achieve reliability and dependability, graphic organizers should be standard and regularly introduced into the classroom; this means that they have to be the cognitive perception of the target language.

There is a variety of options to implement graphic organizers in the English as a Foreign Language classroom, some of them are Venn diagram, conceptual map, synoptic table, story map, sequence events chain, timelines, spider web, cause-effect diagram, umbrella, and folded file folder.

The folded file folder was developed by Larry Lewin and it is a metaphor for the organization of knowledge by categories that contributes to the ability to learn. It consists of handing out a color sheet of paper to each student; they fold the paper leaving a tab to write the topic; and finally, they make notes about that topic. The paper is divided into two parts; in the top part, students write predictions related to the topic, which means information students consider they are going to learn; in the space below students make notes. This graphic organizer fosters prediction, analysis, and synthesis (Meléndez, 2019).

This graphic organizer has been explained in detail because it has similarities to the ones implemented in the present study. As mentioned in the title, the proposal includes 3D graphic organizers implementation in the English as a Foreign Language classrooms.

Three-Dimensional Graphics Organizers are instructional tools that take complicated data and information to make it visual and kinesthetic. The main idea or word is written on the outside and the supporting facts or details are written under the tabs. By using this tool, students are encouraged to self-question and self-check as the foldable is manipulated and at the same time students' thoughts are organized. Some of the effects of 3D in students learning process are the following:

- 1) Students develop the ability to deconstruct topics and demonstrate relationships.
- 2) Students feel motivated to learn new words, efficacy is increased, and attitude changes.
- 3) Retention and ability to generalize to novel situations are increased.

The use of foldables has become popular among educators; lately more publishers are using them in textbooks. Foldables are effective because they involve students in the physical creation of the organizes which also increases retention in a student-centered environment. Through the exposition to different types of organizers and foldables formats; teachers and students develop conditional and strategic knowledge. Some examples of 3D graphic organizers are:

- a) Multi-tab content, a linear graphic organizer which can be divided into any number.
- b) Vocabulary Shutter Fold, a cyclical graphic organizer which can be divided into even numbers.
- c) Vocabulary Layered Book, is the best shown in a hierarchy or layers.
- d) Envelop Fold Content, a cyclical graphic organizer whose content is easily divided into fourths or eighths.

- e) Project Folds, serves as a storage of a collection of related concepts or a unit of study.

During the learning process, students are organizing, structuring, and refining their existing schema to accommodate for new knowledge. Teachers play an important role in the process since they guide students towards the discovery of relationships and connections; and if they use the graphic organizers effectively their ability to retain new knowledge increases (Hardin, 2009).

Having clearly understood the concepts and definitions regarding graphic organizers. Now, each one of the four 3D-Graphic Organized applied in the present study will be described in detail.

The main reason why the researcher chose 3-D Graphic Organizes is because as stated by Barnekow (2009), "3-D Graphic Organizers bring a whole new dimension to a powerful learning tool (p.3)."

The 3-D approach has been proven to be effective and helpful across grade levels, in all subject areas throughout the teaching cycle, and with students of different learning styles and abilities.

How to use the foldables in the virtual classroom

Teacher's role

Although the didactic strategy has been previously selected by the teacher, some aspects should be considered:

First, the teacher has to consider the topic and the lesson's objective. Second, the activity must be planned so the graphic organizer must be already designed. There must be a relationship among the content, the strategy, and the design of the foldable.

The material should be accessible and easy to obtain. It is important to emphasize that for making the foldables not much material is needed. The only thing that should be acquired is cardboard, scissors, glue, and markers. So, you could say that it is economical and it can find at home. The material should be required in advance so that students are ready to start making the foldable and there is no waste of time. The teacher's role is to monitor all the time and guiding the students in each step, in a way that facilitates learning. The teacher can interact virtually and teach anything using foldable templates.

The teacher must guide the student in such a way to produce active learning. Some students cannot connect in the virtual classes so, it is important to send the instructions clearly and easily. The teacher should make the foldable first so it can show as an example to the students. Once the class is finished, the respective feedback and evaluation should be provided so that it is possible to know if there has been significant learning. There are some aspects to consider at the moment to use any didactic resource, for instance, the purpose, the accessibility, and the way to evaluate.

Student's role

Listen carefully to the teacher's instructions. These have to be clear and easy to understand. In the virtual classes, the teacher must repeat the instructions as many times as necessary so that there is no difficulty in this way. It has to consider that not all the students have the possibility to connect at the same time. They have to send their evidence in photos through WhatsApp. Foldables should be designed in an attractive way that causes a visual impact on the teacher and their classmates. The learners use a higher level of creative thinking to build the foldables.

Students have a sense of ownership in their work that helps them to invest in the concept or lesson. Once the class is finished, the respective feedback and evaluation should be provided so that it is possible to know if there has been significant learning.

It is very important that at the end of the class the students make a reflection. This reflection can be oral or written about how they felt about the application and the way that the contents were taught. The teacher must ask for sincerity from the students so that, if there is any confusion in the students, the teacher will make some changes. Therefore, five 3D graphic organizers were selected for the intervention: flip-flap table, folded list maker, person pop-up, slide chart and mobile (1).

Flip-flap table.

This 3-D graphic organizer helps students record, study, and remember key facts. The main objective of this tool is memorization and repetition. The time required to create this organizer is 60 minutes.

Materials

- Flip-flap table template.
- Scissors
- Markers
- Glue

What to do

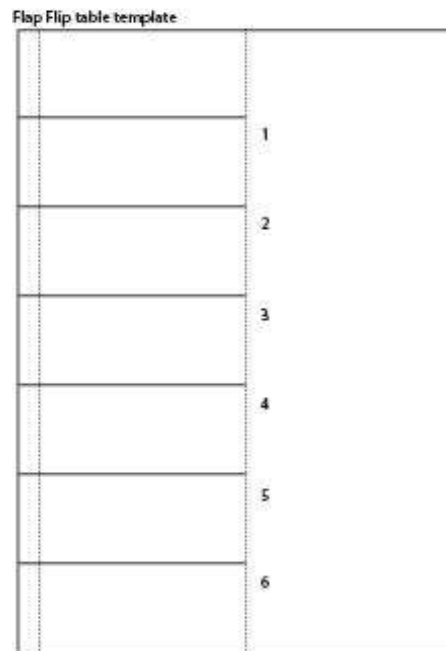
- Give out the template to the learners and guide them in its development.
- Tell to the learners to write the vocabulary to learn.

How to construct

- Remove the layout and the folds, along the strong lines.
- Overlap left to right, along the ran lines. Ensure folds are on the left and overlay over the strong piece.
- Be sure the organizer is oriented vertically.

- Overlay up the finishes of the folds into little tabs, which make the folds simpler to get a handle on.
- Fill in the important information.

Figure 1: Flip-flap Table 3-D Graphic Organizer



By Barnekow, D. (2009)

Folded list maker

Helps students recognize and learning key words of a subject or concept. It takes around 45 minutes to be constructed.

Materials

- Folded list maker template
- Scissors
- Markers
- Glue

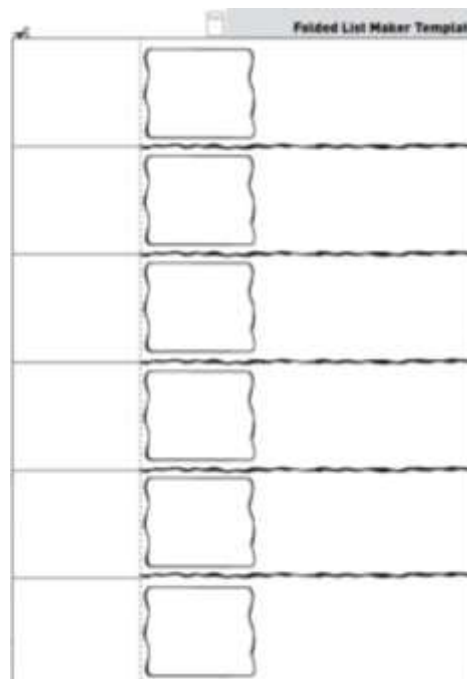
What to do

- Give out the template to the learners and guide them in its development.
- Tell to the learners to lift the flaps and write a key word underneath each one.
- On top of each flap, students should draw a sketch or create an icon that represents the element.
- Finally, to one side of each fold, understudies ought to compose a definition or portrayal of the component.

How to construct

- Remove the layout and the folds, along the strong lines.
- Fold left to right, along the dashed lines.
- Be sure the organizer is oriented vertically.
- Fill in the important information.

Figure 2: Folded list maker 3-D Graphic Organizer



By Barnekow, D. (2009)

Person pop-up

The objective of this 3-D graphic organizer is to plan questions about a specific topic, conduct research, and present information from research. 90 minutes are required to construct this organizer and the time the student takes to research.

Materials

- Person pop-up template
- Scissors
- Markers
- Glue
- Images of famous people

What to do

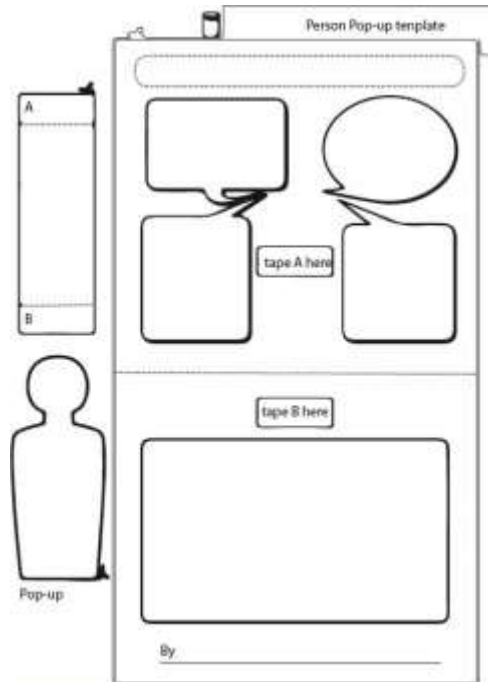
- Assign a particular topic (biographies) for students to research or assist them in making their own choices.
- Give out the template to students and guide them in its construction.
- Tell to students to complete the graphic organizer by writing the topic in large letters on the vertical flap, coloring the pop-up figure (filmmaker) appropriately, and writing important information about the person on both the vertical and horizontal flaps.

How to construct

- Cut out a large rectangle and two similar pieces, as indicated.
- Fold large rectangle 90 degrees.
- Fold the hinge as indicated.
- Connect the pivot to the enormous square shape with tape.
- Use the pop-up piece to create the person and tape it to the hinge.

- Fold rectangle down. Ensure that internal pieces fold properly. Crease the fold.
- Fill in the important information.

Figure 3: *Person pop-up 3-D Graphic Organizer*



By Barnekow, D. (2009)

Slide Chart

The objective of this 3-D graphic organizer is to organize and classify any kind of information. 60 minutes are required to construct this organizer and the time the student takes to research.

Materials

- Slide Chart template
- Scissors
- Markers
- Tape

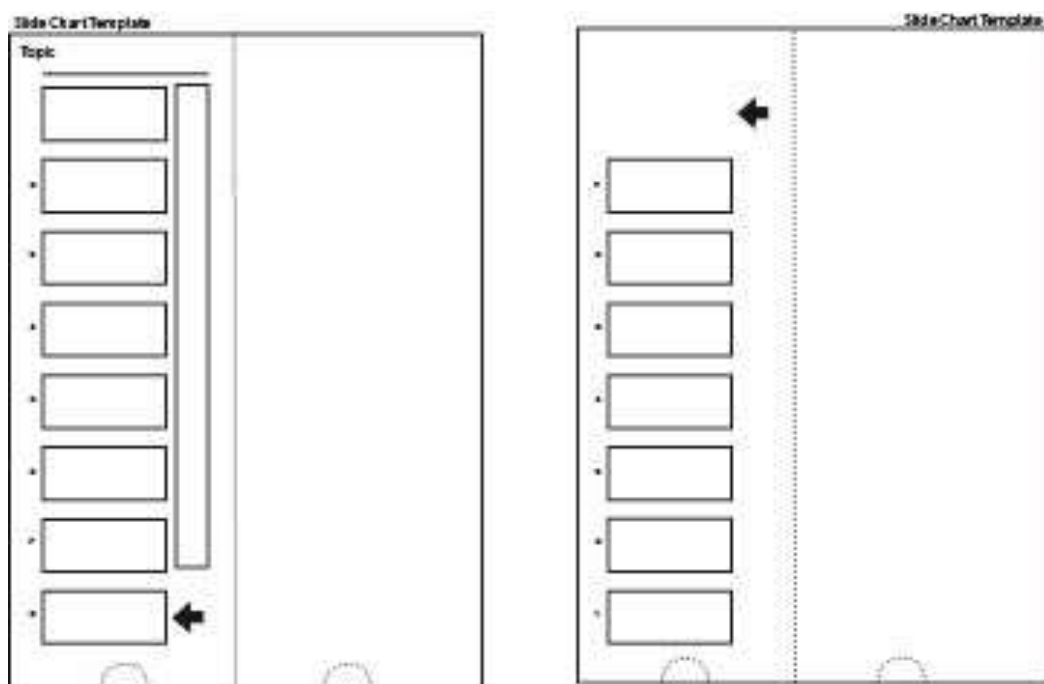
What to do

- Assign a particular topic (idioms) for students to research or assist them in making their own choices.
- Give out the template to students and guide them in its construction.
- Have students title their slide chart with the name (idioms) and then write the five idioms in the boxes on the body of the chart. On the corresponding insert, the students should write the correct definition.

How to construct

- Cut out the template along the solid lines.
- Fold as indicated.
- Tape body closed.
- Tape inserts closed.
- Fill in important information.
- Slide insert into the body.

Figure 4: Slide Chart 3-D Graphic Organizer



By Barnekow, D. (2009)

Mobile (1)

Mobiles display the definition of a topic and include key examples or details. The time required to make mobiles is 30 minutes.

Materials

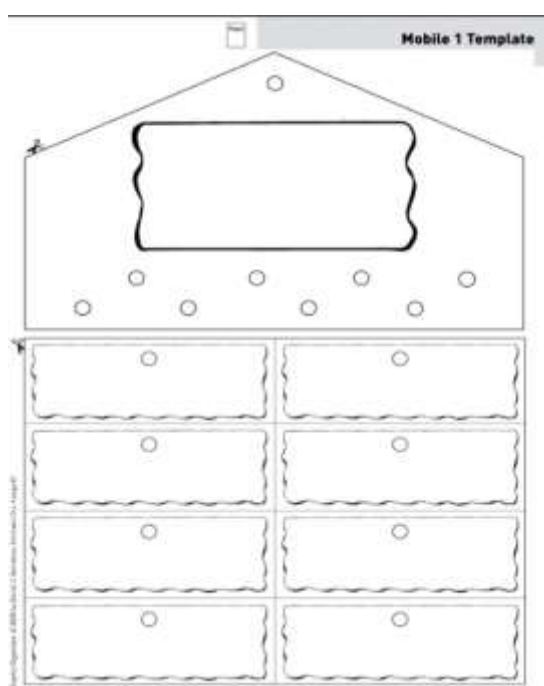
- Mobile 1 template
- Scissors
- Tape
- Hole punch
- String
- Markers

What to do

- Invite students to choose or assign a topic.
- Give out the template to students and guide them in its construction.
- Students label the main section of the mobile with the name of their part of the speech and write its definition. On the smaller sections, they provide several examples of the topic chosen.

How to construct

- Cut out, as indicated.
- Punch out holes.
- Attach smaller pieces to a large pieces with tape and string.
- Fill in important information.

Figure 5: *Mobile 1 3-D Graphic Organizer*

By Barnekow, D. (2009)

Each one of the templates, materials, description, and instructions were taken from the book “3-D Graphic Organizers,” 20 innovative, easy-to-make learning tools that reinforce key concepts and motivate all students (Barnekow, 2009).

Before continuing, it is necessary to clarify the concept of foldables because it is related to the independent variable of the present research. Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and information organization. Foldables, not just build up abilities and systems which are fundamental in the English learning measure yet in addition give a sensation apparatus to getting sorted out and investigating learning (Zike, 2008).

Nowadays, due to the global pandemic situation, COVID 19, it is very important to incorporate technology in the classroom. Many are the benefits that technology have brought into the Educational field for teachers as well as students. It has improved the effectiveness and productivity of academic activities in the classroom due to the variety of resources that can be used to engage and motivate student's interest.

Furthermore, it causes a positive impact of improving educational processes and facilitating students' recreational activities, thus supporting learning processes. The technology brings great benefits to education, not only inside the classroom but also outside of it, it is important to remember that not all students have the possibility to connect at the same time, either by poor connection or lack of economic resources. In this way, the learners take an advantage of the different platforms offered by the network.

The present study also showed how technology was incorporated into the virtual classrooms. Since the pandemic COVID-19 started education faced an abrupt change. Even though technology was already being implemented in the English classrooms, teachers were not used to working remotely. Since the education system changed, teachers and students had to adjust to the new demands. In the case of teachers and students from the Unidad Educativa "Riobamba," the synchronous classes are now taught through the Teams and Zoom platforms. Nevertheless, due to connectivity and financial inconvenience, not all the students can be in class, for that reason the teachers had to look for other alternatives such as using WhatsApp to at least share the activities which have been developed during class.

It is also important to mention how the use of foldables has been adapted to virtual classrooms and the benefits that provide us. The first aspect is the collaboration because the foldables facilitate collaborative work or team work. In other words, they allow them to express themselves and interact with classmates from the same or different courses. In the same way, the students learn interactively and dynamically without meeting in a specific place. Thus, it is no longer necessary for a group of students to meet in person to do it. Students can use platforms such as WhatsApp, Facebook, Microsoft teams, messenger, and others. When referring to collaborative work, it can be said that it helps to foster values such as friendship and companionship.

The second aspect is the optimization of time. As all know in virtual classes the teacher gives the instructions and the student decides the time in which he/she is

going to do the activity. In this sense, the student optimizes his/her time because it would take him much less time than it would be in a face-to-face class.

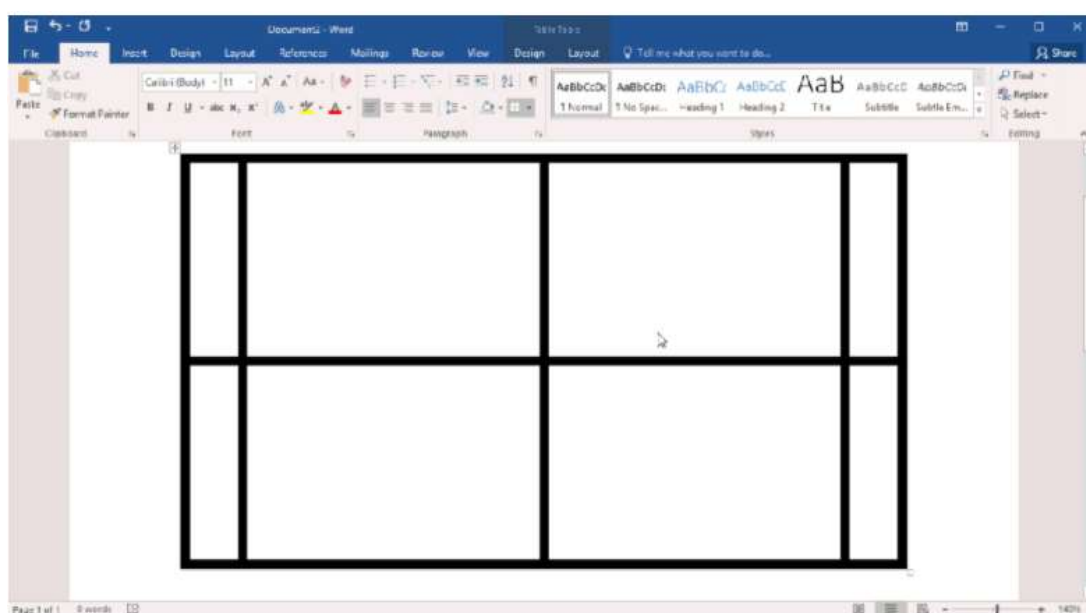
Due to the difficult situation the world is facing. Most students have mentioned that doing the foldables help to distract them and make their isolation less difficult.

Here, it presents an example of how to make a foldable using Microsoft word.

Microsoft word is a great tool for making digital foldables. For making the digital foldable you must create a table and modify the height, width of the rows and columns according to their needs.

Here, there is an example of a digital foldable by Michelle Rinehart.

Figure 6: Digital foldable



By Rinehart, M. 2017

In conclusion, it is the duty of teachers to adapt the technology and new modalities. We cannot know for sure when this terrible situation will end. So, it is necessary to seek an environment in which our teenagers feel comfortable. The teacher must ensure that they do so responsibly and, above all, scientifically, that is, to apply the same rational logic that applies to the solution of real-life problems and consciously seek to make the best use of it to improve their environment.

Finally, the current situation has required all teachers to get trained in the use of technological tools, apps, and platforms to assure effective teaching, interactive classes, and achievement in the expected outcomes.

CHAPTER II : METHODOLOGY

2.1 Research approach and design

The research design refers to all general techniques that the investigator decides to incorporate in the various segments of the examination rationally and sensibly, along these lines, guaranteeing a viable address of the examination; it establishes the framework, quantification, and analysis data. In simple words means it is the general plan of how the research will be conducted.

The research was a quasi-experimental design because it worked with two groups (experimental and control) the number of students was 77. The experimental group was 39. There were 29 girls and ten boys who were around 16 to 17 years old. The control group was 38, of which there were 15 men and 23 women of the same age as the previous one. All of them belonged to Unidad Educativa Riobamba.

Nowadays, classes are held virtually and for this reason, the courses were chosen where the majority of students have access to the Internet. However, groups were kept intact; the distribution of the members of the examination was not at random; they were formed before the investigation. In the first group, the experiment was carried out based on the proposal made by the researcher, which allowed us to observe the effects concerning the following variables. The second group was the control group. It was taught by the same teacher but with different a methodology.

This study was qualitative and quantitative. One of the instruments used by the researcher was the observation card which allowed the researcher to collect relevant information for the study. Also, the area director was asked to observe the class so that she could give her impressions of the new strategy implemented. Another instrument was a post-survey the purpose was to know the student's opinion about the use of the foldables in the virtual classes. In order to measure the effects of this implementation, a pre-test and a post-test were designed since it was necessary to collect data that required a results quantification. The results obtained in the pre-test were the basis for this research.

The technique used for the quantitative approach was a questionnaire and the instrument (pre-test and post-test) were validated by experts. Results will be related to the process of EFL vocabulary learning and the effectiveness of 3D Graphic Organizer's strategy on vocabulary learning. The pre-test was conducted at the beginning of the investigation while the post-test was administrated after five weeks of the intervention. Finally, results of pos-tests of the two groups were compared to establish conclusions.

Research Modality

Field research

The problem came from as a difficulty that students have when communicating due to a lack of vocabulary. This was reflected at the beginning of the school year with the low participation in classes combined with the lack of student's participation on the part of the student. People know that education is a fundamental part of society. In this context, socio-educational research focuses on finding solutions to the educational field. In this sense, to carry out the investigation, the proposal was applied in the very place and population where the problem occurs. Even though, classes were not held in situs, the research took part in the virtual environment where teacher-student and student-student interaction arose.

This field research facilitated the application of the research techniques and instruments among the students in the third year of baccalaureate at Unidad Educativa Riobamba to gather information comparable at the end of the intervention.

Bibliographic research:

It refers to secondary data, which are those that have effectively been explained and are attached in books, articles, diaries, sites, web recordings, instructive books, and so forth. In the development of the theoretical framework, it was necessary to

search for relevant bibliographic information to enrich the state of the art. This information was collected in books, scientific journals, papers, and others to compare and analyze the different didactic strategies, this was useful for the foldable's design and adapt them to the student's needs.

Research depth level

Descriptive

The present study is descriptive since it needs to indicate and represent reality in all its fundamental parts, for instance the different studies carried out before this experiment. It also describes the concepts and definitions of the different theories in the state of art and finally it describes the results achieved with the study.

Exploratory

The exploratory aims to become familiar with a phenomenon for which there is no defined theoretical framework and it has not been well researched before. This is what happened with this study since not many results were found in the context of EFL students, therefore this study sought to solve a problem that included a defended idea in other context.

Correlational

The present study is considered a correlational investigation. The correlation was between the use of the Foldables and the learning vocabulary of the English language, which are the study variables. This correlation was made based on the qualitative and quantitative measurement of the mentioned variables through a final survey, where the questions posed to make the existing relationship between the variables remarkable.

2.2 Population and Sample

The investigation was applied at Unidad Educativa Riobamba. The researcher worked with the third year of BGU. The city is Riobamba in the Chimborazo province. In the academic year 2020-2021. The students were between sixteen and seventeen and years old. They were male and female.

Each class had 39 students that correspond to the “D” course and 38 with the “H” course. These courses correspond to the experimental and control group. The total number of students was 77. It is important to mention that there was no discrimination of gender, age, or economic level in the selection of the groups in which the research was to be carried out. But it is important to emphasize that due to the difficult situation of the pandemic (COVID 19) the students attended virtual classes; it was decided to choose the group with the highest number of students with internet connectivity. It is important to clarify that the same teacher worked with both groups.

Table 1 . Population

Course	Age	Male	Female	total	%
D	16	5	20	25	32
	17	5	9	14	18
H	16	4	17	21	27
	17	9	8	17	22
TOTAL		23	54		
%		30	70		

Source: Chafra, S. (2021)

Research Instruments

The present study had two variables, the dependent and the independent. The first is the independent variable which was the 3D graphic organizers (Foldables) and the dependent variable was vocabulary learning. Based on these two variables, instruments were designed.

Table 2 . Independent Variable

Independent variable	Dimensions	Indicators
3D Graphic Organizers (Foldables) 3D graphic organizers present a whole new dimension to a powerful learning tool. Students have fun constructing and manipulating three-dimensional organizers, and they are rewarded with a more enjoyable lesson, a tangible outcome and a greater sense of accomplishment.	Flip-flap table: this 3-D graphic organizer helps students record, study, and memorize key facts. Ideal for speaking practice. Students can formulate questions about movies and movie theaters.	Lesson B: Movies and theater vocabulary.
	Folded list maker: this 3-D graphic organizer makes it easy for students to identify and study key elements of a topic or concept.	Speaking questions: Movies and theatre.
	Person Pop-Up: this 3-D graphic organizer guides students to organize and present information about a person or event.	Writing activities Module 1, Lesson B.
	Slide Chart: ideal to classify various types of information.	Idioms. Module 1, Lesson B.
	Mobile (1): students make mobiles that display the definition of a topic and include key examples or details.	Movie genres.

Source: Chafra, S. (2021)

Dependent Variable

Table 3 . Dependent Variable

Dependent Variable	Dimensions	Indicators
Vocabulary learning Set of essential words within a language that a person must know in order to develop communicative skills. A learner needs to differentiate the kinds of words and how to use them in different situations either in a written or oral communication.	Lexical semantics	Idioms Specific vocabulary (Pre-test and post-test results)
	Ways of communication	Written Oral (Rubrics)

Source: Chafra, S. (2021)

The first instrument was a structured test which was designed on a structured basis. The main purpose of the test was to measure the learners' vocabulary knowledge. The test was divided into five sections: multiple choice responses, word association, listening, creative writing, and speaking. The main contents were movie genres, movie theater food around the world, idioms, the help, and writing biographies.

These tests were applied to the experimental and control groups to perform the data analysis before and after the intervention. The evaluation was designed with five

sections. Each one is scored according to the number of correct answers, the total score of the test is over 10.

The section A (Multiple choice) in this question students have to choose the correct option. The question focuses on definitions and the vocabulary chosen is found in module one of the third year of baccalaureate. Section B (words association) for the next item the students had to associate the genre of the movies with the adjective that is best connect with it. Section C (Listening) in this section the students had to find out the specific details for example fish balls, dried sardines, etc., and math with the corresponding country. Section D (Creative writing Idioms) at this point the students must have a high degree of critical thinking because they must interpret the idioms appropriately. Section E (Speaking) in this question a specific rubric was used which assessed accuracy, content, and fluency.

The instruments were validated by three experts in the field of teaching English as a foreign Languages. Each one of the experts received a set of documents including (1) Letter of introduction. (2) Documents with the general objective and specific objectives of the investigation. (3) Document with the objective of the instrument. (4) The questionnaire. (5) Operationalization of the variables.

Here are the profiles of the experts who validated the test:

Name: Mariela Pilco Labre

- **ID.:** 0604397711
- **Degree:** Magister en Enseñanza del Idioma Inglés como Lengua Extranjera
- **Occupation:** Teacher at Unidad Educativa “Riobamba”
- **Subject:** English

Name: Paola Cristina Chamorro Ortega

- **ID:** 0604237172
- **Degree:** Magister en Lingüística y Didáctica Aplicada a la Enseñanza de Idiomas Extranjeros.
- **Occupation:** Teacher at ESPOCH

- **Subject:** English

Name: Diana Karina Chicaiza Luisataxi

- **ID:** 0603814831
- **Degree:** Magister en Lingüística y Didáctica Aplicada a la Enseñanza de Idiomas Extranjeros.
- **Occupation:** Teacher at Unidad Educativa Fiscal “Cap. Edmundo Chiriboga”
- **Subject:** English

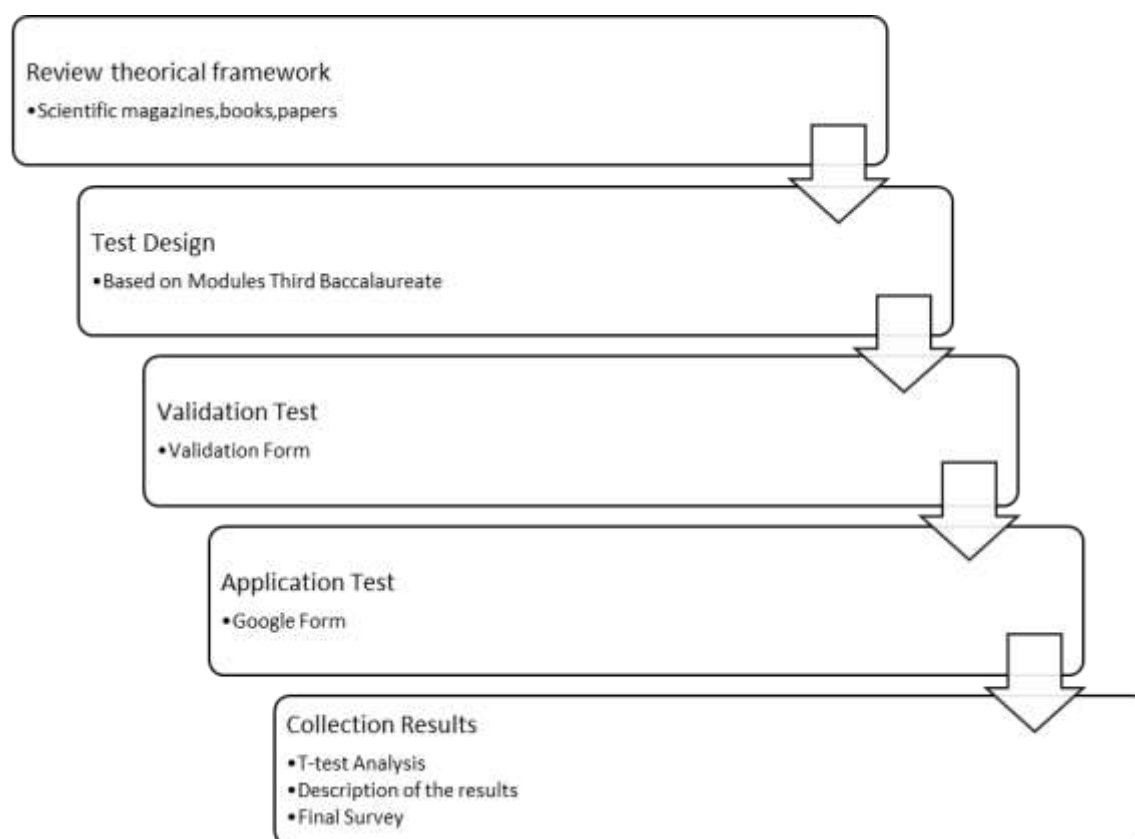
One of the instruments used for this research was a post-survey, the purpose was to know the students' opinion about the use of the foldables in virtual classes. The post-survey consisted of six closed-ended questions with 5 options (always, usually, sometimes, rarely, and never) as response options and two open-ended questions. Another instrument used was an observation card, the main purpose was to know the area director's point of view on the implementation of the didactic strategy (foldables) in the virtual classroom.

It is very important to mention that Unidad Educativa Riobamba is a public institution, so it is mandatory to request authorization from the Chambo-Riobamba district in order to apply the intervention. This permission was granted by the entity and it was possible to carry out the intervention.

2.3 Data collection Plan

The figure below describes the order used in the research as well as the instruments used.

Figure 7: Data collecting process



Source: Chafra, S. (2021)

At the beginning of the research, a scientific investigation of the most relevant concepts to be included in the state of the art was carried out. This information was found in scientific magazines, books, etc. Another instrument used for the research was a test, is important to emphasize this is a fiscal institution, so the questions were based on the contents of the curriculum and these are found in the modules.

Furthermore, the test was validated by three experts who have a master's degree in English, for the validation of the instrument, the following documents were provided to the professionals: letter of introduction, documents with the general objective and specific objectives of the investigation, document with the objective of the instrument, the questionnaire, operationalization of the variables.

Once the evaluation instrument was approved, (pre-test) it was applied to the students one week before the intervention. The test was sent through the google form application to make it easier and faster for both the students and the

researcher. In the same way, the post-test was applied five weeks after the intervention. It should be emphasized that it is the same test, the only difference is that the first one was applied before the intervention and the second one after the intervention. The results were obtained using Excel and SPSS software, finally, it should be emphasized that the general instructions were explained using the Zoom platform.

For the pre-test and post-test data collection were tabulated in Excel and demonstrated graphically, SPSS software was used to process the numerical data and thus demonstrate whether the idea to be defended was valid or not. A study of two means was carried out, and the samples were of the numerical type, the T-test was used. Since that the number of the samples was larger than 30 (>30 individuals), the Kolmogorov-Smirnov K-S test was used.

Finally, after the intervention, a post-survey was performed out to know the student's opinions about the use of the foldables in the virtual classes in the same way that the questionnaire applied was through the google form application.

Characterization of the institution

The present research was carried out at Unidad Educativa "Riobamba", this emblematic institution was created in 1943 and it was the first female educational institution in the province. It is considered one of the biggest educational institutions in Riobamba city. It has a student population of approximately 3,790 students distributed in kindergarten, middle school, elementary and high school. There are about 200 teachers teaching classes in all areas and levels.

At Unidad Educativa "Riobamba" mission is to strengthen the humanistic, scientific, and technological spirit of students who are self-aware, responsible, committed to social change, with abilities, skills, competencies, performance criteria, significant knowledge, and the practice of ethical, aesthetic and moral values to continue their higher education and personal formation, contributing to the sustainable development of the country and to improve the quality of life of the community.

The third baccalaureate students were receiving three hours a week of English, but due to the COVID 19 pandemic the classes had to be virtual and according to the guidelines imposed by the Ministry of Education this was reduced to only one hour a week, that is why the classes were held on Thursdays from 8 to 9.

The virtual classes were through the zoom platform so the links had to be sent one day in advance so the tutor teacher sent them to the group of students. For instance, it is essential that students have an internet connection and one of the advantages in this group was most of them had connectivity. Finally, it is important to mention that the students were always interested in participating and carrying out the activities.

2.4 Research proposal

Since this study was applied in the “Unidad Educativa Riobamba,” it is based on the Ministry of Education Curriculum for the English Language. In 2016 the English Language Curriculum was reformed; the purpose was to present a well-founded, solid, technical, and coherent proposal focused on the students learning needs, taking into account that Ecuador is a multi-cultural country and that not all students L1 is Spanish. The main role of the curriculum is to help teachers to reach the desired outcomes and how to fulfill them which results in quality education improvement.

The basic principles of the Ministry of Education proposal are centered on methodologies which reflect students’ strengths and challenges as a mean to interact and communicate the learned and memorized content. Thus, the English as a Foreign Language curriculum are: (1) To develop students’ comprehension about their own culture and other cultures by expressing their points of view in the L2; (2) To develop the personal, social, and intellectual abilities needed to reach students’ full potential so they could participate actively in a globalized world; (3) To motivate students to love learning languages starting at an early age through interesting and positive experiences. This last objective is essential in a teaching-learning

environment since every human being does what their love with passion, enthusiasm, and energy (Pérez, 2016).

With this basis, the reached applied the English Pedagogical Module 1 and the data collection instruments were planned according to its contents. Regarding vocabulary, the content of this module includes movie genres, movies around the world, idioms, writing a movie review, and writing biographies.

Guide to teach vocabulary with graphic organizers (Foldables)

- Informative Data
- Institution: Unidad Educativa “Riobamba”
- Province: Chimborazo
- City: Riobamba
- Address: Canonigo Ramos and
- Phone number:
- Department: English Area

Proposal Background

To get good communication, it is necessary to have enough variety of words. It promotes the learners to expand their knowledge and provides unlimited access to the information. Vocabulary is one of the most important English Language sub-skills to develop. Teachers must look for new strategies that encourage the learners to learn in a fun and organized way.

At the beginning of the school year, teachers applied a diagnostic test to measure the level of knowledge of the previous year. So based on that test it was possible to determine that there are many deficiencies in vocabulary since students are not able to properly understand and answer the questions. At this point, it is essential to design a didactic manual to teach vocabulary, which is based on the use of foldables in the classroom. As teachers, it is essential to look for innovative strategies that allow for real and meaningful learning.

Foldables is an innovative strategy that allows the student to be more creative and organized in their learning. One of the most important factors is that foldables arouse critical thinking both oral and written, not forgetting that students can design their foldables. And finally, it has a visual impact on students.

Justification

An English language is a tool that in recent years has become essential, due to the need to communicate between people from different parts of the world, thanks to the accessibility to technology becoming a universal language. That is why in Ecuadorian education this subject is taught from kindergarten, however, one of the shortcomings observed in high school is the lack of vocabulary.

The purpose of this study is to improve the vocabulary teaching and learning process through graphic organizers (Foldables). The teachers of Unidad Educativa "Riobamba" will have the access to the templates as well as the students. The main goal is that learners will learn in a fun and interactive way. Each foldable is designed in such a way that it is easy to perform and apply. Finally, it is a didactic tool that will allow learners to learn and study vocabulary in a meaningful way.

General Objective

To design a didactic strategy to teach vocabulary through foldables

Specific objectives

To propose the innovative strategy in the process of teaching vocabulary

To create a booklet with five foldables

To apply the booklet to improve vocabulary learning.

Proposal Feasibility

This proposal was applied in the Unidad Educativa “Riobamba” from Riobamba city from February 17 to March 30, 2021, in students of third Baccalaureate, parallel “D”. The time per class was 60 minutes on Thursday.

There are some reasons why this proposal is appropriate:

This proposal is considered to be feasible due to the facilities provided by the institution in which it is tended to be applied; the authorities in the Unidad Educativa Riobamba will provide the necessary resources as well as the authorization to complete all the process.

Technical Feasibility – The advice was sought from people with experience in the use of the foldables, which led to the use of the most efficient graphic organizers.

Economic Feasibility – This proposal was possible because the expenses and advantages related to projects before monetary assets are apportioned. It was made an appraisal that elaborates an expense/benefits investigation of the task.

Scheduling Feasibility - In planning achievability, the examination has assessed what amount of time the task will require to be finished by utilizing different assessment techniques.

Proposal topics - The main contents are movie genres, movie theater food around the world, idioms, the help, and writing biographies.

Table 4 Proposal Topics

No. of lesson plan	Topic	Aim	Time	Materials	Teacher's role	Student's role
1	Movie genre	By the end of the lesson, students will be able to	Thursday From 8 to 9	Pictures Computer	Facilitator	Active participation

		recognize the different types of movie genres.		Powerpoint slides Scissors Glue Markers Cardboards		
2	Movie theater around the world	By the end of the lesson, students will be able to recognize the different type of food that is served in each country.	Thursday From 8 to 9	Pictures Computer Powerpoint slides Scissors Glue Markers Cardboards	Facilitator	Active participation
3	Idioms	By the end of the lesson, students will be able to interpret the five idioms.	Thursday From 8 to 9	Pictures Computer Power point slides Scissors Glue Markers Cardboards	Facilitator	Active participation
4	Writing biographies	By the end of the lesson, Learners can produce well-constructed informational texts by applying the writing process.	Thursday From 8 to 9	Pictures Computer Power point slides Scissors Glue Markers Cardboards	Facilitator	Active participation
5	The help	By the end of the lesson, Learners can communicate effectively using a variety of media and formats.	Thursday From 8 to 9	Pictures Computer Power point slides Scissors Glue Markers Cardboards	Facilitator	Active participation

Source: Chafra, S. (2021)

Proposal Procedure

Foldable 1 Flip-flap table

Topic: The help

The main purpose is that students can memorize important information. They use keywords to make connections between the word and the definition, they can use images as well. The time required to create this organizer is 60 minutes.

Materials

- Flip-flap table template.
- Scissors
- Images
- Markers
- Glue

What to do

- The first step is to give out the template to the learners and guide them in its development.
- The second step is to tell students to write the words to memorize. The words that the students are going to write are maids, caregivers, luxury, blockbuster, and colossal.
- The third step is to write the accurate description on the other side. (the students can use pictures if they want).

How to construct

- Cut out the format and the folds, along the strong lines.
- Fold left to right, along the ran lines. Ensure folds are on the left and overlay over the strong piece.
- Be sure the organizer is oriented vertically.
- Fold up the finishes of the folds into little tabs, which make the folds simpler to get a handle on.
- Fill in the important information.

Process

Foldable 1 Flip-flap table

As shown in figure 8, the students have to follow the steps mentioned above and it also allows them to develop independent learning.

Figure 8: *Foldable 1 Flip-flap table*



Source: Chafra, S. (2021)

Foldable 2 Folded list maker

Topic: Creative writing

The main objective is that students can formulate questions and then organize and classify the information. The time we need is 60 minutes.

Materials

- Folded list maker template
- Scissors
- Markers
- Glue

What to do

- For the following foldable the students work in pairs.

- The first step, direct students to lift the flaps and write the following questions: What is your favorite movie? Why is it your favorite? How old should a person be to see a PG movie? Why? What do you enjoy eating at the movie theater? How much would you be willing to pay to see #1 movie of the year in the theater?
- What is the worst movie you have ever seen? Why was it so bad?
- Second, on top of each flap, students should draw a sketch or create an icon that represents each question.
- Finally, to the right of each flap, students should write the answers provided by their classmates.

How to construct

- Cut out the template and the flaps, along the solid lines.
- Fold left to right, along the dashed lines.
- Be sure the organizer is oriented vertically.

Process

Foldable 2 Folded list maker

The foldables also help teamwork, this foldable in particular was worked in pairs students used technological means such as WhatsApp, Facebook among others for the realization of the same.

Figure 9: *Foldable 2 Folded list maker*



Source: Chafra, S. (2021)

Foldable 3 Person pop-up

Topic: Can you imagine yourself as a movie producer? Why or why not?

To make this graphic organizer the first step is to choose a famous filmmaker and investigate him/her, then the students have to write the important information. The fun part is to make the drawing of the famous person and place it inside the foldable, 90 minutes are required to construct this organizer and the time the student takes to research.

Materials

- Person pop-up template
- Scissors
- Markers
- Glue
- Images of famous people

What to do

- First, assign a particular topic (biographies) for students to research or assist them in making their own choices. In this case, the students were talked about a famous filmmaker for example Steven Spielberg or they can describe another famous person.
- Give out the template to students and guide them in its development.
- Tell to the students to complete the graphic organizer by writing the topic in large letters on the vertical flap, coloring the pop-up figure (filmmaker) appropriately, and writing important information about the person on both the vertical and horizontal flaps.

How to construct

- Cut out a large rectangle and two similar pieces, as indicated.
- Fold large rectangle 90 degrees.
- Fold the hinge as indicated.
- Attach the hinge to the large rectangle with tape.

- Use the pop-up piece to create the person and tape it to the hinge.
- Fold rectangle down. Ensure that internal pieces fold properly. Crease the fold.

Process

Foldable 3 Person pop-up

One of the advantages of making the foldables is that the students encourage their creativity as we can see in the graph below.

Figure 10: *Foldable 3 Person pop-up*



Source: Chafra, S. (2021)

Foldable 4 Slide Chart

Topic: Idioms

The main purpose is that students can interpret the six idioms (I've got your back, cold feet, easier said than done, face the music, hang in there, and arm and a leg) and will be able to say the meaning. Also, the students can infer the meaning so that they can use their creative thinking. It takes around 45 minutes to be constructed.

Materials

- Slide Chart template
- Scissors
- Markers
- Tape

What to do

- Give out the template to learners and guide them in its development.
- Have students title their slide chart with the name (idioms) and then write the six idioms in the boxes on the body of the chart (I've got your back, cold feet, easier said than done, face the music, hang in there, and arm and a leg). On the corresponding insert, the students should write the correct definition.

How to construct

- Cut out the format along the strong lines.
- Fold as indicated.
- Tape body closed.
- Tape inserts closed.
- Fill in important information.
- Slide insert into the body.

Process**Foldable 4 Slide Chart**

Students feel a sense of ownership of their learning as they develop the foldables.

Figure 11: *Foldable 4 Slide Chart*

Source: Chafra, S. (2021)

Foldable 5 Mobile (1)

Topic: Movie genres

The topic is movie genres the objective is that the students will be able to identify the eleven types of movies (fantasy, horror, comedy, adventure, romantic, science fiction, documentary, action, animated, drama, and musical). First, the students have to follow some steps and they will make connections between images and words. It is very easy to construct and the students have to use their creativity and imagination. The time required to make mobiles is 30 minutes.

Materials

- Mobile 1 template
- Scissors
- Tape
- Hole punch
- String
- Markers

What to do

- Give out the template to students and guide them in its construction.
- Students label the main section of the mobile 1 with the name of their corresponding movie genre (Fantasy, horror, romantic, science fiction, documentary, comedy, action, animated, drama, and adventure). On the smaller sections, they provide several pictures of the topic chosen.

How to construct

- Cut out, as indicated.
- Punch out holes.
- Attach smaller pieces to a large piece with tape and string.

Process

Foldable 5 Mobile (1)

Finally, the foldables are attractive and fun to make them

Figure 12: *Foldable 5 Mobile (1)*




Source: Chafra, S. (2021)

Table 5 Lesson Plan

Teacher: Sandra Chafila	Date: 18 / 03/ 2021	Time: 60 minutes	Students' level: Third BGU "D"	Class profile: There are 39 students with mixed abilities, 16-17 years old, 12 boys and 27 girls, most of them are active.		
Recent topic work: (Assumptions)		Current topic:				
Students review:		Movie Genres				
Simple Present						
Vocabulary related to movies genres						
Main Aim: By the end of the lesson, students will be able to recognize the different types of movie genres.						
Subsidiary Aims: Students will be able to talk about the different types of movies.						
Students will be able to describe each types of movie genre.						
Personal Aim: To describe the different type of movies orally.						
Assessment: Using their creative make another one.						
Anticipated problems:						
Problem:						
Solutions: Practice exercises with pictures.						
Timing	Content	Procedures	Interaction Pattern	Skills	Resources	Success Indicators
5 min	Vocabulary: Words related to movie genres. Structures: - Simple Present.	Warm up: Motivational video on emotional support	T/S S S/S	Listening	Slides Pictures Computer Power point slides Scissors Glue Markers Cardboards	<input type="checkbox"/> Describe the different type of movie genres.

15 min		Activation: Show a total of eleven words with their corresponding pictures -Teacher will tell the students the materials that they are going to use.		Listening Reading		
		Connection		Listening Reading Writing		
20 min		-Teacher will ask the students to look at the power point slides and follow the instructions				
		-Teacher will show students how to make the foldable (Mobile 1)				
		-Teacher and students make the foldable step by step.				
		-Monitoring all the time to the students.				
		-The teacher will give them the word that they will be using and the students follow the example				
		-Students will write the correct word in the foldable				

						
15 min		<p>Vocabulary: Horror, Romantic, Science Fiction, Documentary, Comedy, Action, Animated, Drama, Adventure, Fantasy, Musical.</p>		Listening Speaking Writing		
<p>Assignment: Using they're creative make other foldable but following the examples.</p>						

Source: Chafra, S. (2021)

CHAPTER III : ANALYSIS OF THE RESULTS

3.1 Analysis of the results

Problem

For the statistical analysis of the research, it was necessary to evaluate whether the educational strategy applied raises students' grade point averages. For this purpose, an evaluation was applied before the intervention, then an intervention was carried out for five weeks. Once the intervention was over, another evaluation was taken. This intervention was in a group of 39 students.

Step 1 (Hypothesis Writing)

Hypothesis:

Ho: There is no significant difference in grade averages before and after applying the educational intervention.

H₁: There is a significant difference in grade averages after the educational intervention.

Step 2(define α)

Alpha is the percentage of error that we are willing to accept in the development of the statistical test, usually for social sciences an alpha of 5% is accepted.

Alpha=5%=0.05

Step 3 (Statistical test choice)

A cross-sectional longitudinal study of two means was carried out because the two tests were taken at different times, and the samples were of the numerical type, the T-test was used.

Step 4 (P-Value interpretation)

- **Normality:** It should be corroborated that the random variable in both tests was normally distributed. For this reason, the Kolmogorov-Smirnov K-S test

was used when the samples are large (>30 individuals). The criterion to determine whether the random value is normally distributed is:

- i) $P\text{-value} \geq \text{Alpha}$, accepting that the data come from a normal distribution.
- ii) $P\text{-value} < \text{Alpha}$, it is rejected that the data come from a normal distribution.

Table 6 The result from Software IBM_SPSS

Summary of case processing						
	Cases					
	Valid		Missing		Total	
	N	%	N	%	N	%
Pretest	39	100.0	0	0.0	39	100.0
Posttest	39	100.0	0	0.0	39	100.0

Source: Chafra, S. (2021)

Table 7 The result from Kolmogorov-Smirnov^a

Normality tests						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Gl	Sig.	Statistics	gl	Sig.
Pretest	.121	39	.157	.915	39	.006
Posttest	.133	39	.079	.865	39	.000

a. Lilliefors significance correction

Source: Chafra, S. (2021)

$0.157 \geq 0.05$

$0.079 \geq 0.05$

It was accepted that the data distributions were normal.

The decision rule for performing the T-test.

- i) $P\text{-value} \leq \text{Alpha}$, H_0 is rejected and H_1 is accepted
- ii) $P\text{-value} > \text{Alpha}$, H_0 is accepted and H_1 is rejected

The result from Software IBM_SPSS

Table 8 T-test 1

Paired samples statistics					
		Mean	N	Desv. Deviation	Desv. Error average
Par 1	Pretest	5.4100	39	.87176	.13959
	Posttest	7.7518	39	.56120	.08986

Source: Chafra, S. (2021)

Table 9 T-test 2

Paired samples test										
		Paired differences					t	g	Sig. (bilateral)	
		Mean	Desv. Deviation	Desv. Error average	95% confidence interval of the difference					
					Lower	Upper				
Par 1	Pretest - Posttest	-2.34179	.74080	.11862	-2.58193	-2.10166	-19.742	38	.000	

Source: Chafra, S. (2021)

$0 < \alpha \leq 0.05$ Ho is rejected and H1 is accepted

Therefore, there was a significant difference in grade averages after the educational intervention. It was shown that the idea to be defended the implementation of the 3D graphic organizers affects vocabulary learning in students of the 3rd year of BGU at Unidad Educativa "Riobamba" is accepted.

The above analysis was performed only on the experimental group because the control group did not apply the strategy and was only taken into account as a comparison.

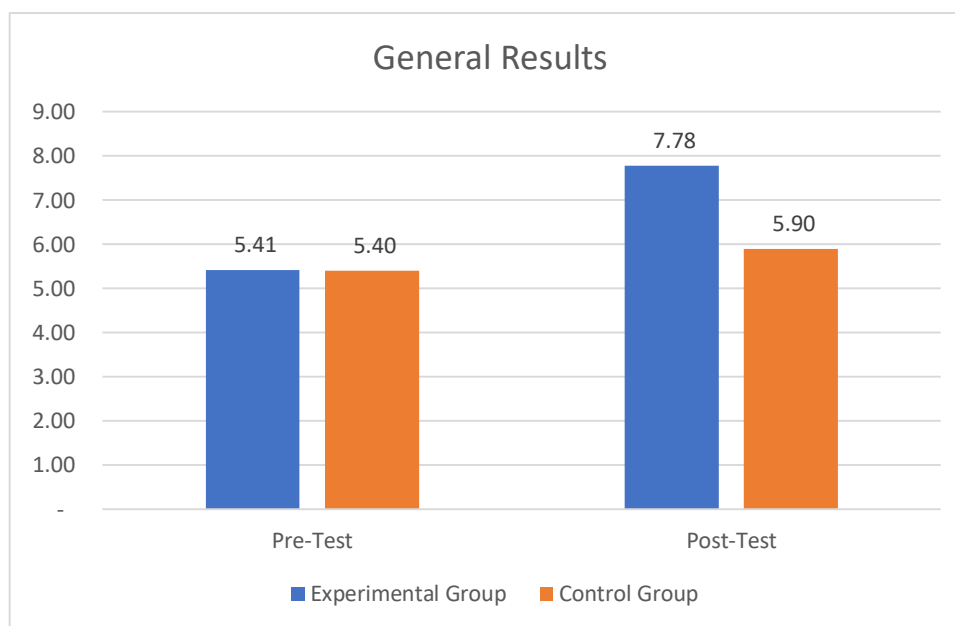
3.2 Pre-test and post-test results analysis

The evaluation was designed with five sections. Each one was scored according to the number of correct answers, the total score of the test was over 10.

The analysis presented below was of the results obtained from the pretest and posttest evaluation instrument, it was carried out individually for each section of both

the experimental group and the control group, expressed in percentages according to the ideal score, the total population was out of 77 individuals and the sections to be evaluated were: movie genres, movies around the world, idioms, writing a movie review, and writing biographies.

Figure 13: *General Results*



Source: *Chafra, S. (2021)*

Analysis

The general results were graphed, in table 17 it was observed that in the pre-test there was a similar result between both groups (experimental and control) while in the post-test a significant variation was noted in the experimental group with an increase of 2.37 / 10 points in regarding the first evaluation, It must be mentioned that the foldables were applied only to the experimental group, while in the control group the variation was minimal because it was only considered as a comparison of the other group.

Interpretation

At the end of the intervention, it was deduced that the used of the foldables as a didactic strategy for the learning of English vocabulary in the students turned out to

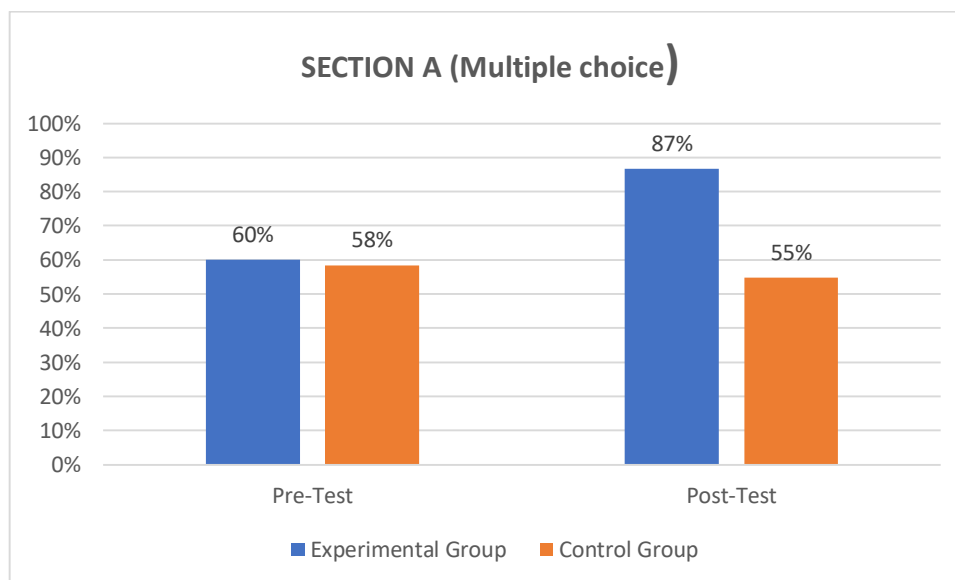
be positive and beneficial, allowing comparison using two tests, the first pre-test carried out before the application of the technique and the other post-test at the end of the intervention. The comparative results between the two tests were tabulated, showing an increase.

It is graphically deduced that the impact was positive, improving the knowledge of vocabulary significantly with the application of the didactic strategy and based on the experience of the intervention of the foldables it was recommendable for all the students, besides it was important to point out that there was no regression in the knowledge of vocabulary. Subsequently, the items were analyzed individually.

Analysis of the sections individually of the pre and post-test by a number of hits of the experimental group and control group.

Section A (Multiple choice)

Figure 14: Section A (Multiple choice)



Source: Chafra, S. (2021)

Analysis

In this section, the questions focused on identifying the level of knowledge of the meaning of nouns and adjectives, in graph 14 it is observed in the pre-test the

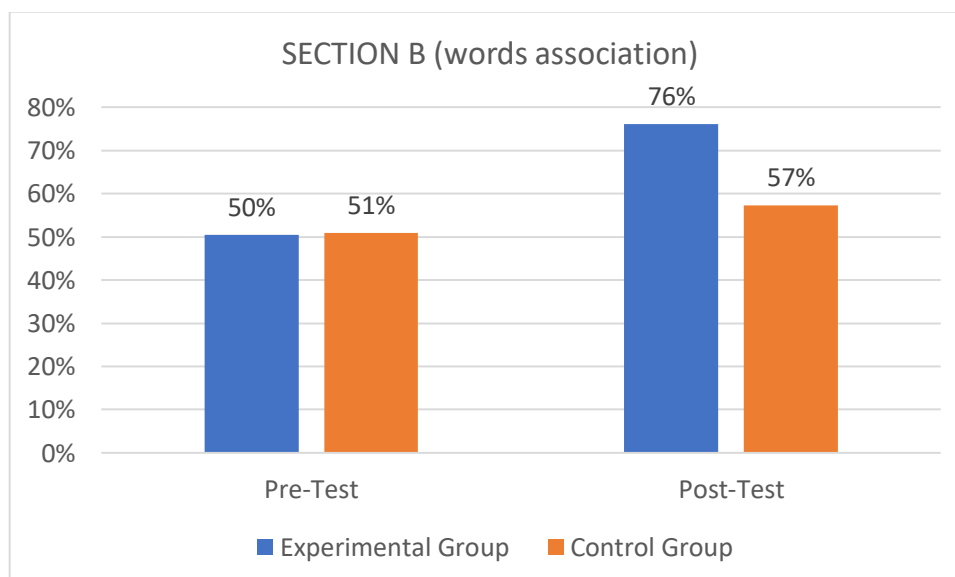
experimental group has 60% correct answers, while in the control group it had 58% correct answers. hits, having a minimum variation of 2 percentage points. Meanwhile, in the posttest the experimental group had 87% and the control group with 55%. Thus, the experimental group had an increase of 27% of successes, emphasizing that this group was applied the foldables motive of this research that allowed improving the level of the vocabulary of the English language and the control group remains with a minimum variation possible. It was emphasized that the intervention was not carried out in this group.

Interpretation

It is noticeable that there was an increase in vocabulary in the students since the foldables were used as a didactic strategy to acquire new words such as adjectives and nouns. This indicates that by making the foldables students have the ability to retain information during and after class.

Section B (words association)

Figure 15: Section B (words association)



Source: Chafra, S. (2021)

In the next section it was intended to know how students associate certain adjectives to a given context. In the graph, 15 the results reflect, in the pre-test, as in the

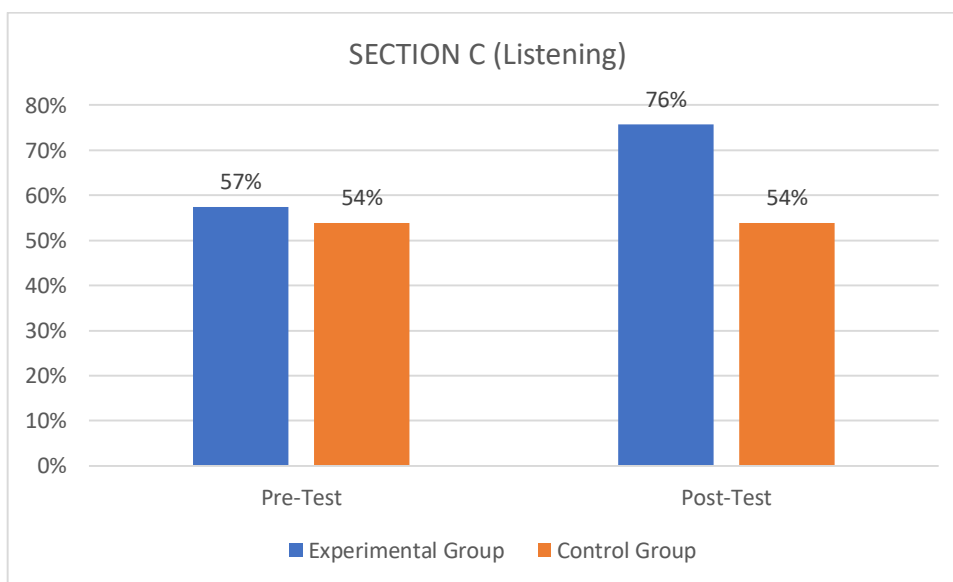
previous section, the students had the same level of knowledge. On the other hand, in the post-test, the experimental group obtained a score of 7.6 that was equivalent to 76%, achieving an increase of 2.6 points that was equivalent to 26% about the first test, the foldables were also used similarly to the previous section. In the control group there was a slight 0.6 variation which is equivalent to 6%. It should be noted that in this group (control) a reinforcement was performed using traditional techniques.

Interpretation

Here it should be noted that despite using traditional techniques with the students, it is noticeable that there was no increase as in the experimental group. The use of the foldables helped to classify and organize the information in such a way that the students could identify the words according to a context.

Section C (Listening)

Figure 16: Section C (Listening)



Source: Chafra, S. (2021)

Section C the student tries to listen to an audio and then identify the foods of each country to know the listening comprehension that each student had. The audio was a dialogue between two people who talk about the different types of food served in

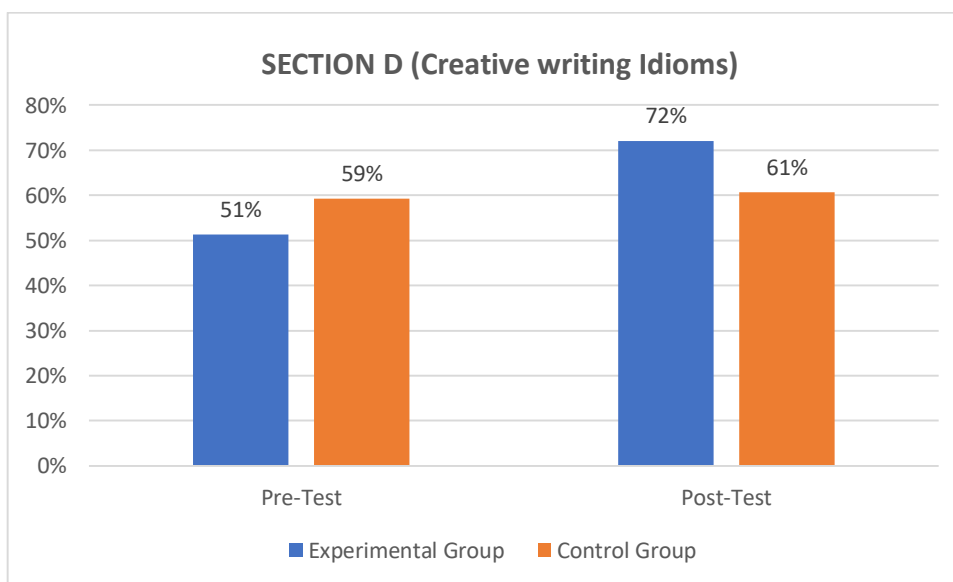
each country when they go to the movies. In graph, 16 such as in the pre-test, the range was maintained as in the other sections analyzed. In the posttest, which was the reason for this study, the values vary as shown in the graph, the experimental group reached 7.6 points which was equivalent to 76% while the control group remained with 54%, the foldables were applied in the experimental group, not so in the control group.

Interpretation

One of the skills that students had the greatest difficulty in acquiring was listening, which was why it caused more frustration in them. It can be seen that at the end of the intervention the students had an increase of 1.9 points, this was because when using the foldables the students can listen to specific instructions and classify the type of information, which allowed the students acquired a word-learning strategy.

Section D (Creative writing Idioms)

Figure 17: Section D (Creative writing Idioms)



Source: Chafra, S. (2021)

In this section creativity was evaluated to write and interpret the idioms, it was about reading an idiom and that they wrote the answer according to their criteria. In the other part, narrate a paragraph about the experience of going to the cinema. In the

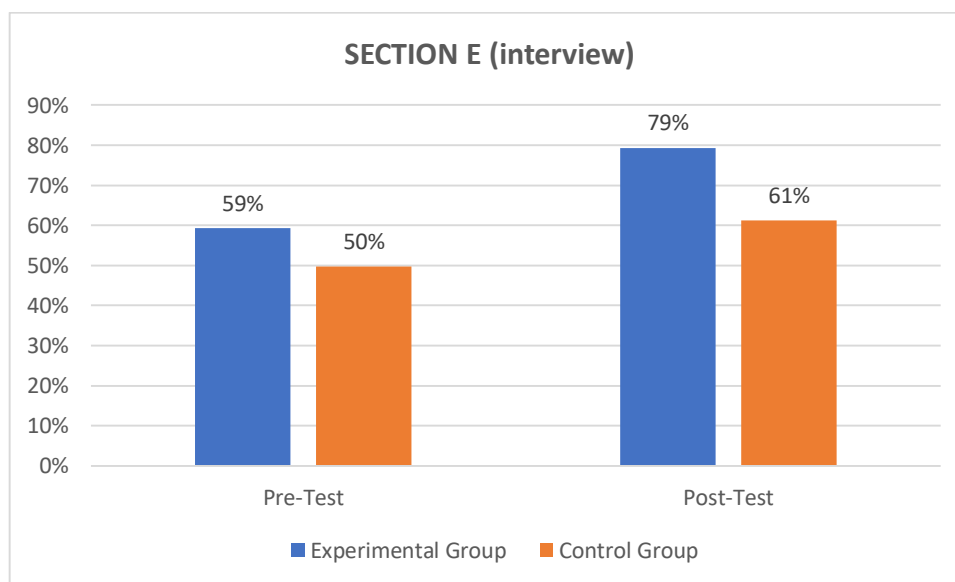
graph, 17 in the pre-test the experimental group had 5.1 points that was equivalent to 51% and the control group had 5.9 points that were equivalent to 59% here you could notice a difference of 0.8 points that was equivalent to 8% that corresponds to the control group, it was noted an important difference from the other sections. On the other hand, in the post-test there was an increase of 7.2 points that was equivalent to 72% in the experimental group, this was thanks to the application of the foldables as an innovative strategy that allowed to improve the vocabulary level of the English language and; the control group remained without a major difference.

Interpretation

As in the previous sections the foldables helped to improve the vocabulary level, in this case, it allowed the students to awaken their creative thinking, for example by being able to interpret the idioms.

Section E (Speaking)

Figure 18: Section E (speaking)



Source: Chafra, S. (2021)

In the last section, it was an interview to measure the correct use of words, the appropriate use of vocabulary regarding the experience of going to the cinema was evaluated. In the pre-test, the experimental group obtained 5.9 points which was

equivalent to 59%, and the control group with 5 points which was equivalent to 50%. In the analysis of the post-test where it was observed that the experimental group reached a score of 7.9 points that was equivalent to 79%, having a significant increase of 20% concerning first test; Due to the application of the foldables as a didactic strategy to learn the vocabulary of the English language, in the control group there was also an increase of 11%, it should be noted that in this group there were reinforcement activities.

Interpretation

According to the results obtained in the data tabulation, the implementation of the foldables caused a positive impact on the students, improving their ability to write correctly, as it was an interview, it was deduced that it also helped to improve their reading comprehension.



Table 10 Observation Card



UNIDAD EDUCATIVA "RIOBAMBA"

VIRTUAL CLASS OBSERVATION FORM

INSTITUTION'S NAME		LOCATION	ZONA	INFORMATIVE DATA		ADDRESS	SECTION
TEACHER'S NAME		CONTENT	AREA	DISTRITO	CIRCUITO	DATE	
COURSE	PARALLEL		LEVEL			STUDENT'S NUMBER	
Unidad Educativa Riobamba		Urban	3	Chambo Riobamba	06D01C02	Lizarzaburu y la Prensa	Morning section
Sandra Chafra		Movie Genres	English	English		17/3/2021	
3 BGU	D		BACCALAUREATE			39	

AREA'S COORDINATOR

Mgs. Mariela Pilco

INSTRUCTIONS: Mark with an X in the YES/NO box as appropriate according to the criteria listed.

CRITERIA FOR ACTIVITIES PRIOR TO CLASS EXECUTION		Yes	In progress	No	comments
1	The planning of activities provided by the teacher is related to the prioritized curriculum/emergency/training modules.	x			
2	The teacher provides the planning of activities with the links to the virtual classes or platforms with which they work.	x			
3	The synchronous class starts on time according to the established schedule and subject to the agreements and commitments for virtual classes	x			
4	Applies control processes agreed with students to verify their attendance.	x			
5	The teacher explains the class's objective	x			

	Interactions between students	
1	It starts from the students' previous knowledge and clarifies their concerns by means of facts, problems, questions or expressions of the environment.	x
2	Classroom activities have a logical order	x
3	The active participation of students is encouraged during the development of the class.	x
4	Promotes an atmosphere of satisfaction to the students.	x
	Students' relationship to new learning.	
1	Promotes learning environments	x
2	Adapts activities and resources according to the topic to be addressed.	x
3	Diversify the activities.	x
3	Fosters collaborative work	x
	Work environment preparation	x
1	Encourages student involvement	x
2	Change resources (whiteboard, powerpoints, questions, etc).	x
3	Use of relevant technological means and in an appropriate manner	x
4	Fluency, richness and accuracy of vocabulary	x
	Strategies used in the development of the virtual classes	
1	The strategy used provides to the student learning opportunities	x
2	The strategy used has a didactic sequence congruent with the content being addressed.	x
3	Promotes the achievement of the expected learning, with the didactic sequence that it develops.	x
	Evaluation instruments	
1	Emphasizes students' strengths and positive aspects	x
2	Develops feedback to students	x
3	The outcome of the session evidences the achievement of the expected learning outcomes.	x
4	Performs a differentiated evaluation	x

Comments

The class observed at the teacher Sandra Chafra, it could be evidenced that she followed the process such as activation, connection and affirmation. The topic covered was based on the module of the third year of high school as well as the prioritized curriculum. I also noticed the implementation of a didactic strategy (foldables) which was very innovative because I could see that it awakened the interest of the students besides it was easy to make following the teacher's instructions. In my capacity as area director at Unidad Educativa Riobamba, I would like to suggest that this strategy will be implemented with the rest of the courses.

EVALUATED TEACHER'S SIGNATURE

A handwritten signature in blue ink, appearing to read "Sandra Chafra", enclosed within a blue oval scribble.

EVALUATING TEACHER'S SIGNATURE

A handwritten signature in blue ink, appearing to read "K. G. P. P.", enclosed within a blue oval scribble.

Source: Chafra, S. (2021)

In the present investigation an observation card was applied, so the area coordinator at Unidad Educativa Riobamba, Mgs. Mariela Pilco was asked to attend the virtual classroom to observe and give her impressions of the use of the didactic strategy (foldables). Once the observation was finished, the teacher's coordinator stated that the didactic strategy was innovative and easy to make and she recommended that will be implemented with the rest of the courses.

Table 11 Post survey

N	Question	Always	Often	Sometimes	Rarely	Never
		(%)	(%)	(%)	(%)	(%)
1	Do you consider that the design of the foldables was easy to make compared to traditional techniques?	36	41	21	0	3
2	Making the foldables helped you to be more organized in your ideas.	49	26	18	8	0
3	To make the foldables helped you to develop critical thinking	49	26	15	10	0
4	Do the foldables increase your vocabulary level in English?	23	56	21	0	0
5	Do you think that the classes were more interactive when using the foldables flip-flap table, folded list maker, Person pop-up, slide chart, and mobile 1?	31	49	15	5	0
6	Would you recommend the use of foldables to facilitate vocabulary learning?	46	36	15	0	3
7	How do you felt to make the foldables in the virtual classes?					
8	What is your opinion about the use of foldables in virtual classes?					

Source: Chafra, S. (2021)

Table 11 shows the results of a post survey carried out to the students of the experimental group 39 to know their personal opinion about the experience with the use of the foldables in the virtual classes, 6 closed questions and two open questions were evaluated and the results of each item were analyzed below:

In the first question was related to the student's opinion about the use of foldables. If it was easy to design compared to traditional techniques, 41% of students responded often, 36% always, 21% sometimes and 3% never. Most students stated

that designing the foldables was easier than traditional techniques. While another group indicates that always, another less sometimes and a minimum never.

In the second question, it was found out if the foldables helped to organize ideas. The results obtained were that 49% said foldables always help them organize their ideas, another group with 26% said often, a minor with 18% said sometimes and a minor with 8% said rarely.

The third question was to know if the use of the foldables helped to develop critical thinking? 49% of the students said always while 26% said often, another 15% sometimes and a lower one with 10% said rarely.

The fourth question was intended to know if the use of the foldables helped to increase the vocabulary in the English language. Most students, with 56% responded often, followed by 23% always and 21% sometimes.

In the fifth question, it was asked if the classes were more interactive when using the five foldables of the intervention, having as results 49% often, 31% always, another group with 15% sometimes and a minimum with 5% rarely.

In the next question refers to if they recommended the use of the foldables to facilitate the learning of English language vocabulary. 46% answered that they would always recommend the use of the foldables. 36% manifested often. There is a 15% that indicates sometimes and a minimum group 3% rarely.

The seventh question focuses on how the students felt when using the foldables in the virtual classes. The following responses were obtained. Many of them said that they felt happy because it was fun to make it. Others said they felt motivated because it awakened their interest in learning. And there was a small group that said they felt frustrated because it took them a long time to complete it.

The last question focuses on the students' opinion of the use of the foldable in the virtual classroom. In general terms, the students mentioned that it caused a positive impact on their learning because it was easy to make. Other students stated that

they developed their creativity by being free to decorate their foldable and express a different style than their classmates. Another group said it was easy and fun to perform as long as they followed the teacher's instructions. And a minority of students did not like it because due to bad internet connection they could not hear the instructions correctly and they made it in the wrong way.

Interpretation

In the six items of the post-survey applied according to the Likert scale, in general terms, the implementation of the foldables in the virtual classes had a positive influence: in the design, the organization of ideas, development of critical thinking, increased vocabulary, the classes were more interactive and finally, due to their experience, the students recommend using it.

The two open-ended questions reflected the student's feelings and opinions in which it could be seen that it caused them happiness, it was positive, it awakened their interest, they felt motivated, it allowed them to develop their creativity, in summary, the foldables are a didactic strategy that facilitates learning.

It is important to mention that the last two open questions were asked using the mentimeter application with the word cloud.

CONCLUSIONS

- Once the research is concluded, it is determined that the independent variable influences the dependent variable, this means that the implementation of the didactic strategy (Foldables) has a significant impact on the learning of English vocabulary in the third year of baccalaureate at ***Unidad Educativa Riobamba***, through the use of the T-test it was possible to numerically demonstrate that the idea to be defended is valid.
- For vocabulary learning, there are some strategies that the teacher can use, but based on the theoretical support of some authors, it was demonstrated that the use of the foldables in virtual classes facilitated its acquisition.
- On the other hand, it can be concluded that the use of the foldables caused a positive impact on vocabulary learning and it was expressed to the students directly in the survey questionnaire.
- In conclusion, it is demonstrated that the graphic organizers (foldables) have a positive impact on the students. The use of the proposal helped students to feel motivated, increasing their vocabulary level, also allowed students to develop their critical thinking, being a determining factor in academic performance in a direct way.

RECOMMENDATIONS

- Foldables should be implemented as a didactic strategy that allows increasing vocabulary interactively.
- The use of the foldables can be done at all levels at Unidad Educativa Riobamba due to its effectiveness and easy implementation.
- Based on the opinion of the students, it is a motivating strategy that allows learning vocabulary and that should be used as a didactic strategy. Moreover, the teachers at Unidad Educativa Riobamba should use this strategy in a way that allows them to develop the skills and sub-skills of the English language.
- Due to the effectiveness found in the foldables, they can be used not only in the English area but also in other areas or even be used for research in different subjects.

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ANNEXES

Pre-test and Post-test

UNIDAD EDUCATIVA "RIOBAMBA"

PRE-TEST

GENERAL INFORMATION

Subject: English	Date:
Level: Third Bachelor	Room:
Teacher's name: Sandra Chafra	School Year: 2020 – 2021
Student's name:	

Objetivo The objective of this instrument is to measure the vocabulary knowledge of the English language before the application of the research proposal, in the students of the Third Bachelor in the Unidad Educativa "Riobamba" in the city of Riobamba during the period 2020-2021

INSTRUCTIONS: Do not feel stressed out, breath three times before starting with this evaluation. Read each question carefully and answer them correctly.

This test will be divided in 5 different types of items:

- A) Multiple choice -B) Word Association - C) Listening -D) Creative writing idioms - E) Speaking

Section	A	B	C	D	E	TOTAL (38 marks)
Score						

- **SECTION A (Multiple choice)**

1. **Choose and circle the correct letter that matches the definition. (5 marks)**

1. **"Women who clean, cook and do household chores"**

A. curios B. maids C. roasted D. marionette E. drama

2. **"People who take care of others, usually children or the elderly"**

A. drama B. translator C. caregivers D. tick E. roasted

3. **"An expensive and desirable item"**

A. luxury B. colossal C. puppet D. science fiction E. cuttlefish

4. **"Very successful movies"**

A. caregivers B. maid C. script D. blockbuster E. fantasy

5. **"Extremely big"**

A. people B. horror C. translate D. tick E. colossal

- **SECTION B (words association)**

2. **Read the words from the list and circle a word in order to associate it with the first one. (9 marks)**

		Row 1	Row 2	Row 3	Row 4	Row 5
Ex.	Fantasy	Car	kitchen	imaginary	Photo	Grape
1.	Horror	Religion	Scared	Door	Book	House
2.	Romantic	Drive	Hospital	Pool	Love	Park
3.	Science Fiction	Angry	bottle	Not real	Go	Hello
4.	Documentary	September	Factual film	May 12 th	Monday	Summer
5.	Comedy	Numbers	Songs	Buildings	Swim	Funny
6.	Action	Exciting	Computer	Pictures	Key	Water
7.	Animated	Laws	Cook	Cartoons	Markers	Sky
8.	Drama	Drums	Stars	Pills	Rouses	Crying
9.	Adventure	Interesting	Unknown places	Children	Run	Reflection

SECTION C (Listening)

3. MOVIE THEATER FOOD AROUND THE WORLD (6 marks)



Listen to the speaker telling you about the type of food served in movie theaters across the world. Take notes in the chart below. Match the countries and the food that they serve in each one. (6 marks)

COUNTRY	FOOD
1 Japan	_____Roasted ants.

2 South Korea	___ Fish balls - <i>Bajan</i> fish cakes
3 Colombia	___ Lamb or beef <i>Souvlaki</i> .
4 Barbados	___ Dried sardines with sesame seeds.
5 China	___ Dried cuttlefish.
6 Greece	___ Dried salted plumbs.

• **SECTION D (Creative writing Idioms)**

4. Idioms are used in everyday life. Please take six idioms and explain what they mean in your own words (6 marks)

- 1) I've got your back
- 2) Cold feet
- 3) Easier said than done
- 4) Face the music
- 5) Hang in there
- 6) Arm and a leg

1

2

3

4

5

6

Write a brief paragraph about what it is like to go to the movies in your country. Include the price, what you eat and who you go with. If you have not been to the movie theater, write about what it is like to watch movies at home. (5)

- **SECTION E (speaking)**
- **SPEAKING**
5. Interview a classmate about movies. Ask them the following questions and create two of your own. Take notes(7 marks)
 - 1) What is your favorite movie? Why is it your favorite?
 - 2) How old should a person be to see a PG movie? Why?
 - 3) What do you enjoy eating at the movie theater?
 - 4) How much would you be willing to pay to pay to see #1 movie of the year in the theater?
 - 5) What is the worst movie you have ever seen? Why was it so bad?
 - 6) _____ ?
 - 7) _____ ?





PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
VALIDATION FORM FOR TEACHERS
 3D Graphic Organizers for vocabulary learning

Validation Form

Name: Diana Carina Chicaiza Luisataxi
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Validation Date: March 4th, 2021
General Observations: None

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Validation form 2



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
VALIDATION FORM FOR TEACHERS
 3D Graphic Organizers for vocabulary learning

Validation Form

Name: Mariela Pilco
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Institution: Riobamba
Validation Date:
General Observations: None

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PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
VALIDATION FORM FOR TEACHERS
 3D Graphic Organizers for vocabulary learning

Validation Form

Name: Cristina Paola Chamorro Ortega
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Institution: Escuela Superior Politécnica de Chimborazo
Validation Date: March 4 th , 2021
General Observations: These types of graphic organizers make memorable teaching moments for students to interact with new and old knowledge to increase their vocabulary.

CRISTINA
 PAOLA
 CHAMORRO
 ORTEGA

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
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Annexes 5 Lesson Plans

LESSON PLAN 2

Teacher: Sandra Chafra	Date: 25/03/2021	Time: 60 minutes	Students' level: Third BGU "D"	Class profile: There are 37 students with mixed abilities, 16-17 years old, 10 boys and 29 girls, most of them are active.			
Recent topic work: Movie genres Students review: Simple Present, countries and nationalities. Vocabulary related to food		Current topic: Movie Theater Food Around the World					
Main Aim: By the end of the lesson, students will be able recognize the different type of food that is served in each country.							
Subsidiary Aims: Students will be able to listen for specific information. Students will be able to identify the different type of food.							
Personal Aim: To tell to the teacher the different type of food for each country orally.							
Assessment: Using their creative make another one.							
Anticipated problems: The students do not know too much vocabulary relate to food Problem: Solutions: Practice exercises with pictures.							
Timin g	Content	Procedures		Interaction Pattern	Skills	Resources	Success Indicators

5 min	Vocabulary: <ul style="list-style-type: none"> • Words related to movie theater food for each country. 	Warm up Motivational video on emotional support ACTIVATION -Show a total of seven words with their corresponding pictures -Teacher will tell to the students the materials that they are going to use	T/S		Slides Pictures Computer Power point	<ul style="list-style-type: none"> • Describe the different type of food for each country.
15 min	Structures: <ul style="list-style-type: none"> • Simple Present. 	CONNECTION -Teacher will ask to the students to look at the power point slides and follow the instructions -Teacher will show students how to make the foldable -Teacher and students make the foldable step by step. -Monitoring all the time to the students. -The teacher will give them the vocabulary that they will be using and the students follow the example	T/S	Listening Speaking Reading Listening	slides Scissors Glue Markers Cardboards	
30 min			S	Listening Writing		
			T/T			
			T/S			
			S	Listening		

-Students will write the correct word in the foldable

Movie Theater Food Around the World



Listening/
Writing

S

Listen to the speaker telling you about the type of food served in movie theaters across the world. Take notes in the chart below. Fill in the countries and the food that they serve in each one.

Country	Food	Yes	No	Maybe
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary:

Roasted ants, fish balls, *Bajan* fish cakes, lamb or beef *Souvlaki*, dried sardines with sesame seeds, dried cuttlefish, dried salted plums

AFFIRMING

S

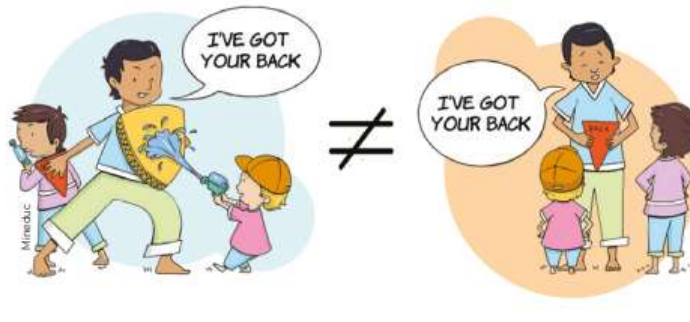
10 mins		<ul style="list-style-type: none">• Ask to the students to show their foldable () in front of the class or send photos to the teacher.				
Assignment: Using their creative make other foldable but following the examples.						

LESSON PLAN 3

Teacher: Sandra Chafla	Date: 1/04/2021	Time: 60 minutes	Students' level: Third BGU "D"	Class profile: There are 37 students with mixed abilities, 16-17 years old, 10 boys and 29 girls, most of them are active.			
Recent topic work: Movie theater food around the world Students review: Simple Present Idioms		Current topic: Idioms					
Main Aim: By the end of the lesson, students will be able interpretate the six idioms.							
Subsidiary Aims: Students will be able to understand the meaning of six idioms. Students will be able to describe each idiom.							
Personal Aim: To describe the six idioms orally.							
Assessment: Using their creative make another one.							
Anticipated problems: Students do not know the meaning of the idioms. Problem: Solutions: Show the meaning of the idiom through context.							
Timin g	Content	Procedures		Interaction Pattern	Skills	Resources	Success Indicators

5 min	Vocabulary: <ul style="list-style-type: none"> • Idioms 	Warm up Motivational video on emotional support	T/S		Slides	<ul style="list-style-type: none"> • Interpret the idiom.
15 min	Structures: <ul style="list-style-type: none"> • Simple Present. 	<u>ACTIVATION</u> -Show a total of eleven words with their corresponding pictures -Teacher will tell to the students the materials that they are going to use	T/S	Listening	Pictures Computer Power point slides	
30 min		<u>CONNECTION</u> -Teacher will ask to the students to look at the power point slides and follow the instructions -Teacher will show students how to make the foldable -Teacher and students make the foldable step by step. -Monitoring all the time to the students. -The teacher will give them the six idioms that they will be using and the students follow the example	S	Reading Listening	Scissors Glue Markers Cardboards	
			T/T	Listening Reading/ Writing		
			T/S			
			S			

-Students will write the correct meaning of the idiom in the foldable



Vocabulary:

IDIOMS

- 1) I've got your back
- 2) Cold feet
- 3) Easier said than done
- 4) Face the music
- 5) Hang in there


Speaking
/Listening

<p>10 min</p>		<p>6) Arm and a leg (Good luck)</p> <p><u>AFFIRMING</u></p> <ul style="list-style-type: none"> • Ask to the students to show their foldable in front of the class or send photos to the teacher. 	<p>S/S</p>			
<p>Assignment: Using their creative make other foldable.</p>						

LESSON PLAN 4

Teacher: Sandra Chafla	Date: 8/04/2021	Time: 60 minutes	Students' level: Third BGU "D"	Class profile: There are 37 students with mixed abilities, 16-17 years old, 10 boys and 29 girls, most of them are active.			
Recent topic work: (Idioms) Students review: Simple Present Present continues		Current topic: Can you imagine yourself as a movie producer? Why or why not?					
Main Aim: By the end of the lesson, students will be able make an interview.							
Subsidiary Aims: Students will be able to describe a famous filmmaker.							
Personal Aim: To describe a famous filmmaker.							
Assessment: Using their creative make another one.							
Anticipated problems: Students do not how to describe a person Problem: Solutions: Give to the students a plenty of examples.							
Timin g	Content	Procedures		Interaction Pattern	Skills	Resources	Success Indicators

5 min	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Descriptive adjectives. 	<p>Warm up</p> <p>Motivational video on emotional support</p>	T/S	Listening	Slides	• Interview to the classmates.
15 min	<p>Structures:</p> <ul style="list-style-type: none"> • Simple Present. • Present Continuous. 	<p>ACTIVATION</p> <p>-Show to the students the picture of Stephen Spielberg and ask them to describe him</p> <p>-Ask to the students some questions about the life of the famous movie producer</p> <p>-Teacher will tell to the students the materials that they are going to use</p>	T/S	Speaking	Pictures Computer Power point slides	
30 min		<p>CONNECTION</p> <p>-Teacher will ask to the students to look at the power point slides and follow the instructions</p> <p>-Teacher will show students how to make the foldable</p>	S	Listening Writing Speaking	Scissors Glue Markers Cardboards	
10 min		<p>-Teacher and students make the foldable step by step.</p> <p>-Monitoring all the time to the students.</p>	T/T			
			T/S	Listening/		

3 min		<p>-The teacher will give them the questions that they are going to write and then students create two other questions</p> <p>-Students will write the questions and the answers in the foldable</p>  <p><small>Wikimedia Commons: Skidmore</small></p> <p><i>Steven Spielberg</i></p> <p>Vocabulary: INTERVIEW</p>		Speaking/ Writing		
-------	--	---	--	----------------------	--	--

5 min			S			
4 min		<ol style="list-style-type: none"> 1) What is your favorite movie? Why is it your favorite? 2) How old should a person be to see a PG movie? Why? 3) What do you enjoy eating at the movie theater? 4) How much would you be willing to pay to pay to see #1 movie of the year in the theater? 5) What is the worst movie you have ever seen? Why was it so bad? 6) _____ _____ ? 7) _____ _____ ? 	S/S	S/S		

		<p><u>AFFIRMING</u></p> <ul style="list-style-type: none">• Ask to the students to show their foldable (mobile 1) in front of the class or send photos to the teacher.				
<p>Assignment: Using their creative make other foldable.</p>						

Teacher: Sandra Chafla	Date: 15/04/2021	Time: 60 minutes	Students' level: Third BGU "D"	Class profile: There are 37 students with mixed abilities, 16-17 years old, 10 boys and 29 girls, most of them are active.			
Recent topic work: (Can you imagine yourself as a movie producer) Students review: Simple Present Vocabulary related to the movie help		Current topic: The help					
Main Aim: By the end of the lesson, students will be able to identify the different definitions related to the movie help.							
Subsidiary Aims: Students will be able to recognize the adjectives and nouns.							
Personal Aim: To differentiate the adjectives to nouns.							
Assessment: Using their creative make another one.							
Anticipated problems: Students do not differentiate adjectives to nouns Problem: Solutions: Show to the student's different examples in contexts.							
Timin g	Content	Procedures		Interaction Pattern	Skills	Resources	Success Indicators

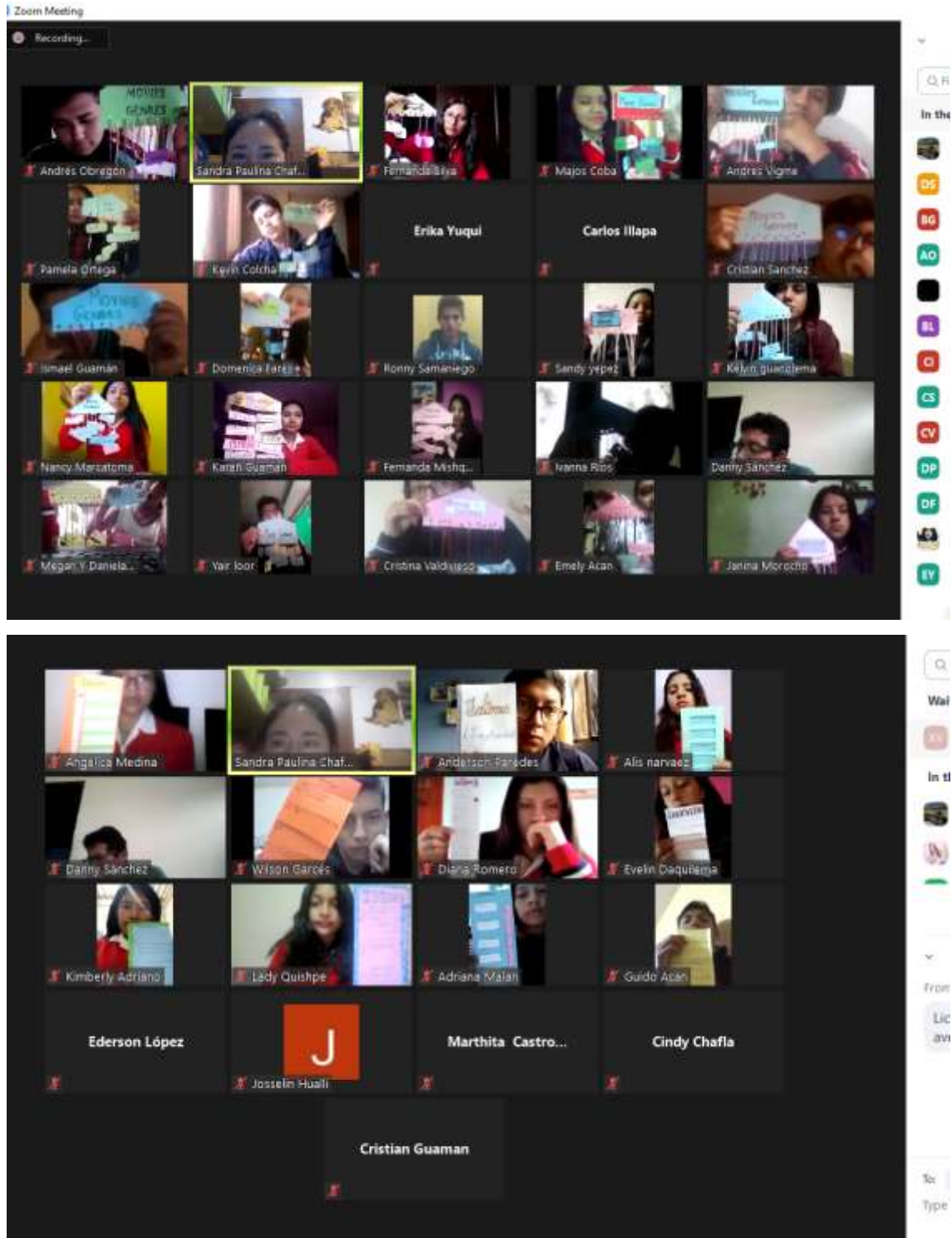
<p>5 min</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Words related to movie the movie help. 	<p>Warm up</p> <p>Motivational video on emotional support</p>	<p>T/S</p>	<p>Listening</p>	<p>Slides</p>	<ul style="list-style-type: none"> • Identify adjectives and nouns.
<p>15 min</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Simple Present. 	<p><u>ACTIVATION</u></p> <p>-Show a total of five words with their corresponding meaning</p> <p>-Ask to the students to identify if it is adjective or noun</p> <p>-Teacher will tell to the students the materials that they are going to use</p>	<p>T/S</p> <p>S</p>	<p>Listening</p> <p>Speaking</p> <p>Reading/ Writing</p>	<p>Pictures</p> <p>Computer</p> <p>Power point slides</p> <p>Scissors</p> <p>Glue</p> <p>Markers</p> <p>Cardboards</p>	
<p>30 min</p>		<p><u>CONNECTION</u></p> <p>-Teacher will ask to the students to look at the power point slides and follow the instructions</p> <p>-Teacher will show students how to make the foldable</p> <p>-Teacher and students make the foldable step by step.</p> <p>-Monitoring all the time to the students.</p>	<p>T/T</p> <p>T/S</p> <p>S</p>	<p>Listening</p>		

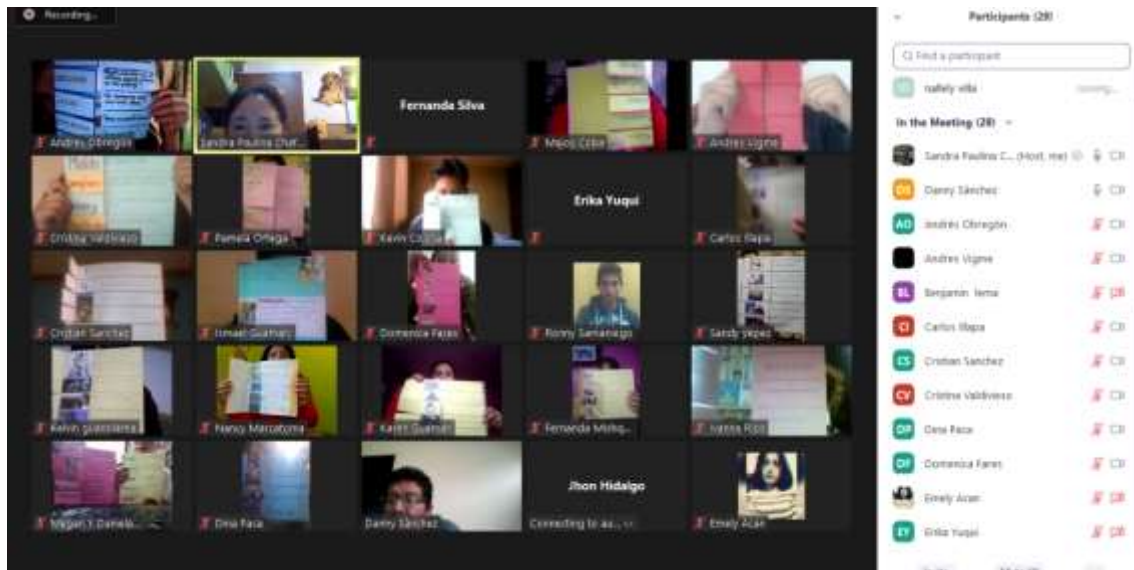
- The teacher will give them the word that they will be using and the students follow the example
- Students will write the adjective or noun with their meaning in the foldable



<p>10 min</p>		<p>Vocabulary: Definitions</p> <ol style="list-style-type: none"> 1. "Women who clean, cook and do household chores" maids 2. "People who take care of others, usually children or the elderly" caregivers 3 "An expensive and desirable item" luxury 4 "Very successful movies" blockbuster 5. "Extremely big" Colossal <p><u>AFFIRMING</u></p> <ul style="list-style-type: none"> • Ask to the students to show their foldable in front of the class or send photos to the teacher. 	<p>S</p> <p>S</p>			
<p>Assignment: Using their creative make other foldable.</p>						

Virtual classes evidence





Post Survey

3D graphic organizers for vocabulary learning

Questionnaire for learning vocabulary

Please read the following statements and choose the corresponding option

1 Do you consider that the design of the foldables was easy to make compared to traditional techniques?

Always

Often

Sometimes

Rarely

Never

2 Making the foldables helped you to be more organized in your ideas?

Always

Often

Sometimes

Rarely

Never

3 To make the foldables helped you to develop critical thinking

Always

Often

Sometimes

Rarely

Never

4 Do the foldables increase your vocabulary level in English?.

Always

Often

Sometimes

Rarely

Never

5 Do you think that the classes were more interactive when using the foldables flip-flap table, folded list maker, Person pop-up, slide chart, and mobile 1?

Always

Often

Sometimes

Rarely

Never

6 Would you recommend the use of foldables to facilitate vocabulary learning?

Always

Often

Sometimes

Rarely

Never

7 How do you feel about the use of foldables in the virtual classes?

8 What is your opinion about the use of foldable in the virtual classes?

Post-test survey evidence

Post survey

Stop screen sharing

Stop Share

Enviar

Preguntas Respuestas

Questionnaire for learning vocabulary

Please read the following statements and choose the corresponding option

Do you consider that the design of the foldables was easy to make compared to traditional techniques?

Opción múltiple

- Always
- Often
- Sometimes
- Rarely
- Never

Sandra Patricia Ochoa R...

Libeth Mocha

Franco Villa

Evelyn Cajlema

Stop screen sharing

Stop Share

Questionnaire for vocabulary learning

Please read the following statements and choose the corresponding option according to your level of agreement or disagreement.

Memorization is the most common technique used by your teacher:

- Always
- Often
- Sometimes
- Rarely
- Never

Repetition is the most common technique used by your teacher:

- Always
- Often

Sandra Patricia Ochoa R...

Libeth Mocha

Franco Villa

Evelyn Cajlema