



**UNIVERSITY OF THE AUTONOMUS REGIONS OF  
THE NICARAGUAN CARIBBEAN COAST  
URACCAN  
NUEVA GUINEA CAMPUS**

**MONOGRAPH**

**Cognitive Strategies for Teaching and Learning Vocabulary in  
English, Seventh Grade, Rubén Darío Institute, I semester 2023**

To Obtain the Bachelor's Degree in Science Education with a Major in English

Authors:

**Br. Ana Bárbara Ordóñez Figueroa**

**Br. Meyling Sofía Valle Vargas**

Tutor:

**MBE. José Alexander Oporta Barrera**

Nueva Guinea RACCS, August, 2023



**UNIVERSITY OF THE AUTONOMOUS REGIONS OF  
THE NICARAGUAN CARIBBEAN COAST  
URACCAN  
NUEVA GUINEA CAMPUS**

MONOGRAPH

**Cognitive Strategies for Teaching and Learning Vocabulary in  
English, Seventh Grade, Rubén Darío Institute, I semester 2023**

To Obtain the Bachelor's Degree in Science Education with a Major in English

Authors:

**Br. Ana Bárbara Ordóñez Figueroa**

**Br. Meyling Sofía Valle Vargas**

Tutor:

**MBE. José Alexander Oporta Barrera**

Nueva Guinea RACCS, August, 2023

First and foremost, I thank God for giving me the strength and wisdom in this challenging process, for surrounding me with people who encourage and support me in achieving my goals.

To my mother Silvia Vargas, for believing in me, for supporting me, for always giving me words of inspiration and lifting my spirits when things go wrong, for showing me the right path, and for keeping me in her prayers.

To my friends, for being by my side through thick and thin throughout this journey and for sharing my accomplishments and experiences, making them the best moments.

And a special dedication to my dad, Roger Valle:

"Even though you are no longer physically by my side, I feel your presence and your love in every step I take. I am grateful for the unconditional love you gave me and for the example of perseverance and dedication you left behind. Your legacy lives on in me and has been the driving force that propelled me to achieve my academic goals."

***Meyling Sofia Valle Vargas***

With all my heart I wish to dedicate this work mainly to God for giving me the strength and wisdom to move forward and not give up easily on my goals.

To my family and friends who have helped and inspired me in various ways during my education to keep going and succeed professionally.

***Ana Barbara Ordoñez Figueroa***

## ACKNOWLEDGMENTS

At this significant moment in our lives, we would like to dedicate a few words of deep gratitude to all the people who have been instrumental in the process of completing this thesis. We extend our words of gratitude to each and every one of you:

First and foremost, we express our heartfelt gratitude to God. His constant presence in our lives has been the foundation of our perseverance and motivation. We are thankful for the blessings and for reminding us that nothing is impossible with faith and determination.

To our family, who is our pillars and inspiration, we thank them from the bottom of our hearts. Their unconditional love, constant support, and understanding have been the driving force that propelled us through the challenging moments.

To our friends, we want to express our gratitude for their sincere friendship and unwavering support. Thanks for listening to us, encouraging us, and being by our side throughout this entire process.

To our university, we want to express our gratitude for providing us with the opportunity to pursue our academic development. We appreciate the resources, facilities, and quality education that we have received.

To our professors, we want to convey our deepest appreciation for their knowledge, dedication, and patience. Their influence has left a lasting mark on our education.

To our mentor, **MBE. José Alexander Oporta Barrera**, we express our gratitude for his expert guidance and unwavering support. We appreciate his availability, patience and commitment to our academic growth. His comments, suggestions and guidance have been crucial for the development of this thesis. With gratitude, we express our heartfelt thanks. Without his presence and support, this thesis would not have been possible. His influence and contribution have left an indelible mark on our academic and personal journey.

## **ABSTRACT**

This study was conducted with the purpose of analyzing, identify, applying and proposing cognitive strategies for the teaching and learning of vocabulary in English in seventh grade at the Rubén Darío Institute, first semester 2023.

This study was categorized as qualitative and descriptive because it analyzes the cognitive strategies used to improve vocabulary learning in seventh grade and the application of cognitive strategies, an interpretative analysis of the study was conducted to identify the strategies used for teaching and learning English vocabulary. In this study, the unit of analysis was twenty-five students (12 males and 13 females), and some observations, interview and focus group were considered as the main study instruments.

As a result of the instruments applied, such as, the interview to the teacher, focus group and observations, the main cognitive strategies that the teacher used for teaching English vocabulary were grouping strategy, TPR (total physical response), scrabble, visual strategy such as cards, also other strategies like translation and oral repetition.

From the instruments applied, the main cognitive strategies that facilitated the teaching and learning of English vocabulary were the following: total physical response (TPR), dialogue, demonstration, use of real objects, oral repetition and word games.

In conclusion, these cognitive strategies help learners acquire and retain new words and expressions more effectively, which facilitates their language learning. The use of cognitive strategies in teaching seventh grade English vocabulary had positive results for learners.

**Key words:** Cognitive strategies, teaching and learning, vocabulary.

## RESUMEN

Este estudio se realizó con el propósito de analizar, identificar, aplicar y proponer estrategias cognitivas para la enseñanza y aprendizaje del vocabulario en inglés en séptimo grado del Instituto Rubén Darío, primer semestre 2023.

Este estudio se categorizó como cualitativo y descriptivo porque analiza las estrategias cognitivas utilizadas para mejorar el aprendizaje del vocabulario en séptimo grado y la aplicación de estrategias cognitivas, se realizó un análisis interpretativo del estudio para identificar las estrategias utilizadas para la enseñanza y aprendizaje del vocabulario en inglés. En este estudio, la unidad de análisis fueron veinticinco estudiantes (12 varones y 13 mujeres) y se consideraron como principales instrumentos de estudio algunas observaciones, la entrevista y el grupo focal.

Como resultado de los instrumentos aplicados, como la entrevista al profesor, el grupo focal y las observaciones, las principales estrategias cognitivas que utilizó el profesor para enseñar vocabulario en inglés fueron: estrategia de agrupación, TPR (respuesta física total), scrabble, estrategia visual como las tarjetas, también otras estrategias como la traducción, y la repetición oral.

Según los instrumentos aplicados, las principales estrategias cognitivas que facilitan la enseñanza y aprendizaje de vocabulario en inglés fueron las siguientes: respuesta física total, diálogo, demostración, uso de objetos reales, repetición oral, juegos de palabras.

En conclusión, estas estrategias cognitivas ayudan a los alumnos a adquirir y retener palabras y expresiones nuevas con mayor eficacia, lo que facilita su aprendizaje de la lengua. El uso de estrategias cognitivas en la enseñanza del vocabulario de inglés en séptimo grado tuvo resultados positivos para los alumnos.

**Palabras clave:** Estrategias cognitivas, enseñanza y aprendizaje, vocabulario.

## INDEX

<b>ACKNOWLEDGMENTS .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>RESUMEN.....</b>	<b>vii</b>
<b>INDEX.....</b>	<b>viii</b>
<b>I. INTRODUCTION .....</b>	<b>1</b>
<b>II. OBJECTIVES .....</b>	<b>2</b>
2.1. General objective .....	2
2.2. Specific objectives .....	2
<b>III. THEORETICAL FRAMEWORK.....</b>	<b>3</b>
3.1. Definitions .....	3
3.1.1. Strategy .....	3
3.1.2. Cognition.....	3
3.1.3. Cognitive strategies .....	4
3.1.4. English Vocabulary .....	4
3.1.5 Learning process .....	4
3.1.6 English vocabulary teaching.....	5
3.2. Cognitive Strategies for Teaching and Learning Vocabulary.....	5
3.2.1. Semantic strategies .....	6
3.2.2. Sensory strategies.....	7
3.2.3. Mnemotechnical strategies.....	9
3.3. Classification of cognitive strategies.....	10
3.3.1. Presentation strategies.....	11
3.3.1.1. Visual strategies .....	11
3.3.1.2. Verbal strategies.....	13



3.2.1.3 Listening Strategies .....	15
3.3.2. Production activities.....	16
3.3.3. Vocabulary Assessment Strategies.....	17
3.3.3.1. Vocabulary assessment types.....	17
3.3.4. Learning strategies .....	19
3.4. Advantages of using cognitive strategies .....	20
3.5. Importance of learning vocabulary .....	21
<b>IV. METHODOLOGY AND MATERIALS .....</b>	<b>22</b>
4.1. Location of the study .....	22
4.2. Type of the study .....	22
4.3. Approach of the study.....	22
4.4. Unit of analysis .....	22
4.5. Selection and exclusion criteria.....	23
4.5.1. Selection criteria .....	23
4.5.2. Exclusion criteria .....	23
4.6. Information sources .....	23
4.6.1. Primary sources.....	23
4.6.2. Secondary sources.....	23
4.7 Techniques and instruments .....	23
4.7.1. Observation guides.....	24
4.7.2. Interview .....	24
4.7.3. Focus group.....	24
4.8. Data analysis and Processing .....	24
4.9. Descriptors matrix.....	24
4.10. Ethical aspects.....	26

4.11. Delimitation and Limitations of the Study .....	26
<b>V. ANALYSIS AND RESULTS.....</b>	<b>27</b>
5.1. Cognitive strategies used to improve the teaching and learning of English vocabulary in seventh grade .....	27
5.1.1. Common challenges in cognitive strategies for English vocabulary .....	29
5.2. Cognitive strategies applied that facilitate the teaching and learning of English vocabulary in seventh grade .....	31
5.3. Proposal of cognitive strategies to improve the teaching and learning English vocabulary .....	38
<b>VI. CONCLUSIONS .....</b>	<b>46</b>
<b>VII. RECOMMENDATIONS .....</b>	<b>47</b>
<b>VIII. LIST OF REFERENCES .....</b>	<b>49</b>
<b>IX. APPENDIXES.....</b>	<b>56</b>
9.1. Observation Guide .....	56
9.2. Interview to teacher.....	59
9.3. Focus group .....	60
9.4. Lesson Plan .....	61
9.5. AVAL Consentimiento Previo, Libre e Informado .....	70
9.6. Tutor AVAL.....	71

## **I. INTRODUCTION**

Learning a new language can be a difficult task, and one of the most crucial aspects of language learning is vocabulary acquisition. Therefore, it is necessary to identify and use effective strategies that facilitate the teaching and learning of English vocabulary.

This research focused on cognitive strategies to improve the teaching and learning of English vocabulary. Its objective was to highlight the importance of cognitive abilities in the acquisition and retention of information. In addition, the research emphasized the need to integrate these skills in the teaching and learning process to improve students' language skills. The use of these strategies not only trains the ability to learn, but also causes the activation of the cognitive part in the student and improves her abilities.

The research provided information on cognitive strategies for the presentation and practice of vocabulary in English, which allows teachers to take them into account when teaching their classes. In addition, the results of this study help teachers to reflect on the strategies they use and replace them with cognitive strategies to achieve satisfactory vocabulary acquisition in English classes.

The results of this research provide valuable information on cognitive strategies for teaching and learning vocabulary in English and their effectiveness in improving language skills; In addition, it is shown that cognitive strategies are very useful since they adapt to different environments and in the same way to each individual. Additionally, the results benefit to teachers and educational institutions, since they provide practical ideas to incorporate cognitive strategies into the language learning process.

## **II. OBJECTIVES**

### **2.1. General objective**

To analyze cognitive strategies used for teaching and learning English vocabulary in seventh grade, Instituto Rubén Darío, I semester 2023.

### **2.2. Specific objectives**

- To identify cognitive strategies used to improve the teaching and learning of English vocabulary in seventh grade.
- To apply cognitive strategies that facilitate the teaching and learning of English vocabulary in seventh grade.
- To propose cognitive strategies to improve the teaching and learning English vocabulary.

### **III. THEORETICAL FRAMEWORK**

#### **3.1. Definitions**

In this section there will be a series of definitions that will help understand this investigation.

##### **3.1.1. Strategy**

According to Rios (1994): "the word strategy refers to the previous plan that is designed with the purpose of reaching a determined objective". (p. 86)

Rios (1994) argues that: "Strategy is a term that cognitive psychology adopts from the theory of decision making. Within this approach, strategy is inferred from the model of decisions that the subject assumes when solving a given task". (p. 86)

Based on the author a strategy is a carefully planned method for achieving a specific goal or objective.

In the context of teaching, teaching strategies refer to specific techniques, methods, or activities that educators use to promote effective learning and academic success for their students.

##### **3.1.2. Cognition**

According to Torres (2017) The term cognition "can be defined as the capacity of some living beings to obtain information from their environment and, based on its processing by the brain, to interpret it and give it meaning". (para 2)

Rios (1994) mentions that: "The human cognitive system is defined as the set of operations and strategies that the individual uses to: acquire, transform, retain, remember and transfer information to new situations, and plan appropriate actions based on the proposed objectives". (p. 87)

For this study cognition is the way our brain processes information and learns, enabling us to understand, acquire knowledge, and develop new skills through thinking and mental activities.

### **3.1.3. Cognitive strategies**

"Cognitive strategies can be defined as the set of internally organized actions that the individual uses to process information and to control or self-regulate such processing". (Rios,1994, p. 84)

Based on the author, cognitive strategies refer to a set of knowledge, plans or mental knowledge, plans or mental actions that the individual uses as a function of the task to guide the task to guide the thought processes towards the solution of the problem.

### **3.1.4. English Vocabulary**

Dunsmore (2020) argues that: "vocabulary represents one of the most important skills necessary for foreign language teaching and learning. It is the basis for the development of all other skills, such as reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation". (para 1)

From the author's point of view in foreign language teaching and learning, vocabulary is considered a very important skill. Having a strong vocabulary is crucial for learning and using a foreign language effectively, as it contributes to the development of various language skills.

### **3.1.5 Learning process**

Learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning". (Ambrose et al, 2010, p.3).

Learning "is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences conscious and unconscious, past and present". (Ambrose et al, 2010, p.3)

Based on author, the learning process is the way our brain acquires new knowledge or skills through experiences, practice, and the assimilation of information, leading to personal growth and development.

### **3.1.6 English vocabulary teaching**

The teaching of vocabulary is important because without vocabulary nothing can be conveyed. People need to use words to express themselves in the English language, most learners acknowledge the importance of vocabulary acquisition. This is why most of the words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary. (Dunsmore, 2020, para 2).

For this study, English vocabulary teaching is the process of helping students learn and acquire the words and phrases that are used in the English language.

### **3.2. Cognitive Strategies for Teaching and Learning Vocabulary**

According to Palacios (cited by Tapias, 2019): "Cognitive strategies are fundamentally operations used by the learner to obtain knowledge and understanding of the linguistic system" (p.36).

According to Amirbakzadeh (cited by Tapias, 2019): "The cognitive strategy is a mental process and when learning it helps the selection of relevant information and rejection of irrelevant one". (p.37)

Susilo (2012) indicates that "Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization". (para. 3)

Adisti (2018) indicates that "To develop children's cognitive abilities, media is needed as a tool for teachers to implement learning. Flashcard is one of the media that is considered able to improve children's cognitive abilities". (p.104)

Based on what the authors have stated, cognitive strategy for teaching and learning vocabulary is a process that help students understand and retain new words. These strategies involve the use of mental processes to improve learning, memory, and recall of vocabulary words through images using flashcards.

### **3.2.1. Semantic strategies**

Semantic strategies are based on the semantic processing of new vocabulary, on its analysis and recognition of the "natural" associations it has with the rest of the lexicon, and on the enhancement of these relationships to improve memorization lexicon, and on the enhancement of these relationships to improve memorization. (Garcia, 2020, p. 62)

In relation to what Garcia mentioned, Semantic strategies are very useful because they help to understand and remember information by focusing on the meaning of the information being learned. By using semantic strategies, people can connect new information with what they already know.

#### **a) Grouping strategy**

Garcia (2020) "The Grouping strategy consists of classifying vocabulary into groups, thus reducing the number of unconnected elements. Vocabulary can be grouped according to grammatical reasons, semantic fields, functions, or any other similarity or opposition". (p. 62)

Castillo (2015) mentions that in the grouping strategy "The learner integrates or classifies words by categories, which have in common the use or meaning of words". (p. 43)

As the authors mentioned, grouping strategy for learning vocabulary involves categorizing related words together based on their common features or meanings.

#### **b) Identify**

In accordance with TOEFL Madrid (2019):

Identifying words means determining if it is a verb, an adjective or a noun and it is very important to do so from the beginning, because by knowing the category of vocabulary that the student is analyzing, they will have a solid basis for specifying the context of a word.



Based on what TOEFL mentioned, identify words for learning vocabulary is a useful technique. It allows you to focus on specific words that are relevant to your learning goals and can help you build your vocabulary more efficiently.

### **c) Select**

With regard to word select, the Texas Center for Learning Disabilities (2023) ensures that instructional time is valuable and that teachers cannot address all unfamiliar words, so students practice careful choice of words.

Castillo (2015) explains that "The learner decides what aspects or parts of the text he will lend himself to attention, the strategy of revising the text in general through revision is usually used or keyword search". (p.43)

As Castillo mentions, selecting words to learn vocabulary can be very helpful by concentrating on words that are relevant to your interests or your daily life, you'll be more motivated to learn them and more likely to stick in your memory.

### **3.2.2. Sensory strategies**

Sensory strategies are based on the idea that vocabulary will be better retained if it is processed through different sensory channels and motor experiences.

These strategies represent a step forward compared to the previous ones, since they require a response from the learner, although not necessarily personal development. These strategies involve the relationship between vocabulary and a concrete physical action, movement, the management of concrete materials, to improve memorization through action. (Garcia, 2020, p.61)

As Garcia mentioned, Sensory strategies involve using our senses to aid in remembering and understanding new words, it's very useful since incorporating

multiple senses in the learning process enhances engagement and retention of information.

#### **a) TPR**

The Total Physical Response is a method developed by James Asher in the 1960s. “It was created with the goal of helping students learn a second language. TPR helps students learn by associating a physical action with new vocabulary.” (Alicia, 2023, para 2)

As stated by Alicia, TPR (Total Physical Response) method is considered to be a very effective language learning method, especially for beginners. It relies on using physical movements and gestures to teach and reinforce vocabulary and grammar.

#### **b) Simon says**

According to Giemwaruju and Surjususeno, (2018) “Simon Says game (action word game) is a type of teaching techniques used in teaching vocabulary by presenting the action words through the movement of pupils’ ‘bodies”. (p.19)

“Simon Says game, presenting the action words through movements, gives better results than teaching vocabulary through pictures”. (Giemwaruju and Surjususeno, 2018, p. 19)

Taking into account what the authors mentioned, Symon Say is a useful game for learning vocabulary. It is an interactive and engaging way to practice listening and speaking skills while also improving vocabulary. The game involves following instructions and repeating phrases.

#### **c) Scrabble**

“Scrabble is to train the students arranging the word, sentence, or discourse and can improve the vocabulary mastery in vocabulary learning process”. (Chairani, 2021, p. 207)

Based on what Chairani said, Scrabble is an excellent game for learning vocabulary, it challenges players to form words from a set of letters, which can improve their spelling and expand their vocabulary.

#### **d) Dialogues**

Dialogue is the most Convincing and well- founded approach in improving student's speaking skills at high secondary level (Tanveer, cited by, Awais, 2021, p.2862)

Teaching English speaking by dialogue was a good way to assess students' speaking skill, especially for beginners to begin speaking English. (Rawung, 2021, p.76).

As the authors mentioned, dialogues can be a great way to learn English vocabulary as they provide context and real-life scenarios that can help you understand the meanings of words and phrases.

#### **3.2.3. Mnemotechnical strategies**

The University of Kansas (2023) states that: "Mnemonic strategies are a special type of transformation strategy because they apply a specific language to learning and connect the information to be learned with key words or letters." (para. 3)

"Mnemonic strategies are useful when a student has some understanding of the information to be learned and needs to order it for efficient access". (The University of Kansas, 2023, para.4)

In relation to what the university of Kansas said, Mnemotechnical strategies are methods or techniques used to improve memory and help people remember information more easily.

#### **a) Acronyms**

Acronyms: They are a type of acronym that is pronounced as a word, it is formed by the union of elements of two or more words. Eg "WHO" World Health Organization (Cárdenas, 2019, para.3)

Hall (2019) explains that “Nowadays, a very common way to start learning English is with the use of acronyms and acronyms. Because they simplify words or phrases, they allow you to express yourself more easily with others” (para.1)

As the authors mentioned, acronyms can be useful tools for learning vocabulary, acronyms are words formed from the initial letters of other words. By creating an acronym that includes the first letter of each word in a list and that way you remember the items in that list more easily.

### **b) Association**

The strategy called Association consists of relating the new vocabulary with which we already have, establishing significant and personal associations.

The application of this strategy can be done in two different ways. On one hand, you can consist in becoming aware of those natural associations between words and that are significant for any speaker or learner of the language. (Garcia, 2020, p.62)

Taking into account what Garcia said, association of words can be a useful technique for learning vocabulary, by linking new words with words that are already familiar, it becomes easier to remember them.

### **3.3. Classification of cognitive strategies**

There are many cognitive strategies for vocabulary teaching and learning. Following extensive documentary research, a classification of strategies has been developed based on the contributions of various authors.

### **3.3.1. Presentation strategies**

It presents the oral and written form, as well as the meaning of the newly introduced target vocabulary. This process is carried out throughout the scheduled class periods, and the specific vocabulary is chosen according to the subject matter.

#### **3.3.1.1. Visual strategies**

Taking into account Ricaurte (2021):

Visual learning is an effective tool because our brain is first and foremost a filer of images, not words. In fact, the area of our brain that processes images is larger than the area of the brain responsible for acquiring new concepts. Images are concrete and direct, so they have an advantage over words, which tend to be abstract. (para 5)

Considering Fleming (2019): "Learners process and retain information better when they can see it. Information makes more sense when it is explained with the help of a graphic or illustration". (para 2)

As mentioned by the authors, they present or illustrate the meaning and form of words in an attractive, meaningful and motivating way, facilitating the teaching-learning of vocabulary. In addition, these strategies contribute to the retention of new vocabulary by relating it to the oral or written form.

#### **a) Images**

Sánchez (2009) affirms that:

Images are an essential tool in class materials, since any general learning objective is achieved: knowledge, understanding and development of skills and they allow us to discover, for example, a new vocabulary. They are a way easier to understand the meaning of a word. (p. 2)

Taking into account the author's point, teaching vocabulary with pictures makes it easier to understand the meaning of words and allows students to connect previous knowledge with a new story, while helping them learn new words.

#### **b) Cards (Flashcard)**

Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it (Komachali & Khodareza, 2012).

Based on the author is a card that contains information on one side, such as a word, concept, picture, or question, and a corresponding information or answer on the other side.

Flashcards are used as a cognitive strategy to actively engage with the material, promote active learning, and reinforce memory retention and recall abilities.

#### **c) Demonstration**

"Teaching by example is better than words. Teaching by example of teacher is reflected in many ways, and body language is a part of teaching by example". (Yang, 2017, p.1 cited by Brown, 2002, p. 367)

In this context refers to body language that involves hand gestures, mime, facial expressions, and body movements. They can symbolize or illustrate something that helps students infer the meaning of a word or spoken expression, as long as they are clear and easy to understand. This strategy captures attention and makes the session more dynamic. Therefore, it is relevant to help and facilitate both comprehension and memorization.

#### **d) Use of real objects (realia):**

According to Turner (2022) "realia refer to authentic objects from real life that one uses in the classroom to teach a specific concept". (para 3)

From the point of view of Contributing Writer (2018) "The term realia refers to the practice of using real, tangible objects in the classroom to help students connect with English at a different level. It includes visual, tactile, and functional methods to teach ideas, concepts, vocabulary, and grammar." (para 1)

As the authors point out, real-world objects serve as teaching resources, helping students memorize and recall new vocabulary through visualization. This strategy is best used when introducing specific vocabulary, such as fruits, vegetables, clothes, school supplies, classroom items, etc., because they are easy to bring to class.

#### **e) Videos**

According to Jiménez (2019) "the educational video is a didactic resource that favors the understanding of the contents for the students and facilitates the teaching process for the teacher". (p. 21)

As a result, the teacher can use it to activate the student's attention and make the teaching process easier by applying it. This will enable the teacher to successfully activate the student's nearby developmental area and convey meaningful content. Therefore, in addition to being a didactic tool that facilitates the teaching-learning process, educational videos also work as a motivator for students (Jiménez, 2019).

Based on the author, the use of videos to teach vocabulary includes better comprehension, retention and engagement, as the visual and auditory elements enhance learning and make it more enjoyable and memorable.

#### **3.3.1.2. Verbal strategies**

This strategy clarifies and explains the meaning of the words that have been presented. It can be used in conjunction with the visual strategy so that they complement each other.

##### **a) Translation**

According to Hakim (2020):

The main objectives of the Grammar Translation Method are the following:

Students are able to read the literature which is written in the targeted

language, they are able to translate from and into the targeted language and they are able to enhance their skills in reading and writing. (para 5)

From the author's point of view the grammatical translation method is a traditional approach to foreign language teaching that focuses mainly on grammatical rules and text translation. In this method, language learning usually focuses on studying and memorizing vocabulary lists, grammatical structures and translating sentences between the target language and the mother tongue.

### **b) Presentation of a situation or context**

It is defined as “A situational presentation involves providing a scenario which clearly contextualizes the target word (or words)” (Thornbury, 2002, p. 81).

The author explains that the presentation of a situation implies providing a scenario in which the use of the target vocabulary is evidenced in a specific context and thus deducing the meaning.

Taking into account Garside (2019):

Contextualizing early on in a lesson, through the use of situations, topics, images and talking points, creates a frame of reference for students to refer to when any new content comes at them. Studies in neurolinguistics show us that setting a context effectively activates areas of the brain which relate to learners' experience in relevant areas, known as schema. If activated before a new language is presented, a learner's schemata does valuable preparation work, acting as a 'landing pad' for new language, and allowing it to join other, related forms in both short and long-term memory. As a result, when the target language is taken in, it is more likely to be remembered and used later on. (para 2)



### **3.2.1.3 Listening Strategies**

Thornbury (2002) suggests: “highlighting the spoken form of a word is very important in terms of ensuring it is appropriately stored. This in turn means drawing learners’ attention to the way the word sounds” (p. 84)

For this study, listening strategies refer to specific techniques and approaches used to enhance comprehension and understanding while listening to spoken language. These strategies help learners actively engage with the audio material, overcome challenges, and extract meaning from what they hear.

#### **a) Oral repetition**

Richards and Schmidt (2010) define strategy as: “A technique commonly used for practicing sounds or sentence patterns in a language, based on guided repetition practice” (p. 184)

As the author points out, the strategy implies the practice of sounds or sentence patterns. Likewise, the teacher is the one who guides and models the pronunciation several times, in order for students to recognize the phonological characteristics of the words or phrases. The modeling process can be accompanied by visual stimuli and the use of fingers to represent different syllables. Then students can do repetition (drilling) individually or in groups.

#### **b) Listening to an audio**

"When we learn a language, it is normal not to understand. The idea of listening when you're beginning is not to understand, but to get your ear used to understanding hearing stimuli." (Perez, 2022, para 6)

According to the author, through listening to an audio, different activities can be developed in which students can identify vocabulary in context and allow them to identify the pronunciation of words.

### **3.3.2. Production activities**

An activity describes a procedure in which learners work towards a goal and use language to communicate. The focus of these activities is for students to strengthen their vocabulary and consolidate their knowledge.

#### **a) Brainstorming**

According to Pomar (2020) “Brainstorming is a tool that serves to generate a large amount of ideas around a particular topic”. (p. 8)

Brainstorming in the classroom is a useful teaching strategy. It is a powerful tool that generates ideas and helps find solutions to problems. Brainstorming has other attributes; it motivates, stimulates, and promotes student interaction. The combined, focused mental power generated during a brainstorming session elevates performance and almost guarantees both individual and group achievement.

#### **b) Games**

Sager (2023) argues that “Studies show that playing games in the classroom can increase overall motivation. Students become more motivated to learn, pay attention, and participate in-class activities”. (para 4)

Games are perceived as fun and meaningful activities, based on rules, which must have defined objectives. In addition, they require the cooperation of other members by promoting the use of language and communication when exchanging information.

#### **c) Word games**

Also called language games because they require knowledge and practice of specific areas or aspects of the language in a context. Word games are games that involve words or language and are designed to be entertaining and educational.

Taking into account Akdogan(2017):

The main purpose of vocabulary games is giving many inputs of vocabulary to the students through learning by playing. They do not need to work hard to memorize some vocabularies without any tactics. The students are able to

comprehend many vocabularies in a time of a game and in an enjoyable atmosphere without any force or under enforcement situation. (p. 39)

#### **d) Board games**

Taking into account Gerstein (2022):

Board games and programs that use board games have positive effects on various outcomes, including educational knowledge, cognitive functions, and physical activity. In addition, board games have been shown to contribute to improve these variables, improving the interpersonal interactions and the motivation of the participants, and promoting learning. (para. 6)

#### **3.3.3. Vocabulary Assessment Strategies**

The vocabulary assessment strategy is a strategy used in making questions for vocabulary and the strategy to assess student achievement in the vocabulary examination (Wanrika et al.2022, p. 244)

As the authors mentioned, vocabulary assessment strategies are methods and tools used to evaluate a person's understanding of the meanings and usage of words. These strategies involve measuring a person's vocabulary size, depth of understanding, and ability to use words in context.

##### **3.3.3.1. Vocabulary assessment types**

According to Prodigy Education (2021) "Assessments are much more than an end-of-unit test or preparation for a standardized test. Assessments help shape the learning process at all levels and provide information about student learning." (para. 4)

Different types of assessment can help teachers understand their students' progress in a variety of ways. This understanding can affect the teaching strategies the teacher uses and can lead to different adaptations. (Prodigy Education,2021)

By using different types of vocabulary assessment, educators and researchers can obtain a more comprehensive understanding of a person's vocabulary knowledge and skills. This information can be used to identify areas of strength and weakness, tailor instruction to meet individual needs, and monitor progress over time.

#### **a) Completing sentences or texts**

Brigham Young University-Hawaii (1999) states that:

There's nothing more important to learning English than understanding sentences! Writers need to know the difference between complete sentences (which express complete thoughts), and sentence fragments (which do not). Being able to recognize and write complete sentences is one of the most important skills in writing. (para.1)

#### **b) Dictation**

Gonsalez (2016) points out that "Dictation has often been considered an activity aimed at achieving the orthographic mastery of a language" (p.1).

There are several reasons why dictation is important. In this activity, students learn to decode the English sounds and record them in writing. By doing so, they develop short-term memory. They also train themselves in retaining meaningful chunks before writing them down. (Rhalmi,2009, para.4).

As the author mentions, dictation can be a useful tool for learning vocabulary because it allows learners to practice spelling and recognize new words in context. As the learner listens to the dictated words and writes them down, they are forced to mentally process and recognize the sounds and spellings of each word.

### **3.3.4. Learning strategies**

Learning strategies refer to methods that students use to learn.

A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in academic and nonacademic settings. (O'Byrne, 2020, para 1)

"Language learning strategies as "the often-conscious behavioral steps used by language learners to improve the acquisition, storage, retention, recall, and use of new information." (Oxford, as cited, W. Ian O'Byrne, 2020, p. 4).

Teaching-learning strategies are instruments used by the teacher to contribute to the implementation and development of students' competencies. There are strategies for gathering prior knowledge and for organizing content. These strategies help to initiate activities in a didactic sequence. (González, 2015, p.55)

Based on the authors already mentioned learning strategies are various technique, methods or approaches used to enhance comprehension, of application of new knowledge and skills, using effective learning strategies can help learners to become more self-directed, motivated, and successful in their educational pursuits.

#### **a) Dictionary use**

According to Editorial etecé (2023) "A dictionary is a certain type of reference book, which provides help regarding language: the meaning of words, their etymology, synonyms and antonyms, equivalents in other languages". (para. 1)

#### **b) Deduction of the meaning from the context.**

Deducing the meaning of a word from its context is a methodological strategy whose purpose is to discover or infer the meaning of that word from the information that appears in the text. (Orientación Andújar, 2027, para. 2)

From a systemic point of view, language can only be understood in relation to its environment of use, and this premise is particularly evident in the language classroom, where both spoken and written texts should not be

interpreted in isolation from their contexts of production and circulation.  
(Figueiredo ,2010, p.123).

In relation to the above mentioned by the authors, it could be said that understanding the meaning of words and phrases from the context is an important skill in communication. It consists of using words, phrases and situations from the environment to find out the meaning of unknown words or phrases.

### **c) Annotation of vocabulary (flash cards, notebook, etc)**

Flashcard is a card with the word or words and sometimes a picture down it.

Based on discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.  
(Apriliani, 2015, p.10)

Taking into account what Apriliani said above, it is understood that vocabulary annotation can be very useful for learning new words and improving general vocabulary; flashcards or a notebook are great tools for annotating new words, as they help to memorize them by reviewing them over and over again.

### **3.4. Advantages of using cognitive strategies**

According to Murray (2022) "Cognitive learning theory helps us learn how to learn. As such, learners are better equipped to develop problem-solving skills." (para 3)

"Cognitive learning is ongoing, continually adding new building blocks to your learning pyramid. Therefore, the use of cognitive skills can promote lifelong learning by allowing students to connect existing knowledge with new materials." (Murray, 2022, para 4)

As Murray mentioned, Overall, cognitive strategies provide a framework for thinking critically, solving problems, and managing emotions. By employing these

techniques, you can improve your overall well-being and success in various areas of life.

### **3.5. Importance of learning vocabulary**

Without grammar, very little can be conveyed without vocabulary, nothing can be conveyed". This is how Wilkins sums up the importance of learning vocabulary. The same author argues that "if you spend too much time studying grammar, your English will not improve much. You will see greater progress if you learn more words and expressions. You can say very little with grammar, but you can say almost everything with words (Wilkins, 2002, p.3 cited by Medellin, 2008, p.11)

Learning vocabulary is especially important in learning English as a second language. English has a vast vocabulary, and having a strong command of it can greatly enhance one's ability to communicate effectively in both oral and written contexts. Additionally, understanding the meaning of words is crucial for comprehending written and spoken English. It can also help in academic settings, as well as in professional and social interactions. Therefore, devoting time and effort to expanding one's English vocabulary is a fundamental step towards mastering the language and achieving fluency.

## IV. METHODOLOGY AND MATERIALS

### 4.1. Location of the study

The present study was based on cognitive strategies for the teaching and learning vocabulary in English, and developed in the Ruben Dario Institute and involved students in the seventh grade, Nueva Guinea city, 2023.

### 4.2. Type of the study

This was a descriptive study since we studied humans, their behaviors, collecting, analyzing and describing relevant information according to our research, with the main objective of analyzing the cognitive strategies used for teaching and learning vocabulary in English, and in this way propose some strategies to improve the teaching and learning of vocabulary in English.

### 4.3. Approach of the study

This study had a qualitative approach, because we were studying non-numerical data to understand the opinions, experiences, and behaviors of the individuals who were part of this investigation. To achieve this, different instruments were used, such as: observations, interviews, and focus groups, which helped to analyze Cognitive strategies used for teaching and learning English vocabulary in seventh grade, Rubén Darío Institute, I semester 2023.

### 4.4. Unit of analysis

In the present study, the students considered were the seventh grade "A" students of the Rubén Darío public institute, being 13 females and 12 males, a total of 26 including the English teacher, with whom we were working to give good objectivity to this studio.

Participants	Grade	F	M	Total
Seventh Grade Student	7 <sup>th</sup>	13	12	25
English Teacher	Teacher	1		1
Total				26



## **4.5. Selection and exclusion criteria**

### **4.5.1. Selection criteria**

In this study, the main selection criteria were:

- ✓ The seventh-grade students at the Rubén Darío Institute.
- ✓ The teacher who was teaching English to the seventh-grade students.
- ✓ These people were selected because they had the main qualities required for this study.

### **4.5.2. Exclusion criteria**

- ✓ This study focused on seventh grade students.
- ✓ Therefore, students who were not in this grade were not taken into account for this study.
- ✓ Similarly, the principal and teachers who weren't teaching English in this grade were also excluded.

## **4.6. Information sources**

### **4.6.1. Primary sources**

The primary resources were the techniques and instruments that were used to carry out this study: interview with the teacher who was teaching English in the seventh grade, focus group and observation guide.

### **4.6.2. Secondary sources**

The secondary sources for this research were books, URACCAN library monographs, and websites.

## **4.7 Techniques and instruments**

In order to achieve the objectives of this study, which were to analyze, identify, apply and propose cognitive strategies for the teaching and learning of English vocabulary in seventh grade students of the evening shift of the Rubén Darío Institute, the following techniques were used:

#### 4.7.1. Observation guides

Three observations were applied to seventh grade teacher and students of the afternoon shift, which were carried out on the days that the teacher teaches the subject.

#### 4.7.2. Interview

The interview was applied to the seventh-grade English teacher of the Ruben Dario Institute with the objective of knowing the strategies that were implemented for the teaching of English vocabulary.

#### 4.7.3. Focus group

To carry out the focus group, ten seventh grade students were selected, 1 (5 women and 5 men), these students were randomly selected from the attendance list, considering the alphabetical order of their last names.

#### 4.8. Data analysis and Processing

For the processing of the analysis and interpretation based on the information collected through the application of observation guides, interviews and focus groups, Word was used to transcribe the information and results obtained.

#### 4.9. Descriptors matrix

Specific objectives	Descriptor	Dimensions of the descriptor	Instruments and techniques
To identify cognitive strategies used to improve the teaching and learning of English vocabulary in	Cognitive strategies for teaching and learning English vocabulary.	<ul style="list-style-type: none"><li>• Semantic strategies<ul style="list-style-type: none"><li>- Grouping strategy</li></ul></li><li>• Sensory strategies<ul style="list-style-type: none"><li>TPR</li><li>scrabble</li></ul></li><li>• Visual Strategies.</li></ul>	Interview Observation guides Focus group

seventh grade.		<ul style="list-style-type: none"> <li>- Cards (flashcard)</li> <li>• Verbal strategies               <ul style="list-style-type: none"> <li>- Translation</li> </ul> </li> <li>• Listening strategies               <ul style="list-style-type: none"> <li>- Oral repetition</li> </ul> </li> </ul>	
To apply cognitive strategies that facilitate the teaching and learning of English vocabulary in seventh grade.	Cognitive strategies for teaching and learning English vocabulary.	<ul style="list-style-type: none"> <li>• Sensory strategies               <ul style="list-style-type: none"> <li>- TPR</li> <li>- Dialogues                   <ul style="list-style-type: none"> <li>• Visual strategies</li> </ul> </li> <li>- Demonstration</li> <li>- Use of real objects(realia)                   <ul style="list-style-type: none"> <li>• Listening strategies</li> </ul> </li> <li>- Oral repetition                   <ul style="list-style-type: none"> <li>• Production activities</li> </ul> </li> <li>- Word games</li> </ul> </li> </ul>	Teaching Unit Lesson Plan

#### **4.10. Ethical aspects**

During the elaboration of this study was taking into account:

- ✓ Reality of students with the observation guide
- ✓ To respect the copyright in the found theories
- ✓ To respect opinion of professor and students
- ✓ Consent support paper filled by the director of the school approving the study at the University

#### **4.11. Delimitation and Limitations of the Study**

**Delimitation:** This study was focused on cognitive strategies for teaching and learning English vocabulary in seventh grade A, Instituto Ruben Dario, first semester, Nueva Guinea, 2023.

**Limitations:** Many factors, limited this study, among them the lack of knowledge and the unwillingness of the students to provide the relevant data necessary to complete this research, influenced the development of this study.

## **V. ANALYSIS AND RESULTS**

After the application of the instruments, such as an observation guide, an interview to the teacher, a focus group with students from seventh grade, the application of cognitive strategies for teaching and learning English vocabulary in seventh grade, at Ruben Dario Institute. This way, for analyzing the information collected, it was used the triangulation method. Therefore, the following results were described.

### **5.1. Cognitive strategies used to improve the teaching and learning of English vocabulary in seventh grade**

In relation to Rios (1994) cognitive strategies (CS here and after) are defined as the set of internally organized actions that individuals use to process information and control or self-regulate such processing.

In particular, in the interview applied to the English teacher, the main cognitive strategies that were implemented for teaching English vocabulary were the following: TPR strategies, oral repetition, and translation. In the same way, in the focus group developed with the students, they expressed that they use repetition, translation and word games to learn English vocabulary and self-study. Additionally, through the observations made, it was determined that the teacher implements, grouping strategy, TPR (Total Physical Response), scrabble, visual strategy such as cards, also other strategies like translation and oral repetition.

In the same way, in the teacher's interview she also mentioned that cognitive strategies are different strategies that we usually use to improve the learning process, for example, flashcards, body language, real objects, audiovisual sources, among others, some of these strategies, at least the most common ones, are applied in her class, even so, in the observations made, it can be argued that cognitive strategies were developed with the purpose of activating and improving the understanding and learning of the contents in the students. Although there are other cognitive strategies, the teacher believes that the TPR is one of the most important ones since it involves the students in learning through performing gestures or activities related to the new language.

Regarding Susilo (2012) and Adisti (2018) cognitive strategies include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization and flashcard to improve children's cognitive abilities.

The professor emphasized that these cognitive strategies increase and enhance the students' instruction and learning. These strategies help the students process, organize, and relate the terminology that was taught to them or that they learned, as well as understand it and, more importantly, remember it. Utilizing these strategies is very helpful to an English teacher.

**Table 1.** *Cognitive strategies used to improve the teaching and learning of English vocabulary*

N°	Cognitive Strategies	Teaching Experience
1	Grouping strategies	It is a cognitive strategy that promotes the learning of words by categories. In the classroom it was used in this way, students were asked to group words about time in English, such as: second, day, morning etc. This helped them to remember and retain the words quickly.
2	TPR	This strategy had a positive impact on the students, as through body movements and gestures they were able to memorize new vocabulary more effectively and quickly. An example of how it was used was with action vocabulary, such as "jump", "run" or "clap", the teacher explained the words in English and demonstrated the actions herself, finally she asked the students to imitate them.
3	scrabble	The scrabble strategy is very useful for practicing the correct use of vocabulary while working on grammar skills. In this case a series of scrambled words were used and the students had to put them

		in the correct order to form a coherent sentence, example: emit=time, kcolc=clock.
4	Cards	The flashcards helped students remember, review, contextualize, and memorize new or previously learned words. Vocabulary from that lesson, such as time, clock, etc. Was written on one side of the vocabulary card and its picture was placed on the other.
5	Translation	Through translation it was easier for the students to learn vocabulary, since translation allows them to associate new words with their equivalent in their native language, was used when translating vocabulary from that class into the students' native language, example: in the morning I wake up/en la mañana me levanto.
6	Oral repetition	Oral repetition proved to be very useful for the students because repeating a word or phrase several times facilitated its retention and recall, while helping to improve pronunciation.

#### **5.1.1. Common challenges in cognitive strategies for English vocabulary**

According to Murray (2022) cognitive learning is ongoing, continually adding new building blocks to your learning pyramid. Therefore, the use of cognitive skills can promote lifelong learning by allowing students to connect existing knowledge with new materials.

In relation to the interview with the English teacher, one of the most common challenges encountered when implementing cognitive strategies is the lack of didactic materials and the lack of resources to carry them out in the classroom.

According to Alicia (2023), For beginners, the TPR (Total Physical Response) method, is regarded as one of the most effective ways to learn a language. To teach and practice grammar and vocabulary, it employs the use of gestures and physical movements associated to the new language.

Likewise, the teacher mentioned that she has used cognitive strategies to improve the learning process in students who have more difficulty learning and retaining vocabulary, these strategies are very useful because they adapt to different environments and characteristics of each individual, one of the best ways to improve the learning process of a student with more difficulty than others, is through oral repetition, by repeating a word or phrase several times, it can help the memory to retain information and improve pronunciation and fluency in the language. It is worth mentioning that oral repetition can also help improve confidence when speaking in English, which is usually very useful since most young learners of a new language tend to be really shy, it is important to improve skills and effective communication in this language.

During the interview with the teacher, she recommended the active use of cognitive strategies to significantly improve the ability to learn vocabulary, especially flashcards, as they are an excellent alternative for memorizing vocabulary because they can be easily created at home with paper or applications. Although games are also an excellent way to learn vocabulary in a playful and entertaining way, visual strategies also help to visually connect words with their meaning. Similarly, listening strategies, such as verbal repetition, are very helpful in improving the ability to remember new words. Teaching English vocabulary can be challenging, but using these types of cognitive strategies can help develop students' ability to learn and remember new words more effectively.



## **5.2. Cognitive strategies applied that facilitate the teaching and learning of English vocabulary in seventh grade**

To achieve the second objective of this study, during two consecutive class periods, six cognitive strategies, such as TPR, the use of real objects, oral repetition, dialogue, word games and demonstration, were applied to learn about time using the present simple tense in the seventh grade of the Rubén Darío Institute.

### **1. TPR strategies**

This cognitive strategy was developed in order to learn the new vocabulary about daily routines using the time.

#### **a) Steps:**

This cognitive strategy is based on learning vocabulary about daily routines using time.

1. The students in the classroom were divided into three groups.
2. Students were given index cards with written sentences describing daily routines using specific times, e.g., "get up at 5", "play soccer at 7", "brush my teeth at 8", "go to school at 7:30 in the morning".
3. A brief review of the meaning of each phrase was made and the pronunciation was reviewed.
4. The cards were taken from the students.
5. The first student in each group was randomly selected to come to the front and imitate one of the actions described in the sentences on the cards given earlier.
6. The other students in the group had to guess the action performed by their partner in front and then say out loud the English phrase from memory.
7. The process was repeated until each student in each group came to the front and the other classmates guessed the action and said it out loud.

**Time:** The time used in this strategy was 10 minutes.

## **b) Resources**

- Flashcards
- Markers
- Scissors
- Sheets
- Daily routines

## **c) Teaching experience**

In this cognitive strategy, students were participative and active. They learned to say daily routines using time. Likewise, they were motivated and interacted with each other, while trying to manage the movements and gestures related to the new vocabulary to be learned.

## **d) Students' evaluation**

According to the students, they affirmed that the strategy developed was creative and enjoyable due to the strategy made students to interact each other and walk around the classroom.

## **2. Using real objects**

This cognitive strategy engaged students to learn and practice the time. They were able to say the specific time showed at the clock.

### **a) Steps:**

1. Examples were written on the board.

- ✓ 10:00 - It's ten o'clock
- ✓ 5:00 - It's five o'clock
- ✓ 1:00 - It's one o'clock
- ✓ 11:20 - It's twenty **past** eleven
- ✓ 4:18 - It's eighteen **past** four

✓ 6:25 - It's six twenty-five

2. The pronunciation of each example was practiced and its correct use was explained.
3. A real object was used to mark times.
4. A student was randomly selected to come to the front and say aloud the marked time.
5. The process of having students come to the front was repeated until most were able to say the marked time correctly.

**Time:** 15 minutes.

#### **b) Resources**

A real watch

Blackboard

Markers

Vocabulary about time

#### **c) Teaching experience**

In this cognitive strategy, students were interested in participating because they wanted to touch the clock. Thus, students were able to tell the time using the clock. However, some students tended to be distracted by the real clock worn by the teacher.

#### **d) Students' evaluation**

This strategy motivated students to participate and facilitated the teaching and learning process. According to the students' opinion, this strategy was authentic and interactive and the use of real objects enhanced the learning of English vocabulary.

### **3. Oral repetition**

The main objective of this strategy was to practice the pronunciation of the vocabulary and remember its meaning.

#### **a) Steps:**

Step 1: The following vocabulary was written on the board: time, watch, clock, speed, hour, minute, second, day, week, month, year, past, future, calendar.

Step 2: The meaning of each word was taught and the pronunciation of each word was practiced as a group.

**Time:** the time used in this strategy was 15 minutes.

#### **b) Resources**

Vocabulary

Blackboard

Markers

#### **c) Teaching experience**

With this strategy, students were able to comprehend and practice the vocabulary presented. In addition, the use of this strategy facilitated the learning of the words and they were also able to learn the correct pronunciation of the words by repeating them aloud over and over again.

#### **d) Students' evaluation**

The students stated that this strategy encourages simple and useful learning. Collaborating as a group also inspired them.

#### **4) Dialogue**

This cognitive strategy was developed to practice the information learned. Daily routines, time, simple present tense was used.

##### **a) steps:**

Step 1: The following example was written on the board:

*Heather: Good morning! My name is Heather.*

*Angela: Good morning! My name is Angela.*

*Heather: What do you usually do on Mondays?*

*Angela: I get up at five in the morning. I brush my teeth and go to school at six-thirty.*

*Heather: Hold on, don't you eat breakfast?*

*Angela: No, I don't have time. I'm always in a hurry. What about you?*

*Heather: I get up at six-thirty in the morning. I get dressed for breakfast and then go to school at twelve-thirty.*

*Angela: It sounds great.*

*Heather: Thank you.*

Step 2: Students had to rewrite the dialogue with their personal information.

Step 3: Students practiced pronunciation and dialogue by performing physical movements in pairs.

Step 4: Some students were randomly selected to come to the front in pairs to practice the dialogue.

**Time:** 25 minutes.

##### **b) Resources**

Whiteboard

Markers

### **c) Teaching experience**

In this strategy the students performed the dialogue in a natural way. Likewise, the students were able to pronounce the words correctly. In addition, the students felt excited and cooperated in the presentation process.

### **d) Students' evaluation**

The students argued that it was a great strategy because they were allowed to interact with their classmates and practice all the information learned.

## **5. Word game**

The objective of this strategy was to practice writing and spelling the vocabulary presented.

### **a) Steps:**

Step 1: Students were given a word search sheet with the following words: Time, watch, clock, speed, hour, minute, second, day, week, month, year, past, future, calendar.

Step 2: each student had to find each of the words in an easy way.

Time: the time used in this strategy was 10 minutes.

### **b) Resources**

wordsearch puzzles

Sheets

### **c) Teaching experience**

At the end of this strategy, the students were able to find the words and write them. Also, in this strategy, the students needed to be concentrated. Although, it took some students a little more time to complete the task.

#### **d) Students' evaluation**

At the end of this strategy, the students expressed that this strategy was very attractive to them and motivating. Students were enthusiastic to be the first to find all the words.

### **6. Demonstration**

The objective of this strategy was to assess the student's knowledge in relation to the content developed.

#### **a) Steps:**

Step 1: The first student to come to the front was randomly selected.

Step 2: The student was individually shown a time on the paper clock.

Step 3: the teacher asked what time it was on the clock and the student had to answer correctly what time it was.

Step 4: if a student was not able to tell the time, his/her classmates helped him/her to answer the question.

**Time:** 10 minutes.

#### **b) Resources**

A clock

Sheet

Scissors

Glue

#### **c) Teaching experience**

In this strategy, the students told the time. The teacher showed a time on a clock and the students had to tell the exact time. The students were able to identify and tell the time that the teacher marked. In addition, the students were motivated and participative.

#### **d) Students' evaluation**

According to the students, they stated that the strategy developed was creative and fun because the strategy made the students interact with each other.

### **5.3. Proposal of cognitive strategies to improve the teaching and learning English vocabulary**

Based on the observations, interview to the teacher, focus group with the students and the application of cognitive strategies, the following cognitive strategies are proposed for teaching English vocabulary in seventh grade.

#### **1. TPR strategies**

##### **a. Description**

This is a strategy based on the association of physical actions with a vocabulary or phrase, which makes learning inevitable because when both mind and body are involved, a stronger connection is created in the brain, which facilitates the retention and retrieval of vocabulary.

##### **b. Objective**

The objective of the TPR learning strategy is to facilitate the vocabulary learning process and promote active listening comprehension in a foreign language, by associating words and phrases with physical actions. This helps students internalize vocabulary in a practical way.

##### **c. Resources**

Adequate space, objects that will be needed to perform the actions (this depends on the words or phrases to be taught).



#### **d. Time and Level**

15 minutes or more, this strategy is optimal for any level of learning from beginners to advanced students.

#### **e. Procedure (step by step)**

1. Vocabulary presentation: The teacher presents a word or phrase in the target language. For example, he/she may say "raise your hand" or "jump".
2. Demonstration of the action: While pronouncing the word or phrase, the teacher performs the corresponding physical action. For example, he/she raises his/her hand or jumps.
3. Observation and listening: Students should observe and listen carefully to the teacher as he/she performs the action and pronounces the word or phrase.
4. Group repetition: After the teacher's demonstration, students should repeat the physical action while pronouncing the word or phrase aloud.
5. Individual and Paired Practice: Once students have practiced in a group, they can be given the opportunity to practice individually or in pairs.
6. Vocabulary expansion and sentence building: As students become more comfortable with basic vocabulary, the teacher can introduce new words and phrases, and construct more complex sentences.

## **2. Real Objects**

### **a. Description**

When teaching an English word, it is possible to use a real object, for example, if teaching the time, use a real clock to teach the time in English, this allows students to associate the word with the physical object, which facilitates comprehension and retention of the vocabulary.

**b. Objective**

The objective of using real objects when learning vocabulary is to provide students a realistic and meaningful experience that makes it easier for them to understand, remember, and use vocabulary practically in everyday situations.

**c. Resources**

The resources differ depending on the vocabulary to be studied; for instance, if cleaning items were the vocabulary, a mop, broom, or sponge may be utilized.

**d. Time and Level**

10 minutes or more, this strategy is suitable for any level of learning from beginners to advanced students.

**e. Procedure (step by step)**

1. Object selection: Choose real objects that represent the vocabulary to be taught.
2. Introducing the object: Introduce the object to the students visually and tactilely. The teacher allows the students to observe and touch the object so that they can explore and become familiar with it.
3. Naming the object: Clearly pronounce the name of the object in the target language.
4. Describing the object: Provide additional information about the object, such as its color, shape, size, or use.
5. Word association: Relate the vocabulary word to the physical object.
6. Repetition and Practice: Repeat the object name and vocabulary word several times, encouraging students to repeat after the teacher.

### **3. Oral Repetition**

#### **a. Description**

The teacher uses this strategy by speaking aloud numerous times the word or phrase being studied, and then the students follow suit.

#### **a. Objective**

The main objectives of oral repetition are to help students learn how to pronounce words correctly, as well as to increase their fluency and confidence when using vocabulary.

#### **b. Resources**

word list, audio recordings, flashcards if needed or simply the board.

#### **c. Time and Level**

5 minutes or more, this strategy is recommended for any level of learning from beginners to advanced students.

#### **d. Procedure (step by step)**

1. Word selection: Choose the set of words to teach.
2. Presentation of the words: Show the words to the students, either written on the board or through visual cards.
3. Meaning and usage: Explain the meaning of each word clearly and concisely.
4. Pronunciation: Pronounces each word aloud and then asks students to repeat after the teacher.

### **4. Dialogue**

#### **a. Description**

Through dialogues, whether practiced aloud, individually or in pairs, dialogues provide a realistic context for students to see how words and phrases are used in

authentic communicative situations, which facilitates their understanding and application in real situations.

#### **b. Objective**

The objective of teaching vocabulary through dialogues is to provide students with contextualized understanding, practical application and authentic communicative experience. It seeks to develop fluency, expand vocabulary, and encourage student motivation and participation in the vocabulary learning process.

#### **c. Resources**

Written materials, visual material such as illustrations, audio recordings, although the latter is optional.

#### **d. Time and Level**

Between 10 and 15 minutes, the level of this strategy varies according to the complexity or simplicity of the dialogue.

#### **e. Procedure (step by step)**

1. Select a relevant and appropriate dialogue.
2. Prepare the dialogue, making sure it is understandable.
3. Present the dialogue, emphasizing pronunciation.
4. Help students to understand it by asking questions.
5. Analyze the vocabulary and key phrases.
6. Divide students into pairs or groups to practice the dialogue.
7. Encourage students to expand and personalize the dialogue. (optional).

## **5. Word Game**

### **a. Description**

Word games consist of creating games that involve the use of English words, either through puzzles, crossword puzzles, etc., these games allow students to practice vocabulary in a playful and entertaining way.

### **b. Objective**

To make learning and using vocabulary enjoyable and engaging while promoting vocabulary growth, understanding meaning, and enhancing pronunciation and spelling.

### **c. Resources**

Resources vary as there are multiple ways to make word games, word lists, vocabulary cards, board games, chalkboards or boards, these resources will depend on the creativity of the teacher.

### **d. Time and Level**

10 minutes, the level of this strategy is suggested for any level of learning from beginners to advanced students.

### **e. Procedure (step by step)**

Selects the target vocabulary.

Present the words with their meaning and examples.

Explains the rules of the word game.

Demonstrate an example of the game.

Divide students into groups and practice the game.

Encourage interaction and communication among students.

## **6. Demonstration**

### **a. Description**

Teaching vocabulary through demonstration involves showing how a word is used in a relevant context, either by demonstrating it through action (acting or gesturing) or through relevant contexts. Demonstration allows students to see and experience how a word is used in an authentic context. This helps them understand the meaning and use of the word more effectively, facilitating its incorporation into their own receptive and expressive vocabulary.

### **b. Objective**

The objective of teaching vocabulary through demonstration is to provide students with a more enriching and meaningful experience in learning new words, helping them to understand their meaning and usage more effectively, and to apply them in real communication contexts.

### **c. Resources**

Real objects, photographs, picture books, and the readiness of the instructor to perform actions or gestures linked to the meaning of the word are all examples of resources that can accurately and clearly illustrate a word's meaning. Resources also vary depending on the teacher's ingenuity.

### **d. Time and Level**

10 minutes, the level of this strategy is recommended for any level of learning, basic, intermediate, and even advanced.

### **e. Procedure (step by step)**

1. Select the target words.
2. Create a relevant context.
3. Demonstrates the use of the words.
4. Explains meaning and usage.

5.Encourages participation and discussion.

6.Provides guided practice.

7.Provides feedback.

## **VI. CONCLUSIONS**

After analyzing the results of the information collected through the observation guides, the interview with the teacher and the focus group with the students, as well as the application of cognitive strategies, the following conclusions were reached:

- ✓ The teaching approach based on cognitive strategies proved to be beneficial for seventh grade students. Through the use of strategies such as oral repetition, TPR games, students were able to improve their ability to remember and use vocabulary in appropriate contexts.
- ✓ The teacher made use of cognitive strategies such as: oral repetition and the grouping strategy so that students learned vocabulary about a topic and learning was facilitated through oral repetition.
- ✓ Seventh grade students were motivated to learn new vocabulary through the implementation of cognitive strategies that involved physical movement (TPR).
- ✓ The application of games as a cognitive strategy motivated and helped the students to learn vocabulary in an easier way.
- ✓ Cognitive strategies can be adapted to different environments and characteristics of each individual.
- ✓ The students expressed the need to implement visual strategies such as images and videos to help them understand the meaning of words more clearly and quickly.
- ✓ Teaching English vocabulary in seventh grade requires the constant implementation of effective cognitive strategies. These strategies help students acquire and retain new words and expressions in the language more efficiently.

In conclusion, the implementation of cognitive strategies for teaching vocabulary in English is essential because they enhance the development of cognitive skills and students can have a significant learning process. However, cognitive strategies for teaching English vocabulary require continuous assessment of student outcomes.



## **VII. RECOMMENDATIONS**

Based on the analysis of the results obtained in this work, the following recommendations are given, with the purpose of improving the teaching and learning of vocabulary in English through cognitive strategies at the Rubén Darío Institute.

### **To the teacher:**

- ✓ Take into account cognitive strategies for teaching/learning vocabulary in English when preparing the lesson plan.
- ✓ Include the use of real objects as a cognitive strategy so that students can directly visualize the meaning of the word without having to translate it into their native language. Since this helps them to understand the context of the words and to relate them to familiar experiences and objects, which facilitates the retention and application of the vocabulary in real life.
- ✓ Encourage students to apply cognitive strategies during their independent studies.
- ✓ Adapt cognitive strategies to the student's level of understanding.
- ✓ Continuously evaluate the knowledge acquired by students through the effective use of cognitive strategies.

### **To the students:**

- ✓ Actively participate in the cognitive strategies and instructional tools used by the teacher during English class.
- ✓ Use cognitive strategies in their self-studies such as oral repetition of vocabulary out loud, and use visual strategies and listening strategies to facilitate vocabulary retention.
- ✓ Maintain constant motivation and perseverance when studying vocabulary in English.

**To the MINED:**

- ✓ Provide teachers with materials to create teaching materials and improve the quality of their classes.
- ✓ Provide electronic resources such as television, computers or data shows to schools so that teachers can include cognitive strategies in their lesson plans.
- ✓ Train teachers more so that they are constantly updated with different cognitive strategies and activities to improve the cognitive learning process of students.

## VIII. LIST OF REFERENCES

- Akdogan, E. (2017). Journal of Teaching and Education. Retrieved from DEVELOPING VOCABULARY IN GAME ACTIVITIES AND GAME: <https://files.eric.ed.gov/fulltext/ED617641.pdf>
- Ambrose, S. A. (2010). How learning works: Seven Research-Based Principles for Smart Teaching. San Francisco: Jossey-Bass. Retrieved from Seven research-based principles for smart teaching.
- Alicia. (2018, February 21). 9 Total Physical Response Activities for Language Learning. Retrieved from What is Total Physical Response?: <https://bilingua.io/9-total-physical-response-activities-for-language-learning>
- Alma, H. G. (2015, April). Estrategias de enseñanza del idioma inglés. Retrieved from Tecnológico de Monterrey: Estrategias de enseñanza del idioma inglés
- Andi, S. (2012, October 25). Languages Learning Strategies Cognitive Strategy. Retrieved from Languages Learning Strategies Cognitive Strategy: <https://my-dock.blogspot.com/2012/10/language-learning-strategies-cognitive.html>
- Andujar, O. (2017, June 21). Comprension Lectora fichas deducimos palabras de textos editables. Retrieved from Orientacion Andujar: <https://www.orientacionandujar.es/2017/06/21/comprehension-lectora-ficha-deducimos-palabras-textos-editable/#:~:text=Deducir%20el%20significado%20de%20una,que%20aparece%20en%20el%20texto.>
- Adisti, S. (2018, september 30). Effectiveness of Flashcard in Improving Cognitive Ability of 5–6-Year-Old. Retrieved from Advances in Social Science, Education and Humanities Research: <https://www.atlantispress.com/article/25907007.pdf>
- Brigham, H. U. (2023). Microlab 4-Complete Sentences. Retrieved from Faculty of Arts and Letters Reading Writing Lab:

<https://readingwriting.byuh.edu/reading-writing-center/microlab-4-complete-sentences#:~:text=There's%20nothing%20more%20important%20to,most%20important%20skills%20in%20writing.>

Contributing Writer. (2018, February 01). Geniolandia. Retrieved from Cómo usar el método didáctico realia en las clases de inglés como segunda lengua: <https://www.geniolandia.com/13142334/como-usar-el-metodo-didactico-realiala-en-las-clases-de-ingles-como-segunda-lengua>

Débora, F. (2010). Context, register and genre Implications for language education. Retrieved from Revista Signos: <https://scielo.conicyt.cl/pdf/signos/v43s1/a08.pdf>

Disabilities, T. C. (2023, January 25). Five Research-Based Ways to Teach Vocabulary. Retrieved from What Research Says About Effective Vocabulary Instruction: <https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>

Dom., M. (2022, 07 14). Cognitive learning theory: benefits and examples. Retrieved from 4 benefits of cognitive learning theory: <https://www.go1.com/blog/cognitive-learning-theory>

Dunsmore, L. (2020, January 17). International TEFL and TESOL training. Retrieved from Why is Teaching Vocabulary so Important?: <https://www.teflcourse.net/blog/why-is-teaching-vocabulary-so-important-ittt-tefl-blog/>

Education, P. (2021, September 24). 6 Types of Assesment (and How to use Them). Retrieved from Prodigy: <https://www.prodigygame.com/main-en/blog/types-of-assessment/>

Fleming, G. (2019, November 21). ThoughtCo. Retrieved from Visual Learning Style: Traits and Study Strategies: <https://www.thoughtco.com/visual-learning-style-p2-1857113>

- Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (3rd ed.). Oxford University Press
- .Giemwaruju, T., & Surjosuseno, T. (2018, March 1). The Effect of Simomn says " Game on the vocabulary. Retrieved from CAHAYALINGUA: [https://www.cahayasurya.ac.id/jurnal/file/lingua/maret2018/2.%20Journal%20tjahjaning%20giem+ting%202%20\(2018\).pdf](https://www.cahayasurya.ac.id/jurnal/file/lingua/maret2018/2.%20Journal%20tjahjaning%20giem+ting%202%20(2018).pdf)
- Garside, T. (2019, May 21). Hong kong tesol. Retrieved from The importance of context for English teaching: experience, situation and surrounding language: <https://hongkongtesol.com/blog/importance-context-english-teaching-experience-situation-and-surrounding-language>
- Gerstein, J. (2022, January). User generated education. Retrieved from Benefits of using board games in the classroom: <https://usergeneratededucation.wordpress.com/2022/01/31/benefits-of-using-board-games-in-the-classroom/>
- Harmon., H. (2019, November 04). 16 acrónimos y siglas para aprender inglés. Retrieved from Aprende Ingles: <https://blog.harmonhall.com/16-acronimos-y-siglas-para-aprender-ingles-141/>
- Hakim, A. (2020, April 10). English Finders. Retrieved from Grammar Translation Method: <https://englishfinders.com/grammar-translation-method/>
- Ika, A. (2016). A Study on Flash Cards In teaching vocabulary. Retrieved from English Education Study Program The Islamic Education and Teacher Trining Fculty: <https://core.ac.uk/download/pdf/296470681.pdf>
- Ingriyani, R. Y. (2021, diciembre 12). Retrieved from <https://ojs.unsimar.ac.id/index.php/sintuwumarosoJET/article/download/413/384>
- Jiménez, T. (2019). Los videos educativos como recurso didáctico para la enseñanza del idioma inglés. Retrieved from

<https://repositorio.uasb.edu.ec/bitstream/10644/6988/1/T2994-MIE-Jimenez-Los%20videos.pdf>

kansas., T. U. (2023). Mnemonics Strategies. Retrieved from What is a mnemonic strategy?:

[https://specialconnections.ku.edu/instruction/cognitive\\_strategies/teacher\\_tols/mnemonic\\_strategies](https://specialconnections.ku.edu/instruction/cognitive_strategies/teacher_tols/mnemonic_strategies)

Komachali, & Khodareza. (2012, may 08). The Effect of Using Vocabulary Flash Card on Iranian Pre-University. Retrieved from Canadian Center of Science and Education: <http://dx.doi.org/10.5539/ies.v5n3p134>

Ian.W, O. (2020, November 23). Learning Strategies. Retrieved from Dr.Ian O'Byrne: <https://wiobyrne.com/learning-strategies/>

Laura, P. C. (2016). Aprendizaje de vocabulario en inglés mediante la experiencia. Retrieved from Aprendizaje de vocabulario en inglés mediante la: <https://repository.javeriana.edu.co/bitstream/handle/10554/21810/CastilloPachonLauraYurany2015.pdf?sequence=1&isAllowed=y>

Madrid, T. (2019). 5 claves para dominar la lectura en inglés con vocabulario en contexto. Retrieved from Exam Madrid: <https://ingles-madrid.com/blog/5-claves-lectura-ingles-vocabulario-contexto>

Mauricio., C. T. (2019). Contextualised Teacher-Designed Workshops Based on Cognitive Strategies. Retrieved from Workshops On Cognitive Strategies For Vocabulary Learning: <https://bdigital.uexternado.edu.co/server/api/core/bitstreams/f8b69d30-399a-4c34-86d2-ed8370776217/content>

Miguel, L. G. (2021). Estrategias de aprendizaje de vocabulario de ingles utilizadas por los estudiantes de secundaria. Retrieved from Las estrategias de aprendizaje de vocabulario: <https://core.ac.uk/download/pdf/61902528.pdf>

Mohammed, R. (23 de September de 2009). Why Dictation? Obtenido de My English pages.com: <https://www.myenglishpages.com/blog/why-dictation/>

- Muhmmad., A. (2021, February 21). Improving Speaking Skills Through Dialouges In Efl Classroom At Higher Secondary Level. Retrieved from PalArch's Journal of Archaeology of Egypt/Egyptology: <https://archives.palarch.nl/index.php/jae/article/download/6725/6506/13152>
- Medellin, A. (2008). La Enseñanza de Vocabulario en Segunda Lengua. Retrieved from <http://www.mextesol.net/journal/public/files/43bd22b950f24233c414096b37465f51.pdf>
- Nancy., C. (2018, 19 06). LOS ACRÓNIMOS Y ABREVIATURAS MÁS ÚTILES EN EL INGLÉS DE NEGOCIOS. Retrieved from English Live: <https://englishlive.ef.com/es-mx/blog/ingles-de-negocios/acronimos-y-abreviaturas-en-ingles/>
- Perez, R. (2022, September 26). livexp. Retrieved from Mejorar listening: la importancia de escuchar el inglés: [https://livexp.com/es/blog/mejorar-listening-la-importancia-de-escuchar-el-ingles/?utm\\_source=blog-es&utm\\_medium=article&utm\\_campaign=%2Fes%2Fblog%2Fmejorar-listening-la-importancia-de-escuchar-el-ingles%2F](https://livexp.com/es/blog/mejorar-listening-la-importancia-de-escuchar-el-ingles/?utm_source=blog-es&utm_medium=article&utm_campaign=%2Fes%2Fblog%2Fmejorar-listening-la-importancia-de-escuchar-el-ingles%2F)
- Pomar, P. (2020). Cómo hacer Brainstorming y no morir en el invento. Thinkernautas.
- Ricaurte, D. (2021, september 16). Open English. Retrieved from ¿Cómo aprender inglés con imágenes?: <https://www.openenglish.com/blog/es/aprender-ingles-con-imagenes/>
- Richards, J., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. Pearson Education Limited.
- Rios, P. (1994, January). ResearchGate. Retrieved from Estrategias cognitivas: [https://www.researchgate.net/publication/299594779\\_Estrategias\\_cognitivas](https://www.researchgate.net/publication/299594779_Estrategias_cognitivas)

- Sara, C. G. (2017). El dictado en el aula de ELE. Retrieved from Universidad del Pais Vasco:  
[https://addi.ehu.es/bitstream/handle/10810/23587/TFG\\_Gonzalez.pdf?sequence=1](https://addi.ehu.es/bitstream/handle/10810/23587/TFG_Gonzalez.pdf?sequence=1)
- Sri., C. (2021, 06 19). USING SCRABBLE FOR LEARNING ENGLISH VOCABULARY ATMAN 2 KUANTAN SINGINGI. Retrieved from Language Literacy: Journal of Linguistics, Literature and Language Teaching:  
<https://jurnal.uisu.ac.id/index.php/language-literacy/article/download/3858/pdf>
- Sager, J. (2023). TeachStarter. Retrieved from 10 Benefits of Classroom Games for Kids (And Teachers Too): <https://www.teachstarter.com/us/blog/11-benefits-of-playing-games-in-the-classroom-resources-included/>
- Sanchez, G. (2009). EL USO DE LA IMÁGENES EN LA CLASE E/LE PARA EL DESARROLLO DE LA EXPRESIÓN ORAL Y ESCRITA. Retrieved from UNIVERSIDAD DE ESTUDIOS INTERNACIONALES DE XI'AN, CHINA:  
[https://marcoele.com/descargas/china/g.sanchez\\_imagenes.pdf](https://marcoele.com/descargas/china/g.sanchez_imagenes.pdf)
- Schmitt, N. (1997). Vocabulary: Description, Acquisition and Pedagogy. Cambridge University Press. Retrieved from Vocabulary: Description, Acquisition and Pedagogy.
- Thornbury, S. (2002). how to teach vocabulary? Pearson Education Limited .
- Torres, A. (2017, September 09). Psicología y Mente. Retrieved from Cognición: definición, procesos principales y funcionamiento:  
<https://psicologiaymente.com/inteligencia/cognicion-definicion-procesos>
- Turner, C. (2022, December 09). Bridge Universe. Retrieved from 10 Fun Ways to Use Realia in Your ESL Classroom: <https://bridge.edu/tefl/blog/use-real-ia-esl-classroom/>



- Tampubolon, W., Sinamo, F., & Saragih, E. (2022, March). Vocabulary Assesment Strategy. Retrieved from Professional Journal of English Education: [https://www.researchgate.net/publication/359170985\\_VOCABULARY\\_ASSESMENT\\_STRATEGY](https://www.researchgate.net/publication/359170985_VOCABULARY_ASSESMENT_STRATEGY)
- Yang, X. (2017, December 15). The Use of Body Language in English Teaching. Retrieved from Theory and Practice in Language Studies: <http://dx.doi.org/10.17507/tpls.0712.23>.

## IX. APPENDIXES



### 9.1. Observation Guide

#### UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, NUEVA GUINEA CAMPUS

#### OBSERVATION GUIDE

The objective of this observation guide is to evaluate the cognitive strategies used to improve the teaching and learning of vocabulary of the English Language in the seventh grade of the Ruben Dario Institute, first semester of 2023.

General Information				
Grade:		Date:		
Subject:		Teacher:		
Content:				
Beginning of the Lesson				
Nº	Key aspects	Yes	No	Observation
1	The classroom environment is adequate for the class.			
2	Teacher and students are focused on the class development.			
3	The teacher uses audiovisual sources for presenting the new topic.			
4	The teacher uses flashcards for introducing the topic.			
5	The teacher uses body language for explaining the topic.			
6	The teacher uses real objects for introducing the topic.			

7	The teacher provides clear instructions in the new lesson.			
<b>Development of the Lesson</b>				
<b>Nº</b>	<b>Key aspects</b>	<b>Yes</b>	<b>No</b>	<b>Observation</b>
1	The teacher uses flashcards teaching the new vocab.			
2	The teacher uses body language for explaining and giving instructions.			
3	The teacher uses real objects for proving examples.			
4	The teacher implements cognitive strategies such as: Semantic strategies, grouping strategy, sensory strategies, physical games, mnemotechnical strategies, and association.			
5	<p>The teacher uses visual strategies such as:</p> <ul style="list-style-type: none"> <li>- Cards (flashcard)</li> <li>- Demonstration</li> <li>- Use of real objects (realia)</li> </ul>			
6	<p>The teacher uses Listening strategies such as:</p> <ul style="list-style-type: none"> <li>- Oral repetition</li> </ul>			
7	<p>The teacher uses sensory strategies:</p> <ul style="list-style-type: none"> <li>- TPR</li> <li>- Scrabble</li> </ul>			

	- Dialogues			
8	The teacher uses mnemotechnical strategies Acronyms.			
9	Production activities -Board games -Sensory strategies			
<b>Assessment of the Lesson</b>				
<b>Nº</b>	<b>Key aspects</b>	<b>Yes</b>	<b>No</b>	<b>Observation</b>
1	The teacher uses demonstrations for assessing the lesson.			
3	The teacher uses graphic organizers.			
4	The teacher uses production activities.			
5	The teacher uses instruments and cognitive strategies for assessing the new knowledge.			

**General Observations:**

---



---



---



---



---



---

## **9.2. Interview to teacher**



### **UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, NUEVA GUINEA CAMPUS**

#### **INTERVIEW TO TEACHER**

Dear teacher, the objective of this interview is to analyze the cognitive strategies used for teaching and learning of vocabulary in seventh grade, Instituto Ruben Dario, I semester 2023.

1. What do you understand about cognitive strategies?
2. Do you use cognitive strategies in your classroom?
3. What cognitive strategies have used? How was the learning experience?
4. How do you use cognitive strategies to enhance vocabulary learning for students who have difficulty processing information or retaining knowledge?
5. What are some of the most common challenges you have faced in implementing cognitive strategies for English vocabulary improvement?
6. What cognitive strategies do you recommend for teaching English vocabulary?

### 9.3. Focus group



#### UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, NUEVA GUINEA CAMPUS

##### FOCUS GROUP

Dear students, as students of the Bachelor degree in English Language Teaching, we are conducting the research called Cognitive Strategies for Teaching and Learning Vocabulary in English, Seventh Grade, Rubén Darío Institute, 2023, the main objective with this research is to analyze cognitive strategies used for teaching and learning English vocabulary, the participation in these interviews will be of helpful to complete this research.

1. Do you know the cognitive strategies?
2. What cognitive strategies do you use to learn English vocabulary?
3. What cognitive strategy do you implement in your self-study?
4. What cognitive strategies for learning vocabulary do you know?
5. What cognitive strategies do you recommend for learning English vocabulary?

## 9.4. Lesson Plan




### THE UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE CARIBBEAN COAST NICARAGUAN


<b>General Information</b>		<b>Time required: 90 minutes</b>		<b>Signature:</b>	
<b>Professor's names: Ana Bárbara Ordoñez Figueroa y Meyling Sofía Valle Vargas</b>		Grade: <b>Seventh A</b>		Seventh Grade	<b>Date: Thursday, June 08<sup>th</sup> 2023</b>
<b>Course Title: English</b>		<b>Start: Thursday, June 08<sup>th</sup> 2023</b>		<b>Finish: Thursday, June 08<sup>th</sup> 2023</b>	
<b>UNIT VI: The Time</b>		<b>Class time: 90 minutes</b>			<b>Lesson Plan: 1</b>
<b>Materials and aids:</b> Lesson Plan, Whiteboard, Eraser and Markers, tape record, dialogue, pictures realia, tv, etc					
<b>Goal:</b> At the end of this unit the students will ...					
<b>LEARNING OBJECTIVES</b>	<b>LESSON CONTENTS</b>	<b>TIME</b>	<b>LEARNING ACTIVITIES</b>	<b>LEARNING STRATEGIES AND ASSESSMENT PROCESS</b>	
<b>Cognitive Objective: (Knowing)</b>  The students respond with confidence to simple information request.	-Time	5 minutes	➤ Welcome to students to the English class.	✓ They will have some pieces of info about the course.	

<p><b>Psychomotor Objective: (doing)</b></p> <p>The student creates short texts about the time using simple forms.</p> <p><b>Affective Objective:</b></p> <p>Demonstrates ability to establish and maintain meaningful and respectful interpersonal relationships in their environment.</p>	-Ordinal Numbers		➤ Explain the objective of the lesson.	
		10 minutes	➤ Warm-up Activity.	<p>✓ <b>Time Actions Charades:</b></p> <p>Divide the class into small groups.</p> <p>Each group takes turns selecting a time-related flash cards (e.g., brushing teeth, eating breakfast, going to bed). Without speaking, one student from the group must act out the action while the others guess what it is.</p> <p>This activity combines TPR with vocabulary recognition and encourages creativity in physical expression.</p>



		20 minutes	<p>➤ Introducing the new topic and information</p> <p><b>“Vocabulary Presentation”</b></p> <p>Time, watch, clock, speed, hour, minute, second, day, week, month, year, past, future, calendar</p>	<p><b>Activity 1: Using Real Objects</b></p> <ul style="list-style-type: none"> <li>✓ 10:00 - It's ten o'clock</li> <li>✓ 5:00 - It's five o'clock</li> <li>✓ 1:00 - It's one o'clock</li> <li>✓ 11:20 - It's twenty <b>past</b> eleven</li> <li>✓ 4:18 - It's eighteen <b>past</b> four</li> <li>✓ 6:25 - It's six twenty-five</li> <li>✓ 8:05 - It's eight O-five (the O is said like the letter O)</li> </ul>  <ul style="list-style-type: none"> <li>✓ Pronounce with students the new words at least three times.</li> <li>✓ Give to students some examples how to use the new information.</li> </ul>

		25 minutes	➤ Application of the new knowledge	<p><b>Activity 3: Sensory Strategy-Dialogue</b></p> <p><b>In pairs practice and read the following dialogue then rewrite the dialogue with your personal information:</b></p> <p><i>Heather: Good morning! My name is Heather.</i></p> <p><i>Angela: Good morning! My name is Angela.</i></p> <p><i>Heather: What do you usually do on Mondays?</i></p> <p><i>Angela: I get up at five in the morning. I brush my teeth and go to school at six-thirty.</i></p> <p><i>Heather: Hold on, don't you eat breakfast?</i></p> <p><i>Angela: No, I don't have time. I'm always in a hurry. What about you?</i></p> <p><i>Heather: I get up at six-thirty in the morning. I get dressed for breakfast and then go to school at twelve-thirty.</i></p> <p><i>Angela: It sounds great.</i></p> <p><i>Heather: Thank you.</i></p>
--	--	---------------	--	---

			<div> <div>calendar</div> <div>day</div> <div>hour</div> <div>month</div> <div>second</div> <div>time</div> <div>week</div> <div>clock</div> <div>future</div> <div>minute</div> <div>past</div> <div>speed</div> <div>watch</div> <div>year</div> </div>	<div>Activity 4: Word Game</div> <div>Find the words about time:</div> <div> <div>TIME</div> <table> <tr><td>H</td><td>S</td><td>D</td><td>M</td><td>I</td><td>N</td><td>U</td><td>T</td><td>E</td><td>T</td><td>E</td><td>O</td><td>N</td><td>P</td></tr> <tr><td>N</td><td>U</td><td>T</td><td>I</td><td>M</td><td>E</td><td>N</td><td>I</td><td>A</td><td>M</td><td>O</td><td>N</td><td>T</td><td>H</td></tr> <tr><td>C</td><td>E</td><td>M</td><td>O</td><td>Z</td><td>H</td><td>T</td><td>L</td><td>R</td><td>D</td><td>O</td><td>T</td><td>F</td><td>J</td></tr> <tr><td>O</td><td>H</td><td>S</td><td>P</td><td>E</td><td>E</td><td>D</td><td>K</td><td>O</td><td>E</td><td>V</td><td>H</td><td>R</td><td>Q</td></tr> <tr><td>C</td><td>A</td><td>L</td><td>E</td><td>N</td><td>D</td><td>A</td><td>R</td><td>U</td><td>Y</td><td>E</td><td>A</td><td>R</td><td>H</td></tr> <tr><td>U</td><td>G</td><td>X</td><td>H</td><td>I</td><td>H</td><td>P</td><td>Q</td><td>X</td><td>G</td><td>P</td><td>P</td><td>A</td><td>Q</td></tr> <tr><td>M</td><td>W</td><td>L</td><td>C</td><td>Y</td><td>G</td><td>V</td><td>X</td><td>Q</td><td>B</td><td>R</td><td>C</td><td>S</td><td>S</td></tr> <tr><td>W</td><td>I</td><td>Q</td><td>U</td><td>H</td><td>F</td><td>R</td><td>C</td><td>R</td><td>L</td><td>I</td><td>C</td><td>X</td><td>U</td></tr> <tr><td>K</td><td>V</td><td>S</td><td>F</td><td>T</td><td>P</td><td>T</td><td>F</td><td>U</td><td>T</td><td>U</td><td>R</td><td>C</td><td>R</td></tr> <tr><td>W</td><td>A</td><td>T</td><td>C</td><td>H</td><td>U</td><td>H</td><td>V</td><td>S</td><td>E</td><td>H</td><td>Q</td><td>T</td><td>E</td></tr> <tr><td>Q</td><td>E</td><td>S</td><td>F</td><td>C</td><td>T</td><td>A</td><td>H</td><td>W</td><td>E</td><td>E</td><td>K</td><td>P</td><td>V</td></tr> <tr><td>P</td><td>A</td><td>N</td><td>I</td><td>H</td><td>V</td><td>P</td><td>X</td><td>U</td><td>U</td><td>I</td><td>V</td><td>W</td><td>M</td></tr> <tr><td>D</td><td>A</td><td>Y</td><td>W</td><td>H</td><td>O</td><td>U</td><td>R</td><td>A</td><td>G</td><td>L</td><td>O</td><td>C</td><td>K</td></tr> <tr><td>N</td><td>U</td><td>S</td><td>E</td><td>C</td><td>O</td><td>N</td><td>D</td><td>Y</td><td>Y</td><td>Y</td><td>X</td><td>E</td><td>Y</td></tr> </table> </div>	H	S	D	M	I	N	U	T	E	T	E	O	N	P	N	U	T	I	M	E	N	I	A	M	O	N	T	H	C	E	M	O	Z	H	T	L	R	D	O	T	F	J	O	H	S	P	E	E	D	K	O	E	V	H	R	Q	C	A	L	E	N	D	A	R	U	Y	E	A	R	H	U	G	X	H	I	H	P	Q	X	G	P	P	A	Q	M	W	L	C	Y	G	V	X	Q	B	R	C	S	S	W	I	Q	U	H	F	R	C	R	L	I	C	X	U	K	V	S	F	T	P	T	F	U	T	U	R	C	R	W	A	T	C	H	U	H	V	S	E	H	Q	T	E	Q	E	S	F	C	T	A	H	W	E	E	K	P	V	P	A	N	I	H	V	P	X	U	U	I	V	W	M	D	A	Y	W	H	O	U	R	A	G	L	O	C	K	N	U	S	E	C	O	N	D	Y	Y	Y	X	E	Y
H	S	D	M	I	N	U	T	E	T	E	O	N	P																																																																																																																																																																																											
N	U	T	I	M	E	N	I	A	M	O	N	T	H																																																																																																																																																																																											
C	E	M	O	Z	H	T	L	R	D	O	T	F	J																																																																																																																																																																																											
O	H	S	P	E	E	D	K	O	E	V	H	R	Q																																																																																																																																																																																											
C	A	L	E	N	D	A	R	U	Y	E	A	R	H																																																																																																																																																																																											
U	G	X	H	I	H	P	Q	X	G	P	P	A	Q																																																																																																																																																																																											
M	W	L	C	Y	G	V	X	Q	B	R	C	S	S																																																																																																																																																																																											
W	I	Q	U	H	F	R	C	R	L	I	C	X	U																																																																																																																																																																																											
K	V	S	F	T	P	T	F	U	T	U	R	C	R																																																																																																																																																																																											
W	A	T	C	H	U	H	V	S	E	H	Q	T	E																																																																																																																																																																																											
Q	E	S	F	C	T	A	H	W	E	E	K	P	V																																																																																																																																																																																											
P	A	N	I	H	V	P	X	U	U	I	V	W	M																																																																																																																																																																																											
D	A	Y	W	H	O	U	R	A	G	L	O	C	K																																																																																																																																																																																											
N	U	S	E	C	O	N	D	Y	Y	Y	X	E	Y																																																																																																																																																																																											
		30	➤ Assessment of the new knowledge acquired	<div>Activity 5: Demonstrating the time</div> <div>  </div> <div>Individually, you are going to say the time.</div> <div>The teacher will ask what time is in the clock</div>																																																																																																																																																																																																				

				and you will answer.
			➤ Homework	Practice the time.

**Figure 1.** *“Warm up Charades”: Students from seventh grade of the Institute Ruben Dario.*



By: Valle, 2023, warm “Charades” at the Institute Ruben Dario, Nueva Guinea City, Nicaragua.

**Figure 2.** *Using Real Objects strategy*



By: Valle,2023, Using Real Objects strategy at the Institute Rubén Darío, Nueva Guinea City, Nicaragua

**Figure 3.** *Word Game Strategy: Puzzle*



By: Valle,2023, “puzzle” at the Institute Ruben Dario, Nueva Guinea City, Nicaragua

**Figure 4.** *Demonstration Strategy*



By: Valle,2023, warm “Charades” at the Institute Ruben Dario, Nueva Guinea City, Nicaragua



## 9.5. AVAL Consentimiento Previo, Libre e Informado



UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA  
CARIBE NICARAGÜENSE

URACCAN

### AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio Ministerio de Educación (MINED), Nueva Guinea, por medio del presente escrito, otorga el consentimiento previo, libre e informado a Ana Barbara Ordoñez Figueroa y Meyling Sofia Valle Vargas para que se realice la investigación titulada: "Cognitive Strategies for Teaching and Learning Vocabulary in English, Seventh Grade, Rubén Darío Institute, 2023, la cual se desarrollará en el segundo semestre del año 2023. Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: To analyze cognitive strategies used for teaching and learning English vocabulary in seventh grade, Instituto Rubén Darío, I semester 2023. Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Dra. Marisol Maleaño Espinoza

Cargo: Delegada del MINED, Nueva Guinea

Firma y Sello: \_\_\_\_\_

Lugar: Ministerio de Educación (MINED), Nueva Guinea.

Fecha: 07 - Junio - 2023





## 9.6. Tutor AVAL



### UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE NICARAGÜENSE, NUEVA GUINEA

#### AVAL DEL TUTOR

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo ☐
- b. Informe Final ☒
- c. Artículo Técnico ☐
- d. Otra forma de culminación (especifique): ☐

A la investigación titulada:

**Cognitive Strategies for Teaching and Learning Vocabulary in English, Seventh Grade, Rubén Darío Institute, 2023.**

Desarrollada por el o los estudiantes:

**Br. Ana Bárbara Ordóñez Figueroa**  
**Br. Meyling Sofía Valle Vargas**

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor: MBE. José Alexander Oporta Barrera

Firma: *J Alexander Oporta Barrera*

Recinto: **Nueva Guinea**

Fecha: **17 de junio de 2023**