



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

ENGLISH LANGUAGE DEPARTMENT

**GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING
VOCABULARY IN BACHILLERATO LEVEL AT “NUESTRA SEÑORA
DEL ROSARIO” TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING
SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013.**

Thesis previous to obtain the
Licentiate's Degree in Science of
Education: English Language
Specialization.

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CERTIFICATION

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CERTIFIES:

That the present research work with the title: **GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY IN BACHILLERATO LEVEL AT "NUESTRA SEÑORA DEL ROSARIO" TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013**, under the responsibility of the undergraduate Astrid Asunción Armijos Vivanco has been thoroughly revised and fully analyzed, therefore I authorize its presentation for the legal aims.

Loja, April 2013


Dra. Bertha Ramón Rodríguez, Mg Sc.
THESIS DIRECTOR

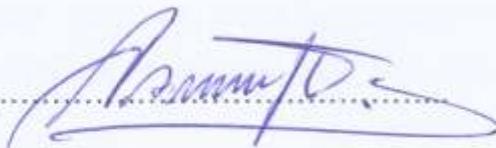
AUTHORSHIP

I, Astrid Asunción Armijos Vivanco, declare to be authoress of the present work of thesis and exempt expressly to the National University of Loja and its juridical representatives of possible legal claims, for the content of the same one.

Additionally I accept and authorize to the National University of Loja, the publication of my thesis in the Institutional Repertoire - Virtual Library.

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Date: April, 2013

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I want to express my gratitude to God, to my family for their love and support for developing this research work.

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THE AUTHORESS

DEDICATION

I dedicate this work to my parents Dolores and Carlos, to my husband Angel, to my brother Lider, to my daughters, Ovidia and Yeni, who have always admired my effort to accomplish this final purpose.

On the other hand, it shows that a person never knows enough to stop learning, and also that people can get everything with great determination and a lot of devotion.

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GEOGRAPHIC MAP OF THE RESEARCH



THESIS SCHEME

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a. TITLE

GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY IN BACHILLERATO LEVEL AT “NUESTRA SEÑORA DEL ROSARIO” TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013.

b. SUMMARY

On the teaching learning process, the techniques play an essential role. For this reason it is fundamental that English teachers are well trained to face up in the mentioned process. It means teachers must use appropriate techniques in their English lessons with the purpose of avoiding improvisations in the classroom.

The present research work with the title: GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY IN BACHILLERATO LEVEL AT "NUESTRA SEÑORA DEL ROSARIO" TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013, has been carried out: to find out if the graphic organizers used by teachers in English lessons contribute to perform interactive classes, and to identify if the techniques used by teachers motivate students to learn vocabulary in Bachillerato level at "Nuestra Señora Del Rosario" Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

It was necessary to use some methods such us: descriptive, analytic-synthetic, scientific, explicative, and the survey technique to obtain the information. The sample population was two hundred six students and five teachers. They were surveyed on November 2012. They gave the researcher useful information that helped to set up the conclusions: All Teachers of "Nuestra Señora Del Rosario" Technological Superior Institute recognize the importance of graphic organizers; however, they do not use these techniques in the English teaching learning process to perform interactive classes and the pedagogical techniques used by Teachers of "Nuestra Señora Del Rosario" Technological Superior Institute do not motivate students to learn vocabulary in Bachillerato level, because they are using traditional techniques to present students new vocabulary.

RESUMEN

En el proceso de enseñanza aprendizaje las técnicas desempeñan un rol esencial. Por esta razón es fundamental que los Docentes de inglés estén bien formados para encarar el mencionado proceso. Esto significa, utilizar técnicas apropiadas en las lecciones de inglés con el propósito de evitar improvisaciones en la clase.

El presente trabajo de investigación con el título: LOS ORGANIZADORES GRÁFICOS COMO TÉCNICA PARA LA ENSEÑANZA DE VOCABULARIO EN NIVEL BACHILLERATO EN EL INSTITUTO TECNOLÓGICO SUPERIOR “NUESTRA SEÑORA DEL ROSARIO”, SECCIÓN MATUTINA, CANTÓN CATAMAYO, AÑO ACADÉMICO 2012-2013, ha sido llevado a cabo para: descubrir si los organizadores gráficos utilizados por los Docentes en las lecciones de inglés contribuyen a clases interactivas e identificar si las técnicas utilizadas por los ellos motivan a los estudiantes a aprender vocabulario en el nivel de Bachillerato del Instituto Tecnológico Superior “Nuestra Señora Del Rosario”, sección matutina, Cantón Catamayo, Año Académico 2012-2013.

Necesariamente, se utilizaron algunos métodos tales como: el descriptivo, analítico-sintético, científico, explicativo y la técnica de la encuesta para obtener información. La muestra de la población fue de doscientos seis estudiantes y cinco docentes, quienes a través de la encuesta, aplicada en el mes de noviembre del año 2012, proporcionaron a la investigadora, información útil que ayudó a establecer las conclusiones: Todos los Maestros del Instituto Tecnológico Superior “Nuestra Señora del Rosario” reconocen la importancia de los organizadores gráficos; sin embargo, no utilizan estas técnicas en el proceso de enseñanza aprendizaje para generar clases interactivas; y, las técnicas utilizadas por los referidos Docentes no motivan a los estudiantes a aprender vocabulario en el nivel de bachillerato, debido a la utilización de técnicas tradicionales en la enseñanza.

c. INTRODUCTION

Graphic organizers are visual representations of knowledge. Teachers can use graphic organizers in lessons to help students see the organizational patterns in the information. These patterns help students form relationships between concepts to develop a strong understanding of the main idea and its subcategories. For those aspects the researcher was motivated to investigate the main problem: “Do Graphic organizers as a technique supports the teaching vocabulary in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo canton ,academic year 2012- 2013”?.

In the same way the sub problems: How do graphic organizers used by teachers in English lessons contribute to perform interactive class in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, what kind of techniques do the teachers use to motivate students to learn vocabulary in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute.

The present research work was developed to support English teachers especially when they teach vocabulary, because graphic organizers contribute to organize ideas and reach interactive classes.

Besides, this research work has two *specific objectives* such as: to find out if the graphic organizers used by teachers in English lessons contribute to perform interactive classes and to identify if the techniques used by Teachers motivate students to learn vocabulary.

In agreement with the main problem it is established as main hypothesis of this research: Graphic organizers as a technique contribute to the teaching-learning of vocabulary in Bachillerato level at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012-2013”.

The methodological process that the researcher used to carry out it was *Scientific Method*, to obtain and analyze theoretical referents; *Descriptive Method*, to describe the current situation of the researched object; *Analytic-Synthetic Method*, to analyze and interpret the main results that the researcher got through instruments applied in the field work and which helped to prove the hypotheses based on the results of major tendency. It also was helpful to analyze the theoretical frame; *Explicative Method* to explain the implicit relation of the variables in the research object, to give some viewpoints according to the obtained results and to explain the theoretical referents about graphic organizers as technique for teaching vocabulary.

In order to collect reliable data researcher applied a *survey* to five English teachers and to the students' sample, who were two hundred six students.

The present research work includes the following parts:

Summary, we can find a briefly sum of the most relevant aspects of the thesis.

Introduction, where there is a detailed description of how it was developed, what methodology was used and what results were found in the research field.

Literature revision, that consists of the main theoretical referents which are in relation to the variables of the hypotheses.

Materials and methods include different materials, methods, instruments and procedures used to develop the research. Moreover the population and the statistic sample which were very important.

Subsequently, it has the results, where all the questions of the survey are presented through statistic tables and graphic representation. In addition each question has its respective interpretation and analysis.

The discussion, in this fragment we have two specific hypotheses, which were: Graphic organizers used by teachers in English lessons contribute to perform interactive classes and the techniques used by teachers motivate students to learn vocabulary in Bachillerato level at Nuestra

Señora del Rosario” Technological Superior Institute, Morning Session,
Catamayo Canton, Academic Year 2012-2013.

Finally, the research has the *conclusions* which are based on the analysis of the teachers and students’ surveys, which serve to deny the hypotheses stated at the beginning of the research. Furthermore, it also helped to set up some *recommendations* in order to improve the teaching learning process of vocabulary.

d. LITERATURE REVIEW

WHAT ARE GRAPHIC ORGANIZERS?

There is an extensive body of research that supports the use of a variety of graphic organizers. In short, they can be effective when used in conjunction with a wide array of teaching styles, when teaching a wide array of subjects, and when developing literacy and cognitive skills of students. For example, elementary school teachers use them to help even the youngest students understand cause and effect in literature so that children can retell the stories in their own words. And high school teachers can use graphic organizers to help their students understand and explain complex scientific principles.

Research finds that Graphic Organizers work for all learners, because students to become familiar with difficult words and allows them to stimulate prior knowledge through word associations that will help to present new concepts. In recent years graphic organizers such as diagrams, webs, maps, charts and concept maps have become valuable educational techniques. “Both teachers and students are encouraged to use graphic organizers to organize and present information visually because this often allows them to **convey meaning** in a way that would not be easy through words alone”¹.

¹ “*Graphic Organizers*”. MHs. p 6 (2010) (27/03/2013). At: <http://www.mvsc.k12.in.us/mhs/.../Graphic>

Teachers have discovered that these techniques can be used in the following manner. By critically examining details, processes, relationships, or meaning, better understanding is achieved. Teachers and students could use organizational charts, concept maps, or Venn diagrams as part of their analysis. A problem solving technique where students are encouraged to spontaneously, quickly, and creatively share ideas while one person writes them down, often in the form of a web. Ideas or events are prioritized or ordered. Teachers sometimes use this technique to help students understand the relationship of events or the hierarchy of information. This often takes the form of a flow chart or outline. With the increased access to computers and the Internet in schools, software programs and Web resources have been designed specifically to help teachers bring this process of thinking and learning into the classroom.

Definition and Description

Graphic organizers are visual representations of knowledge. “A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams”².

² Hall, Tracey and Nicole Strangman. “*Graphic Organizers*”, p 4 (2002) (19/04/2012)
At:<<http://aim.cast.org/sites/aim.cast.org/files/ncacgo.pdf>>(19/04/2012)

They are used to aid the comprehension of information from text, lecture, video and classroom discussion. Teachers use these graphic organizers in lessons to help students see the organizational patterns in the information. These patterns help students form relationships between concepts to develop a strong understanding of the main idea and its subcategories. Graphic organizers are cognitive techniques used by teachers. “Strategies such as Concept Maps, Tree Diagrams, and Venn Diagrams, illustrate how information is arranged and related. These graphic organizers help students isolate important information to form a mental picture with significant structure. A benefit to this approach is that it motivates students to use their thinking skills through interactive lessons”³.

WHY USE GRAPHIC ORGANIZERS?

There are three compelling reasons why use graphic organizers. **First**, students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information. **Second**, because the semantic information processing demands are reduced, we can often address the content at more sophisticated or complex levels; this is especially true for many students

³ “Graphic Organizer research paper”. p 5 (No date) (27/03/ 2013). At: <http://www.condor.admin.ccnycuny.edu/~sb5320/.../GO1.d...pdf> (27/03/ 2013).

with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

HOW DO GRAPHIC ORGANIZERS WORK AS TECHNIQUE?

Before instruction, the organizers attempt to provide structure for the presentation of new material while indicating relations between ideas. Teachers can elicit information from students by creating a graphic organizer on the whiteboard to get an accurate idea of students' prior knowledge. Creating graphic organizers with students provides students with an accurate conceptual framework for integrating new information using graphic organizers. Encouraging student prediction involves using thinking skills to come up with their own answers for possible future relationships and the possible re-structuring of new material. This is a valuable technique for active learning.

Merkly and Jefferies (2000) research gives teachers five attributes for implementing graphic organizers effectively:

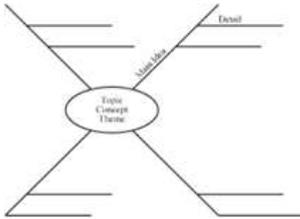
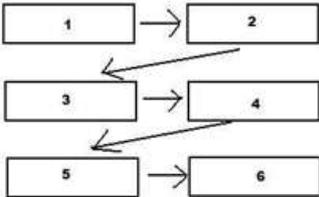
1. In addition to the visual, teachers must verbalize relationships among the concepts.
2. Give students opportunities to input information for the organizer.
3. Connect new information with prior knowledge.
4. Make reference to upcoming text.
5. Take time to analyze and decode information within organizer.

Graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems. Thus, graphic organizers appear to be a very effective technique for improving vocabulary knowledge. Besides, graphic organizers permit participative classes, and major interaction between students and teachers, where students are learning's actors, to processing the contents and socialize all learned; as Debra Housel says: "Graphic organizers show the organization of concepts and the relationships among them. They offer a clear depiction of data, which research has proven is more memorable than pages of notes. They show students how it all fits together, which is much more effective than having they try to memorize bits of data without thoroughly understanding the context"⁴.

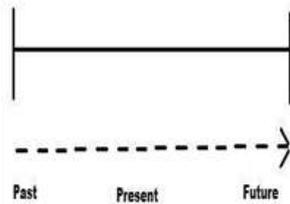
⁴ Housel Debra J. "*Content Area Lesson Using Graphic Organizers*". United States of America: Teacher Created Resources, 2008, p 3.

KINDS OF GRAPHIC ORGANIZERS

Using graphic organizers teachers can have a clear understanding of what they want to address in their classes. As interactive techniques for constructing knowledge and connecting ideas in visual forms, we have some types graphic organizers, it will depend how teacher want to explaining the topic.

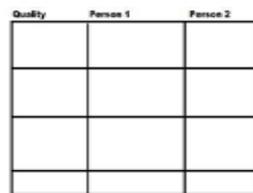
SPIDER MAP ORGANIZER	
 <p>A spider map organizer diagram. It features a central oval labeled "Topic/Concept/Theme". Four lines radiate from this central oval to four separate horizontal lines, representing branches for related information.</p>	<p>The spider map organizer can be used for both reading and writing activities. The spider map helps students focus main topic and supporting ideas.</p>
SERIES OF EVENTS CHAIN	
 <p>A series of events chain diagram. It consists of six rectangular boxes arranged in three rows. The top row has boxes 1 and 2 connected by a right-pointing arrow. The middle row has boxes 3 and 4 connected by a right-pointing arrow. The bottom row has boxes 5 and 6 connected by a right-pointing arrow. Additionally, there are two diagonal arrows: one from box 2 to box 3, and another from box 4 to box 5, indicating a sequence of events.</p>	<p>To help students connect information as it occurs over time. This can be used for reading comprehension or writing.</p>

TIMELINE ORGANIZER



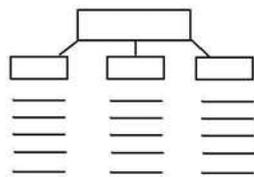
The timeline organizer can be used for both reading and writing activities. The timeline helps students organize information over time.

COMPARE CONTRAST MATRIX



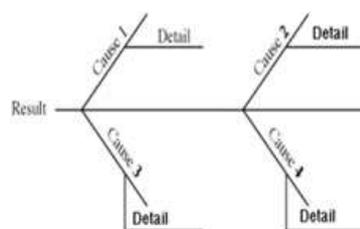
Use the compare and contrast matrix to help learners understand the similarities and differences between characters and objects.

STRUCTURED OVERVIEW ORGANIZER

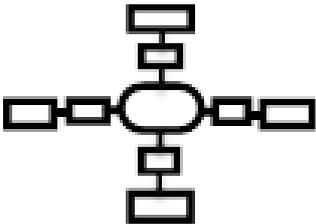
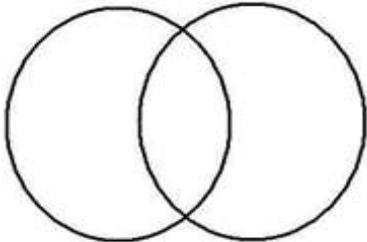


Structured overview organizers are useful as vocabulary maps by category. They can also be used to organize main and supporting ideas.

FISHBONE



It is used to explore many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple visual way.

MIND MAP	
	<p>A mind map consists of a central word or concept, around the central word you draw the five to ten main ideas that relate to that word.</p>
NETWORK TREE	
	<p>It can be used to link information to the student's prior knowledge, gather and share new concepts and relationships, show a hierarchy, or show branching procedures.</p>
VENN DIAGRAM	
	<p>Use the Venn diagram in vocabulary activities to help learners discover similar and dissimilar characteristics between vocabulary used with two different subjects, themes, topics, etc.</p>

TEACHING VOCABULARY

DESCRIPTION AND IMPORTANCE

Teaching is a guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. A teacher functions are as a **facilitator, guide, motivator, and manager**. *As a facilitator*, a teacher provides facilities such as circumstances, equipment, aids, and so on; that make the learners are possible to learn easier. *As a guide*, a teacher shows or helps the learners to learn how to do something and understand knowledge. *As a motivator*, a teacher stimulates the interest of the learners. And *as a manager*, a teacher arranges information and environment for students to learn.

“Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world”.⁵ According to Hatch & Brown (1995), vocabulary is the list of words that speakers of a particular language use. By words in this context, teachers do not mean only items consisting of one word but also strings of words which together form one lexical item, such as idioms.

⁵ Hiebert Elfrieda, and Michael Kamil. “*Teaching and Learning Vocabulary*”. *Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Press, 2005, p 5.

TEACHING LEARNING VOCABULARY.

Vocabulary knowledge is important because it encompasses all the words to access the knowledge, express ideas and communicate effectively, and learn about new concepts. “One way of illustrating some of the challenges that learners can have with vocabulary is to provide a real-life example from instructional materials”⁶

Nowadays, it is generally accepted that vocabulary teaching is part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary must be at the center of language teaching, because language consists of grammaticalised lexis, not lexicalized grammar.

Much has also been written about the strategies or techniques teachers can use to help learners develop their knowledge of vocabulary (e.g. Gairns & Redman, 1986; Schmitt & McCarthy, 1997).

Techniques commonly discussed are:

- Using objects
- Mime, expression and gestures

⁶ Idem.

- Guessing from context
- Translation
- Illustrations and pictures
- Contrasts

Materials can help students in two broad areas: *First*, they need to present and practice in natural contexts **the vocabulary that is frequent, current, and appropriate to learners' needs**. *Second*, materials **help students become better learners of vocabulary** by teaching different techniques and strategies. There is a vast amount of research into how learners learn best and how teachers might best teach one of them is through graphic organizers.

What do Teachers need to teach about vocabulary?

Richards (1976) and Nation (2001) list the different things learners need to know about a word before Teachers can say that they have learned it.

- The meaning(s) of the word
- Its spoken and written forms
- What “word parts” it has (e.g., any prefix, suffix, and “root” form);
- Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in).

- Its collocations;
- What associations it has (e.g., words that are similar or opposite in meaning)
- Its frequency.

How do Teachers teach students to acquire words?

According to various authors, effective vocabulary instruction includes the following components.

- Definitional and contextual information about a word
- Multiple exposures to a word in different contexts
- Encouragement of students' active participation in their word learning.
- Information from prefixes, suffixes, and roots
- Using word parts
- Word families

VOCABULARY TEACHING TECHNIQUES

A good knowledge of vocabulary is essential for communication. Wilkins (1972) asserts that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." Before teachers can design

principled vocabulary programs for their students, they first need to understand the vocabulary challenge facing learners of English.

There are numerous techniques concerning vocabulary presentation. Gairns and Redman (1986) suggest the following options for vocabulary presentation.

- Visual techniques
- Verbal techniques
- Dictionaries

According, Adriana Pcolinská, Slovakia view point in her written: How to Present Vocabulary in a Language Classroom in a Communicative Way, “Visual techniques for the presentation of new lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention”⁷.

Teachers can benefit from the use of:

- Flashcards,
- Photographs and pictures, blackboard drawings
- Word pictures

⁷ Pčolinská Adriana. “How to Present Vocabulary in a Language Classroom in a Communicative Way” n° 3 (2010) (18/07/2012). At: [http:// www.hltmag.co.uk/feb10/sart03.htm](http://www.hltmag.co.uk/feb10/sart03.htm).

- Labelling pictures / objects
- Mime and gesture
- Action
- Incongruous visuals

Teacher can choose from several ways of presenting vocabulary and making clear its meaning. He can use these separately or in combination with each other. The way to present the meaning of many abstract words is through the creation of a context or a situation that is helpful when deducing the meaning of a word.

- Concise definition (taken from dictionary, or invented by the teacher him/herself)
- Detailed description (appearance, qualities)
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites (antonyms)
- Translation
- Associated ideas, collocations

PRODUCTIVE AND RECEPTIVE VOCABULARY.

Receptive vocabulary refers to the words and expressions students can understand when reading or hearing them. Productive vocabulary refers to the words and expressions that the students can use correctly when producing oral or written language. Both capacities need to be developed to communicate effectively.

Paribakht and Wesche (1996) adapted the Gass (1988) framework for language acquisition to the realm of vocabulary development. The framework specifies the stages of vocabulary acquisition from first exposure to output:

- **Apperceived input** is when students are made to “notice” the vocabulary and then connect it to past learning.
- **Comprehended input** is similar to Krashen’s “comprehensible input” but goes a step further in assuring that the student has understood it.
- **Intake** is when the student uses the vocabulary in various situations.
- **Integration** is the internalization of the new vocabulary.
- **Output is** the use of the lexical items in the student’s production.

e. MATERIALS AND METHODS

TYPE OF STUDY

The researcher has identified the present work as ***no experimental***, because she was not chance to manipulate the variables of the hypotheses. It only describes the facts as they happened in the reality.

METHODS

The Scientific Method was used in the searching of the theoretical-scientific fundamentals to explain the relation of the variables, besides to state the pertinent recommendations according to the conclusions given following a systematic and ordered process of the investigated object.

Descriptive Method was applied to describe the problematic in the educative institution, to describe the variables of the stated hypotheses as cause and effect. It also was used to describe all the research work presenting the results and supporting the conclusions. This method served to describe graphic organizers as a technique to teach English vocabulary.

Analytic-Synthetic Method helped to analyze and contrast the main results that the researcher got through the instruments applied in the field work and which helped to prove the hypotheses, based on the results of major tendency. It also was helpful to analyze the theoretical frame.

Explicative Method was useful to explain the implicit relation of the variables in the research object, to give some viewpoints according to the obtained results and to explain the theoretical referents about graphic organizers as technique for teaching vocabulary in Bachillerato level at "Nuestra Señora del Rosario" Technological Superior Institute.

TECHNIQUES AND INSTRUMENTS

In order to get empiric information about the researched object, the researcher used the following techniques and instruments.

A ***survey*** was applied to obtain information about graphic organizers as a technique for teaching vocabulary in the Bachillerato level into researched Institute. It was applied to teachers and students with a previously elaborated questionnaire which contained closed questions with indicators that guided this research work.

PROCEDURES

After gathering data, the researcher processed the information that involved the following steps.

- ❖ Tabulation data was done through descriptive statistics of the closed questions and the criteria questions was classified by categories in order to facilitate their interpretation. The tabulation of all the applied instruments let the researcher contrast and analyses the information.
- ❖ Organization of empiric information was made according to the variables that was guided the classification of the questions by hypotheses.
- ❖ Graphic representation of the empiric information in tables and graphs that let the visualization of data and the tendency of the indicators in each variable.
- ❖ Analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data was necessary to check again the main categories developed in the theoretical frame.
- ❖ Formulation of conclusions was done taking into a count the analysis and interpretation of the data and they were based on the specific objectives which have guided the research process.

- ❖ Verification of the hypothesis was done through empiric method with a description of the indicators with major tendency and contrasting them with the information project's theoretical frame.

- ❖ Final report was done through the integration of all the components of the research process trying a logic integration among them, obviously, this process required a new revision of theme, *objectives, hypothesis and theoretical frame*.

POPULATION AND SAMPLE.

The Teachers' population was formed by five English Teachers who work in Bachillerato level at "Nuestra Señora Del Rosario" Technological Superior Institute.

The students' population was formed by four hundred twenty five who receive education in the Bachillerato level at the researched Institution. It was a big population for that reason the researcher worked with a statistic sample of two hundred six students, according to the next formula.

POPULATION	First Bachillerato	Second Bachillerato	Third Bachillerato	Total	Sample
Students	161	130	134	425	206
Teachers	-	-	-	5	-

Sample: (n) = ?

Level of confidence (95.5%) Z = 2

Probability in favor (p) = 50%

Probability against (q) = 50%

Population (N) = 425 students

Error (E) = 5%

FORMULA:
$$n = \frac{Z^2 pqN}{(N-1)E^2 + Z^2 pq}$$

Sample = 206 students

f. RESULTS

TEACHERS' SURVEY

According to the surveys applied to five English teachers, the following results were obtained and helped to the researcher to do the analysis and contrast of them.

HYPOTHESIS ONE:

Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at "Nuestra Señora Del Rosario" Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

1. Tick the correct definition of graphic organizers according to your opinion.

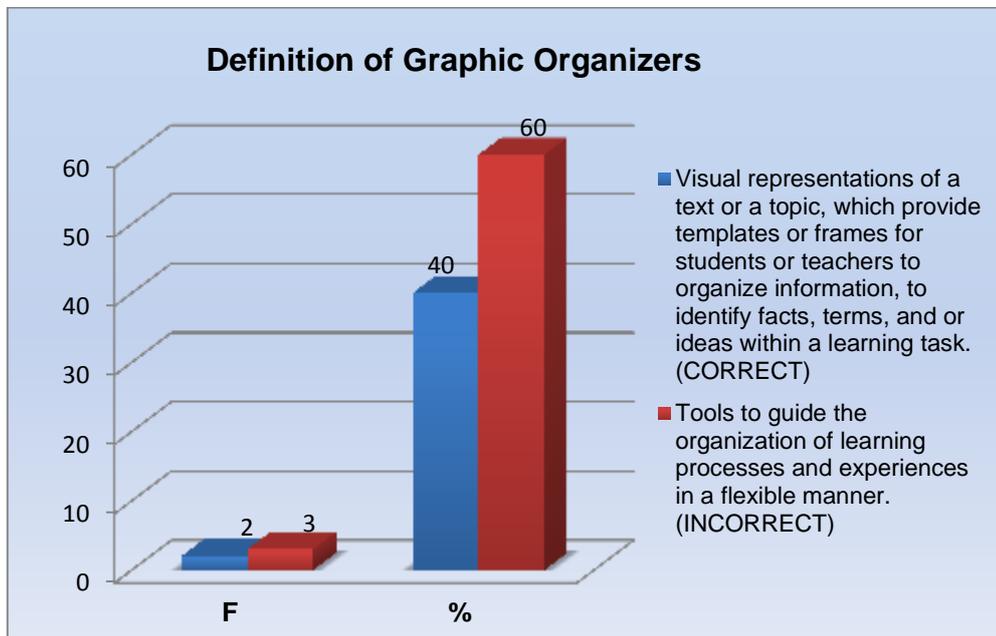
- **Statistic chart**

Definition of Graphic Organizers	f	%
Visual representations of a text or a topic which provide templates or frames for students or teachers to organize information, to identify facts, terms, and or ideas within a learning task. (CORRECT)	2	40%
Tools to guide the organization of learning processes and experiences in a flexible manner. (INCORRECT)	3	60%
TOTAL	5	100%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

Three teachers that represent 60% define graphic organizers like a tool to guide the organization of learning processes and experiences in a flexible manner; while two teachers that represent 40% define graphic organizers as a visual representations of a text or a topic which provide templates or frames for students or teachers to organize information, to identify facts, terms, and or ideas within a learning task.

The higher percentage of the teachers did not know the definition of graphic organizer. According to the theoretical frame, it means the way to help make a curriculum more supportive of students and teachers, it is to incorporate graphic organizers, namely visual representations of a text or

a topic, which provide templates or frames for students or teachers to organize information, to identify facts, terms, and or ideas within a learning task.

2. Do you consider that graphic organizers are visual learning techniques?

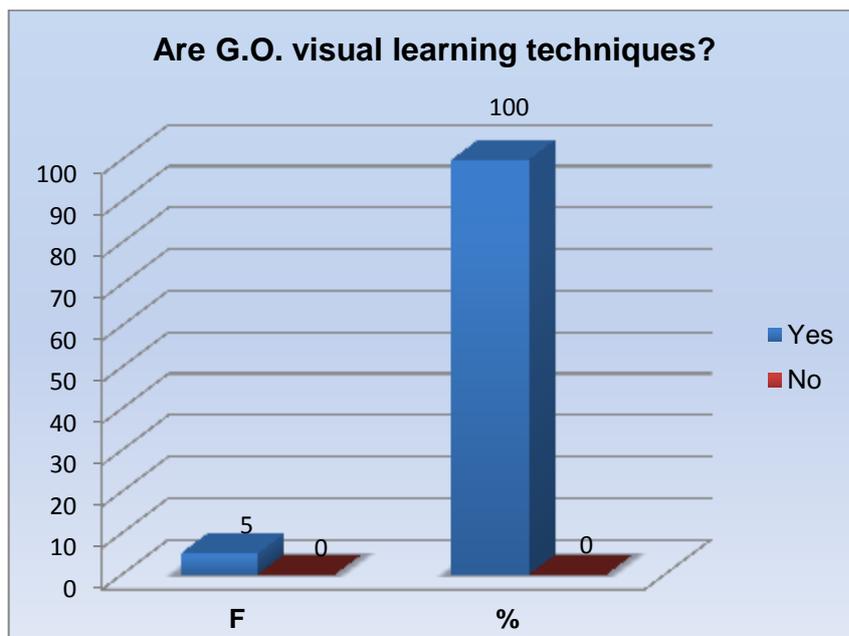
- **Statistic chart**

Are Graphic organizers visual learning techniques?	f	%
Yes	5	100%
No	0	0%
TOTAL	5	100%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

100% of Teachers expressed that the graphic organizers are visual learning techniques.

Teachers have knowledge about visual learning techniques. Besides, they told that, they are materials to teach and help students to organize ideas for getting meaningful learning.

The literature revision supported the teachers' assertion that graphic organizers are scientifically based and empirically validated techniques that facilitates learning for most students. Frequently, teacher is faced with the dilemma of how to make new subject matter and vocabulary meaningful to their students. Some Researches clearly indicate that brain activity is enhanced when we use and teach our students to represent information in a visual way.

3. How often do you use graphic organizers in your classroom lesson plan?

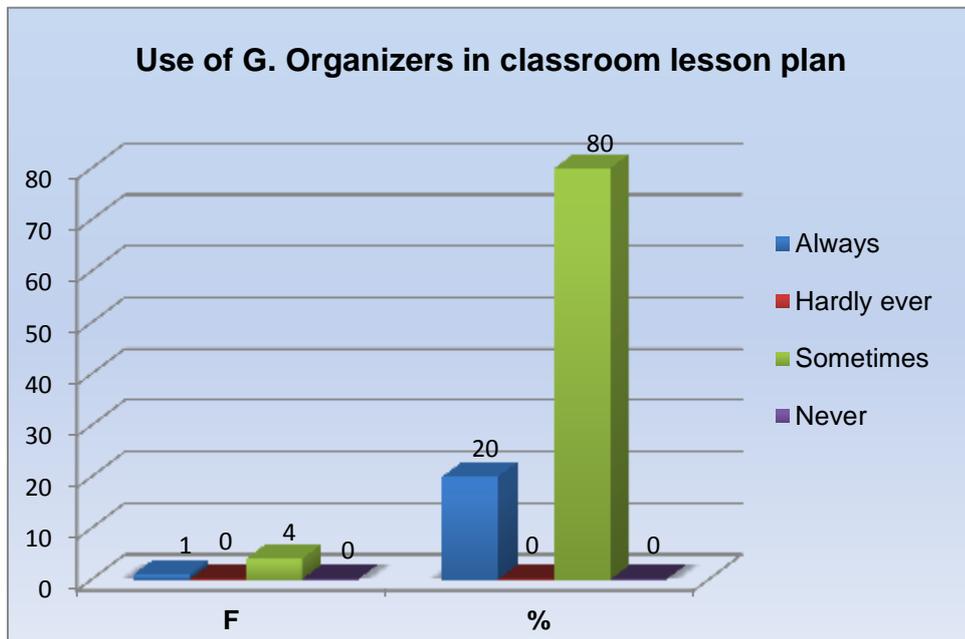
- **Statistic chart**

Use of Graphic organizers in classroom lesson plan	f	%
Always	1	20%
Hardly ever	0	0%
Sometimes	4	80%
Never	0	0%
TOTAL	5	100%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

Four teachers who represent 80% indicated that they use **sometimes** graphic organizers in their classroom lesson plan, while 20% of teachers **always** worked with them.

It demonstrates that teachers use graphic organizers in the teaching learning process and they are working with innovated techniques during their lesson plans. It is necessary to remember that as well as teachers and students use visual information techniques that help them to clarify, organize concepts, and contrast information in order to perform interactive classes.

4. Choose what kind of graphic organizers do you prefer using in your class?

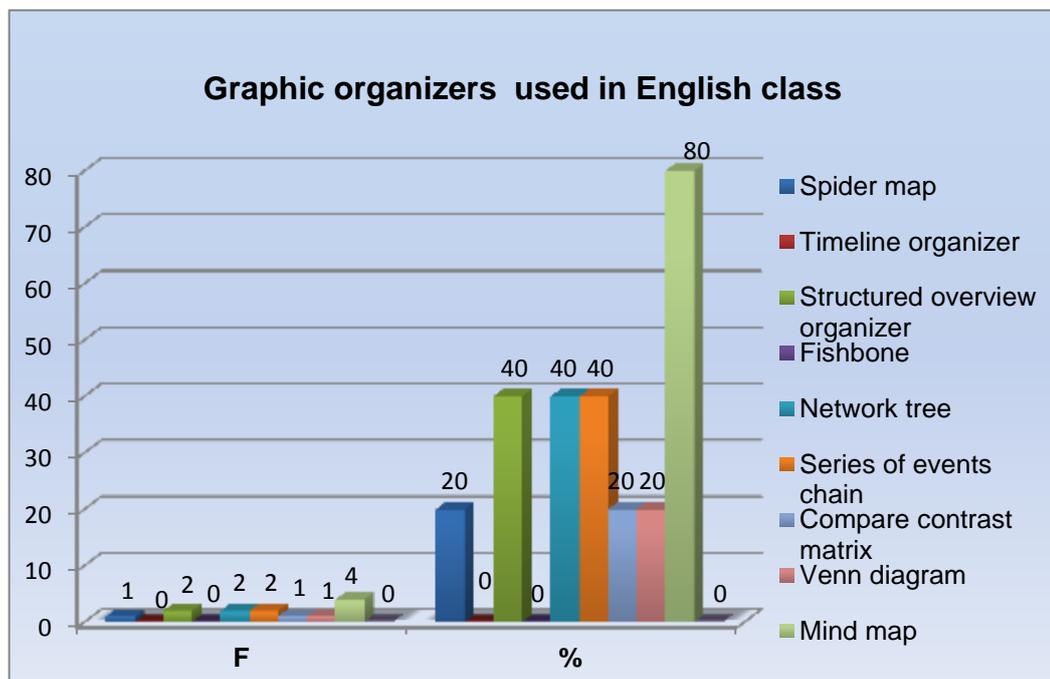
- **Statistic chart**

Graphic organizers used in English class	f	%
Spider map	1	20%
Timeline organizer	0	0%
Structured overview organizer	2	40%
Fishbone	0	0%
Network tree	2	40%
Series of events chain	2	40%
Compare contrast matrix	1	20%
Venn diagram	1	20%
Mind map	4	80%
Other	0	0%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Athoress: The Researcher.

- **Graph**



- **Interpretation**

80% of teachers selected *mind map*, 40% of them chose *structured overview organizer, network tree and series of events chain*, while 20% selected *spider map, compare contrast matrix and Venn diagram* too.

Most of the teachers use graphic organizers in their classes and according to the theoretical frame, it is vital that teachers apply visual representations in the teaching process with the purpose that students get meaningful vocabulary, since these techniques contribute to organize information, facts, ideas, and terms. Besides teachers have a variety of graphic organizers such as: cause and effect, main idea and details, sequences, decision making, making predictions, and others.

5. Graphic organizers contribute to:

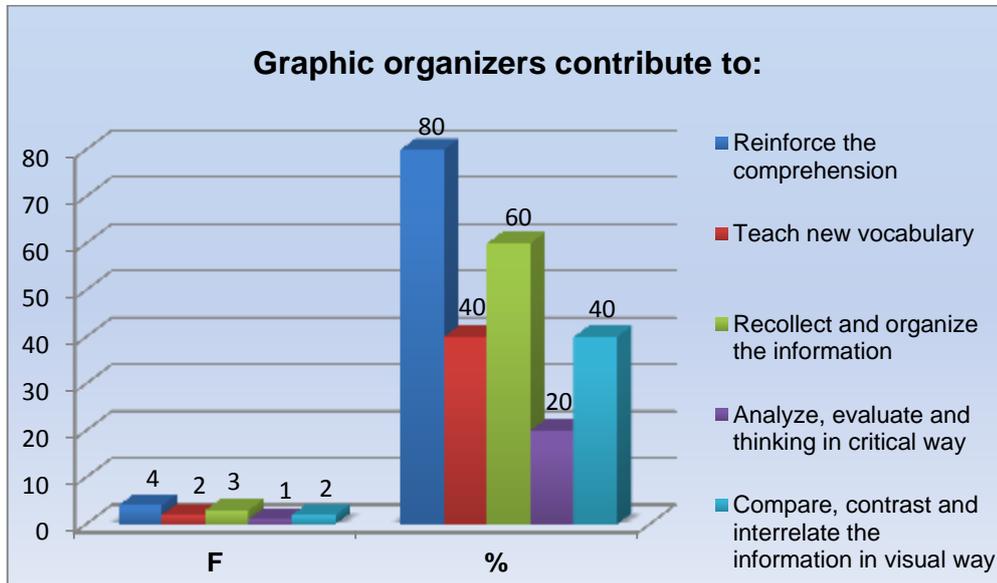
- **Statistic chart**

Graphic organizers contribute to:	f	%
Reinforce the comprehension	4	80%
Teach new vocabulary	2	40%
Recollect and organize the information	3	60%
Analyze, evaluate and thinking in critical way.	1	20%
Compare, contrast and interrelate the information in a visual way.	2	40%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

The results were: 80% of teachers expressed that graphic organizers contribute to ***reinforce the comprehension***, 60% of them said that they use to ***recollect and organize the information***, 40% indicated that they use graphic organizer to ***teach new vocabulary and compare, contrast and interrelate the information in a visual way***, finally 20% expressed that graphic organizers are applied to ***analyze, evaluate and thinking in critical way***.

In conclusion, the higher percentage of teachers considered that graphic organizers contribute to reinforce the comprehension. Some studios hold graphic organizers facilitate English language learners comprehension through visual illustrations of key terms, vocabulary, ideas, and the

relationship among them. Educators can employ graphic organizers to demonstrate students the relationships between different content and between new and prior knowledge.

Hence, they are a great technique for activities that invite students to review concepts and demonstrate their understanding. In other words, it helps students clarify their thinking and develop their visual and spatial intelligence.

HYPOTHESIS TWO

The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at Nuestra Señora del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

6. What kind of problems do you have when you teach vocabulary?

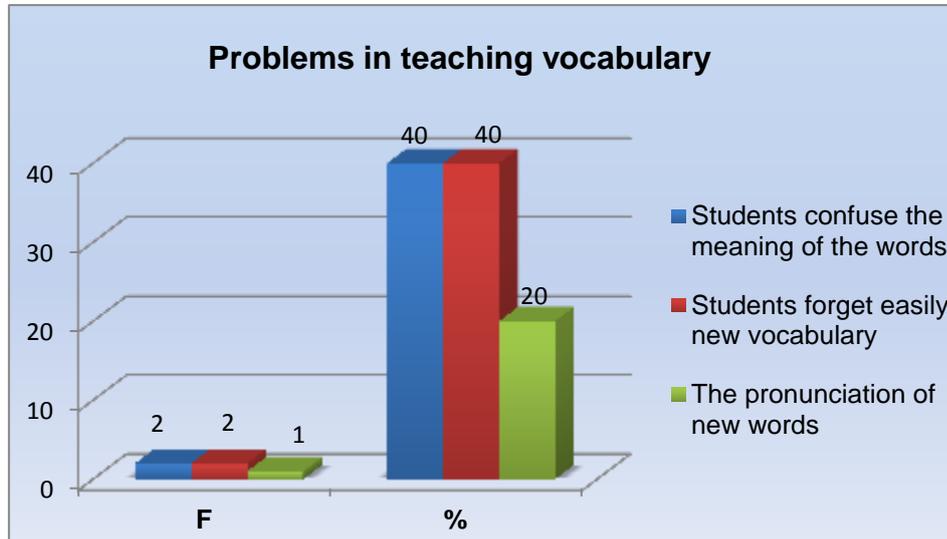
- **Statistic chart**

Problems in teaching vocabulary	f	%
Students confuse the meaning of the words	2	40%
Students forget easily new vocabulary	2	40%
The pronunciation of new words	1	20%
TOTAL	0	0%

Source: Teachers of “Nuestra Señora del Rosario” Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

Two professors that correspond to 40% indicated that students ***confuse the meaning of the words***, two teachers that are 40% students ***forget easily new vocabulary***, one teacher equal 20% said the ***pronunciation of the words***.

The premise for a great learning is that a curriculum involves challenging alternatives to make it appropriate and relative to every student without taking account their background, learning style, ability, or disability. Graphic organizers facilitate English language learners comprehension through visual illustrations of key terms, vocabulary, ideas, and the relationship among them. Also they help students recognize important information, making decisions about what is important or essential,

consolidating information and identifying main ideas and supporting details, making decisions about the best way to structure the information.

So, teaching vocabulary through graphic organizers contribute to overcome vocabulary problems, because they are especially beneficial for those students who have difficulty organizing information as well as those who need a concrete representation to structure abstract ideas, and acquire vocabulary.

7. How do you solve the before mention problems?

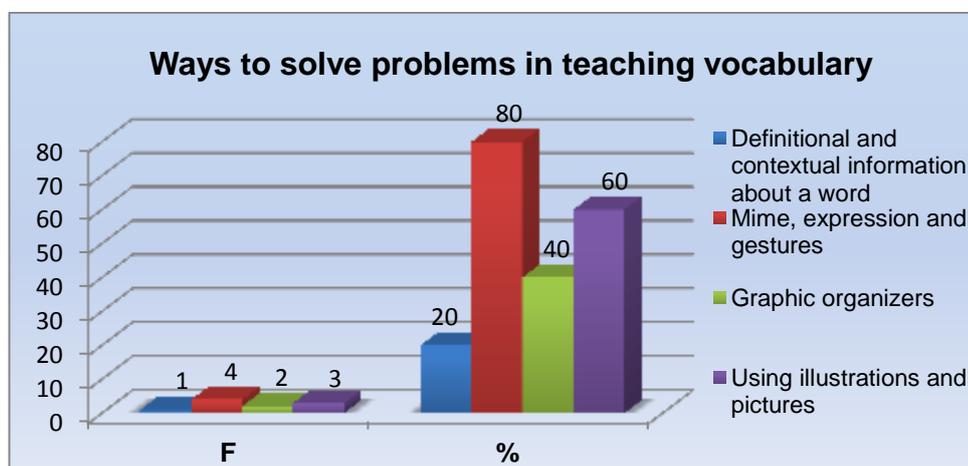
- **Statistic chart**

Ways to solve problems in teaching vocabulary	F	%
Definitional and contextual information about a word	1	20%
Mime, expression and gestures	4	80%
Graphic organizers	2	40%
Using illustrations and pictures	3	60%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Author: The Researcher.

- **Graph**



- **Interpretation**

The results shows four teachers who represents 80% admitted that they solve problems in the teaching vocabulary through ***mime, expression and gestures***, three teachers equal 60% ***using illustrations and pictures***, two teachers who are 40 % with ***graphic organizers***, finally one teacher who is 20% through ***definitional and contextual information about a word***.

It reveals that, most of teachers solve problems in teaching vocabulary through mime, expression and gestures.

The literature points that teachers permanently have problems in teaching vocabulary; even through pictures to provide visual clues words introduced in class, this is not sufficient, because teachers and students need to *use* the words as much as possible. When teachers explain vocabulary through graphic organizers, students can look at the written words and use them during class discussions, at the same time students get meaningful learning.

8. What techniques do you apply for teaching unknown vocabulary with your students?

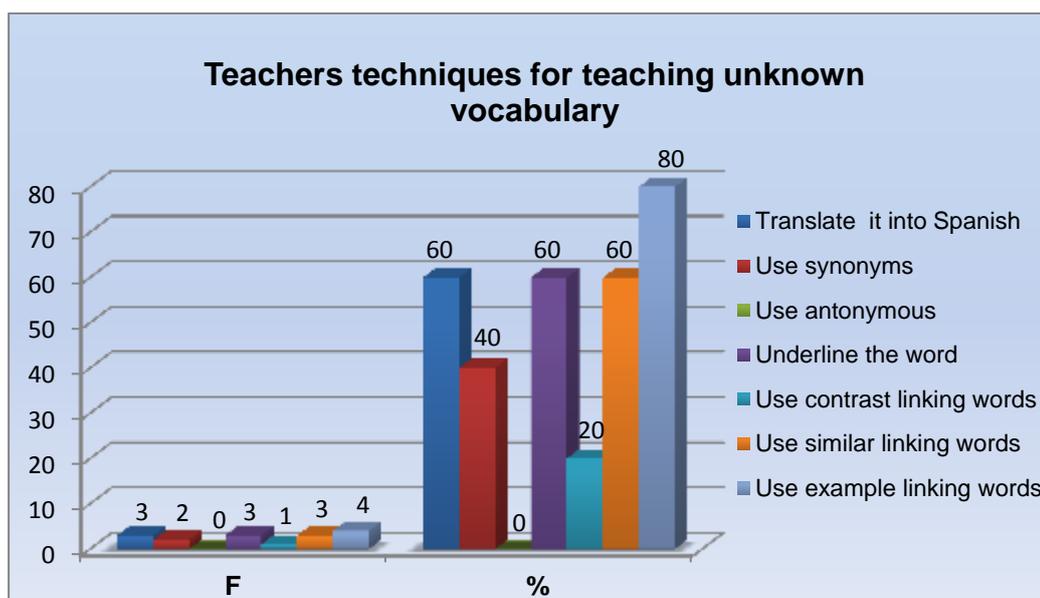
- **Statistic chart**

Teachers techniques for teaching unknown vocabulary	f	%
Translate it into Spanish	3	60%
Use synonyms	2	40%
Use antonymous	0	0%
Underline the Word	3	60%
Use contrast linking words	1	20%
Use similar linking words	3	60%
Use example linking words	4	80%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

80% of teachers used **example linking words**, 60% employed **similar linking words, underline the word and translate it into Spanish**, 40 % applied **synonyms**; 20% worked with **contrast linking words** as techniques for teaching unknown vocabulary.

Into English teaching vocabulary, teachers have the freedom to use different techniques to introduce unknown vocabulary; specially when they have identified students' learning styles and verify how successful or not was the implemented technique to achieve students' performance.

So, Graphic organizers are interactive techniques to be applied in the teaching vocabulary, since they help to organize concepts and at the same time to understand the concepts in easily way.

9. Do you introduce new vocabulary through graphic organizers?

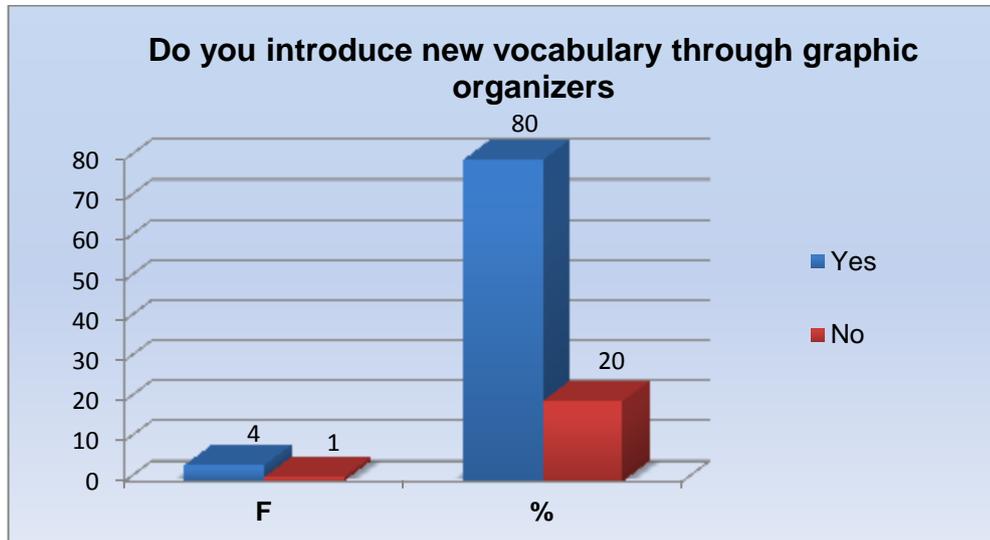
- **Statistic chart**

Do you introduce new vocabulary through graphic organizers?	f	%
Yes	4	80%
No	1	20%
TOTAL	5	100%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

Four Teachers that represent 80% expressed that they **introduce new vocabulary through graphic organizers**, but they did not explain how to do that, 20% does not use graphic organizers in the teaching of new vocabulary. Teachers gave reasons to use graphic organizers when they teach vocabulary, among them, they let students **interact words, make sentences and acquire vocabulary** in a better way.

Many teachers utilize wide array techniques for enabling students to learn content; some of them are constantly introducing new activities, new techniques, and new ways of conceptualizing the information to keep things interesting for students. Graphic organizers are considered as effective techniques for a higher vocabulary acquisition, because students

are involved through presentation of potentially meaningful material. Researches clearly indicate that brain activity is enhanced when teachers use and teach students to represent information in a visual way.

10. Graphic organizers help to teaching-learning:

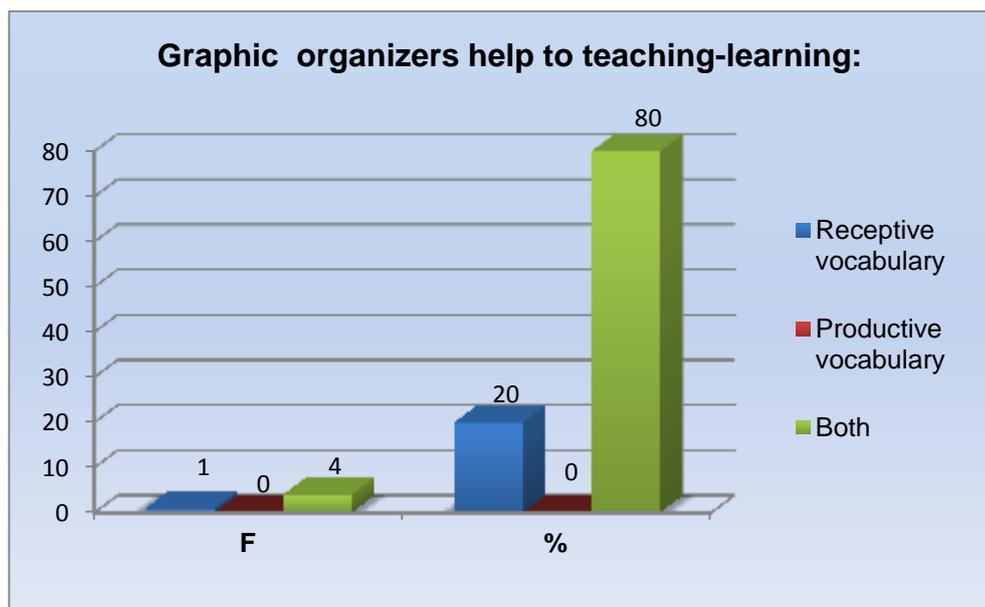
- **Statistic chart**

Graphic organizers help to teaching-learning:	f	%
Receptive vocabulary	1	20%
Productive vocabulary	0	0%
Both	4	80%
TOTAL	5	100%

Source: Teachers of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher

- **Graph**



- **Interpretation**

Four teachers who represent 80% indicated **both**; it means, *receptive and productive* vocabulary, one teacher who is 20% said only **receptive vocabulary**.

In this question, most of the teachers pointed out that graphic organizers help to teaching-learning receptive and productive vocabulary, because Knowing words is not filling papers with new words and memorizing them.

According to the theoretical frame, the words come in two forms: oral and print. Oral vocabulary includes those words that student recognizes and use in listening and speaking; print vocabulary includes those words that student identifies and use in reading and writing. So, word knowledge comes in two forms, receptive and productive. Receptive vocabulary includes words that are recognized when they are heard or seen. Productive vocabulary includes words that are used when people speak or write. Consequently, productive and receptive vocabulary is useful to acquire great English level.

STUDENTS' SURVEY.

These surveys were applied to 206 students according to the statistic sample in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo canton, academic year 2012 - 2013.

HYPOTHESIS ONE

Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

1. Match each graphic organizer with the corresponding name.

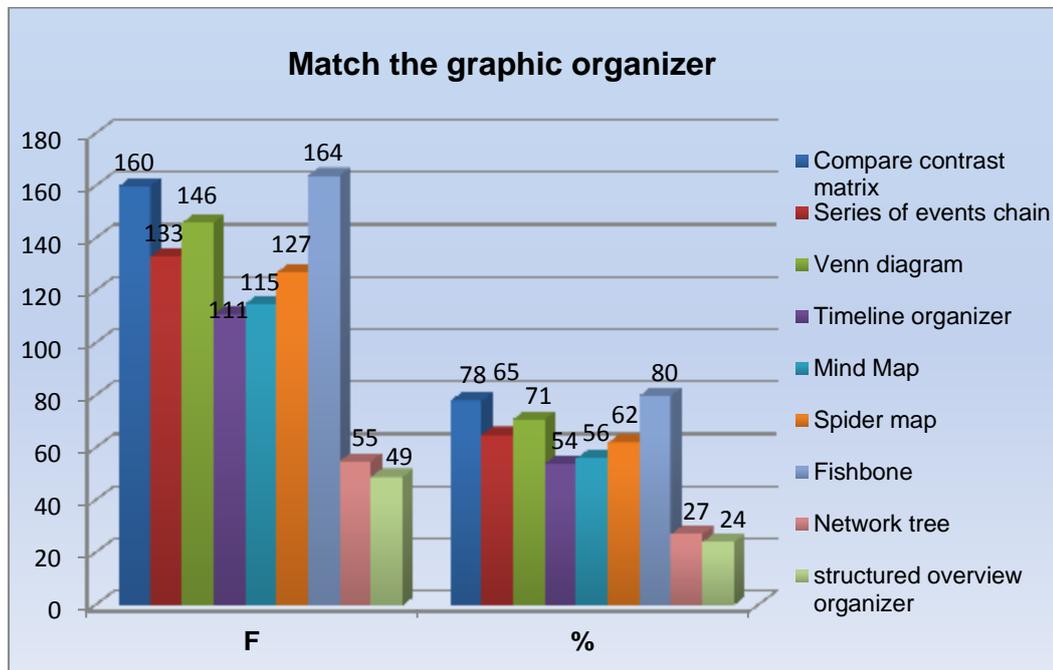
- **Statistic chart**

Match the graphic organizer	f	%
Compare contrast matrix	160	78%
Series of events chain	133	65%
Venn diagram	146	71%
Timeline organizer	111	54%
Mind map	115	56%
Spider map	127	62%
Fishbone	164	80%
Network tree	55	27%
Structured overview organizer	49	24%

Source: Students of “Nuestra Señora del Rosario” Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

The results were: 164 students that represent 80% recognized ***fishbone*** as graphic organizer; 160 students that is equal 78% ***compare contrast matrix***; 146 of them that correspond to 71% ***Venn diagram***; 133 students who are 65% said ***series of events chain***; 127 students that represent 62% chose ***spider map***; 115 students equal 56% ***mind map***; 111 students equal 54% matched ***timeline organizer***.

Most of the students recognize graphic organizers. Scientific information says that graphic organizers are used to explore many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple visual way. For example, a fishbone diagram and others can be

used to prepare a writing assignment, summary, etc. However, students need to concentrate on the main topic, list the main ideas concerning the topic, and think of the attributes, qualities, functions, effects associated with each of these ideas.

Definitely, graphic organizers can be used to enhance students' thinking skills by encouraging brainstorming generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects.

2. How does your English teacher present new vocabulary?

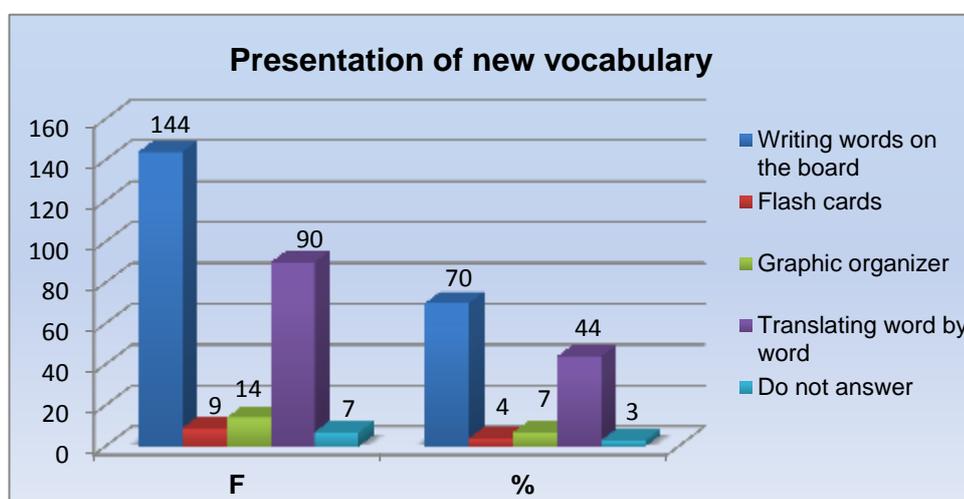
- **Statistic chart**

Presentation of new vocabulary	f	%
Writing words on the board	144	70%
Flash cards	9	4%
Graphic organizers	14	7%
Translating word by word	90	44%
Do not answer	7	3%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

144 students who are 70% said that English Teacher presents new vocabulary **writing words on the board**; 90 students that is 44% **translating word by word**; 14 students that is 7% **graphic organizer**; 9 students who are 4% **flash cards**; Finally, 7 students that represent 3% **did not answer**.

All of these results show that most of the teachers present new vocabulary using traditional techniques.

Nowadays, it is necessary to use pedagogical techniques for teaching, when a teacher begins to present a new topic, such as the solar system, or human body, a graphic organizer is used to introduce the new topic. Since, they help students focus on what is the most important and understand it easily.

3. How often does your English teacher use graphic organizers to teach vocabulary?

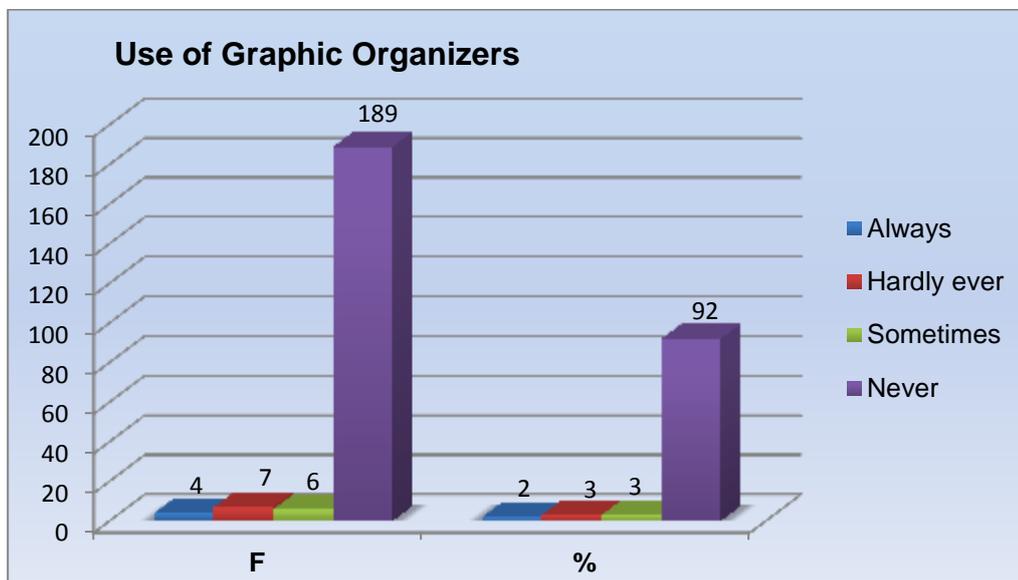
- **Statistic chart**

Use of graphic organizers	f	%
Always	4	2%
Hardly ever	7	3%
Sometimes	6	3%
Never	189	92%
TOTAL	206	100%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

189 students that represent 92% of the universe, manifested that the teacher **never** uses graphic organizer to teach them vocabulary; 7 students that is 3% **hardly ever**; 6 students who represent 3% said **sometimes**; 4 students that represent 2% expressed that the teacher **always** uses graphic organizer.

The results show that majority of teachers *never* use graphic organizer when they teach vocabulary.

Some works in this field hold, when teachers use graphic organizer wake up students interest to learn English, because it helps learners to organize and understand important material, provide a visual way for them to reinforce what they read and prepare students for tests or quiz.

Furthermore, graphic organizers have a number of attributes that enhance students' thinking skills, also they allow students to make connections among pieces of information and make information easier to recall. In conclusion the teaching learning process is neither interactive nor dynamic.

4. What Kind of Graphic Organizers does your teacher use to introduce unknown vocabulary?

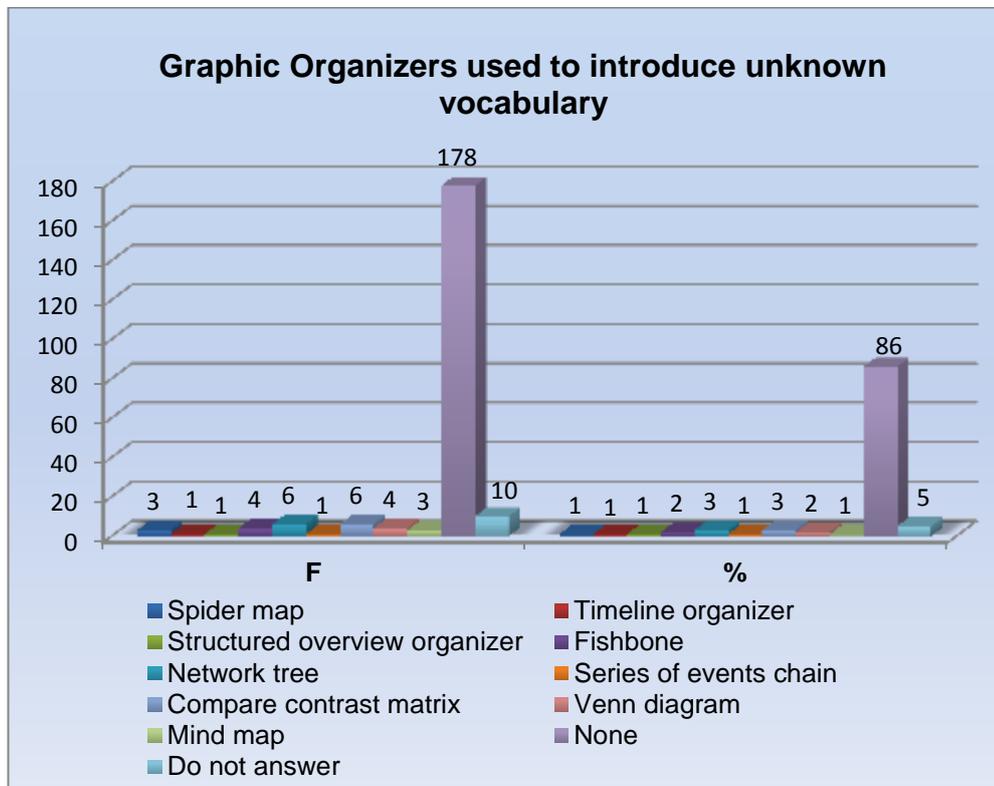
- **Statistic chart**

Graphic Organizers used to introduce unknown vocabulary	f	%
Spider map	3	1%
Timeline organizer	1	0,5%
Structured overview organizer	1	0,5%
Fishbone	4	2%
Network tree	6	3%
Series of events chain	1	0,5%
Compare contrast matrix	6	3%
Venn diagram	4	2%
Mind map	3	1%
None	178	86%
Do not answer	10	5%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

178 students that represent 86% expressed that the English teacher **does not use graphic organizers** to introduce unknown vocabulary; 10 students equivalent 5% **did not answer**, 6 students who are 3% manifested **network tree** and **compare contrast matrix**; 4 students equal 2% selected **fishbone and venn diagram**; while, 3 students who are 1% pointed out **spider map and mind map**.

Most of the students told, that English teachers do not use any kind of graphic organizer to introduce unknown vocabulary.

Some authors point out graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas.

On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and deductions. In conclusion, graphic organizers allow students an active role in their learning vocabulary, so when teachers use graphic organizers to introduce unknown vocabulary in order to clarify students' ideas.

5. Tick the statements. Graphic organizers help you?

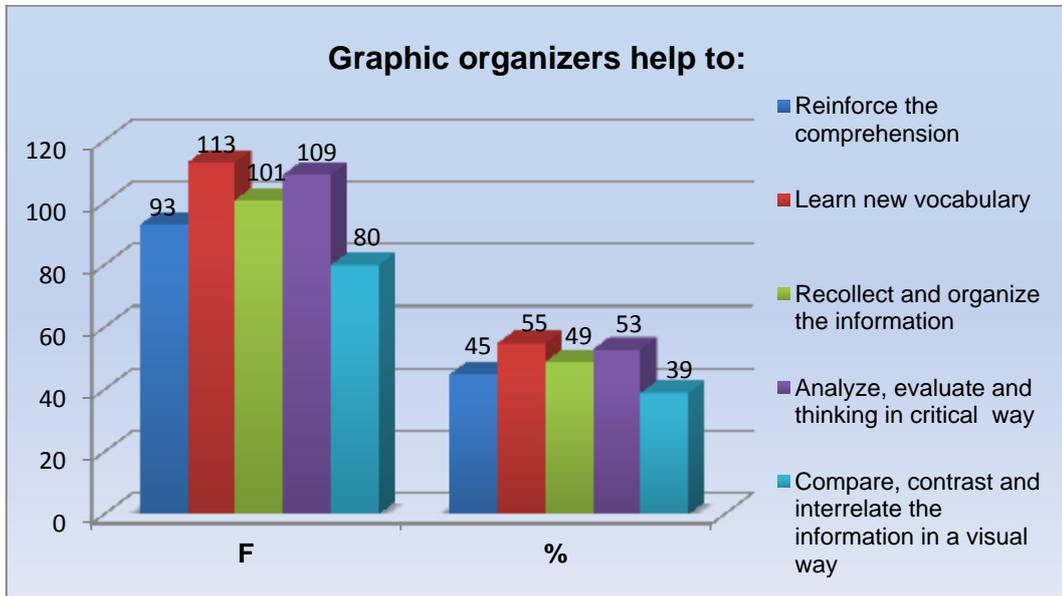
- **Statistic chart**

Graphic organizers help to:	f	%
Reinforce the comprehension	93	45%
Learn new vocabulary	113	55%
Recollect and organize the information	101	49%
Analyze, evaluate and thinking in critical way.	109	53%
Compare, contrast and interrelate the information in a visual way.	80	39%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

The results were: 113 students that is 55% expressed that graphic organizer help them to ***learn new vocabulary***; 109 students equal 53% indicated ***analyze, evaluate and thinking in critical way***; 101 students which are 49% pointed out to ***recollect and organize the information***; 93 students which are 45% said that graphic organizer help to ***reinforce the comprehension***; while 80 students who represent 39% indicated graphic organizer help to ***compare, contrast and interrelate the information in a visual way***.

The higher students percentage consider that graphic organizers are techniques to learn vocabulary, at the same time, it permits students to analyze, evaluate and think in critical way.

It is important to support the research literature about graphic organizers contribution to learn new vocabulary, because after information has been effectively organized on graphics, very powerful instructional higher order thinking activities can follow. Organizing information onto the graphics allows teacher and students to implement a variety of robust activities that otherwise might not be possible. For example, the organized information is conducive to wide array activities involving in depth discussions, prioritization of the information, debates, drawing conclusions, making connections to other ideas and extending students' understanding of important concepts.

HYPOTHESIS TWO

The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at Nuestra Señora del Rosario” Technological Superior Institute., Morning Session, Catamayo Canton, Academic Year 2012-2013.

6. Do you have problems for understanding vocabulary?

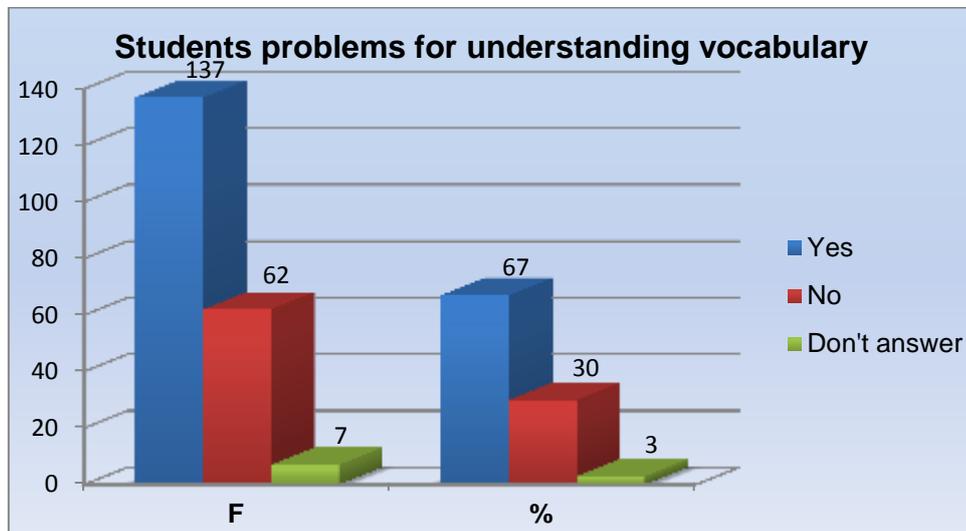
- **Statistic chart**

Students problems for understanding vocabulary	f	%
Yes	137	67%
No	62	30%
Do not answer	7	3%
TOTAL	206	100%

Source: Students of “Nuestra Señora del Rosario” Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

137% students that are 67% ensured that they have problems for understanding vocabulary; 62 students equal 30% pointed that they do not have problems to understand vocabulary, 7 students that is 3% did not answer.

A higher percentage of students have problems for understanding vocabulary. But who answered have problems for understanding it, told that English is very difficult. On the contrary, who said no have problems they considered that English is very easy, because they have enough vocabulary.

Researches and theorists have revealed a great deal about the kind of vocabulary instruction that is most effective for helping students comprehend. What does it mean, that no one single instructional method

or technique is sufficient for optimal vocabulary learning; therefore, effective instruction needs a variety of techniques to help students acquire new words and increase the depth of their word knowledge over time; for that reason, graphic organizer appears as advisable technique to understanding vocabulary.

7. What is your priority when your teacher explains vocabulary?

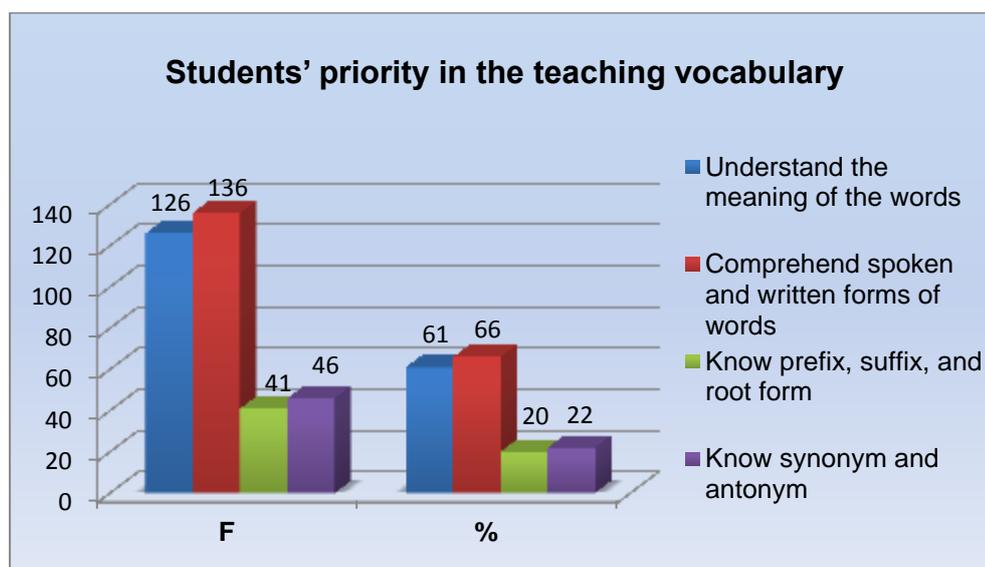
- **Statistic chart**

Students' priority in the teaching vocabulary	f	%
Understand the meaning of the words	126	61%
Comprehend spoken and written forms of words.	136	66%
Know prefix, suffix, and root form	41	20%
Know synonym and antonym	46	22%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

136 students that is 66% answered that they have as priority ***comprehend spoken and written forms***; 126 students equal 61% indicated ***understand the meaning of the word***; 41 students who constitute 20% ***Know prefix, suffix, and root form***; finally, 46 students that represent 22% ***know synonym and antonym***.

Most of the students have as priority to *comprehend spoken and written forms of words when teacher explains vocabulary*; after that, they prefer to *understand the meaning of the word*.

Based on the scientific information there is many different techniques for teaching specific words related to specific texts as well as specific sets of words related to particular topics: for example words that are synonyms for words that students already know; words that students know at some level but that have multiple meanings; words that represent concepts that may be new to students, then students will comprehend spoken and written forms of words and obviously will understand the meaning of them.

8. When you find unknown words in your book, what do you do?

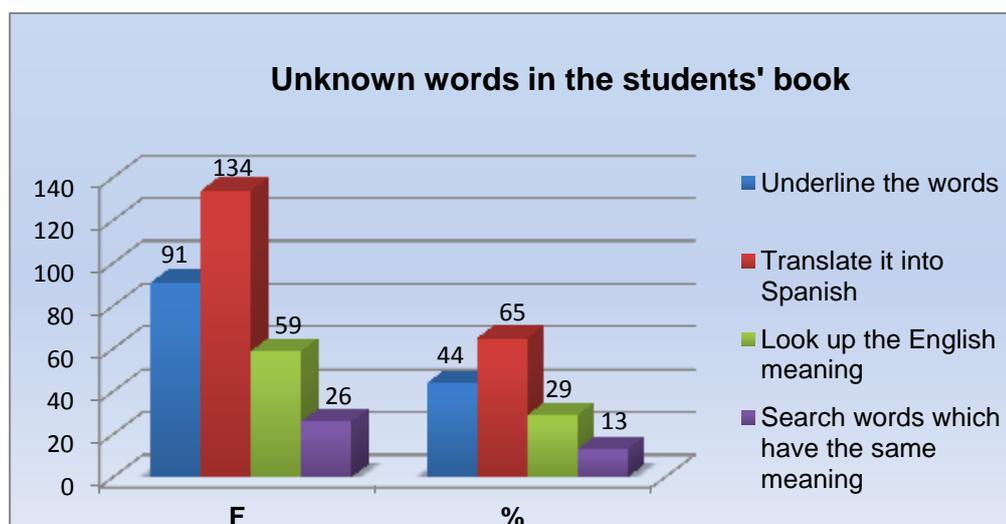
- **Statistic chart**

Unknown words in the students' book	f	%
Underline the words	91	44%
Translate it into Spanish	134	65%
Look up the English meaning	59	29%
Search words which have the same meaning.	26	13%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

134 students who are 65% **translate it into Spanish**, when they find unknown words in their book; 91 students that represent 44% proceed to **underline the word**; 59 students who are 29% mentioned **look up the**

English meaning; and, 26 students that is 13% said **search words which have the same meaning**.

In this question the higher students percentage learn vocabulary in a traditional way, it is translating into Spanish language, which means little techniques application and lack creativity of teachers and students.

Some studies indicate the best form to learn the meaning of the words is to analyze in context and try to understand the meaning. Vocabulary knowledge is very important when people want to communicate with other persons, to read, listen or write something. When teachers apply different teaching techniques, students will remember the new words.

9. How would you like your English teacher show new vocabulary?

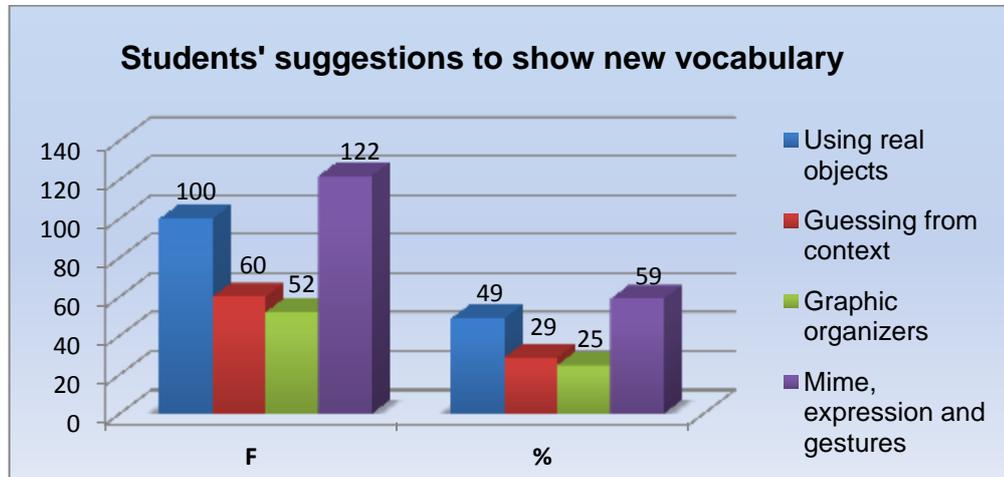
- **Statistic chart**

Students' suggestions to show new vocabulary	f	%
Using real objects	100	49%
Guessing from context	60	29%
Graphic organizers	52	25%
Mime, expression and gestures	122	59%

Source: Students of "Nuestra Señora del Rosario" Technological Superior Institute.

Authoress: The Researcher.

- **Graph**



- **Interpretation**

122 students who are 59% pointed out that they would like their English teacher show new vocabulary by means of ***mime, expression and gestures***; 100 students that is 49% manifested ***using real objects***; 60 students that is equivalent 29% ***guessing from context***, 52 students that represent 25% said ***graphic organizers***.

With this information, researcher concludes that higher percentage students would desire that teacher shows new vocabulary through mime, expression and gestures.

According to the theoretical frame learn new vocabulary is not always fun. Worksheets and homeschool worksheets will only go so far, and many students find them to be tedious and boring. The default way of explaining vocabulary is to give a definition, but it does not always work efficiently because of the lack of context clues; in this way, graphic organizer is an advisable technique to show students new vocabulary.

g. DISCUSSION

To contrast and verify the hypotheses stated, the researcher has taken like fundament the data collected and analyzed whose results have been obtained through the surveys applied as teachers as students at “Nuestra Señora del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012- 2013.

HYPOTHESIS ONE

- **Statement**

Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute.

- **Demonstration**

This hypothesis has two variables, independent variable which refers to *graphic organizers* and the dependent one is about *interactive class* in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute. The questions that helped the researcher to prove the first hypothesis were:

This hypothesis has been proven by means of the following questions: *ONE, TWO, THREE, FOUR AND FIVE* of teachers and students' surveys which are in relation to graphic organizers used by teachers in English lessons contribute to perform interactive classes.

In question ***number ONE***, teachers do not have a clear concept of what are graphic organizers, most of students recognize them. It means that, teachers have little knowledge about graphic organizers and its contribution to students' positive learning.

In question ***number TWO***, all teachers considered that the graphic organizers are visual learning techniques, students expressed that the teachers present new vocabulary by writing words on the board.

In the question ***number THREE***, most of the teachers manifested that they *sometimes* use graphic organizers in their classroom lesson plan, and students answered that the teachers *never* use graphic organizers to teach vocabulary. This contradiction between them, evidence that, they are not working with graphic organizers in the teaching learning process.

In question ***number FOUR***, most of teachers told that they prefer using *mind map* as graphic organizer in their classes; on the contrary, students

hold that the teachers do not use any kind of graphic organizer to introduce unknown vocabulary.

In question **number FIVE**, in a high percentage teachers answered that graphic organizers contribute to reinforce the comprehension; students manifested that, these techniques help them to learn new vocabulary. Therefore, graphic organizers are visual techniques that offer teachers and students multiple and differentiated opportunities to develop concepts, organize ideas, and better understanding to achieve a variety of purposes and outcomes.

- **Decision**

The hypothesis is **rejected** because the results of the survey applied to teachers and students reveals that the Graphic organizers applied by teachers in English lessons do not contribute to perform *interactive class* in Bachillerato level at “Nuestra Señora Del Rosario”, Technological Superior Institute due to teachers do not use graphic organizers in the teaching learning process.

HYPOTHESIS TWO

- **Statement**

The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute. Morning Session, Catamayo Canton, Academic Year 2012-2013.

- **Demonstration**

In the second hypothesis it has as independent variable *techniques used by teachers* and dependent variable *motivate students to learn vocabulary* into teaching process in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute. The questions that helped the researcher to prove the second hypothesis were:

This hypothesis has been proven by means of the following questions: **SIX, SEVEN, EIGHT, NINE AND TEN** of teachers and students’ surveys which are in relation to the techniques used by teachers to *motivate students to learn vocabulary into teaching process*.

In question **number SIX**, teachers manifested that they have problems when they teach vocabulary, because students *confuse the meaning of the words* or they *forget easy them*, most of students told that English is

very difficult. It denotes both teachers and students do not use pedagogical techniques which motivate themselves to improve English class.

In question **number SEVEN**, teachers said that they solve problems of teaching vocabulary through mime, expression and gestures in the class, students have as priority *comprehend spoken and written forms of words* when English teacher explains vocabulary. It evidences little teachers' interest to reach better English level in the students.

In question **number EIGHT**, teachers *apply linking words and translate into Spanish* techniques for teaching unknown vocabulary, in a high percentage of students *use translate into Spanish* technique in order to understand unknown vocabulary, which is not advisable technique to acquire English vocabulary.

In question **number NINE**, teachers said that they introduce new vocabulary through graphic organizers, but they did not explain how, most students would like that English teacher shows new vocabulary through *mime, expression and gestures*. Nowadays, teachers have a lot of techniques to facilitate students comprehension, between them graphic organizers.

In question **number TEN**, most of the teachers manifested that graphic organizers help to teaching-learning receptive and productive vocabulary. Although, teachers recognize the importance of graphic organizers to develop receptive and productive vocabulary, they do not use these techniques in the English lessons, which encourage students active participation in their vocabulary learning.

- **Decision**

The hypothesis is **rejected** because the results of the survey applied to teachers and students shows that the techniques used by teachers do not motivate students to learn vocabulary in Bachillerato level at “Nuestra Señora Del Rosario”, Technological Superior Institute, because teachers do not use innovators techniques in the teaching process.

h. CONCLUSIONS

- All Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute recognize the importance of graphic organizers; however, they do not use these techniques in the English teaching learning process to perform interactive classes in Bachillerato level.
- The pedagogical techniques used by Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute do not motivate students to learn vocabulary in Bachillerato level, because they are using traditional techniques to present students new vocabulary.
- Most teachers do not understand how to utilize graphic organizers in their English lessons, therefore they are not helping students to organize graphic information.
- Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute are giving little importance to vocabulary teaching process and besides, both teachers and students use the translation technique to understand the meaning
- The level of knowledge that students have gotten in vocabulary is regular, due to the lack of use and application of visual learning techniques that help them to remember most common used vocabulary.

i. RECOMMENDATIONS

- Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute should implement graphic organizers in the English teaching learning process as a technique, where teachers and students develop interactive classes and so, students are motivated to learn vocabulary.
- English Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute, must organize workshops related to teaching vocabulary because, it is necessary that teachers make use in their classes, high quality techniques, such as: flash cards, pictures, real objects, synonyms; specially, graphic organizers as visual representation technique which motivate students to get meaningful vocabulary.
- Teachers of “Nuestra Señora Del Rosario” Technological Superior Institute must be trained in suitable and updated pedagogical techniques that help them to perform an appropriate process to create interactive classes and students enjoy in the teaching learning process, get meaningful learning, produce and get well accomplished outcomes.
- Teachers must research about planning teaching techniques to introduce new English vocabulary in an easy way, such as: eliciting

ideas, predicting, giving examples; in other words, using activating knowledge techniques.

- English Teachers support the teaching learning process based on visual learning techniques and encourage students to use them before, during, and after a lesson and so they will develop the ability to remember vocabulary easily.

j. BIBLIOGRAPHY

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

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

ENGLISH LANGUAGE DEPARTMENT

THESIS PROJECT

GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY
IN BACHILLERATO LEVEL AT "NUESTRA SEÑORA DEL ROSARIO"
TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION,
CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013.

Project previous to obtain the
Licentiate's Degree in Science
of Education: English Language
Specialization.

AUTHORESS:

Astrid Asunción Armijos Vivanco

THESIS DIRECTOR:

Dra. Eva Margarita Samaniego Idrovo

Loja - Ecuador

2012

a. THEME

GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY IN BACHILLERATO LEVEL AT “NUESTRA SEÑORA DEL ROSARIO” TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013.

b. PROBLEM STATEMENT

*** BACKGROUND**

“Nuestra Señora Del Rosario” Technological Superior Institute is located at 9 de Octubre Avenue between Eugenio Espejo y Simón Bolívar streets, at Catamayo Parish, which belongs to Catamayo canton. It is a newer canton of Loja province. It was created through the ministerial resolution N° 51-19 on November 4th of 1969.

“Nuestra Señora del Rosario” Technological Superior Institute is run by Dominicas de Santa Catalina de Siena Nuns, this educative Institute offers a transcendent and holistic education to the Catamayo youth, in its own and comfortable building. The Institution is constituted of: a **Directive Level** conformed of a Headmaster, an Executive Council and a General Council; an **Academic Level** with a Vice-rector, some Teachers, the Area Council Directors, the Courses Council, a Planning Commission; a **Support Level**, with a Well-fare Department, the Students Government, Parents representatives, Service Staff; and an **Administrative Level** with Staff Chief, General Secretary, Accounting office, Laboratory, and Library. Moreover, it has Computing and Internet services.

“Nuestra Señora Del Rosario” Technological Superior Institute within its educational field offers: Basic Education, Unified and Technical Bachillerato whose specialties are Accounting and Administration, Informatic Applications, Bachillerato in Science with Mathematics, Chemistry, and Social Science.

In this institution the curriculum is learner-centered, students are considered active individuals, dignified human beings, able to be upgraded in scientific, technological and human dimensions, taking into account their necessities and interests, developing their main skills and cognitive

competences, students are able to ask questions and give free and responsible answers.

So, this educational institution views the teaching learning process as a result of human interaction given inside and outside the classroom, where students interact with peers, teachers, administrative staff, and community. All the actors participate in a horizontal way in the students' social development and formation.

INSTITUTIONAL OBJECTIVES.

To develop the potentialities of Educational Rosarista community, regarding intelligence, action and freedom in order to be the integral growing process to pursuing dignity for human beings and turning them into agents of transformation within the society towards the Kingdom of God building.

SPECIFIC OBJECTIVES

- To strengthen Christian values through their experience in order to make them gospel propagators in their environment.
- To encourage technological – scientific - human growth through research and critical thinking to promote talents competencies and commitment in their social and intercultural environment.
- To strengthen the inter-learning process for developing capacities, communicative competencies and cognitive skills, based on: knowing what to do, knowing how to do, knowing how to be and learning how to live within a community.

MAIN AUTHORITIES

Rector: Sor. Clara Inés Pardo

Vicerrector: Dr. Gloria Malla

General Inspector: Lic. Guilman Rojas

Chief of English Language Area: Lic. Ela Lamas

INSTITUTIONAL MOTTO

Trust, virtue and science

MISSION

“Nuestra Señora del Rosario” Superior Technological Institute is run by Dominican de Santa Catalina de Siena Nuns. This institution forms the youth entirely through transcendent and holistic education; the human being is promoted from a tridimensional reality with Dominicans and evangelical principles, opting for life and the person’s dignity by means of Christian-human, technological, scientific-research, offering Basic education and Bachillerato, based on formative education, developing talents and knowledge to become the builders of the new society.

VISION

“Nuestra Señora Del Rosario” Superior Technological Institute is an institution based on Dominicans principles and the gospel practice. It develops high level human - scientific - pedagogical, cultural, productive, and technological research linked to the community capable to lead

processes which contribute to holistic formation, freedom, transcendental and generator of life”¹

* **CURRENT SITUATION OF THE RESEARCH OBJECT**

The effort invested in the generation of new pedagogical practices by teachers, through curricular integration of the interactive graphic organizers, indicates that it is possible to produce an important impact on the establishment of a didactic a lot more aligned with the students learning process. It can occur for content exposition or as a strategy of information. So let there be no doubt, graphic organizers help students to better understand. By using graphic organizers across all subject areas, you will be empowering your students to master subject-matter faster and more efficiently; then, Teachers will be facilitating participative classes and higher interaction between mediators and students, through them students become actors of learning, who socialize and develop their cognitive capacities by visualization.

Nowadays, the educational system demands people with high levels of competitiveness, so graphic organizers are designed to facilitate understanding of key concepts by allowing students to visually identify key points and ideas, they help children and adults to learn any kind of subject, such as: reading, science, writing, math, and for general use, what means, graphic organizers are techniques or tools to learning foreign language. These tools are particularly useful because students think the information in new ways. At the same time, they participate in activities that require critical thinking skills. The Graphic organizers as a technique also helps students generate ideas as they develop and reinforce their thoughts visually. The possibilities associated with a topic become clearer as the

¹ *Institutional Curricular Project*, “Nuestra Señora del Rosario” Catamayo - Ecuador 2005. P 7

students ideas are classified visually, if we take into account learning words of a foreign language are not an easy business since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties.

*** RESEARCH PROBLEM**

In this time of big complexities and quick changes in the world, new scenarios are presenting in educational field, which require be updating and transforming with respect of thought and knowledge in order to improve the teaching learning process to have a positive impact on both the family and the society, too. So that the researcher based on personal experiences and real evidences, states the following problem:

MAIN PROBLEM

¿DO GRAPHIC ORGANIZERS AS A TECHNIQUE SUPPORTS THE TEACHING VOCABULARY IN BACHILLERATO LEVEL AT “NUESTRA SEÑORA DEL ROSARIO” TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012-2013?.

*** DELIMITATION OF THE RESEARCH**

This research will be carried out at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012- 2013.

TEMPORAL

This research work will be carried out during the Academic year 2012-2013

SPATIAL

“Nuestra Señora Del Rosario” Technological Superior Institute is located at 9 de Octubre Avenue, between Eugenio Espejo and Simón Bolívar streets, in Catamayo Parish, which belongs to Catamayo canton.

OBSERVATION UNITS

For the development of this project, the researcher will use the observation and survey techniques, the collaboration of four English Teachers and a statistical sample of 190 students who represents the 360 students that “Nuestra Señora Del Rosario” Technological Superior Institute has at Bachillerato level, morning session.

SUB PROBLEMS

- ❖ How do graphic organizers used by teachers in English lessons contribute to perform interactive class in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013?.
- ❖ What kind of techniques do the teachers use to motivate students to learn vocabulary in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013?

c. JUSTIFICATION

In educational Ecuadorian system the techniques that teachers should apply are an indispensable requirement to reach educational purposes. For example, when we use reading it is considered as a learning instrument to acquire intellectual skills in order to increase our knowledge. Among learning active techniques we have the following: oral expression, written expression, graphic expression.

The Researcher focuses her study on the graphic organizers as a technique to teaching vocabulary, inasmuch as into teaching English language, it is possible to carry out debates, round tables, symposia, interviews and so on, as a part of the oral expression. The new pedagogical paradigm demands greatest responsibility where study is a fundamental task focused on reading which must be an autonomous task in order to be presented afterwards in the classroom; so graphic organizers could respond to academic necessities of the educational community.

Through reading we keep contact with scientific, technical and technological advances. Also, reading is an important source of knowledge because helps to expand our vocabulary. Graphic organizers are essentially a technique of graphic expression where we can find main and accessory ideas of a topic; they provide us with a visual language for making the human mind more comprehensible.

On the other hand, we teach vocabulary to enable students to communicate. We should use teaching techniques to help us realize this global concept of what it means to know a lexical item. And we should also go beyond that, giving the learner opportunities to use the items learnt and also helping them to use effective written storage systems. Teaching

vocabulary being an important part of teaching foreign languages has the goal of helping students to improve and extend their vocabulary. The wide choice of a word causes the language to be flexible, it assists in avoiding repetition and monotony of speech, and it gives the possibility to express the idea more exactly and understandably.

Like a future professional of English language, my intention is to carry out this thesis project according to the Educative Area spirit; therefore, with National University Loja principles in order to studying, analyzing and contributing with some viewpoints about graphic organizers as a technique for teaching vocabulary at Bachillerato level at “Nuestra Señora Del Rosario Technological Superior Institute, morning session, Catamayo canton, academic year 2012- 2013”.

Finally, if we teach students to develop their vocabulary by means of graphic organizers, it is possible to encourage them to use all intellectual potential and improve their English level, too.

d. OBJECTIVES

GENERAL OBJECTIVE

To determine the contribution of graphic organizers as a technique for teaching vocabulary in Bachillerato level at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012- 2013”.

SPECIFIC OBJECTIVES

- To find out if the graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.
- To identify if the techniques used by teachers motivate students to learn vocabulary in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

e. THEORETICAL FRAME

GRAPHIC ORGANIZERS AS A TECHNIQUE

WHAT ARE GRAPHIC ORGANIZERS?

There is an extensive body of research that supports the use of a variety of graphic organizers. In short, they can be effective when used in conjunction with a wide array of teaching styles, when teaching a wide array of subjects, and when developing literacy and cognitive skills of students.

One of the most appealing aspects of using graphic organizers is that they are universal in nature and help make the curriculum more supportive of students and teachers. That is, graphic organizers can be used to improve learning and performance of a wide array of students, ranging from those who may be intellectually gifted to those with mild learning problems.

Definition. - A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are communication devices that show the organization or structure of concepts as well as relationships between concepts. Spatial arrangements depicting the information's structure reduce the cognitive demands on the learner. The learner does not have to process as much semantic information to understand the information. This is one of the reasons why graphic organizers are such powerful devices for students with language-based learning disabilities.

Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

WHY USE GRAPHIC ORGANIZERS?

There are three compelling reasons why you should use graphic organizers. First, students are considerably more likely to understand and remember the content subject you are teaching.

Simply put, the information tends to be less “fuzzy” and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information.

Second, because the semantic information processing demands are reduced, you can often address the content at more sophisticated or complex levels; this is especially true for many students with learning disabilities. Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

Third, students are more likely to become strategic learners. Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and

solve problems. Thus, graphic organizers appear to be a very effective technique for improving vocabulary knowledge. Also graphic organizer help to the learner to sequence organize and structure his or her knowledge and facilitate new intellectual to the changes that facing. So, graphic organizers permit participative classes, and major interaction between students and teachers, where students are learning's actors, to processing the contents and socialize all learned; as Debra Housel says: "Graphic organizers show the organization of concepts and the relationships among them. They offer a clear depiction of data, which research has proven is more memorable than pages of notes. They show students how it all fits together, which is much more effective than having they try to memorize bits of data without thoroughly understanding the context"².

HOW DO GRAPHIC ORGANIZERS WORK AS TECHNIQUE?

Before instruction, the organizers attempt to provide structure for the presentation of new material while indicating relations between ideas. Teachers can elicit information from students by creating a graphic organizer on the whiteboard to get an accurate idea of students' prior knowledge. Creating graphic organizers with students provides students with an accurate conceptual framework for integrating new information using graphic organizers. Encouraging student prediction involves using thinking skills to come up with their own answers for possible future relationships and the possible re-structuring of new material. This is a valuable technique for active learning.

Merkly and Jefferies (2000) research gives teachers five attributes for implementing graphic organizers effectively:

² Housel Debra J. "Content Area Lesson Using Graphic Organizers". United States of America: Teacher Created Resources, 2008, p 3.

6. In addition to the visual, teachers must verbalize relationships among the concepts.
7. Give students opportunities to input information for the organizer.
8. Connect new information with prior knowledge.
9. Make reference to upcoming text.
10. Take time to analyze and decode information within organizer.

Graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems. Thus, graphic organizers appear to be a very effective technique for improving vocabulary knowledge. Besides, graphic organizers permit participative classes, and major interaction between students and teachers, where students are learning's actors, to processing the contents and socialize all learned; as Debra Housel says: "Graphic organizers help students all ages to process information"³.

WHEN SHOULD GRAPHIC ORGANIZERS BE USED?

If you think of your content instruction as having a beginning, middle, and end, graphic organizers can be used during any of these segments. For example, they can be used to facilitate students' activation of background knowledge and to create anticipation for future learning at the beginning of a unit or even a specific lesson. They can be used as the new content is being explored. They can also be effective ways to facilitate review of previously taught materials.

Graphic organizers can also be used to teach processes and strategies. For example, you can incorporate them into guidelines for writing book

³ Idem.

reports, lab reports, social studies reports, etc. They can also be used to help students organize tasks and assignments.

GRAPHIC ORGANIZERS AS LEARNING TECHNIQUE

Graphic organizers help students learn by allowing them to see the information in a visual way. Graphic organizers not only help students visualize and understand the definition of a word or concept, but they help students see the relationship between certain things. With various layouts graphic organizers have allowed students to see how a process flows, how to compare things, cause and effect of something, and so on. The ability for students to see such relationships visually makes graphic organizers great learning techniques. So that, this technique “helps students understand where they have been, where they are and where they are going to on their journey through content”. Graphic organizers are said to be particularly valuable because a good graphic representation can show at a glance the key parts of a whole and their relations, thereby allowing a holistic understanding that words alone cannot convey.

Researches recently conclude that gains in vocabulary knowledge occur with the use of graphic organizers. The combination of the gains a student gets in comprehension, vocabulary, visualization, and overall effectiveness prove graphic organizers are very effective. As Nicole Strangman, Tracey Hall and Anne Meyer of National Center on Accessing the General Curriculum say students also need ***flexible opportunities for demonstrating skill***, and the use of graphic organizers helps to diversify options for students. They offer students alternatives to traditional ways of demonstrating skill such as written compositions. Students can put together text in a nonlinear format, organize a collection of images, or

develop a multimedia display. Graphic organize is the more general category of the two; "it refers to any arrangement of visual features (typically combined with text) that represents the relationships among concepts, ideas, facts, events, steps, or other items"⁴. This summarization technique is a tool to see if students can interpret what was being taught and state it in concise, accurate terms.

GRAPHIC ORGANIZERS TO CRITICAL LEARNING.

Learning as thinking is understood by Dewey as a connective, reflective and projective experience that is personally active and linked to the interpersonal and social world. Thinking becomes, as Sartre suggested, a "project" that is taken up by the individual over a lifetime and projected forward and backward within interpersonal and social histories.

As an instructional technique, graphic organizers have been highly recommended and used in contemporary classrooms. When teachers begin to use graphic organizers they need to follow some simple steps to make sure English Language Learners gain knowledge from such a simple yet reliable tool. For example as a teacher begins to present a new topic, such as the solar system, human body an organizer can assist introducing the new idea. Teachers should also begin to verbalize the relationship between the ideas, and the information that will be taught. Graphic organizers should be tailored to reinforce the relationships between concepts, reminding students that this is just a quick preview of the material that will be taught next. Graphic organizers facilitate English language learners comprehension through visual illustrations of key terms, vocabulary, ideas, and the relationship among them. Improving student's

⁴ DRS: "*Graphic Organizers / Concept Maps*", no date: 2-3. At: <[http://www.temple.edu/.../graphic-organizers-concept.microsoft word](http://www.temple.edu/.../graphic-organizers-concept.microsoft%20word)> (12/04/ 2012).

reading comprehension can be challenging, but such progress is necessary when focusing on students who are learning English.

Learning to think is an essential skill needed in education today. Often educators use teaching methods where students are passive learners. Difficulty arises when students must make meaning out of information taken from a book, video, or a lecture. When students interact with content, it is important that they actively construct meaning. To do this, students must be active thinkers during the learning process. Researchers have shown that graphic organizers can enhance content comprehension state that graphic organizers combine the use of both the linguistic and non-linguistic modes of learning. As a result, educators can employ graphic organizers to demonstrate to students the relationships between different content and between new and prior knowledge.

Teachers use graphic organizers to reinforce learning, assess learning at multiple checkpoints, and identify misunderstandings of concepts. Graphic organizers can be used before, during, and after instruction. Learning environment settings for using organizers vary from individual use, to partners, to small groups, to centers, and to whole class environment. Teachers can use organizers to brainstorm ideas, to activate prior knowledge, to develop a story map while reading a book, to remain focused on content material, to present findings from an investigation, to confirm existing knowledge, and to review at the end of the period or week of study. Graphic organizers are valuable in any activity which requires the use of critical thinking. The use of these techniques can generate excitement and enthusiasm toward learning. Therefore, graphic organizers appear to be a beneficial instructional strategy to support students to retain learned information longer and to learn more effectively.

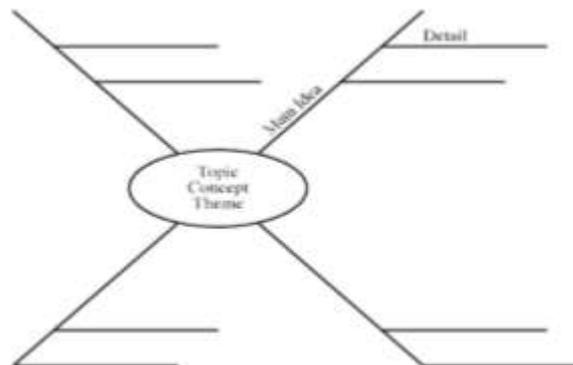
KINDS OF GRAPHIC ORGANIZERS

Graphic organizers can benefit teachers, students, and parents. By using graphic organizers, teachers can have a clear understanding of what they want to address in their classes. Graphic organizers provide students with a road map to follow as they expand their schemas by linking them to existing knowledge.

As interactive techniques for constructing knowledge and connecting ideas in visual forms, we have some types graphic organizers, it will depend how teacher want to explaining the topic.

SPIDER MAP ORGANIZER

The spider map organizer can be used for both reading and writing activities. The spider map helps students focus main topic and supporting ideas.



Spider Map Organizer for Reading Comprehension

Use the spider map organizer in reading comprehension activities to help learners analyze articles, short stories or novels they are reading. Learners should place the main topic, theme or concept in the center of the diagram. Learners should then place main ideas which support the

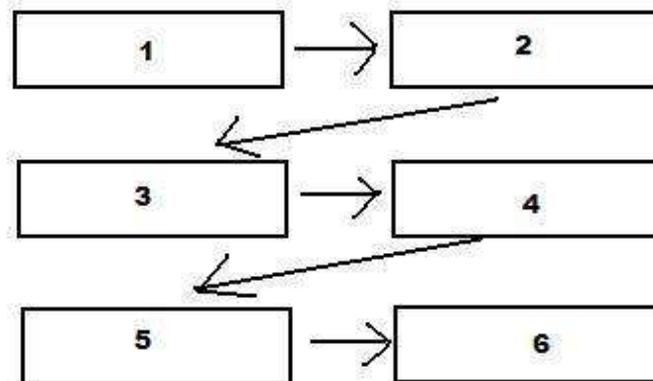
topic on the various arms. Finally, details supporting each of these ideas should be provided in the slots that branch off from the main idea arms.

Spider Map Organizer for Writing

The spider map organizer can be employed to help learners develop their writing skills for short stories and essays. As in the case for reading comprehension activities, learners place the main topic, theme or concept in the center of the diagram.

SERIES OF EVENTS CHAIN

Use the series of events chain organizer to help students connect information as it occurs over time. This can be used for reading comprehension, or writing.



Series of Events Chain for Reading Comprehension

Use the series of events chain organizer in reading comprehension activities to help learners understand tense use as it relates to the unfolding of events in short stories or novels. Learners should place each event in the order of its occurrence in the series of events chain. Learners

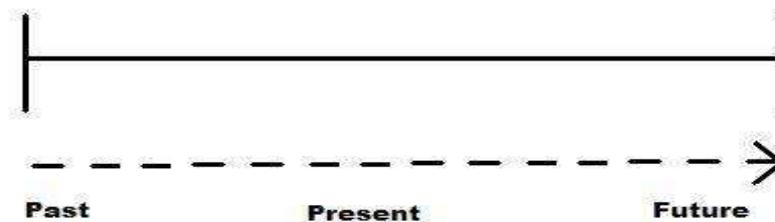
can also write down full sentences taken from their reading to help them learn how different tenses relate to each other as a story unfolds. Then can further analyze these sentences by noticing the linking language that has been used to connect the series of events.

Series of Events Chain for Writing

Similarly, the series of events chain organizer can be employed to help learners organize their stories before they begin writing. Teachers can begin by working on appropriate tenses for each of the events once they have been entered, before learners begin writing their compositions.

TIMELINE ORGANIZER

The timeline organizer can be used for both reading and writing activities. The timeline helps students organize information over time.



Timeline Organizer for Reading Comprehension

Use the timeline organizer in reading comprehension activities to help learners organize the chronological order of events in short stories, articles or novels. Learners should place major or key events in chronological order. Learners can also write down full sentences taken from their

reading to help them learn how different tenses are used to indicate position on the timeline.

Timeline Organizer for Writing

Similarly, the timeline organizer can be employed to help learners organize their stories before they begin writing. Teachers can begin by working on appropriate tenses for each of the key events once they have been entered, before learners begin writing their compositions.

COMPARE CONTRAST MATRIX

Use the compare and contrast matrix to help learners understand the similarities and differences between characters and objects.

Quality	Person 1	Person 2

Compare and Contrast Matrix for Reading Comprehension

Use the compare and contrast matrix in reading comprehension activities to help learners analyze and understand the similarities and differences between characters and objects in articles, short stories or novels they are reading. Learners should place each attribute or characteristic in the left

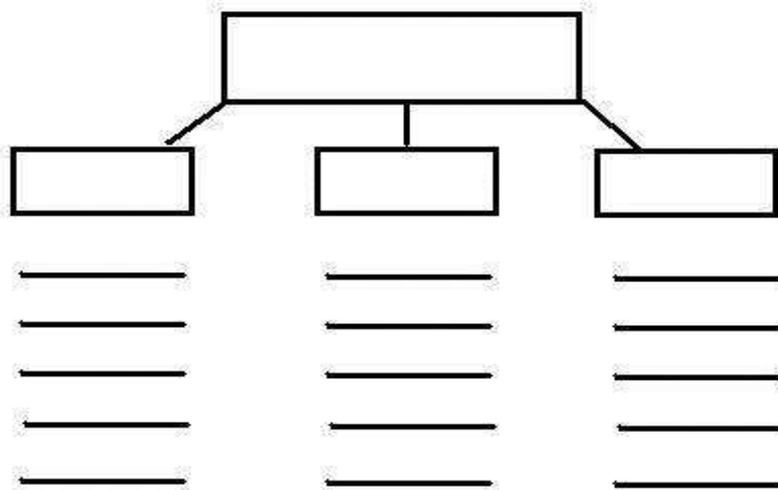
hand column. After that, they can compare and contrast each character or object with regards to that characteristic.

Compare and Contrast Matrix for Writing

The compare and contrast matrix is also useful for organizing the main characteristics of characters and objects in creative writing assignments. Learners can begin by placing the main characters at the head of the various columns and then compare and contrast each character or object with regards to a specific characteristic they enter in the left hand column.

STRUCTURED OVERVIEW ORGANIZER

Structured overview organizers are especially useful as vocabulary maps by category. They can also be used to organize main and supporting ideas.



Structured Overview Organizer for Vocabulary Building

Use the structured overview organizer in vocabulary activities to help learners group related vocabulary. Learners should place a topic at the top

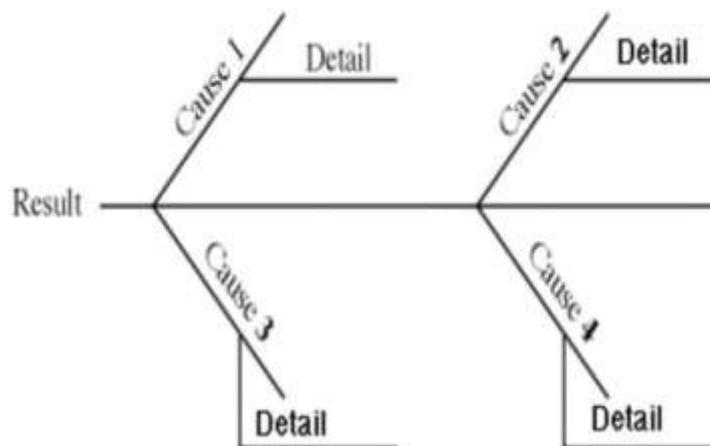
of the organizer. After that, they break out main objects, characteristics, actions, etc. into each category. Finally, students fill in the categories with the related vocabulary. Make sure that this vocabulary relates back to the main topic.

Structured Overview Organizer for Reading or Writing

The structured overview organizer can also be used to help learners develop their reading or writing. Much like the spider map organizer, learners place the main topic, theme or concept at the top of the diagram. Main ideas and the details supporting those ideas are then filled out in the supporting boxes and lines of the structured overview organizer.

FISHBONE

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way.



The use of colour helps make a fishbone map clearer and easier to interpret.

If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topics - topics that require more details to be enumerated. The process of creating fishbone diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the fishbone is difficult to fill out).

Examples of Fishbone: For example, a fishbone diagram can be used to prepare for a writing assignment; the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions/effects associated with each of these ideas. Another example is to use a fishbone map to explore the implications of improved farming methods or a new scientific discovery - or any other cause-and-effect scenario.

MIND MAP

A mind map consists of a central word or concept, around the central word you draw the five to ten main ideas that relate to that word. You then take each of those child words and again draw the five to ten main ideas that relate to each of those words. In this way a large number of related ideas can quickly be produced with virtually no mental effort. The concept of 'writers block' is hard to understand once you have grasped the use of this simple technique!



What can you do with a mind map?

- You can place each new idea in the right place, regardless of the order of presentation.
- It encourages the reduction of each concept to a single word.
- The resultant mind map can be 'seen' by the eye and memorized by your visual memory which has been shown to be almost perfect.

Creative Writing & Report Writing

A mind map lets you rapidly produce an almost infinite number of ideas, and at the same time organize them by placing each idea next to what it is related to. This makes a very powerful technique for creative writing or report writing, where it is very important to get down all your ideas first. It is then a trivial matter to read the mind map and write a sentence or paragraph on each 'key word'.

Studying the easy way. Instead of simply reading a book on some topic, next time try using a mind map while you read. Just draw your central

word and then begin reading, every time you read some idea that strikes you as important or interesting, just add it onto your mind map in the appropriate place.

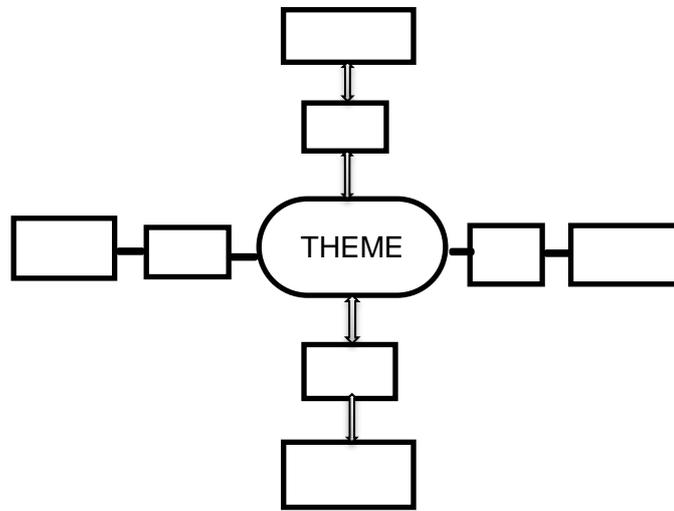
When you have finished reading the book you will have a one page Mind Map which summarizes everything of interest in that book. You will probably also have added several things which you thought up yourself during your reading. The act of creating the mind map will have greatly increased how much you absorbed from the book, and if you ever want to review the topic all you need to do is to look at the mind map. If you want to learn the information very solidly then try to redraw the Mind Map from memory a few times.

NETWORK TREE

What are Network Trees?

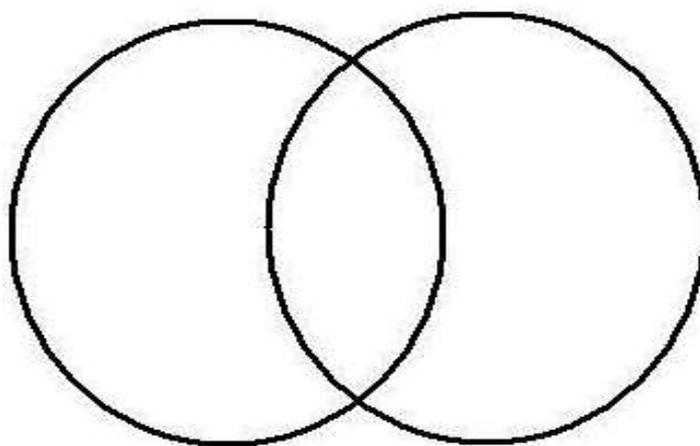
Network trees are a type of graphic organizers, which students are able to present information in a visual form. A network tree shows relationships between super ordinate and subordinate concepts. Students can use a network trees to describe prominent concepts, use its attributes, and make visual sense of what is being studied. A network tree, forms around one centered theme that breaks down to a various number of concepts, which then can be broken down into subordinate concepts. Students who are reliant on visual learning can use a network tree more frequent because of its visual acuity.

Network trees can be used to link information to the student's prior knowledge, gather and share new concepts and relationships, show a hierarchy, or show branching procedures.



VENN DIAGRAM

Venn diagram organizers are especially useful in creating vocabulary categories that share certain characteristics.



Venn Diagrams for Vocabulary

Use the Venn diagram organizer in vocabulary activities to help learners discover similar and dissimilar characteristics between vocabulary used with two different subjects, themes, topics, etc. Learners should place a topic at the top of the organizer. After that, they break out characteristics, actions, etc. into each category. Vocabulary that is not common to each subject should be placed in the outline area, while vocabulary that is shared by each subject should be placed in the middle.

GRAPHIC ORGANIZERS COMBINE THE PRINTED WORD AND THE SPOKEN WORD MAKING LEARNING ACTIVE.

We've seen that graphic organizers are a way to encourage students to think about information in new ways. With graphic organizers, we remove the words and focus on the connections. They are a great technique for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking. At the same way, a huge amount of information can be shared on a single picture to provide the "big view" of a topic. It's easy to edit, revise, and quickly add to a visual map. Hence, graphic organizers can be used as a nice planning tool from information identification to product development. Finally, they are great for visual thinkers or those that need to practice their visual thinking.

Essentially and meaningfully, "graphic organizers enable students to sort data, illustrate relationships, make meaning, and manage data quickly and

easily before, during, and after reading and during classroom or group discussions”⁵.

Graphic organizers are useful for reading difficult material, accentuating information, honoring cultural diversity, meeting needs of special populations, and supporting language learning. In addition to facilitating understanding for multiple subjects, graphic organizers help students with learning disabilities or academic deficits make sense of information in multiple disciplines.

So, having a way to organize ideas, facts, and concepts graphically facilitates effective student learning. Many students are visual learners, thus, a visual approach to brainstorming or organizing information is essential. Graphic organizers appear to be a valued approach to utilize in teaching and learning. Students are required to think in multiple directions when using graphic organizers which make learning an active and meaningful process. Organizers help students generate mental images to go along with information and create graphic representations for information. In 1987 U.S. Department of Education did a research. It shows that graphic organizers are an example of a proven strategy. Research supports the utilization of graphic organizers as: “a contributing factor in improving performance in classroom and achievement test scores if they are used effectively and become a fundamental part of classroom instruction”⁶

Graphic organizer offer an entry point into complex material for visual learners, increase comprehension and retention, and can be used with all students, ranging from gifted and talented to those with mild cognitive

⁵ Link Sharon. “Research Starters”. Graphic Organizers, (2008): p1. At: <<http://www.dswleads.com/.../Graphic%20Organizers.pdf>> (26/04/2012).

⁶ Research on Graphic Organizers, (no date): p1. At: <[www.mentoringminds.com/pdf/pdfGraphicOrganize](http://www.mentoringminds.com/pdf/pdfGraphicOrganize.pdf)> (22/03/2012)

disabilities. The focus centers on the relationship of information as opposed to memorization of isolated facts.

Ausubel (1963) believed that the manner in which knowledge is represented can influence learning. The appropriate organizer can help students form relationships between previously acquired knowledge and new concepts. Learning takes place when the cognitive structure expands with the new knowledge. As a result, educators can employ graphic organizers to demonstrate to students the relationships between different content and between new and prior knowledge.

Graphic organizers clarify learning and organize information which leads to students being active in acquisition of conceptual knowledge. Teachers also use this resource to develop lessons and link new concepts with existing knowledge during a lesson leading to meaningful learning. The students' ability to organize and structure content can also be assessed at the conclusion of a lesson. Ultimately, graphic organizers allow for more than just content acquisition. Students learn processing skills, patterns for organizing information, critical thinking skills, and communication skills. For that reason graphic organizers combine the printed word and the spoken word making learning active, meaningful, and hence leading to the ultimate goal of effective learning.

TEACHING VOCABULARY

DESCRIPTION AND IMPORTANCE

Teaching and learning cannot be separated because they are bound each other. The word “teaching” in this study refers to act of giving instruction in order to transfer knowledge and skill. Teaching is also a guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. A teacher functions are as a facilitator, guide, motivator, and manager. As a facilitator, a teacher provides facilities such as circumstances, equipment, aids, and so on; that make the learners are possible to learn easier. As a guide, a teacher shows or helps the learners to learn how to do something and understand knowledge. As a motivator, a teacher stimulates the interest of the learners. And as a manager, a teacher arranges information and environment for students to learn.

According to Hatch & Brown (1995), vocabulary is the list of words that speakers of a particular language use. By ‘words’ in this context, we do not mean only items consisting of one word but also strings of words which together form one lexical item, such as idioms.

So, vocabulary means "all the words you know and use". It can also mean "all the words that exist in a language. The word **vocabulary** came to English in the 16th century. It came from the Latin word **vocabulum** which means name. This has sense because vocabulary is the names that we give to things. If you don't know the name of a certain object, then when other people say it, you won't know what they mean to say. It also works the other way around. When you use a name for something that others don't know – they won't understand what you mean to say. Vocabulary knowledge is very important if you want to communicate with other people

or you want to say, read, listen, and be something you need to have a great vocabulary.

TEACHING LEARNING VOCABULARY.

Nowadays, it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and -regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the center of language teaching, because language consists of grammaticalised lexis, not lexicalized grammar.

Much has also been written about the strategies teachers can use to help learners develop their knowledge of vocabulary (e.g. Gairns & Redman, 1986; Schmitt & McCarthy, 1997). Strategies commonly discussed are:

- **Using objects:** teachers can use real objects to introduce new vocabulary. This can help learners because they not only hear the word but also receive visual reinforcement (Hunt & Beglar 1998).
- **Mime, expression and gestures:** many words (e.g. angry, happy) lend themselves to being taught through movement and gestures.
- **Guessing from context:** learners will always meet words which are new to them, so it is important for them to know how to work out their meaning from the context.
- **Translation:** the teacher explains the meaning of the new words using the learners' mother tongue.
- **Illustrations and pictures:** most concrete vocabulary can be taught using illustrations and pictures made by teachers or found in stories and other resources.
- **Contrasts:** this technique involves explaining a word by contrasting it with an antonym, very often an antonym which is known to the learners.

Furthermore, best practice in teaching vocabulary is determined by factors such as the age of learner, the context, the school curriculum, the second language syllabus and its goals.

Apart from these specific strategies, two general approaches for teaching vocabulary can be mentioned here. The first is incidental learning, where it is hoped that learners will pick up new vocabulary through exposure and without conscious explanation by the teacher. The second approach recognizes that some vocabulary needs explicit instruction. Schmitt (2000) points out that explicit learning focuses learners' attention directly on the target vocabulary and improves the chance that the vocabulary will be learned.

Researchers and theorists have pointed to the fact that vocabulary knowledge is multi-faceted, "a disarmingly simple term for a complex multidimensional phenomenon" (Harley, 1996). Due to this complexity, classroom teachers must take a more comprehensive approach to vocabulary development in order for students to reach a higher quality and quantity. Teachers must build word-rich environments in which to immerse students and teach and model good word learning strategies. Because some research shows that having students look up words and write definitions is the least effective way to increase their vocabulary. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.

Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies. There is a vast amount of research into how

learners learn best and how teachers might best teach one of them is through graphic organizers.

TEACHING WORD FAMILIES INSTEAD OF WORDS

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

What do Teachers need to teach about vocabulary?

We have seen that learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Richards (1976) and Nation (2001) list the different things learners need to know about a word before we can say that they have learned it. These include: The meaning(s) of the word; its spoken and written forms; what "word parts" it has (e.g., any prefix, suffix, and "root" form); its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in). Its collocations; its register; what associations it has (e.g., words that are similar or opposite in meaning); what connotations it has; and its frequency.

How do Teachers teach students to acquire words?

According to various authorities, effective vocabulary instruction should include the following components.

- Definitional and contextual information about a word

- Multiple exposures to a word in different contexts
- Encouragement of students' active participation in their word learning.

To know a word student need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions as well a context can generate a full and flexible knowledge of word meanings.

Information from prefixes, suffixes, and roots can help students learn and remember words, using word parts can be particularly useful strategy in reading content-areas text. Teachers can also maximize vocabulary learning by teaching word families instead of individual word forms. Instructors can make it a habit when introducing a new word to mention the other members of its word family. In this way, learners form the habit of considering a word's derivations as a matter of course. To reinforce this habit, teachers may eventually ask students to guess a new word's derivatives at the time of introduction. Including a derivation section as part of assessment also promotes the idea that learning the complete word family is important. All through the history of English Language Teaching, it has never been doubted that a typical language learner has to build up an efficient knowledge of vocabulary to construct sentences conveying his meanings. Nevertheless, in earlier periods of ELT, vocabulary teaching was overshadowed by a focus on grammar because it was thought that vocabulary could simply be left to take care of itself.

VOCABULARY TEACHING TECHNIQUES

A good knowledge of vocabulary is essential for communication. Although grammar and vocabulary are complementary, with a bit of negligence

Wilkins (1972) asserts that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." Before teachers can design principled vocabulary programs for their students, they first need to understand the vocabulary challenge facing learners of English. English probably contains the greatest number of words of any major language, which makes learning a sufficient amount of its vocabulary a formidable task.

There are numerous techniques concerning vocabulary presentation. Gairns and Redman (1986) suggest the following options for vocabulary presentation.

- Visual techniques
- Verbal techniques
- Dictionaries

According, Adriana Pcolinská, Slovakia view point in her written: How to Present Vocabulary in a Language Classroom in a Communicative Way, "Visual techniques for the presentation of new lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention"⁷. Learners can remember the presented material far more effectively if it has been presented by means of visual aids. They help students associate presented material in a meaningful way and incorporate it into their existing system of language.

Teachers can benefit from the use of:

- ✓ Flashcards,
- ✓ Photographs and pictures, blackboard drawings

⁷ Pcolinská, Adriana. "Humanizing Language Teaching". *How to Present Vocabulary in a Language Classroom in a Communicative Way*, (2010): p 3. At: <http://www.hltmag.co.uk/feb10/sart03.htm>(18/07/2012)

- ✓ Word pictures
- ✓ Information on culture
- ✓ Labelling pictures / objects
- ✓ Mime and gesture
- ✓ Action
- ✓ Incongruous visuals

However, before I start to present a new vocabulary, it is useful to implement some suggestions:

- ✚ Spoken language precedes written mode. When our students can pronounce words, we can introduce their written form. This can prevent them from trying to pronounce English words as if they were written in their own language.
- ✚ Try to present new words in context.
- ✚ Revision is essential. We can blend new words into later practice.

Most research indicates that knowledge of the most frequent 5,000 word families should provide enough vocabulary to enable learners to read authentic texts. Of course, many words will still be unknown, but this level of knowledge should allow learners to infer the meaning of many of the novel words from context and to understand most of the communicative content of the text. Second language learners with knowledge of the most frequent 10,000 word families in English can be considered to have a wide vocabulary.

Teacher can choose from several ways of presenting vocabulary and making clear its meaning. He can use these separately or in combination with each other. The way to present the meaning of many abstract words is through the creation of a context or a situation that is helpful when deducing the meaning of a word. When we want to present person's feature as "innocent" it is very useful to create a character who is innocent

(e.g. a figure taken from the history). If it is necessary we can accompany example by mime or drawing. Ur, in this connection, offers the following ways of presenting the meaning of new vocabulary items:

- Concise definition (taken from dictionary, or invented by the teacher him/herself)
- Detailed description (appearance, qualities)
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites (antonyms)
- Translation
- Associated ideas, collocations

This situation-ally based vocabulary and technical vocabulary are obvious targets for vocabulary teaching, but it is less obvious which vocabulary to teach if the goal is a general increase in vocabulary size.

Clearly, the most frequent words in English are an essential foundation to all language use and need to be learned regardless of the effort. In addition, to learning a wide and varied vocabulary of individual words, once a learner reaches a proficiency level where appropriateness of usage becomes a major concern, and then mastery of these multiword units becomes essential to understanding and producing native like idiomatic language.

PRODUCTIVE AND RECEPTIVE VOCABULARY

Usually, vocabulary receptive and productive or passive and active as they are often called these two terms are defined in relation to the language skills of reading, listening, speaking and writing. An individual's active vocabulary includes words which are used in speech and writing. Contrarily, one's passive vocabulary embodies those which are understood as they occur in reading materials or while hearing something. To some linguistics, words are receptively known until they reach a point where they become fully productive.

One seemingly obvious duality of vocabulary knowledge is the receptive-versus-productive capacity of learner. Receptive vocabulary refers to the words and expressions students can understand when reading or hearing them. Productive vocabulary refers to the words and expressions that the students can use correctly when producing oral or written language. Both capacities need to be developed to communicate effectively.

Paribakht and Wesche (1996) adapted the Gass (1988) framework for language acquisition to the realm of vocabulary development. The framework specifies the stages of vocabulary acquisition from first exposure to output:

1. **Apperceived input** is when students are made to "notice" the vocabulary and then connect it to past learning.
2. **Comprehended input** is similar to Krashen's "comprehensible input" but goes a step further in assuring that the student has understood it.
3. Intake is when the student uses the vocabulary in various situations.
4. **Integration** is the internalization of the new vocabulary.
5. **Output** is the use of the lexical items in the student's production.

This hierarchal framework clearly delineates the middle processes needed to move students from the receptive stage to the productive stage. It is imperative that repeated exposure and manipulation of the vocabulary be available for the student to internalize and in turn produce newly acquired vocabulary.

So, the first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called active) or receptive (also called passive) and even within those opposing categories, there is oftentimes no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely known. In most cases, a person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used to correctly or

accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms “uses” and “understands” need clarification. For example, the major way in which we “use” vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies.

Within the receptive / productive distinction lies a range of abilities which are often referred to as **degree of knowledge**. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

1. Never encountered the word.
2. Heard the word, but cannot define it.
3. Recognize the word due to context or tone of voice.
4. Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.
5. Fluent with the word – its use and definition.

EFFECTS OF VOCABULARY KNOWLEDGE ON COMPREHENSION

Vocabulary development is a vital part of all content learning, but it is too often ignored. The link between vocabulary knowledge and comprehension is undeniable. While wide reading increases a student's vocabulary significantly, teachers must realize that direct and explicit instruction in vocabulary must also occur daily in all classrooms.

Success in reading comprehension is usually seen as fundamental to the academic success of foreign language learners. Second language proficiency often assumes vocabulary and grammar as knowledge and reading as the ability to understand the text.

Reading is a very complex process that requires many different skills. Hancock believes that in reading, "comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments"⁸.

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, and vocabulary. Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. "One way of illustrating some of the challenges that

⁸ Project Happy Child. "How to Learn Foreign Words". *The Mind Map Organic Study Technique*, (2007): p 2. At: <<http://www.happychild.org.uk/acc/tpr/index.htm>> (26/04/2012).

readers can have with vocabulary is to provide a real-life example from instructional materials”⁹

Students’ word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected. There is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies. Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in middle and high school. Comprehension is far more than recognizing words and remembering their meanings. However, if a student does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch, 2003). Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Readers who do not recognize at least 90 percent of the words will not only have difficulty comprehending the text, but they will miss out on the opportunity to learn new words.

⁹ Hiebert Elfrieda H, and Michael L. Kamil. “*Teaching and Learning Vocabulary*”. *Bringing Research to Practice*. New Jersey: Lawrence Erlbaum, 2005, p 5.

HYPOTHESES

GENERAL

Graphic Organizers as a technique contributes to the teaching-learning of vocabulary in Bachillerato level at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012- 2013.

SPECIFICS

- ❖ Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

- ❖ The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at Nuestra Señora del Rosario” Technological Superior Institute., Morning Session, Catamayo Canton, Academic Year 2012-2013.

f. METHODOLOGY

TYPE OF STUDY

To carry out this research work firstly researcher sounded out specific field to be investigated, for it was necessary to doing a class' observation related to the studio problematic. Besides it's important to mention as way to get information researcher will need different sources, such as: books, internet, magazines, some teachers' experience, etc.

This research work will be **no experimental**, because the researcher won't have the chance to manipulate the variables. It will only be described the object in the same way like it is displayed in the reality, at the same time, the researcher will develop a critical analysis of the results, in order to propose some alternatives of solution.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

The main method that will be used in this project is **Scientific Method**, because it will let carry out systematic, and ordered process to follow a logic explanation of the object to be investigated, so from there to establish solution alternatives to the problem. As particular methods it will be used descriptive, analytical-synthetic and explicative ones.

Descriptive Method. – This will be used to describe the level knowledge that students and teachers have about graphic organizers as technique to teaching vocabulary in English subject.

Analytic-Synthetic Method. - This method will help to analyze and contrast the empiric information from the applied instruments and to make the interpretation of the data and establish conclusions based on the results of major tendency. Besides, it will also contribute to the teaching learning process both as students and as teachers.

Explicative Method.- it will be useful to explain the implicit relation of the variables in the research object, to give some viewpoints according to the obtained results and to explain the theoretical reference about graphic organizers as technique for teaching vocabulary in Bachillerato level at "Nuestra Señora del Rosario" Superior Technological Institute.

TECHNIQUES AND INSTRUMENTS

In order to get empiric information about object to be researched, researcher will use the following techniques and instruments.

The **Surveys** to the five teachers in order to know, how they present students vocabulary. It will also be applied to the students of bachillerato to obtain information about what technique permit them to engage vocabulary.

PROCEDURES

After gathering data, the researcher will process the information which will involve the following steps.

- ❖ Tabulation data will be done using descriptive statistic for close questions and to criteria questions researcher will classify them by

categories in order to facilitate their interpretation; at the same way, the tabulation all of these applied instruments will let me contrast and analyze the information.

- ❖ Organization of empiric information will be made according to the specific hypothesis that will guide the classification of the questions by hypothesis.
- ❖ Graphic representation of empiric information in tables and graphs which will let researcher the visualization of data and the tendency of the indicators in each variable.
- ❖ Analysis and interpretation of the empiric information showing the results in percentages and in the analysis of the data will be necessary to check again the main categories developed in the theoretical frame.
- ❖ Formulation of conclusions will be done to taking into a count analysis and interpretation of the data and they will be based on the specific objectives which have guided the research process.
- ❖ Hypothesis verification will be done through empiric method with a description of the indicators with major tendency and contrasting them with the information project's theoretical frame.
- ❖ Construct final report it will be necessary to integrate all components of the investigative process trying logic integration among them, obviously, this will require a new revision theme, objectives, hypothesis and theoretical frame, so we will get a good relation among them. Besides, researcher will take into account in the final report National University rules about graduation process to deliver the researcher work.

POPULATION AND SAMPLE.

The universe that will help in the field work is constituted by five teachers that teach English, and by 425 students of Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute has at the moment.

POPULATION	First Bachillerato	Second Bachillerato	Third Bachillerato	Total	Sample
Students	161	130	134	425	206
Teachers	-	-	-	5	-

To get specific results of 425 students that are universe to be studied researcher will apply the next formula:

Sample: (n) = ?

Level of confidence (95.5%) Z = 2

Probability in favor (p) = 50%

Probability against (q) = 50%

Population (N) = 425 students

Error (E) = 5%

$$\text{FORMULA: } n = \frac{Z^2 pqN}{(N-1)E^2 + Z^2 pq}$$

$$n = \frac{(4)(50)(50)(425)}{(425 - 1)(5)^2 + (4)(50)(50)}$$

$$n = \frac{4\,250\,000}{10600 + 10000}$$

$$n = \frac{4\,250\,000}{20600}$$

$$n = 206.31$$

Sample =

206 students

g. TIME TABLE

ACTIVITIES \ MONTHS	2012												2013																			
	MAY				OCTOBER				NOVEMBER				MARCH				APRIL				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the thesis project		X																														
Presentation of the first draft of the project			X																													
Elaboration of the second draft				X																												
Presentation of the third draft					X																											
Revision of the fourth draft						X																										
Approval of the project							X																									
Designation of the thesis director								X																								
Application of the instruments									X	X																						
Development of the thesis											X	X	X	X	X	X	X	X	X	X												
Presentation of the thesis																					X	X										
Thesis approval																							X	X	X							
Graduation																													X			

h. RESOURCES AND FINANCING

RESOURCES

HUMAN

- **Researcher:** Astrid Armijos Vivanco
- **Authorities:** **Headmaster:** Sor. Clara Inés Pardo
Vice rector: Dr. Gloria Malla.
General Inspector: Lic. Guilman Rojas
- **Institution:** “Nuestra Señora Del Rosario” Technological Superior Institute

MATERIALS

Office material, books, copies, computer, internet, printer, scanner, folders and paper clips.

BUDGET

Impression of the first draft	\$	300
Impression of the second draft	\$	400
Impression of the final work	\$	700
Unforeseen	\$	500
		<hr/>
TOTAL	\$	1.900, 00

FINANCING

The expenses derived from the present work will be assumed by the researcher.

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ANNEXE 2

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



TEACHERS' SURVEY

HYPOTHESIS ONE: Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

A. Graphic organizers as a technique

1) **Tick the correct definition of graphic organizers according to your opinion.**

Graphic organizers are visual representations of a text or a topic which provide templates or frames for students or teachers to organize information, to identify facts, terms, and or ideas within a learning task.

Graphic organizers are tools to guide the organization of learning processes and experiences in a flexible manner.

2) **Do you consider that graphic organizers are visual learning techniques?**

Yes No

Why? -----

3) **How often do you use graphic organizers in your classroom lesson plan?**

Always Sometimes
Hardly ever Never

4) Choose what kind of graphic organizer do you prefer using in your class.

- | | | | |
|-------------------------------|--------------------------|-------------------------|--------------------------|
| Spider map | <input type="checkbox"/> | Series of events chain | <input type="checkbox"/> |
| Timeline organizer | <input type="checkbox"/> | Compare contrast matrix | <input type="checkbox"/> |
| Structured overview organizer | <input type="checkbox"/> | Venn diagram | <input type="checkbox"/> |
| Fishbone | <input type="checkbox"/> | Mind map | <input type="checkbox"/> |
| Network tree | <input type="checkbox"/> | Other ----- | |

5) Graphic organizers contribute to:

- Reinforce the comprehension
- Teach new vocabulary
- Recollect and organize the information
- Analyze, evaluate and thinking in critical way
- Compare, contrast and interrelate the information in a visual way

HYPOTHESIS TWO: The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute., Morning Session, Catamayo Canton, Academic Year2012-2013.

B. Teaching Vocabulary

6) What kind of problems do you have when you teach vocabulary

- 1.....
- 2.....
- 3.....

7) How do you solve the before mention problems?

- Definitional and contextual information about a word
- Mime, expression and gestures
- Graphic organizers
- Using illustrations and pictures

8) What techniques do you apply for teaching unknown vocabulary with your students?

Choose:

- Translate into Spanish
- Use synonyms
- Use antonymous
- Underline the word
- Use contrast linking words
- Use similar linking words
- Use example linking words

9) Do you introduce new vocabulary through graphic organizers?

Yes No

If so, how? -----

10) Graphic organizers help to teaching-learning:

- a) Receptive vocabulary
- b) Productive vocabulary
- c) Both

Thank you

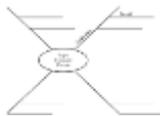
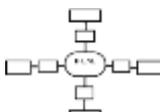
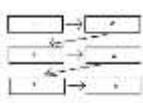
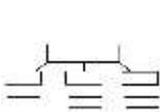
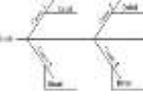
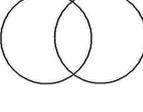
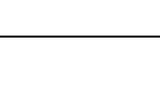
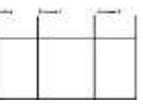
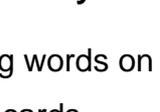
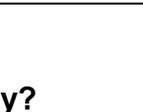
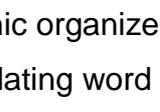


STUDENTS' SURVEY

HYPOTHESIS ONE: Graphic organizers used by teachers in English lessons contribute to perform interactive classes in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute, Morning Session, Catamayo Canton, Academic Year 2012-2013.

A. Graphic organizers as a technique

1) Match each graphic organizer with the corresponding name.

	Compare contrast matrix.	
	Series of events chain	
	Venn diagram	
	Timeline organizer	
	Mind map	
	Spider map	
	Fishbone	
	Network tree	
	Structured overview	

2) How does your English teacher present new vocabulary?

- Writing words on the board
- Flash cards
- Graphic organizer
- Translating word by word

3) How often does your English teacher use graphic organizers to teach vocabulary?

Always

Sometimes

Hardly ever

Never

4) What kind of graphic organizer does your teacher use to introduce unknown vocabulary?

Spider map

Series of events chain

Timeline organizer

Compare contrast matrix

Structured overview organizer

Venn diagram

Fishbone

Mind map

Network tree

None

5) Tick the statements. Graphic organizers help you.

Reinforce the comprehension

Learn new vocabulary

Recollect and organize the information

Analyze, evaluate and thinking in critical way

Compare, contrast and interrelate the information in a visual way

HYPOTHESIS TWO: The techniques used by Teachers motivate students to learn vocabulary in Bachillerato level at Nuestra Señora Del Rosario” Technological Superior Institute., Morning Session, Catamayo Canton, Academic Year 2012-2013.

B. Teaching Vocabulary

6) Do you have problems for understanding vocabulary?

Yes

No

Why-----

7) What is your priority when your teacher explains vocabulary?

- Understand the meaning of the words
- Comprehend spoken and written forms of words
- Know prefix, suffix, and root form
- Know synonym and antonym

8) When you find unknown words in your book, what do you do?

- Underline the words
- Translate it into Spanish
- Look up the English meaning
- Search words which have the same meaning

9) How would you like your English teacher show new vocabulary?

- Using real objects
- Guessing from context
- Graphic organizers
- Mime, expression and gesture

Thank you

CONSISTENCY MATRIX

THEME: GRAPHIC ORGANIZERS AS A TECHNIQUE FOR TEACHING VOCABULARY IN BACHILLERATO LEVEL AT NUESTRA SEÑORA DEL ROSARIO TECHNOLOGICAL SUPERIOR INSTITUTE, MORNING SESSION, CATAMAYO CANTON, ACADEMIC YEAR 2012- 2013.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>“Do Graphic organizers as a technique supports the teaching vocabulary in Bachillerato level at “Nuestra Señora Del Rosario” Technological Superior Institute, morning session, Catamayo canton , academic year 2012-2013”?.</p>	<p style="text-align: center;">GENERAL</p> <p>To determine the contribution of graphic organizers as a technique for teaching vocabulary in Bachillerato level at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012-2013”.</p>	<p style="text-align: center;">GENERAL</p> <p>Graphic organizers as a technique contributes to the teaching-learning vocabulary in Bachillerato level at “Nuestra Señora del Rosario” Technological Superior Institute, morning session, Catamayo canton, academic year 2012-2013”.</p>	<p style="text-align: center;">INDEPENDENT</p> <p style="text-align: center;">GRAPHIC ORGANIZERS AS A TECHNIQUE.</p>	<p style="text-align: center;">GRAPHIC ORGANIZERS AS A TECHNIQUE.</p> <ul style="list-style-type: none"> ❖ What are graphic organizers? ❖ Why use graphic organizers? ❖ How do Graphic organizers work as technique? ❖ When should graphic organizers be used? ❖ Graphic organizers as learning technique ❖ Graphic organizers to critical learning. ❖ Kinds of Graphic Organizers. ❖ Graphic Organizers combine the printed word and the spoken word making learning active.

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