МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН

НУКУССКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ ИМЕНИ АЖИНИЯЗА

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КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

на тему: **ИСПОЛЬЗОВАНИЕ ГРАФИЧЕСКИХ ОРГАНАЙЗЕРОВ В ОБУЧЕНИИ АНГЛИЙСКОЙ ЛЕКСИКЕ ПО ТЕМЕ “ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ”**

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QUALIFICATION PAPER

on the theme: **THE USE OF GRAPHIC ORGANIZERS IN TEACHING ENGLISH VOCABULARY ON THE TOPIC "INFORMATION TECHNOLOGIES"**

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The Qualification Paper is admitted to the defence.

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CONTENT

INTRODUCTION

Our country draws a special attention to strengthening learning and teaching foreign languages of our youth targeting at forming conditions and chance for fostering international collaboration and communication, widely and effectively using the advance achievements of the world civilization and the information sources as well as providing their integration into the world mutual society.

Created conditions in the field of education in our country serve for bringing up well-educated, modern intelligently thoughtful, intellectually and harmoniously developed generation, who get complete professional preparation. On December 10, 2012, the implementation of the Presidential Decree №1875 on "The measures to further improve foreign languages learning system" creates the basis for reforming on teaching foreign languages in the education system of the country. A lot of projects have been done as an implementation of this important document [1].

In 2013 basing on the elaborated State Education Standards in learning foreign languages in the system of continuous education the requirements for obtaining foreign languages to be indicated for graduators of all stages of education. The same time new curricula on systematically teaching foreign languages starting from the first grade has approved. The requirements on defining the level of language learning competency of learners developed according to the measures of International Standards of "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" (CEFR).

The topicality of this research is an attempt to explore graphic organizers as a part of interactive methods which provide active participation in the second language classroom through promoting communication skills and developing interest among students in learning English. Graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels.

The aim of this research is to show the effectiveness of using graphic organizers, as brainstorming web, concept mapping and Venn diagram in teaching English vocabulary to develop students' communicative skills.

Tasks of the work:

- to learn theoretical background of using graphic organizers in teaching vocabulary;
- to define the role and place of some graphic organizers in teaching process;
- to learn, analyze the approaches, viewpoints and researches done in this field and generalize them;
- to define and work out innovative strategies of teaching English vocabulary through Brainstorming Web, Concept Mapping, Venn Diagram and etc;
- to develop students' thinking abilities;

The object of the research is the process of teaching a foreign language through graphic organizers. **The subject of the research** is innovative strategies as brainstorming web, concept mapping and Venn diagram which are used to provide a proven, invaluable teaching tool for vocabulary learning and also to provide students with concrete, visual connections between words and their meanings.

Theoretical value of the research: these materials can be used at higher educational establishments as a theoretical source of teaching English vocabulary.

Practical significance of the work is in the following: its results and practical suggestions, ideas can be used by all English teachers and learners. Materials compiled in the work, sample exercises are useful for holding lectures and seminars in Methods of Teaching English, new pedagogical technologies and etc.

Our research paper consists of Introduction, two main chapter, Conclusion, a list of literature and Internet resources used in the work.

In Introduction actuality of the theme is mentioned. The main aim, tasks and problems of the given work, its theoretical and practical significance are also exposed there.

In the theoretical part or in Chapter I we tried to describe graphic organizers as effective interactive strategies and to identify their importance in teaching and learning English.

The second chapter of the work contains practical value of illustrative materials describing the demo lesson plan with worksheets, which contains the most popular interactive techniques: brainstorming, small-group discussions, crossword, Venn diagram and etc.

In conclusion we summarize results of our investigation and give proof of the theoretical and practical value of the work and make conclusion.

List of references comprises bibliography of literature used during the research.

CHAPTER I.

THEORETICAL BACKGROUND OF USING GRAPHIC ORGANIZERS IN TEACHING VOCABULARY

According to the Decree of our President S.Mirziyoev adopted on 20th of April 2017, all educational institutions of the Republic should establish close partnerships with the leading international research institutions, broad introduction of advanced teaching technologies into educational process, educational programmes and teaching materials based on international educational standards, involve dynamically in research activity and professional development of teachers and professors [2].

Communicative teaching emphasis on "task-oriented, student-centered" language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the appropriateness of language use, feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability.

Communicative language teaching/learning can be interpreted in many different ways and used to describe a wide variety of classroom procedures, because it refers to a diverse set of rather general and uncontroversial principles. They are:

1. The general goal of language learning is communicative competence.
2. Learners learn language through using it to communicate.
3. Authentic and meaningful communication should be the goal of classroom activities.
4. Fluency and accuracy are both important dimension of communication.
5. Communication involves the integration of different language skills.

This research presents the points of view from our real-life observations and practice in our English class, and we believe that students learn best in many different ways by interactive strategies, namely graphic organizers. Furthermore, we

have shared this method through our speeches and seminars to colleagues, and teachers favor this new way of EFL teaching.

1.1 The importance of teaching English vocabulary

It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. 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. Our ability to function in today's complex social and economic worlds is affected by our language skills and word knowledge.

In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. *The American Heritage Dictionary* defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group."

In this paper we are concerned with extending the sum of words that are used by and understood by students. 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. Are our listening, speaking, reading, and writing vocabularies all the same? Are they equally large? Is our meaning vocabulary larger or smaller than our literate vocabularies? Figure 1 shows the relationship of the eight different terms. For the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary—words that they understand when they hear them and that they can use in their speech. During this period, children have

essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.

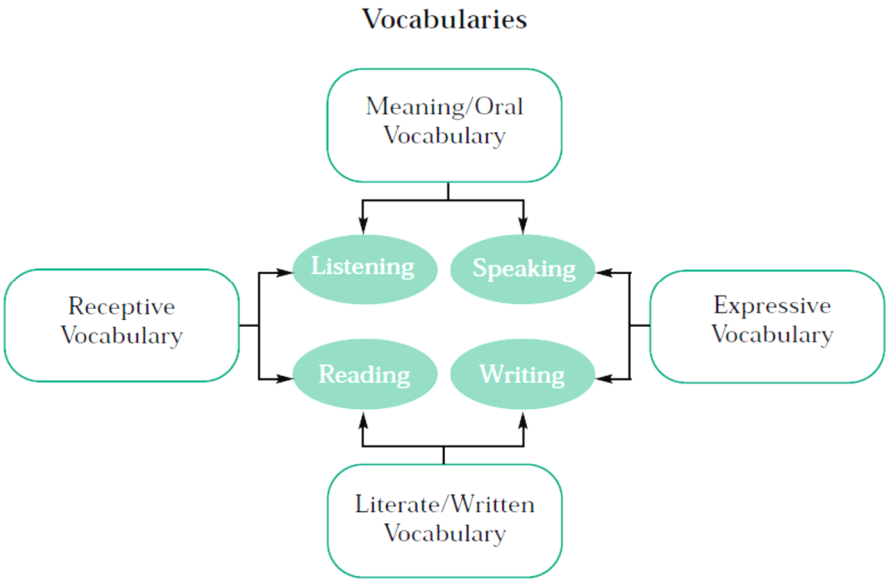


Figure 1

The acquisition of decoding skills leads to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies into their literate vocabularies. This is so much the case that for older students and for adults our literate vocabularies are probably larger than our meaning vocabularies. We tend to have a larger group of words that we use in reading and writing than we use in our own speech. This is because written language is more formal, more complex, and more sophisticated than spoken language.

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. *Oral vocabulary* includes those words that we recognize and use in listening and speaking. *Print vocabulary* includes those words that we recognize and use in reading and writing. Second, word knowledge also

comes in two forms, receptive and productive. *Receptive vocabulary* includes words that we recognize when we hear or see them. *Productive vocabulary* includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations - or ever use them ourselves as we speak and write [14, 220].

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with "sight vocabulary", by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the "hard" words that students encounter in content area textbook and literature selections [14, 225].

For purposes of this paper, we define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

If a person wants to say something, read something, listen to something, be something then he needs to have a great vocabulary. That is the bottom line of the story.

Teaching vocabulary requires nurturing a clear understanding of words to know what is actually being said. Students need to be able to carry this knowledge over into the real world in phrases and sentences. Merely repeating words like a parrot will not assist them in what they're trying to say.

If we merely throw a series of words at students and expect them to stick, then we have taught them virtually nothing. We have to find meaning behind each word so that they can fit them together and build sentence structure (grammar) and therefore create complete thoughts and expressions.

Robert Lado (1975) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world".

Vocabulary is simply the ability to know the meaning of words and use those words in context.

The truth is, and the research shows, students need multiple and various exposures to a word before they fully understand that word and can apply it. They need also to learn words in context, not stand alone lists that come and go each week. Of course the way we learn words in context, or implicitly, is by reading, then reading some more.

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

According to Michael Graves, there are four components of an effective vocabulary program:

- wide or extensive independent reading to expand word knowledge;
- instruction in specific words to enhance comprehension of texts containing those words;

- instruction in independent word-learning strategies;
- word consciousness and word-play activities to motivate and enhance learning.

Components of vocabulary instruction. It was concluded that there is no single research-based method for teaching vocabulary. It is recommended using a variety of direct and indirect methods of vocabulary instruction.

- Intentional vocabulary teaching
- Specific Word Instruction
- Selecting Words to Teach
- Word-Learning Strategies
- Dictionary Use
- Morphemic Analysis
- Cognate Awareness
- Contextual Analysis

The explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust. Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning. Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful [4, p.351].

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For students whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

Visnja Pavicic dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self- initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.

So, vocabulary can be defined as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, which are made up of two or three words but express a single idea. There are also multi-word idioms, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than 'words'.

The vocabulary must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

1.2 A comprehensive approach to teaching and developing vocabulary

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

- Use “instructional” read-aloud events.
- Provide direct instruction in the meanings of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes, and root words.
- Link spelling instruction to reading and vocabulary instruction.
- Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
- Teach, model, and encourage the application of a word-learning strategy.
- Encourage wide reading.
- Create a keen awareness of and a deep interest in language and words.

1) Use Instructional Read-Aloud Events

The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading. The prestigious research-based report *Becoming a Nation of Readers* (Anderson et al. 1985) concluded, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” [5, 78]. One very obvious way in which reading aloud to children can be expected to be beneficial is to increase their language and vocabulary skills. Indeed there is research to support this position (Elley, 1989; Leong and Pikulski, 1990; Robbins and Ehri, 1994).

The study by Elley (1989) strongly suggested that vocabulary growth was much greater when teachers discussed, even if briefly, the meanings of the words in addition to just reading the books aloud. The recent study by Juel et al. (2003) showed that while teachers in kindergarten and first grade spent considerable time reading and discussing books to children with below average vocabularies, these

activities had minimal impact on the progress of the children. Only when teachers spent focused time on the vocabulary did significant growth occur. We apply the term "instructional read aloud" to read aloud events where, in addition to reading aloud to stimulate an interest in books and reading, there is also a deliberate teaching of skills that will promote independence in reading, such as an increased vocabulary.

2) Provide Direct Instruction in the Meanings of Words

Which words should be taught? In deciding which words to teach we have found it helpful to think about "levels" of vocabulary, which is similar to what Beck et al. (2002) refer to as "tiers" of vocabulary.

Level I Words: These are words that are used over and over in everyday speech. Since they are so frequently used in a variety of contexts, virtually all children learn them. Some examples of these words would be *house*, *girl*, *cat*, *up*, *umbrella*, etc. Level I words are sometimes referred to as "conversational speech." Children who are learning English as a second language will sometimes make progress with this level of vocabulary but have difficulty making progress with words at levels beyond this one.

Level II Words: These are words that are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as "academic vocabulary," and as "instructional vocabulary". They are words that are necessary for general success in school. Words such as *perspective*, *generate*, *initiate*, *intermediate*, *calculation*, etc. are possible examples.

Level III Words: These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field. Examples of Level III from the field of reading instruction include the terms *digraph*, *diphthong*, *schwa*, *metacomprehension*, etc. As one might expect, some words such as *calculation* might be classified as either a Level II or Level III word or both.

Level IV Words: These are words that are interesting but so rare and esoteric that they are probably not useful even in most educational environments, and they are not associated with a field of study or profession. Examples are words that were

but no longer are used: *majuscule* (a capital letter), *xanthodont* (one who has yellow teeth like a rodent), *noctuary* (an account of what happens in a night). Level IV words are useful for teaching morphological clues such as *noct* meaning "night" and *dont* or *dent* referring to teeth. These words are also helpful for creating an interest in words and language.

Just by their definitions, it should be apparent that a major responsibility of teachers is to expand the Level II and Level III words of their students. Teachers of content areas have a special responsibility for teaching Level III words.

Purposes For Teaching Vocabulary. One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

As a rule, new words in narrative selections are not as critical to the overall understanding of the selection as are new words in informational selections. Before guiding students' reading of a particular narrative, teachers should determine if there are any new words that represent concepts that are critical to understanding the selection *and* which are not adequately defined in context. If there are, then these words should be presented and discussed before the students read. While a "narrow" or superficial treatment often is sufficient for these, on other occasions it is necessary to develop "deep" understandings.

3) Systematically Teach the Meaning of Prefixes, Suffixes, and Root Words

The majority of English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth [5, 81].

This understanding of how meaningful elements combine is defined as morphological knowledge because it is based on an understanding of morphemes, the smallest units of meaning in a language. In the intermediate grades and beyond, most new words that students encounter in their reading are morphological derivatives of familiar words [6, 199]. In recent years research has suggested some promising guidelines for teaching the meanings of prefixes, suffixes, and word roots as well as for the ways in which knowledge of these meaningful word parts may be applied [30, 118]. Word roots such as *dict*, *spect*, and *struct* are meaningful parts of words that remain after all prefixes and suffixes have been removed but that usually do not stand by themselves as words:

prediction, inspection, contract.

In the primary grades students begin to explore the effects of prefixes such as *un-*, *re-*, and *dis-* on base words. In the intermediate grades students continue to explore prefixes and an increasing number of suffixes and their effects on base words: *govern* (verb) + *-ment* = *government* (noun).

Common Greek and Latin roots begin to be explored, along with the effects of prefixes and suffixes that attach to them (Templeton, 1989). These include, for example, *chron* ("time," as in *chron*ology), *tele* ("distant, far" as in *tele*vision), and *fract* ("break," as in *fract*ure). Alarge proportion of the vocabulary of specific content areas is built on Greek and Latin elements. As this morphological knowledge develops, teachers can model how it may be applied to determining the meanings of unfamiliar words encountered in print.

4) Link Spelling Instruction to Reading and Vocabulary Instruction

Spelling knowledge applies not only to the ability to encode words during writing; importantly, it also underlies individuals' ability to *decode* words during the process of reading (Templeton, 2003a, 2003b).

Students' spelling knowledge is, therefore, a powerful foundation for their reading and their vocabulary development. This latter aspect is linked to the role that morphological knowledge plays, as discussed in the previous section. Words that are related in meaning are often related in spelling, *despite changes in sound*.

Among intermediate students, examination of how spelling patterns reflect *meaning* leads to vocabulary growth. To get a sense of how the connection works between spelling and meaning, examine the following words: *bomb*/ *bombard*; *muscle*/*muscular*; *compete*/*competition*.

Because the words in each pair are related in meaning, the spelling of the underlined sounds remains constant; although the sound that letters represent may change in related words, the spelling usually remains the same because it preserves the meaning relationship that these words share.

Once students understand the spelling-meaning relationships among words, they can learn how the spelling or structure of familiar words can be clues to the spelling and the meaning of unknown words, and vice-versa. For example, a student who spells *condemn* as *condem* in her spontaneous writing may be shown the word *condemnation*: This not only explains the so-called "silent" n in *condemn* but expands the student's vocabulary at the same time.

5) Teach the Use of Dictionaries, Thesauruses, and Other Reference Works

Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word.

Dictionaries can also provide helpful information about the history of a word and reinforce the interrelationships among words in the same meaning "families." For example, a discussion of run-on entries illustrates how one word's entry can include information about related words—the entry for *entrap* also includes *entraps* and *entrapment*. The usage notes in dictionaries often explain subtle but important differences among words—usually the appropriateness of one word over another in a particular context. Words for which the dictionary is essential may be entered in a student's vocabulary notebook. Dictionaries can also contribute to an interest in and attitudes toward words that teachers and the students explore.

The usage notes in dictionaries reflect a powerful and consistent research finding: every word/concept we know, and the degree to which we really know it, depends on the relationship of that word/concept to other words/concepts. The

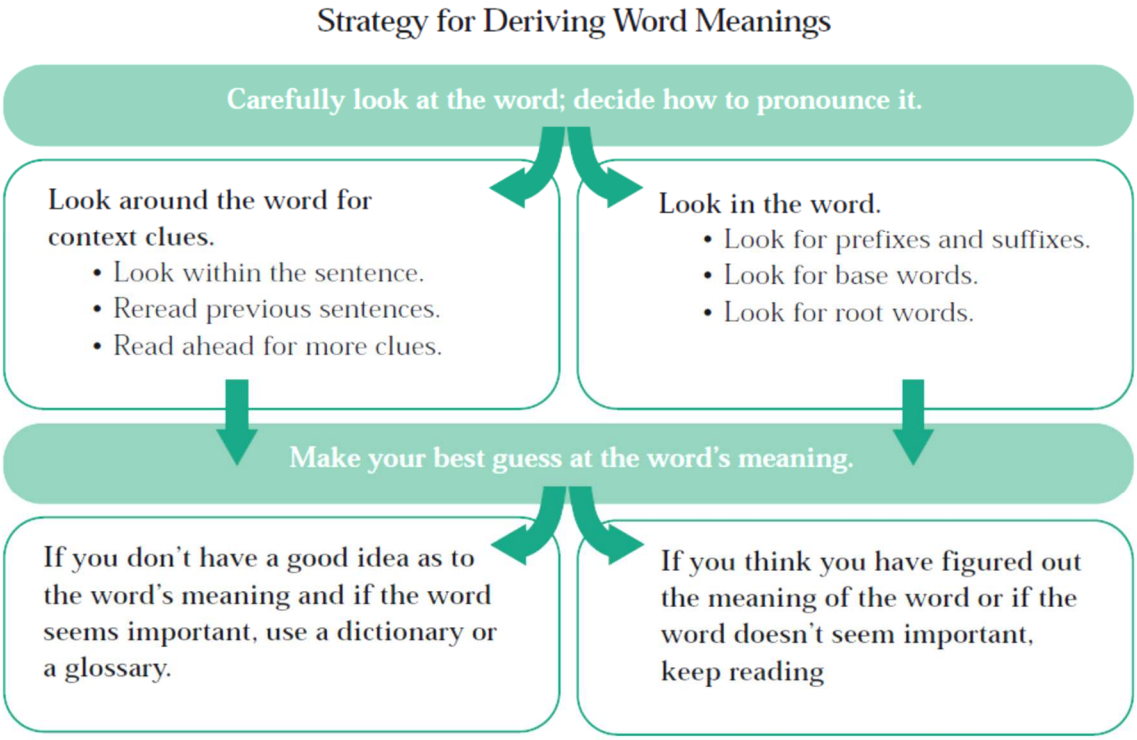
thesaurus, another resource for word learning, also helps learners make fine distinctions among concepts and words. This *differentiation* of learners' conceptual domains is the essence of vocabulary development and growth.

6) Teach the Application of a Word Learning Strategy

As noted earlier, written texts contain richer vocabulary and, therefore, more opportunities for expansion of vocabulary through reading as compared to the word challenge in oral language. However, the probability of learning a new word's meaning through encountering it in reading is not high—only about one chance in twenty. There is research that shows that students can be taught strategic behaviors to improve their ability to learn the meaning of words (Kuhn and Stahl, 1998).

While skills such as application of morphological clues, reference works, and spelling clues to word meanings are all useful, they become more powerful and functional when combined with the use of context clues in a deliberate strategy. Based on a review of research and our experience in working with students, we suggest the following sequence:

Step 1: Carefully look at the word; decide how to pronounce it. Carefully processing the letters or chunks of letters of a word and thinking about the sounds for them will leave a memory trace for the word even if it is not a word that the reader knows. At least, it is likely that if the reader encounters the word again in future readings, there will be at least a modicum of familiarity with it.



Step 2a: Look around the word for context clues, including:

• Look within the sentence.

• Reread previous sentences.

• Read ahead for more context clues.

Step 2b: Look in the word for prefixes and suffixes, base words, and root words that might offer clues. We have listed this and the previous step as 2a and 2b because with experience students will apply one or the other first depending on the word. For a word with a common prefix such as *un-*, morphological clues would likely be used before the use of context clues. The hallmark of a strategic reader is the flexible application of strategies.

Step 3: Make your best guess at the word's meaning. It is important to stress with students that natural context most often will not lead to a clear understanding of a word's meaning and that some words will not contain recognizable morphological clues. Nevertheless, it seems useful to take the step of making a best guess at the word's meaning since this further mental activity is likely to make the word more familiar the next time it is encountered—even if the student's understanding of the word has to be revised.

Step 4a: If you don't have a good idea as to the word's meaning and if the word seems important, use a dictionary or glossary. We suggest two touchstones for determining whether or not a word is important. First, if the reader is beginning to have difficulty understanding what he or she is reading, the meaning of the word may contribute to a better understanding of what is being read. It is, therefore, important. Second, if it is a word that the reader has encountered before and still has no good idea as to its meaning, it is probably an important word since it is likely to be encountered again in the future.

Step 4b: If you think you have figured out the meaning of the word or if the word doesn't seem important, keep reading. It would be unrealistic to tell a reader to look up every unknown word in a dictionary; mature readers don't. Therefore, it is legitimate to move on and keep reading if context and morphological clues have been somewhat helpful or if the word doesn't seem to be important for comprehension of what is being read or for adding to one's functional vocabulary. Teachers need to strategically and flexibly model and teach each of the above steps. Eventually, as students mature in their reading skills, they can and will internalize the steps in this strategy.

Application of these steps then becomes much smoother and more automatic, requiring less attention. In fact, good readers usually "blend" these steps.

7) Encourage Wide Reading

The importance of wide reading in the growth of students' vocabulary is critical (Nagy and Anderson, 1984). Given the staggering number of new words that children must add to their vocabularies each year, it would be impossible to directly teach all of them; Anderson (1996) estimates that it would require teaching about twenty new words a day each day of the school year!

Through wide independent reading, students come in contact with vocabulary that rarely occurs in spoken language but that is much more likely to be encountered in printed language. Cunningham and Stanovich (1998) present evidence that vocabulary used in oral communication such as television shows or adult conversation is extremely restricted. For example, prime time television shows have

less challenging vocabulary than children's books, and college graduates talking with friends and spouses use vocabulary that is less challenging than that in preschool books!

8) Create a Keen Awareness of and a Deep Interest in Language and Words

Research reviewed earlier in this paper clearly shows that some children enter school with many more language skills than others. It seems reasonable to suggest that they also come with varying degrees of interest in words. Therefore, it is important that every teacher attempt to develop such an interest. It seems important that every teacher be interested in words themselves. We highly recommend that each teacher reading this paper go to the website www.wordsmith.org. Other excellent websites are www.wordcentral.com and pw1.netcom.com/~rlederer/rllink.htm. We also recommend that every teacher develop a "word-a-day" routine wherein there is a focus on an interesting, challenging word. These words should be introduced and discussed; students should be encouraged to look for them and use them in and out of school. If a word a day seems too fast a pace, a word every other day or even a word a week will still be beneficial.

Again, the main purpose is to create an interest in words; a secondary but highly important purpose is to teach the meaning of the words themselves. In the beginning of the year the teacher will probably need to select the words, but later students should be encouraged to nominate the words.

As students continue to explore and think about words, they can be encouraged to keep vocabulary notebooks in which they jot down interesting words they come across in their reading (Bear, Invernizzi, Templeton, and Johnston, 2004). As they become comfortable with this technique, they can add information to each word as appropriate—recording the sentence in which it occurred so they gain a sense of the context in which it is used, its word parts and their meaning, and the appropriate dictionary definition.

Students' interest and curiosity about words are also stimulated when they learn the logic behind word origins and the many stories that underlie how words

came about and came to mean what they do. And it is also important to realize that learning these aspects about words reveals that words are not only *interesting* - words are also fun! It does seem hard to overstate the importance of vocabulary - not only for reading achievement but also for general social and economic success. The early years of a child's life have a profound influence on that child's language and vocabulary development, which in turn greatly influences school success. Children who live in poverty in their early years have much less verbal interaction with their parents and consequently begin school with far less vocabulary development than their more privileged peers. While the language gap doesn't widen once children from lower socioeconomic backgrounds enter the stimulating environment of school, that gap does not narrow.

Research suggests that it may not narrow because the vocabulary instruction offered is not sufficiently intense or effective. Research is clear regarding implications for instruction that will ensure the development of large, useful vocabularies: wide reading plays a critical role in developing knowledge, and teachers facilitate this process by teaching strategies for learning words independently, including teaching morphological units, the use of dictionaries and other reference works, and exploring the link between spelling and learning words. Teachers should also directly teach important specific words, and they should develop and sustain students' interest in and curiosity about words.

1.3 Graphic organizers as effective pedagogical tools

The power of words permeates every aspect of learning. A strong vocabulary builds strong readers, writers, speakers, and thinkers. Vocabulary understanding underlies students' reading comprehension. A robust bank of words enriches students' writing by allowing them to express their thoughts with precision and liveliness. A vocabulary that they truly own and can use enables students to speak and think with confidence and effectiveness.

Graphic organizers provide a proven and invaluable teaching tool for vocabulary learning. For vocabulary instruction, a graphic organizer provides students with concrete, visual connections between words and their meanings.

A graphic organizer is a visual and graphic representation of relationships among ideas and concepts. This instructional tool comes in a variety of formats—from loose webs to structured grids—that help students process information they've gathered and organize their ideas [11, 16]. Graphic organizers make teaching and learning more rewarding. Visually appealing, graphic organizers help students to:

- connect prior knowledge to new information (Guastello, 2000);
- integrate language and thinking in an organized format (Bromley et al., 1995);
- increase comprehension and retention of text (Boyle & Weishaar, 1997; Chang, K. et al, 2002; Moore & Readence, 1984);
- organize writing (Ellis, 1994);
- engage in mid- to high levels of thinking along Bloom's Taxonomy (application, analysis, evaluation, and synthesis) (Dodge, 2005).

Visual displays and representations of information, commonly called graphic organizers, have become standard practice in most educational settings. But simply using a graphic organizer does not guarantee enhanced student understanding or achievement. Research and best practices have shown that, for graphic organizers to be effective instructional tools, several factors must be addressed. First, the graphic organizers need to very straightforward and coherent. Next, students must be taught how to use the graphic organizer. Finally, teachers should consistently use graphic organizers during all aspects of instruction so that students begin to internalize the organizational skills of the graphic display.

According to Fisher and Schumaker (1995) graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information [18, 21]. Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept and they can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical. Before presenting an

overview of different types and uses of graphic organizers, some guiding principles to keep in mind when using them in the classroom are offered below:

1. **Keep Them Simple.** For graphic organizers to be effective instructional tools, they must be clear and straightforward [11, 29]. The connections and relationships between the ideas depicted in the organizer should be obvious, otherwise the academic benefits will be limited. If an organizer is poorly constructed, includes too much information, or contains distractions, students can easily become confused and even more disorganized than before in their understanding of the target concepts [28, 95]. Therefore, teachers must keep graphic organizers simple. Suggestions for following this principle include:

    - Limit the number of ideas covered in each organizer. Focus on essential concepts that students need to understand and remember.
    - Include clear labels and arrows to identify the relationships between concepts. Be careful of graphic organizers that accompany teacher resource materials. They often contain many pictures or background visuals that are distracting to students.

2. **Teach to and with the Organizer.** As with all instructional tools, students need to be taught how to use graphic organizers effectively and efficiently. Students enter the classroom with varied experiences using graphic organizers. Therefore, teachers must give explicit instructions about how to organize information and when a particular organizer is beneficial. With such guidance and scaffolding, students gain greater independence with graphic organizers. As organizers have become more common, simply using an organizer is no longer enough to maintain students' attention and focus. The following ideas will help ensure that students are engaged with organizers.

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

- Implement organizers with cooperative groups or pairs of students. Organizers can be excellent tools for discussion and student engagement with each other.
- Allow students to make their own organizers and share them with the class.

As students become more comfortable using organizers, they can teach the strategies they use to organize information for the whole group.

3. Use Graphic Organizers Often. Many students benefit from routine and structure, so using graphic organizers consistently in the classroom will help them internalize the organizing techniques that are being taught [20, 75]. The more students are exposed to organizers, the more familiar and comfortable they will become using them. Here are some things to consider when trying to be consistent:

- Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is.
- Incorporate organizers into all phases of instruction. When students see them used as a warmup, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.
- If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves.

Graphic organizers, defined according to Lovitt (1994), "are diagrammatic illustrations used to organize and highlight content information and vocabulary". Maccini and Gagnon, (2008) stated that "words and phrases are used to connect the content information in a meaningful way to help students gain a clearer understanding of the materials" [23, 116]. The researchers' goals are to ensure that students receive meaning from the use of graphic organizer**,** which will then assist them in being able to represent problem situations, and being able to select the most appropriate operation needed to find a solution to any problem circumstance in any subject areas.

Graphic organizers, as illustrated by Drapeau (1998), 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 and etc. These are exactly important traits of language learning students to make sense out of language phenomena and to make effective decisions about different issues [16, 10].

Prawat [26, 185] reminds us that thinking skills are most effectively taught within a subject matter context. This allows students to use the skills in a meaningful context and to achieve deeper learning of the subject matter.

Graphic organizers are simply a graphical or spatial representation of text concepts. They are effective instructional tools that used to illustrate students' prior knowledge about a definite topic or section of texts that have been highly recommended to be used in classrooms. They are visual representations, models, or illustrations that depict relationships among the key concepts involved in a lesson, unit, or learning task That's why graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's *Theory of Multiple Intelligences* posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Since graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong

visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms.

So, graphic organizers are instrument of representation, illustration and modelling of information in visuals or graphics form that use to achieve a meaningful learning. They are a set of learning strategies which involve translating words expressed in linear form into visual structures. When written material or difficult concepts are expressed graphically, the students can develop alternative structures for understanding the course concepts. In this part of our research we have tried to illustrate the use of graphic organizers and define the effects of using brainstorming web, concept mapping and Venn diagram on students' learning in higher educational establishments.

CHAPTER II. PRACTICAL ASPECTS OF TEACHING ENGLISH VOCABULARY

2.1 Different types of graphic organizers and their uses

Studies have shown that meaningful learning can be assisted through the use of graphic organizers. Students who used graphic organizers as learning strategies performed better rather than the students who used underlining (Amer, 1994), note-taking (Reader & Hammond, 1994), discussing with co-students (Chularut & De Backer, 2004) or outlining (Robinson & Kiewra, 1995).

Graphic organizers also can be used in all phases of learning from brainstorming ideas to present findings. They can be used individually or in large groups. For example, some teachers like to create a class concept map as a large group to review at the end of a unit or develop a character map while reading a book aloud to the class. These tools are particularly useful in activities that require critical thinking skills.

Although there are many variations and possible combinations of graphic organizers used in the classrooms, they could be presented in four different pattern which are: *hierarchical, conceptual, sequential and cyclical* (Gil-Garcia & Villegas, 2003). The table below shows type of organizer best fits with the structural patterns of the informational texts.

Graphic Organizer Pattern	**Organizational Pattern of Text**
Hierarchical	Categories and subcategories, matrix, plot, tree, pyramid
Conceptual	Description, mind map, concept map, concept chart, diagrams
Sequential	Time line, chronology, process/ product, cycle graph, line graph
Cyclical	Cycle graph, life cycle, repetitive events

1. Hierarchical organizers show the relation between a concept and its subordinate levels of characteristics.

2. Conceptual organizers show how a main concept is supported by facts, evidence and characteristics.
3. Sequential organizers show events in chronological order.
4. Cyclical organizers show the sequence of events in a process.

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 conclusions. In short, graphic organizers allow students an active role in their learning.
For easy understanding, specific benefits to students and teachers are presented in the following organizer:

Benefits to students

- Understand the concept of part to whole;
- Record relationships;
- Clarify and organize ideas;
- Improve memory;
- Comprehend texts;
- Recognize and assimilate different points of view.

Benefits to teachers

- Show and explain relationships between and among content;
- Make your lessons interactive;
- Help visual learners to acquire information more easily;
- Motivate students;
- Assist students in prewriting techniques;
- Assess what students know.

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

work in pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers, the following steps are recommended:

- Familiarize yourself with different types of graphic organizers
- Explain to students what graphic organizers are and why they are useful in learning;
- Present the specific graphic organizer for a topic. Point out its subject and organizational framework;
- Use examples to illustrate the use of some graphic organizers;
- Assign the graphic organizer as an individual, pair or group activity;
- Review students' work. Generate classroom discussion on the effective use of graphic organizers.

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

Graphic organizers also provide a structure or framework to display the internal process of thinking in an external, visual form. In other words, they provide a means to observe and assess the students' thought processes. Four primary ways of using graphic organizers to enhance students' thinking skills are compiling information, generating ideas, analyzing or evaluating ideas, and reflecting.

Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, story map, flow chart, grid, web, and problem-solution outline. But in this research we try to illustrate below-mentioned graphic organizers:

Concept Maps

A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions

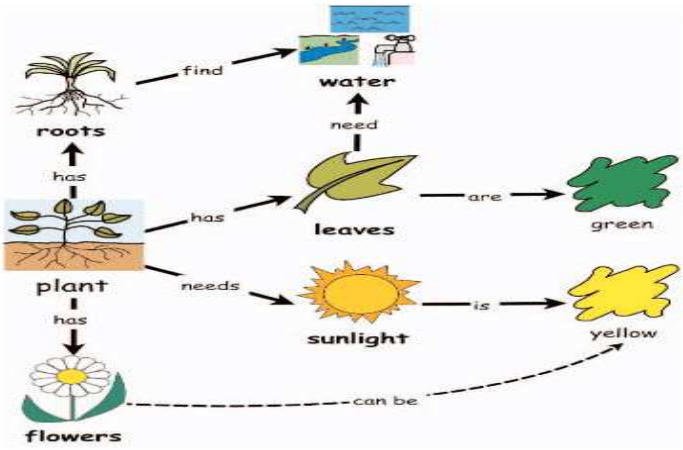
such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

Concept maps:

- help children to organize new information;
- help students to make meaningful connections between the main idea and other information;
- are easy to construct and can be used within any content area.

It is important that teachers spend time introducing students to charts and diagrams prior to using this strategy. There are several ways to construct concept maps. Most include the following steps:

1. Model how to identify the major ideas or concepts presented in a topic.
2. Organize the ideas into categories. Remind students that your organization may change as you continue to read and add more information.
3. Use lines or arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration.
4. After students have finished the map, encourage them to share and reflect on how they each made the connections between concepts.
5. Encourage students to use the concept map to summarize what was read.
6. How concept maps have been used in education to help students understand more about familiar topics.



Visual students could use concept maps to take notes and to help them recall the information in their notes more easily. The shapes and structures of concept maps can provide the “cues” essential to recalling the information embodied within them. Concept maps can be memorized by one’s visual memory which has been shown to be almost perfect. Whether a student learns better linguistically or visually, either student can use concept maps to facilitate the recall of information from their notes because concept maps use both sides of the brain: in assimilating and connecting information.

Thus, a concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled. Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms. Maps can be used to show hierarchical relationships with the most important concepts placed at the top.

Venn Diagrams

Venn diagrams were introduced in 1880 by John Venn in a paper entitled *On the Diagrammatic and Mechanical Representation of Propositions and Reasonings* in the "Philosophical Magazine and Journal of Science", about the different ways to represent propositions by diagrams. The use of these types of diagrams in formal logic, according to Ruskey and M.Weston, is "not an easy history to trace, but it is certain that the diagrams that are popularly associated with Venn, in fact, originated much earlier. They are rightly associated with Venn, however, because he comprehensively surveyed and formalized their usage, and was the first to generalize them".

A Venn diagram is constructed with a collection of simple closed curves drawn in a plane. According to Lewis, the "principle of these diagrams is that classes or sets be represented by regions in such relation to one another that all the possible logical relations of these classes can be indicated in the same diagram.

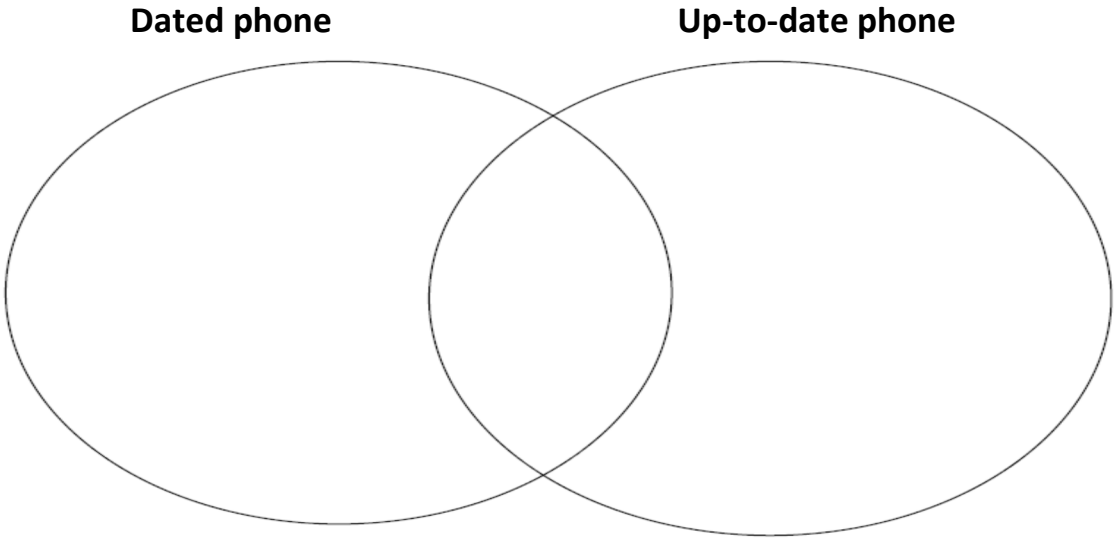
This graphic organizer is a diagram that shows all possible logical relations between a finite collection of different sets. These diagrams depict elements as

points in the plane, and sets as regions inside closed curves. A Venn diagram consists of multiple overlapping closed curves, usually circles, each representing a set. In Venn diagrams the curves are overlapped in every possible way, showing all possible relations between the sets.

Venn diagrams will help students identify shared features of two objects. They can organize similarities and differences before comparing and contrasting:

- two characters;
- two different versions of the same story;
- a literary work and another piece of art work (song, painting, dramatic performance, or film);
- any two items that share some characteristics.

Where the circles overlap, students write shared characteristics (things that are the same). In the circles to the left and right, students will list features that are specific to each object (things that are different). Venn Diagrams may be used in any grade level or discipline. If this graphic organizer is new to students, practice with topics that have obvious similarities and differences. Let's use Venn diagram on the topic "Information Technologies". Here the students are given a task to compare 2 models of mobile phones, define their similarities and differences.



Using this graphic organizer helps students:

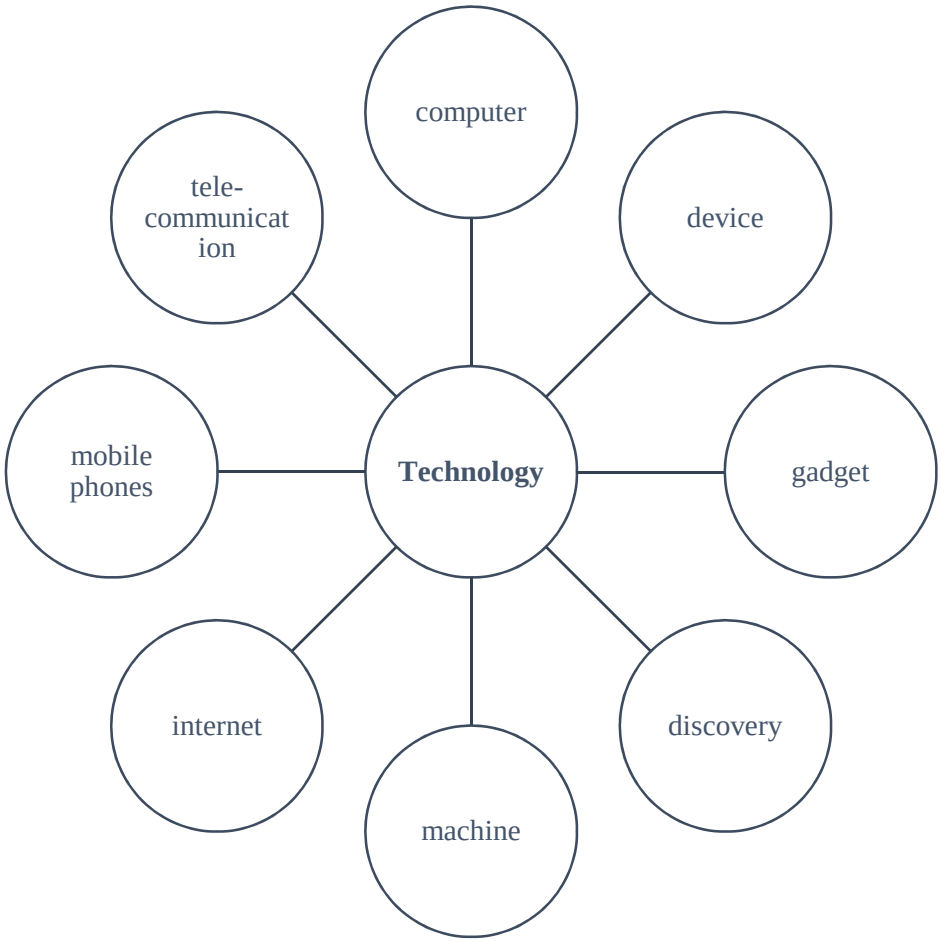
1. to develop skills in comparing and contrasting similar and/or different information.
2. to identify and label each circle the concepts to be compared and contrasted.
3. to discuss and record the similarities and differences among the concepts.
4. to put the shared characteristics in the appropriate overlapping sectors.
5. to record the unique characteristics of each concept in its own sector.

Brainstorming Web

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Teachers can use brainstorming as a thinking strategy to help students generate questions, ideas, and examples and to explore a central idea or topic. During brainstorming, students share ideas that come to mind and record these ideas without making judgements about them. When introducing a topic, teachers can use brainstorming webs to determine what students already know or wish to learn, and to provide direction for learning and reflection. Brainstorming stimulates fluent and flexible thinking and can also be used to extend problem-solving skills. The use of visual supports is an especially powerful teaching strategy. They also referred to as key visuals, allow students to understand and represent relationships visually rather than just with language, providing helpful redundancy in making meaning from a text.

This graphic organizer can be used to record, organize, compare, analyze, and synthesize information and ideas, can assist students in accessing prior knowledge and connecting it to new concepts learned as well as consolidating their understanding. The example of brainstorming web is given below:

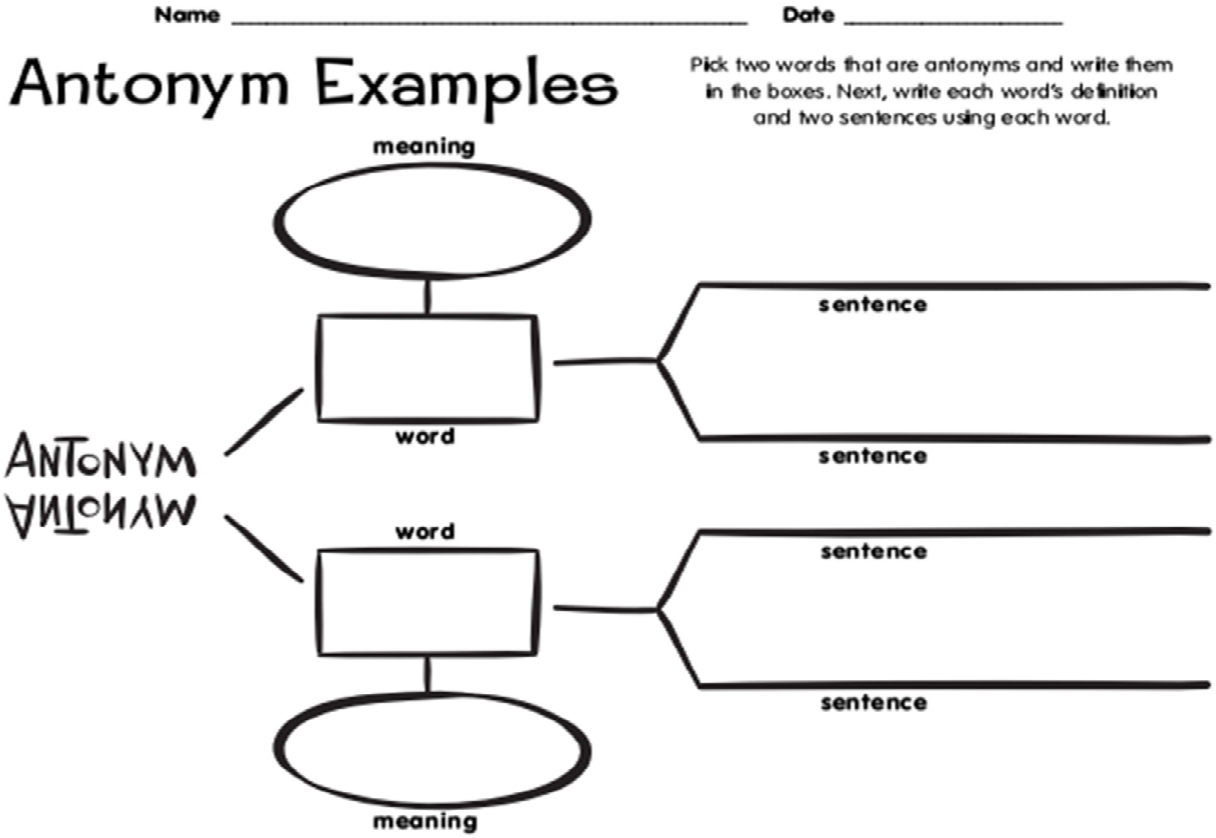


The use of this graphic organizer is extremely helpful when carried out initially as a class or group brainstorming activity. The graphic organizer provides a way of collecting and visually presenting information about a topic that will make it more comprehensible for students. When using different graphic organizers, teachers should point out and model for students the usefulness of particular graphic organizers. For example, the T-chart provides an ideal framework for visually representing comparison and contrast, while the flow chart is well suited to illustrating cause-and-effect relationships.

Antonym Examples

Students will gain a deeper understanding of the meaning of antonyms by contrasting two antonyms on this graphic organizer. They will begin by writing the meanings of the words, then go deeper by writing example sentences. These concrete contexts will help define the words individually and in relation to each

other. Context applications of the words help students understand the complexity of the words' meaning and their usefulness in everyday vocabularies. Working with a partner on the words helps enrich the words' meanings and transfers them to oral vocabulary.



As students read from a content-area textbook or a work of fiction, teachers should ask them to note down examples of antonyms that they encounter in their reading. Teachers have students work individually or in pairs to select two opposite-meaning words that they want to study in depth. We distribute copies of the Antonym Examples graphic organizer to students, then instruct students to write the antonyms in the boxes on opposite sides of the organizer. We make them look up each word's definition in a dictionary and write it in the oval. Then we ask them to write two sentences to demonstrate the meaning of each word. If necessary, model examples of antonyms, their meanings, and example sentences; or ask student volunteers to

suggest examples. We pair up students to share and discuss their antonyms, meanings, and example sentences.

This graphic organizer helps language learners:

- to identify two words that are antonyms, or have opposite meanings;
- to look up the words' meanings in a dictionary;
- to apply knowledge of the words by using them in sentences.

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

Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

Thus, content materials present texts which are too dense for EFL. Therefore, teaching our students to use graphic organizers such as brainstorming webs, Venn diagrams, concept maps and charts help them better comprehend these texts, can promote teachers' instruction and students' active learning. These are visual tools that help EFL students understand and organize information, also develop higher-level thinking skills and promote creativity.

2.2. Lesson Plan and handouts on the topic "Information Technologies"

Subject: Vocabulary in Context **Topic:** Information Technologies **Level:** Intermediate
Plan of the lesson
Aims: ➢ to develop students' language skills; ➢ to enlarge the range of students' vocabulary on the topic "Information Technologies".

<table>
<tr><td colspan="4">

to develop ability to learn and use the words relevant to the topic in their oral and written communication;
to enhance students' use of appropriate strategies for building and storing vocabulary.

</td></tr>
<tr><td colspan="2">Objectives:</td><td colspan="2">Learners Outcomes:</td></tr>
<tr><td colspan="2">

to enable students to achieve listening comprehension and practice using vocabulary in speech;
to enable students to recognize and apply a range of words and phrases for guessing;
to use a graphic organizer "Venn Diagram" and to be able to find similarities, differences of two models of phones.
To enable students to understand the main points in short newspaper article "Computers and Technology".

</td><td colspan="2">

to get information about the main points of a topic;
to be able to develop active and passive vocabulary on the given topic;
to be able to identify the role of technologies in modern society;
to use new words and combinations for communication;
to develop a range of strategies for guessing, storing and learning vocabulary.

</td></tr>
<tr><td>Used materials:</td><td colspan="3">Preparation (aids and equipment)</td></tr>
<tr><td>1. Destination B1: Grammar and Vocabulary. Malcolm Mann, Steve Taylore-Knowles, Macmillan Publishers Limited, 2008.
2. Vocabulary for IELTS. Pauline Cullen,</td><td>□ flashcards
□ handouts
□ pictures
□ listening track
□ power point presentation
□ visuals</td><td>□ blackboard
□ scotch
□ scissors
□ stickers</td><td>□ laptop
□ OHP
□ tape-recorder
□ other: _____</td></tr>
</table>

Cambridge University Press, 2008;			

Type of assessment	
□ on going assessment □ participation □ quiz/test □ home work □ peer editing □ presentation	□ on going assessment □ mid-term assessment □ final assessment □ independent work assessment
Activity type:	***Lesson length (hours)***
□ Individual □ small group □ pair work □ whole class	In class time: 2 hours
Teaching model:	***Students will be engaged in:***
□ concept attainment □ presentation □ cooperative learning □ discovery learning □ direct instruction □skill attainment	□ independent activities □ cooperative learning □ peer tutoring □ a project □ lecture

Detailed Procedure of the lesson

Stages of the lesson, Time	**Content of the activities**	
	Teacher (T.)	**Students (Ss.)**
Stage 1. Warm-up (5 min)	1.1. T. introduces the topic and aims of the lesson. 1.2. T. divides the group into three small groups	1.1. Ss. say words which are related to the topic. 1.2. Ss. are able to reflect on their vocabulary.

	1.3. T. uses a method "Brainstorming" on the topic "Information Technologies" and elicits ideas from students.	
Stage 2. Introducing a new topic (5 min)	2.1. T. asks questions on the topic. 2.2. If necessary T. facilitates.	2.1. Ss. answer the given questions. 2.2. Ss. tell what they know about Information Technologies. 2.3. Ss. interact in the discussion and share own opinion.
Stage 3. Listening to a conversation (15 min)	3.1. T. switches on a recorded dialogue. 3.2. T. asks Ss. to listen to a conversation about two different mobile phones; 3.3. T. asks Ss. to say whether the questions below apply to: the Smart Phone, the Optima, both the Smart Phone and the Optima. 3.4. T. distributes Handout 1.	3.1. Ss. listen to Track 12a. 3.2. Ss. answer the given questions. 3.3. Ss. do the task in a group. 3.4. Ss. are able to achieve listening comprehension and practice using vocabulary in speech.
Stage 4. Working on the vocabulary (10 min)	4.1. T. enables to recognize word meaning in the context;	4.1. Ss. listen to a conversation again; 4.2. Ss. paraphrase the underlined words or find

	4.2. T. enables to identify appropriate use of words in a dialogue.	synonyms to the underlined words.
Stage 5. Doing Crossword puzzle (10 min)	5.1. T. distributes handout 2 and asks Ss. to do crossword puzzle. 5.2. T. enables Ss. to recognize and apply a range of words for guessing.	5.1. Ss. should find words from the recording. 5.2. Ss. do crossword puzzle.
Stage 6. Comparison and Contrast (10 min)	6.1 T. uses a graphic organizer "Venn Diagram" to consolidate new vocabulary. 6.2. T. distributes handout 3 to compare two devices.	6.1. Ss. compare dated and up-to-date phones. 6.2. Ss. find similarities and differences of two pieces of technology;
Stage 7. Reading the article (10 min)	7.1. T. distributes an article (handout 4) "Computers and technologies". 7.2. T. enables Ss. to understand the main points in short newspaper article about the topic.	7.1. Ss. write *Yes* if the statement agrees with the opinions in the text and *No* if it contradicts them. 7.2. Ss. underline the part of the text that gave them the answer. 7.3. Ss. are able to guess the meaning of unknown words from context.
Stage 8. Matching the words (10 min)	8.1. T. distributes handout 5 and asks Ss. to match the	8.1. Ss. look at the text again;

	words with the definitions. 8.2. T. enables Ss. to recognize new words and use them in practice.	8.2. Ss. match the words in bold in the text with the given definitions.
Stage 9. Conclusion, Feedback and assessment (10-min)	9.1. T. sums up the lesson and asks Ss. to give feedback. 9.2. T. evaluates Ss. according to their active participation by using an interactive technique "One-minute paper". 9.3. T. gives home task. The main problem of natural disasters is over population. (2-min)	9.1. Ss. write on small stickers what they have learned and stick on the board. 9.2. Ss. should revise the whole material and learn new vocabulary by heart.

Based on above mentioned lesson plan we suggest following handouts on the topic "Information technologies". At first the students should listen to a track between two people who are describing two models of mobile phones. Using these activities help to language learners:

- to enlarge the range of students' vocabulary;
- to develop students' ability to recognise and use words in communication;
- to enhance students' use of appropriate strategies for building and storing vocabulary;
- to recognise word meaning in the context of topics they are familiar with;
- to identify appropriate uses of words, phrases in topics familiar to them, of personal interest or relevant to everyday life;

- to recognise and use stress patterns of words relevant to the topics they are familiar with;
- to recognise and apply a range of strategies for guessing, storing and learning vocabulary;

  to make appropriate use of resources to build their vocabulary;
- to identify the difference between active and passive vocabulary for their own needs.

LISTENING TRACK 12A

Woman: *I can't decide between the Smart Phone and the Optima. Which one do you think is better?*

Assistant: *Well, I prefer the Smart Phone because it's so compact. I find the Optima a bit bulky. Although I have to say that the size of the Smart Phone does make it tricky to operate, whereas the Optima is very user-friendly.*

Woman: *Why do you think that is?*

Assistant: *Well, the Smart Phone has a standard telephone keypad and I find them really awkward to use when I'm sending messages. The Optima opens up to reveal a full keyboard inside. You can also scroll up and down by touching the screen. I like the way the Smart Phone automatically displays a calendar when you open it up though, that's really useful function.*

Woman: *Can they both connect to the Internet?*

Assistant: *Yes, they are both equipped with the latest technology. But I find the Optima downloads information a lot faster and it also has a bigger memory, it can store more data.*

HANDOUT 1

Listen to a conversation about two different mobile phones and say whether the questions below apply to:

A. the Smart Phone

B. the Optima

C. both the Smart Phone and the Optima.

Which phone

1 is small? *(A) compact….*

2 is easy to use? …….

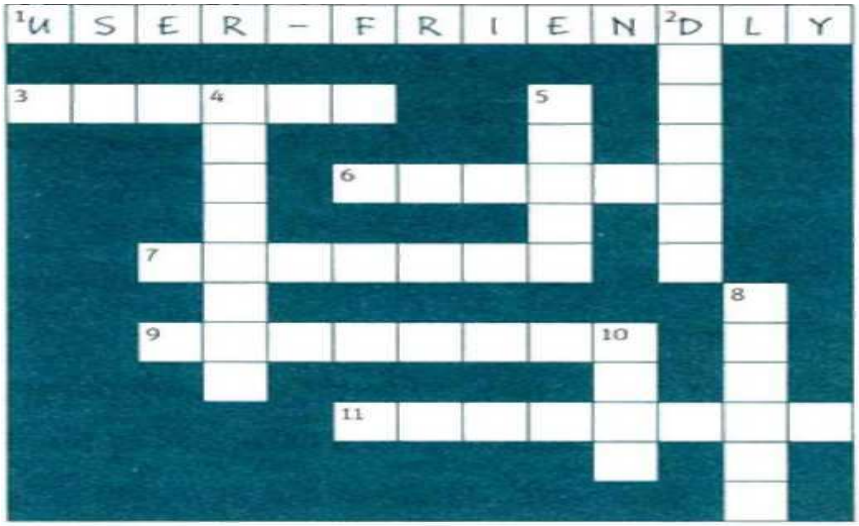
3 has normal phone buttons? ……

4 shows a calendar without being asked? .....

5 has the most up-to-date technology? .....

HANDOUT 2

Complete the crossword with words from recording.



Across

1. easy to use
3. open a computer file
6. move up or down on a screen
7. work a machine
9. the keys on a computer, typewriter or piano
11. an action or purpose something is designed for

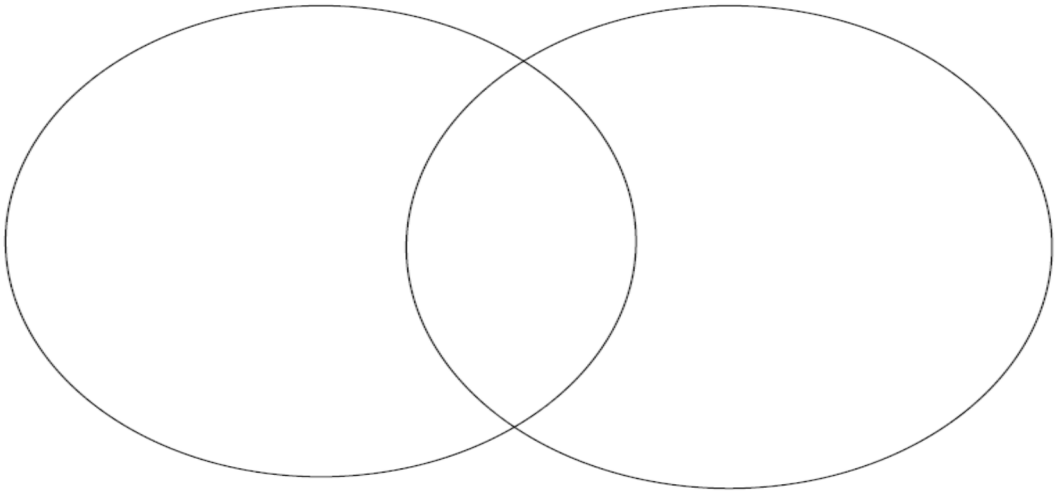
Down

2. show on a screen
4. have specific tools
5. save or keep safe
8. the part of a computer that stores information
10. information

HANDOUT 3.

Compare 2 models of mobile phones, define their similarities and differences

Dated phone **Up-to-date phone**



HANDOUT 4

Read this article "Computers and technology" and then look at the statements below. Write *Yes* if the statement agrees with the opinions in the text and *No* if it contradicts them. Underline the part of the text that gave you your answer.

Has the present lived up to the expectations of the past? Throughout the ages people have tried to predict what life in the twenty first century would be like. Many science-fiction writers did manage to predict the influence the computer would have on our world. Some even imaged that it would take over our lives, develop a personality and turn on its creators. To some extent they were right, especially when it comes to children and ***cyber*** *addiction. One constant prediction was that, thanks to computers and machines, the time devoted to labour diminish. Even in 1971, in his book Future Shock, Alvin Toffler envisaged a society awash with "free time". The author noted that time at work had been cut in half since the turn of the previous century and wrongly* ***speculated*** *that it would be cut in half again by 2000.*

However, our ***gadget****-filled homes are a tribute to the various visions of the future: microwave oven, internet fridges with ice-cube dispensers, freezers, video* ***monitors****, climate control, dishwashers, washing machines, personal computers, wireless connections and cupboards full of instant food. These may no longer be considered* ***cutting-edge*** *but they have matched, if not* ***surpassed****, visions of how we would live. The domestic robot never quite happened, but if you can phone ahead to*

set the heating and use a remote control to operate the garage door, they may as well as be redundant.

The car, of course, has failed to live up to our expectations. It has been given turbo engines, DVD players and automatic windows, but its tyres stick stubbornly to the road. Why doesn't it take off? The past promised us a flying car in various guises. In 1947 a ***prototype*** *circled San Diego for more than an hour but later crashed in the desert. Some 30 patents for flying cars were registered in the US patent office last century but none of these ideas has been transfomered into a commercially available vehicle.*

At least communication technology in this ***digital*** *age hasn't let us down. Even in the most remote areas people have access to some form of communication* ***device****. The introduction of the telephone last century changed our world, but today's mobile phones and the* ***virtual*** *world of the Internet have revolutionized it.*

1 A modern problem proves that computers are dominating our lives in some way. ..Yes..
2 Alan Toffler's predictions have been proven true. .....
3 Household gadgets today have been a disappointment. .....
4 We have enough gadgets now to make robots unnecessary in the home. .....
5 Today's cars have fulfilled all predictions. .....
6 The mobile phone and the Internet have changed our world for the better. .....

HANDOUT 5

Match the words in bold in the text with these definitions:

1. guessed .....……
2. a machine invented for a specific purpose (x 2) .....
3. the first working example of a machine…….
4. almost real…….....
5. very modern……..
6. be greater than expected…….. .....
7. relating to computers……

8. a screen that images can be seen on…….. .....

9. an adjective used to describe anything related to computers…….

Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction.

However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention.

We presented the development in language teaching area. We used the method of comparison, studying and analyzing scientific literature, method of processing and interpretation data, observation of the process of teaching and learning foreign languages at school, descriptive method we investigated and found out and prove the importance, the peculiarities, types and ways of using technological equipments in teaching and learning foreign languages.

In conclusion, teachers should prepare themselves for the following principles and methods of teaching vocabulary, cause foreign language training will be more efficient. Teachers can use them for instruction, review, extension and enrichment, and have their students work in pairs, groups or in whole class to complete them. In order to help students get the most out of the graphic organizers, the following steps are recommended:

- Use examples to illustrate the use of some graphic organizers;
- Familiarize yourself with different types of graphic organizers;
- Explain to students what graphic organizers are and why they are useful in learning;
- Present the specific graphic organizer for a topic. Point out its subject and organizational framework;
- Assign the graphic organizer as an individual, paired, or group activity;

- Review students' work. Generate classroom discussion on the effective use of graphic organizer.

So, graphic organizers are an outstanding instructional tool to be used with students of all abilities and grade levels. To increase the effectiveness of graphic organizers, three simple guidelines should be followed:

1. organizers should be clear and straightforward;
2. teachers should teach students how to use organizers and implement them in creative ways;
3. teachers should integrate them into daily instruction so that students internalize the organizational strategies displayed.

Through implementation of these ideas, the many common graphic organizers outlined in this work can assist students in the understanding, organization, and retention of new ideas.

More graphic organizers, such as mind-mapping, concept mapping, KWL chart, cluster, spider map, Wenn-diagram, cross-words and etc., could be integrated in vocabulary classes when presenting new vocabulary related to different topics. So English teachers can employ these appropriate varieties of graphic organizers in their classroom to help students classify ideas, communicate more effectively, problem solve, brainstorm, or structure writing projects.

CONCLUSION

During the given research paper writing we have investigated different matters, related to the use of graphic organizers in teaching and learning vocabulary.

Special attention has been drawn to the problem of vocabulary-based organizers as Concept mapping, Venn diagram and etc. as effective and outstanding instructional tools to be used with students of all abilities and grade levels.

We have thoroughly investigated these graphic organizers and suggested the most efficient ways of increasing the effectiveness of them. These three simple guidelines should be followed:

a) organizers should be clear and straightforward;
b) teachers should teach students how to use organizers and implement them in creative ways;
c) teachers should integrate them into daily instruction so that students internalize the organizational strategies displayed. Through implementation of these ideas, graphic organizers Concept Mapping, Venn Diagram and etc. outlined in this work can assist students in the understanding, organization, and retention of new ideas.

Graphic organizers encourage the use of critical thinking skills, such as analyzing abstract concepts, while deepening comprehension and expanding connections among ideas. By organizing information visually, students are able to recall it more readily. Memory of vocabulary words and content knowledge are equally enhanced by the use of graphic organizers.

Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking. Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

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

This work shows that graphic organizers are key to assisting students to improve academic performance. In creating an organizer, pertinent aspects of a concept or topic are arranged into a pattern using labels. This process is one that research suggests aids comprehension for several reasons:

- Graphic organizers match the mind.
- Organizers demonstrate how concepts are linked to prior knowledge to aid in comprehension.
- Organizers aid the memory as opposed to recalling key points from a topic.
- Organizers help retain information readily when higher thought processes are involved.
- Organizers engage the learner with a combination of the spoken word with printed text and diagrams.

All age levels of students benefit from the use of graphic organizers and these visual representations have application in many different content areas. Students with learning difficulties need strategies to help them achieve success in learning. Students must have information presented in a clear, concise, and organized form if they are to make progress in content area classrooms. Difficult concepts can be simplified and arranged so that the representation of content is organized and meaningful.

Using a graphic organizer to link newly learned information to an existing knowledge base is a viable strategy for teachers and students. This linkage process seems to be precisely what students need for learning to result. This process helps them store and retrieve the knowledge in their long-term memory. Teachers use graphic organizers to reinforce learning, assess learning at

multiple checkpoints, and identify misunderstandings of concepts. Teachers constantly revise their teaching strategies to promote effective learning. 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.

Graphic organizers not only enable students to record and categorize information, but also help students to understand difficult concepts, generate thoughts, and identify connections between ideas. When used effectively, these visual tools can have a positive impact on student achievement.

This study focuses on the use of different graphic organizers in an elementary school English teachers' professional development and how English teachers put those graphic organizers into practice. A follow-up study could be conducted on discussing how the influence of these two teachers' implications on graphic organizers on their learners' reading comprehension.

In conclusion we would mention that 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 tools 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.

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