Visual Organizers as Scaffolds in Teaching

English as a Foreign Language

A Thesis Presented by

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Abstract

This thesis deals with using visual organizers as scaffolds in teaching English as a foreign language (EFL). Based on the findings of scientific researches, the review of literature explicates the effectiveness and fruitfulness in employing visuals organizers in EFL instructions. It includes five following components. First, visual organizers are defined as visual or graphic means which are formats for organizing information and ideas graphically. EFL teachers should recognize the learners' "Visual/Spatial Intelligences" and take advantage of this sensorial preference in creating new curricula. Secondly, this thesis emphasizes that the applications of visual organizers that can create a social and communicative environment in an EFL classroom. Thirdly, it accentuates the implementation of visual organizers as motivators for children to acquire English in an interactive way. Lastly, besides underlying the prominent advantages of involving visual components in EFL instructions, this thesis demonstrates certain visual organizers strategies for EFL teachers to incorporate effectively and productively as lifelike aids in language lessons.

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Introduction

"Le véritable voyage de découverte ne consiste pas à chercher de nouveaux

paysages, mais à avoir de nouveaux yeux."

"The real voyage of discovery consists not in seeking new landscapes

but in having new eyes."   *Marcel Proust*

The eye, including its structure and mechanism, has fascinated scientists and the public in general since ancient eras. Besides the brain, the eye is considered the most complex and delicate organ in a human body. Chinese say, "Eyes are the windows of a man's soul." The amount of information that passes through our eyes in order to reach and be stamped in our brain is astounding and may never be able to be measured. As a baby comes to this world, there is not any other function so dynamic as vision; meanwhile, the baby has started viewing and visualizing this wonderful cosmos with his/her absorbing eyes.

Various messages hurry through the baby's eyes passing through the nervous system, and, finally, arriving at their final destination – the brain. Perhaps, it is not easy for people to be aware of the fact that the baby has commenced building up his/her personal interactional experiences with various inputs. Surely, people cannot notice in a short time the changes in a baby's cognitive development; nevertheless, there have been unbelievable and innumerable wirings happening

second by second in his/her brain with the help of one's vision. With the years advancing as the

baby is growing, these experiences become strong and essential influences while he/she is

engaged in any learning environment – especially, for learning a language –. This is what

Vygotsky has called "interactionism" (Lightbown & Spada, 2004, p. 22-26). Moreover,

Comenius (1592-1670), who was known as one of the pioneers in education, in constructing his

philosophy of education, emphasized in the Principles for Teachers the "use objects or pictures to

illustrate concepts" (Ornstein & Levine, 2006, p. 108). Nevertheless, visual organizers as

instructional aids are still not quite well-designed and widely-used in some foreign language

classrooms in some countries. Not a small number of teachers still believe that teaching English

as foreign language is step by step and entirely following the text-based materials is a good and

traditional way.

Vision provides us with a genuine look with what is going on in the world; it is without a

direct touch. The competence of vision has played a critical role regarding all kinds of

developmental learning. People derive countless and various meanings and knowledge from

what they see and from the ways they interact with the visual environment surrounding them. In

recent decades, visual aids or visual organizers have been widely applied as the "scaffoldings"

(Dixon-Krauss, 1996, p. 19) in the classrooms as well as in the textbooks in order to stimulate

the foreign language learners to further interests and attention and, at the most, to enhance the

understanding and comprehension of the foreign language knowledge, its language and its

culture. With this in mind, the purpose of this thesis is to discuss visual organizers as overarching

scaffolds in teaching English as a foreign language (EFL).

Methodology

The application of visual organizers in EFL classes can help to create a strong communicative environment in which children are motivated to acquire English in an interactive way. As argued in the "Introduction," it is backward and superannuated to ignore the advantages of using visual aids in teaching EFL. This thesis answers the four questions addressed as follows on the basis of scientific researches findings with the expectation to promote and manifest the effectiveness in implementing visual organizers in EFL classrooms:

1. What is the definition of a visual organizer and do visual inputs matter in an EFL classroom?

2. How do the applications of visual organizers create a social and communicative environment in an EFL classroom?

3. How do the applications of visual organizers motivate children to acquire English in an interactive way?

4. How should a teacher incorporate visual organizers in teaching EFL?

Review of Literature

What Is the Definition of a Visual Organizer and Do Visual Inputs Matter in an EFL Classroom?

Since the mid twentieth century the world has been marked by the global expansion of communications media and a burgeoning visual culture, radically altering the dissemination and production of information and knowledge. Education, widely espoused as the principal instrument of social change, is fundamentally challenged and transfigured by this process. Visual media culture was perceived as an overwhelming impact to conventional literacy and pedagogy, but also touted as a potentially powerful tool for educators (Goldfarb, 2002). Dierking further makes critical comments regarding Goldfarb's viewpoint: "what is unique is Goldfarb's suggestion that the revolution is fundamentally transforming-and at that same time challenging-our notions of education, and I would argue, learning" (Dierking, 2003, pp. 343-344).

In 1983, Gardner suggests that people are born with at least seven intelligences, standing for a "broad range of human abilities" that can be seen "working in their lives in a variety of ways …given a context-rich and naturalistic setting" (Boiarsky, 1997, pp. 11-12). He categorized these intelligences as follows: "Linguistic Intelligence; Logical-Mathematical Intelligence; Spatial Intelligence; Bodily-Kinesthetic Intelligence; Musical Intelligence; Interpersonal

Intelligence; Intrapersonal Intelligence; Naturalist Intelligence" (Armstrong, 2000, pp.2-3).

A decade later, in 1994, Armstrong, who works as an educator and psychologist in the fields of multiple intelligences, explains that a person's learning style is "the intelligences put to work…learning styles are the pragmatic manifestation of intelligences operating in natural learning contexts" (1994, p. 13). Furthermore, on the basis of the theory of "Multiple Intelligences", he proposes the theory of "Seven kinds of smart" along with a publication with the same title. It endows learners, no matter in schools or in workplaces, to identify one's multiple intelligences. As well, it provides practical exercises and tips for developing them, and ideas on using one's intelligences to overcome learning difficulties, enhance relationships, and improve learning satisfaction. Armstrong further argues that teachers or students do not have to teach or learn something in all seven ways, just see what the possibilities are, and then decide which particular pathways interest the most, or seem to be the most effective teaching/learning tools. In addition, "The theory of Multiple Intelligence suggests a set of parameters within which educators can create new curricular" (Armstrong, 2000, p. 44). Figure 1 (Appendix A) shows the kinds of questions to ask when developing a curriculum for a specific objective or topic. These questions can help to prime the creative pump for the next steps in creation of lesson plans. This theory is so intriguing because it expands the horizon of available teaching/learning tools

beyond the conventional linguistic and logical methods used in most schools. For example,

lecture, textbooks, writing assignments, and formulas.

In detail, Gardner states that spatial intelligence is the ability to perceive the visual-spatial

world accurately, and to transform those perceptions. It involves the potential to recognize and

use the spatial and visual patterns within more confined areas. As well, Armstrong states that the

"Spatial Intelligence" has the capacity "to examine a graphic chart that illustrates the principle"

and to derive meaning out of it. He labels it as "picture smart," a more direct and clarified

definition. That is the reason for centuries why the application of visual aids in teaching and

learning styles in various domains has been keeping influential. The emphasis of Comenius

regarding the "principles for teachers" states that "use objects or pictures to illustrate concepts"

which is the strong proof of Gardner's discovery.

It is undeniable that every individual learner has different superior intelligences. In

addition, not every individual learner acquires knowledge through the same process. However,

countless teachers still insist their own traditional instructing methods and materials, and lead the

learning style which they believe is right and better. In the West, in the foreign language learning

classrooms, meaningful inputs are provided by the great support from visual aids. Grittner

addresses these principles regarding foreign language teaching based on psychological studies

(Appendix B).

It is critical for language learners to have something to look at that is eye-catching and attention-keeping as well as relevant to the task in hand (Wright & Haleem, 1991). Simply, it is called a visual organizer or visual aid – a visual or graphic means of organizing written materials (Graves, 1994). From an educational perspective, it is an instructional aid, such as a poster, scale model, or videotape that presents information visually. More specifically, "Visual organizers are visual frameworks such as figures, diagrams, charts, etc. used to present structural knowledge spatially in a given area with the intention of enhancing comprehension and learning" (Shumin, 2004, pp. 58-66). In addition, Walker, who is an advocate for visual education in early grades explicates that "Visual organizers (also called thinking tools, graphic organizers, or key visuals) are formats for organizing information and ideas graphically. They use words, pictures, and graphic cues to help students to generate ideas, record and reorganize information, and see relationships" (Walker, 2004. p. 39).

This thesis is not discussing the specific visual inputs used to help a particular group – "visual learners," whose learning is achieved most easily when information is conveyed through visual cues. Further, they cannot even learn something until have seen it (Lightbown & Spada, 2004, p. 58). On the contrary, this thesis is promoting the fact that using visual organizers as

scaffolds for teaching general learners in EFL classrooms in order to enhance their development

of English language competencies.

How Do the Applications of Visual Organizers Create a Social and Communicative Environment

in an EFL Classroom?

Language makes it possible for individual to live in a society. It is characteristic of, and

indeed fundamental to, the modern point of view in linguistics to regard language as a social

activity rather than a means of individual self-expression. "Speech is the instrument of society,"

as Jonson said. There is a very close connection between the two facts that man is a speaking

animal, and that he is the social animal par excellence. The definition of language as "a means of

communicating thoughts" is nowadays commonly held to be, as a partial truth, more misleading

than illuminating; a more fruitful definition is that language is a means of social control (Allen,

1965, p. 16).

There is a moot question often haunting people's mind. What are the functions of a

language? From the viewpoint of foreign language teachers and learners, the answers to this

overarching question become more realistic and personal. According to the Connecticut Content

Standard 1.1 (Interpersonal Mode), functions of language are categorized as follows:

1. "Exchange information

2. Socialize

3. Express personal emotion/feelings

4. Express personal opinions/ideas

5. Persuade" (World language curriculum, 1999).

The goal of foreign language instruction is to develop the communicative abilities of students in the second language. Foreign language educators, in the light of the above interpersonal functions, devote themselves to helping learners to acquire language in a communicative way.

Conventionally, in foreign language classrooms, language has been treated as a set of autonomous, structured systems comprised of fixed symbols and rules for their combination. Learning additional languages has been regarded as an individually based, inner process involving the assimilation of new knowledge about the structural components of target language systems into preexisting mental structures. Based in large part on "innatism", Chomsky's theory of language development (Chomsky, 1957, 1965), this perspective has assumed the process to be linear, sequentially organized, and influenced primarily by the quality of an individual's innate knowledge structures (Hall, 2002). Vygotsky's (1978) theory of "sociocultural perspective" in language learning concludes that "language develops entirely from social interaction" (Lightbown & Spada, 2004, p. 23).

There are several significant premises of this perspective that are particularly relevant to the learning of additional languages (Hall, 2002, p. 25). One of the key concepts of Vygotsky's

sociocultural perspective theory is called "zone of proximal development (ZPD)" (1987, p. 86).

On the basis of ZPD, learning process take places in this zone, and is defined as "the distance

between the actual development level as determined by independent problem solving and the

level of potential development as determined through problem solving under adult guidance or in

collaboration with more capable peers" (Hall, 2002, p. 30). Language teachers' responsibility is

to use socially mediated assistances to raise "the learners' performances to a level they could not

achieved on their own" (p. 31). Another critical concept of Vygotsky's language learning theory

is called "scaffolding" which is defined by Wood, Burner, and Ross in 1976 as "a process of

negotiated interaction in which experts first assess the learners' levels of competence and

determine the types of assistance they need to accomplish a particular task" (p. 31). They first

"take control of those portions of a task that are beyond the learners' current level of competence,

gradually handing over the responsibility for completing the task to the learners as their

competence grows" (1976, pp. 89-100). The last essential concept to understanding development

from a sociocultural perspective has to do with the "mediational means," (Van der Veer &

Valsiner, 1994, p. 377), with which the more capable members assist children and other novices

in noticing, ordering, representing, and remembering their involvement in their socioculturally

constructed activities. "Mediational means can be verbal, visual, or physical and can include, in

addition to linguistic resources, computational resources, such as computers and counting

systems, and graphic resources such as maps, diagrams, drawings, and writing systems. The

mediational means used in learning activities are of critical importance to learners'

communicative development. In others words, development is distinguished by learners'

autonomy or self-regulated use of the means" (Hall, 2002, p. 29).

Besides reading and writing –the conventional literacy–, "visual literacy" is indispensable

to complete development of the knowledge and skills necessary to engage in interpretive

communicative activities. It is defined as the capability "to discriminate and interpret visual

objects, images, and symbols in addition to the written words" (Hall, 2002, p. 173). Researches

exploring learners' ability to interpret texts that include visual as well as auditory cues, such as

video programs and filmstrips, have shown the process to be similar to learners' comprehension

of written texts. These visual cues are identified as graphic organizers that "portray the

relationships among concepts" (More & Readence, 1984, p. 11). These visual diagrams "can take

a variety of forms, can be used as either a prereading or postreading activity, and can be used

with either children's literature or content-area texts" (Dixon-Krauss, 1996, p. 51).

How Do the Applications of Visual Organizers Motivate Children to Acquire English in an

Interactive Way?

How is it that some people can learn a second or foreign language so easily and so well

while others, given what seems to be the same opportunities and surroundings to learn, find it

almost impossible? In addition to intellectual capacity and language aptitudes, social

psychologists believe that there is something more involved during the process of foreign

language acquisition. They expect that success in mastering a foreign language also depends on a

language learner's perceptions of the native ethnolinguistic group, including his willingness to

identify enough to adopt distinctive aspects of behavior, linguistic and nonlinguistic, that

characterize that other group (Gardner & Lambert, 1972). "The learner's motivation for language

study, it follows, would be determined by his attitudes and readiness to identify and by his

orientation to the whole process of learning a foreign language" (p. 132). There are many

possible forms the student's orientation could take, two of which are: an "instrumental" outlook,

reflecting the practical value and advantages of learning a new language, and an "integrative"

outlook, reflecting a sincere and personal interest in the people and culture represented by other

group (p. 132). Therefore, foreign language acquisition is more than just the development in

linguistic knowledge and competences; it also involves the identification and orientation of

people and culture of other group (p. 132).

Various studies have found that motivation is very strongly related to achievement in

language learning. The significant message of researchers in this area for teachers is the sheer

importance of the factor of learner motivation. Ur (2003) argues that no matter which comes first,

motivation or success, language teachers' job is "to do all they can to encourage the development

of ability and enhance motivation, on the understanding that each will contribute to the other" (p.

275). As Cook (1997) argues, "High motivation is one factor that causes successful learning;

successful learning, however, may cause high motivation. The latter process of creating

successful learning which spur high motivation may be under teacher's control, if not the former.

The choice of teaching materials and the information content of the lesson, for example, should

correspond to the motivations of the students" (p. 99).

O'Toole emphasizes that with the increasing enrollments and changing populations,

teachers need to be aware of obstacles to their students' language acquisition particularly the

obstacle of anxiety (O'Toole, 1993). The term anxiety is defined as the emotional reaction that

consists of subjective feelings of tension, apprehension, nervousness, and worry, and heightened

activity of the autonomic nervous system (Spielberger, 1979). According to Tobias (1986),

anxiety is most likely to be debilitating when the task or the content is difficult (pp.35-54). As a

result, what the foreign language teachers do, including lesson planning, preparing instructional

materials, and implementing strategies, must be not only effective but also supportive towards

the student's development.

Teachers control most of what is said and done in classrooms (Johnson, 1995). Referring

to the preparation of effective instructional materials, the role of EFL teachers is most essential.

Besides a textbook, EFL teachers' responsibility is to prepare, indeed to create, effective and

meaningful supplementary materials in order to assist the application of the textbooks. There is a

key characteristic of the supplementary material – authenticity. Krashen & Terrell avow that

many research studies have shown that students learn a second language best through context

(1983). From the perspective of "the Natural Approach," the goal of elementary language classes

is to supply "comprehensible input," the crucial ingredient in language acquisition, and to bring

the student to the point where he or she can understand language outside the classroom (p. 1).

One stimulating and interesting way to provide a foreign language context for students is through

the application of realia and authentic materials from the target county (Berwald, 1987). By

authentic materials, the author means, forms of communication used by native speakers. They

come in many shapes and sizes and can be audio, visual, and printed materials (Ramirez, 1995).

The visual category is comprised of such media as pictures, posters, notices, public displays,

signs, advertisements, and billboards. Many current motion pictures are also available in

videocassette or compact disk formats. The printed media category includes such obvious forms

as the newspaper and magazines, but there are also pamphlets, leaflets, brochures, flyers, menus,

and maps.

In 1994, Cummins asserted that "communication can be described on a continuum from

context-embedded to context-reduced. Context-embedded communication takes place with

environmental clues" (p. 12). Much as language teachers may try to mediate their lessons with

hand-on activities, objects, and illustrations, they are often several steps removed from real-life

experience. The reason is that it is far more difficult "to provide context clues for abstract

concepts such as democracy or photosynthesis" (Lessow-Hurley, 2005, p. 65). As a result, most

classroom communication is context-reduced. Nevertheless, those environmental clues

(scaffoldings, aids, and prompts) are particularly important with EFL beginners, or, in assessment

terms, checkpoint A (Ramirez, 1995). Language skills are required for face-to-face

communication, where by interactions are "context-embedded" (Lessow-Hurley, 2005, p. 66).

Although there are quite a few abstract concepts in the EFL classroom that require

"context-reduced" communication, it is important for language teachers not turn the classwork

into nothing but a book exercise. "One way to help to make a curriculum more supportive for

students and teachers is to incorporate graphic organizers. Graphic organizers come in many

varieties and have been widely researched for their effectiveness in improving learning outcomes

for various students" (Hall & Strangman, 2002, p. 1).

How Should a Teacher Incorporate Visual Organizers in Teaching EFL?

In 1972, Bransford and Johnson have been studying and exploring the role that visual and

other kinds of organizers might play in both listening and reading comprehension. Their research

reveals clearly that when writing passages are ambiguous or do not present clear prompts to the

topic, relevant contextual information (or background knowledge) is needed to comprehend them,

even though the texts are written in the learners' native language. A number of succeeding

studies that looked at listening or reading comprehension in a foreign language have shown that

visual materials, be they still pictures, video, or graphic organizers, also generally enhance

discernment of a target-language text, particularly when learners are at a fairly low level of

proficiency (Hadley, 2000).

Visual organizers can be applied as a pre-teaching and post-teaching strategy for the

purpose of introducing or reinforcing the key concepts in a text and how they might be pertinent.

Visual organizers suffice for organizing students processing of text in both reading and writing.

Often these organizers are employed to provide structure to lectures to class discussion (Hill,

1994). Hill further expounds that the visual organizer is usually a teacher-generated cue. To use

the visual organizer strategy, the teacher must outline the topic, the main ideas are to be

explained, and the essential supporting details are developed. While findings denote the value of

this technique, there is a question whether a strategy that provides students a structure for

thinking and reading would be as beneficial as a strategy that might stimulate students' own ideas

(Moore and Readence, 1984). To this end, once the text discussion has progressed over several

days, it is advisable to ask students to construct their own organizers or accomplish partially

constructed ones. This will allow more passionate student involvement in the learning process.

The organizer will become more personalized and less abstract (Hill, 1994). Therefore, the role

of EFL learners has changed from merely the receivers of concepts and information to the

creators of visual organizers representing their own thinking processes.

Visuals can help immeasurably in teachers' and students' communication needs. The

various kinds of visuals have unique qualities that make each type the "right" one to use in

certain language-learning contexts. In 1988, Picket indicates, visuals can be helpful in several

ways:

1. "Visuals can capitalize on seeing. For most people, the sense of sight – more so than hearing, smell, touch, or taste – is the most highly developed of the senses.
2. Visuals can convey some kinds of messages better than words can. Ideas or information difficult or impossible to express in words may be communicated more easily through visuals.
3. Visuals can simply or considerably reduce textual explanation. Accompanying visuals often clarify words.
4. Visuals can add interest and focus attention" (p. 538).

Visuals organizers can work against teaching as well as for teaching. So it will be advantageous

for an EFL teacher to avoid an overreliance on visuals, poorly planned visuals, and, most

important of all, snafus in timing and instruction.

What follows are various types of visual organizers which can be used as scaffoldings in

EFL classrooms to enhance learners' comprehension of language instructions:

Flash cards

A flash card can be made of oak or cardboard with the dimension around 18 x 6 inches,

consisting of a word, a sentence, or a simple configuration drawing. The letters on it must be big,

organized, and visible for everyone sitting in the classroom. It will be better to use capital letters

rather than script since capital letters are much more comprehensible for learners as they are

watching at a distance. It can be used especially for teaching vocabulary in a way of double drill

exercise by using both sides of the card. One of the two sides will be the foreign word, and

another one will be the translation. In the beginning, the new English vocabulary is shown to the

learners and the teacher tries to elicit the foreign commensurate words; then the new word and its

meaning in English are revealed (Huebener 1967). Flash cards for EFL teaching or self-study has

been used for years. Beside teacher-made ones, there are a great deal of flash cards available in

bookstores (Lado, 1964).

Pictures

As an expression goes, one picture is worth a thousand words. Pictures can come from a variety of sources: drawings, magazines, newspaper, professionally published material, postcards, and photographs. Teachers can use pictures as prompts for controlled language activities as an alternative to holding up objects like pens, as aids for speaking or writing tasks, as a focus for description and discussion, and, as visual organizers for language structure (Harmer, 1997). Reid (2002) proposes, "Good pictures are close to universal language as the world is prone to get within the upcoming twenty years" (Reid, 2002, p. 35). Often a picture will show a situation or a scene in which there are several different things and persons. It is good for EFL learners to observe the total scene or the total picture, and then to see how its parts are relevant to the whole. It is also helpful (especially for beginners) to view a picture of a single object or person as the only focus of attention (Allen, 1983). Every classroom should contain a file of pictures which can be used not only to illustrate the socio-cultural approaches, but also to give stimulating and meaningful practice and connections to the sounds, structures, and vocabularies of English (Finocchiaro, 1986).

Videos

Moving pictures carry even more information. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be displayed in a

sensorial context, and the many factors in communication can be perceived easily by viewers as

well as the language learners. A video's images, speech, movement, and music provide a rich

mix of meaning-building cues. The outstanding feature of video films is their capability to

present complete communication situations (Lonergan, 1985).Videos can be used for many

phases of teaching: presenting information, giving background to a topic, playing various forms

of dialogues and interactions, lectures, and any output from TV channels. For example, there is a

whole range of documentaries, news programs, dramas, comedies, and shows. The power of

television as a medium is duly acknowledged, even if its benefits and disadvantages are a matter

of controversy. As a result, videos lose their impact if they are over-used and teachers tend to

find that students lose their cognitive focus if they watch too much. It would be just like the

soporific television watcher, the famous "couch potato" (Harmer, 1997).

Conclusion

It is undeniable that the best-known sensory aids are visuals. In addition, the strategies of using visual organizers to assist English language teaching have been established for centuries. Nevertheless, there are many EFL teachers who still believe that the conventional methods and word-by-word instructions are the only fashions that can help students grow solid linguistic knowledge. It is evident that the contribution of visual organizers to enrich the classroom interaction and learners' development has been neglected by those teachers in many countries.

In the light of the aforementioned theories and studies, visual inputs have played a significant role during the process of different phases of language acquisition. From the scientific-based researches, the effectiveness of adopting visual organizers in EFL classrooms has been taken for granted. The meaningful inputs and real life situations with which visual organizers have served as a base are regarded as the essentials of EFL classrooms. Besides, this thesis deals with that the use of visual organizers that can enhance the EFL learners in terms of motivation and interest. Thus, learners will engage themselves with vigor in classroom communication. Therefore, a promising classroom climate and a stimulating instructional context are in the wake of the application of situational aids or visual organizers.

This thesis also emphasizes the necessity and importance for EFL teachers to incorporate

visual organizers in their instruction. EFL learners develop their language knowledge and

competences according to their learning experiences and the operation of their preferred

modalities. As known, the most popular and conventional learners' sensory preference is visual.

In this light, the use of visual organizers can help EFL learners to accelerate their

accommodation for new vocabularies and relevant language knowledge, as well as to turn the

broad concepts into more concrete and tangible ones. As a result, EFL teachers should try to

create a situational classroom environment filled with meaningful cues like scaffoldings and

recognize the advantages of employing visual organizers in the language-learning contexts.

This thesis also demonstrates that, in addition to the company-made visual materials, there

are numerous visual cues available in our everyday lives and serve as functional aids in

conveying meaning and information for language seekers. For example, maps, brochures,

advertisements, and posters are wonderful materials which can draw EFL learners' attention and

transmit stimuli astonishingly.

Yet, there are still some questions unanswered in this thesis, such as to what extent an EFL

teacher can use the visual organizers, what is the limitation of the implementation of visual

organizers, and should an EFL teacher be engaged in training for the visual components of an

effective language lesson. Indubitably, further research is needed. Even though the aim of this

thesis promotes the effectiveness of visual organizers as scaffolds, the enhancement aspect has

wide implication for immediate positive results.

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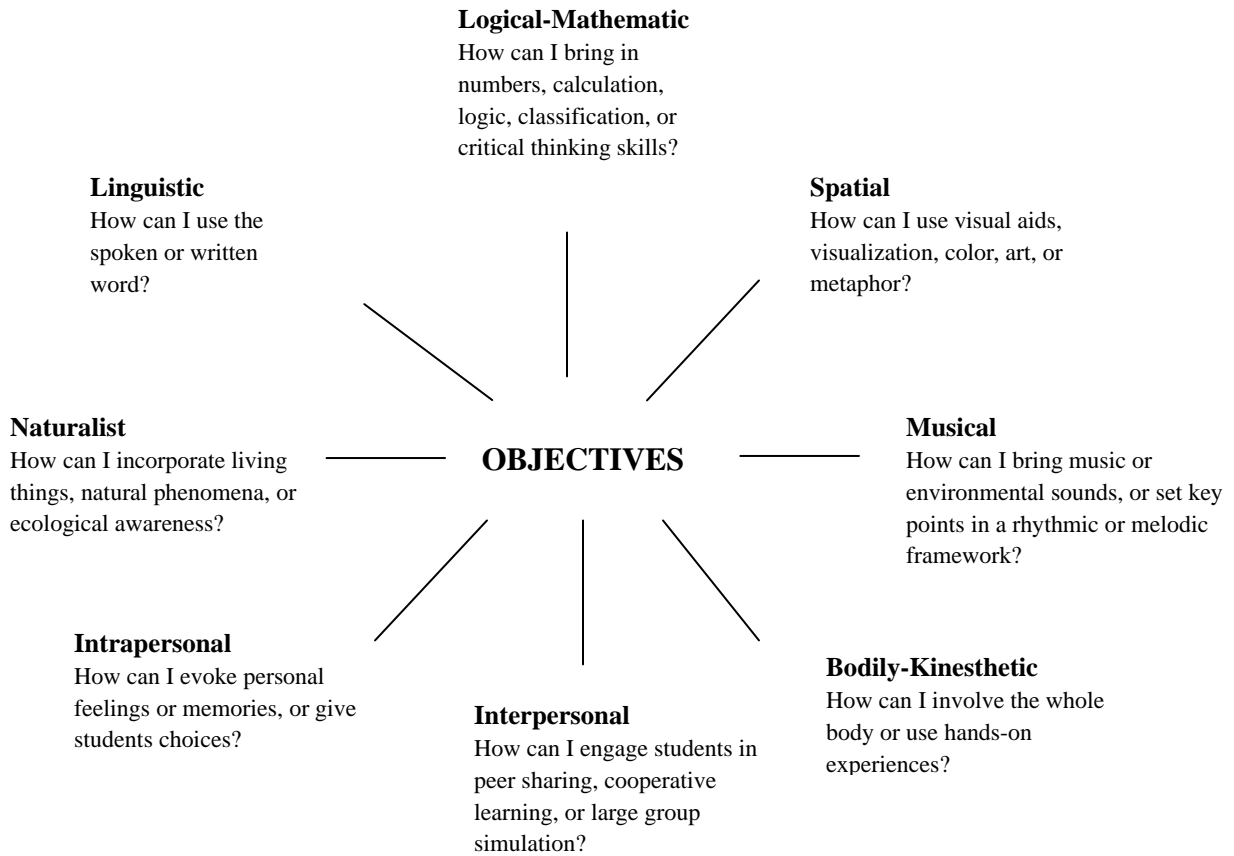
Appendix A

Logical-Mathematic
How can I bring in
numbers, calculation,
logic, classification, or
critical thinking skills?

Linguistic
How can I use the
spoken or written
word?

Spatial
How can I use visual aids,
visualization, color, art, or
metaphor?

Naturalist
How can I incorporate living
things, natural phenomena, or
ecological awareness?

OBJECTIVES

Musical
How can I bring music or
environmental sounds, or set key
points in a rhythmic or melodic
framework?

Intrapersonal
How can I evoke personal
feelings or memories, or give
students choices?

Interpersonal
How can I engage students in
peer sharing, cooperative
learning, or large group
simulation?

Bodily-Kinesthetic
How can I involve the whole
body or use hands-on
experiences?

Figure 1. Multiple Intelligence Planning Question (Armstrong, 2000, p. 45)

Appendix B

Grittner (1997) addresses the following principles regarding foreign language teaching

based on psychological studies:

1.   The more meaningful (and personal) the material, the more likely it is to be learned
      and retained. Fluency and automaticity are important in language learning, but these
      can be achieved parrot-fashion without the learner being fully cognizant of what he
      has learned. Genuine learning must include the ability to apply the target language to
      the world of reality in a personal way.

2.   Drill work involving conscious choices between critical and contrasting elements is
      more effective than the same amount of drill work done in a repetitive manner and
      involving no contrast. (However, introducing an excessive number of contrasts in a
      given drill can bewilder and discourage the learner.)

3.   Learning of basic language skills will be more efficient if the students is aware of
      the generalizations underlying the critical features upon which he is being drilled.
      These critical features may either be learned inductively or may be pointed out by
      the teacher or text; it cannot be assumed that the student will perceive the important
      critical features by himself.

4.   The more kinds of associations that are made the better the learning will be. Thus, at
      the appropriate time, all possible sense modalities should be brought to bear on each
      item to be learned. Different ways of associating meaning in verbal learning include
      auditory (hearing), pictorial (visual conceptualization), motor performances, tactile
      (handling objects), and graphic (written symbolization).

5.   The use of visuals in association with spoken and written symbols can greatly
      facilitate verbal learning. Approximately 80 percent of all human learning is done
      visually. Hence, sole reliance upon auditory stimuli at any stage of learning must be
      considered questionable for sighted learners.

6.   In the learning of skills it is more efficient to distribute the drill into regular daily
      modules that to mass drill work into time segments several days apartment from one
      another. Thus, in the beginning course (where drill work predominates) it is

preferable to schedule classes in 30-minute daily modules for 5 consecutive days than to have 60-minute modules 3 times a week (*Teaching foreign languages.* New York: Harper & Row, pp. 172-173).