**Schematic Activation through Computerized Graphic Organizers: The Case of L2 Listening Comprehension and Incidental Vocabulary Acquisition**

**Abstract**

Modern schemata theorists believe that meaning exists neither in oral nor in the written language itself, but in the reader's mind, and brain schemata could be triggered by using techniques such as graphic organizers. This study aimed at employing the graphic organizers to enhance schematic activation. To this end, a total number of 173 Iranian upper-intermediate EFL learners received a Nelson General Proficiency Test and 157 participants who met the homogeneity criterion were assigned randomly to an experimental group (EG) and a control group (CG). Levene Test and K-S were employed to determine the normality of distribution. The participants received a pretest to measure their listening comprehension and vocabulary. The students in the CG did the listening activity conventionally, and the ones in EG were provided with the graphic organizers as a pre-listening task. After the treatment, two posttests were run to measure their achievements on listening comprehension and vocabulary. In order to assess the efficacy of the graphic organizers, both descriptive analysis and ANCOVA were employed. The results of the study indicated that the graphic organizers improved both learners’ listening comprehension and incidental vocabulary acquisition and the EG outperformed the CG. Moreover, the data obtained from a questionnaire revealed the learners' positive attitudes toward the pre-listening tasks. This study could help the practitioners in the field of SLA to support the use of graphic organizers as influential techniques to promote schemata for listening.

***Keywords:*** Incidental Vocabulary Acquisition, Graphic Organizers, Listening Comprehension, Schematic Activation