

The effect of using the style of concept maps as a teaching technique...

Wassan Adnan Rasheed

**The effect of using the style of concept maps as a
teaching technique on the Achievement of fourth year
secondary students in English**

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Abstract

The present research aims at trying to prove that concept maps can be used as a teaching technique on the achievement of fourth year secondary students in English.

To achieve the above aim, a deliberate sample of 65 female students was chosen from Al-Andulus preparatory school for girls in the city of Mosul. The sample was divided into two groups, an experimental and control.

After achieving co-equivalence between them, the researcher designed an achievement test which consisted of (25) multiple-choice items and applied on both groups, T-test showed the superiority of the experimental group over the control group in concept maps. Results show that the use of concept maps helped to improve the achievement of fourth secondary students in English, and to understand the material better than the traditional method.

1.1 Statement of the Problem

The teaching of English language lessons have always been a problem for many learners of English at various stages of teaching. This motivated officials to find effective and successful methods for teaching English.

The question which the present paper tries to answer is concept maps really solve the problem already is mentioned and help learners to improve their achievement.

1.2 Introduction:

Language does not develop in a vacuum. Language is a part of the culture of people and the chief means by which the members of a society communicate. It is, therefore "a component of culture and a central network through which the other components are expressed" (Lado, 1964: 23). Since pupils need to be able to express their desires and needs, their learning should depends on suitable forms that language can provide.

Choosing then, the appropriate methodology will be very helpful in teaching content deeply so as to achieve the required aims in less time and effort, moreover, such methodology may provoke pupils interest and motivate them as. Reworks "in positive work and effective contribution in class" (AL-kamash, 2006: 1).

To achieve the educational objectives mentioned above, many methods have appeared. One of these is concept maps. The subject of concept maps has played an important role in the educational process through the last few decades because concepts stimulate questions concerning limited types of information to make them meaningful, in addition to organizing experience (Saada, 1989: 21).

Cullen's (1990) argues that the effectiveness of concept maps is not only in containing all concepts but also the importance of concepts in helping learners to find a relation among concepts taught (Cullen, 1990: 1068). Zoller (1997: 1053) adds that there are two main kinds of understanding testing techniques. The first is traditional, while the other is that of concept maps. Concept maps are tools used for learning and teaching and have done teaching

meaningful and interesting, They are also used to present concepts and relations for the sake of evaluating what pupils have learned (Novak, 1988: 88).

1.3 The Importance of the Research:

The importance of the present research stems from the following facts:

1. It is the first research that applies concept maps technique to teaching English at the secondary stage in Iraq.
2. It introduced a modern educational approach in methodology to be utilized in future in teaching English at various stages.
3. The research is a humble effort to open new horizon in this aspect.

1.4 Aim of the Research:

The present research aims at investigating the effect of using the style of concept maps as a teaching technique on the Achievement of fourth year secondary students in English.

1.5 The Hypothesis:

It is hypothesized that there are no statistically significant differences in the mean scores between the experimental group taught by using the concept maps and that of the control group taught by traditional way in the achievement of students in English.

1.6 Limits of the Research:

The current research is limited to:

1. A sample of fourth secondary class (female) students in the city of Mousl during the first term of the academic year 2008.
2. Propositions of the new English course for Iraq book 6.

1.7 Definitions of Basic Terms:

1.7.1 Concept:

- Good (1973: 124) defines concept as "a mental image, view point, an idea is presentation shared element through which groups or different kinds of categories can be distinguished".
- Concept is the common feature of a group of labeled facts (Collete & Chiappetta, 1994: 33).
- Novak (1995: 79) states that concept is a "recognized comprehension for event, things or event records and labeled things".
- Operational Definition of Concept:
In this paper concept is defined as "a general mental image of a group of things represented in a related term or word which relates a number of words and facts in order to understand the relations between them and the topics the researcher taught for fourth secondary year students.

1.7.2 Concept Maps:

- Roth (1994: 6–7) defines concept maps as "summary, an outline, review or an integration activity gained by the end of unit by students after having completed their experiments, reading, homework questions, word problems and messages".
- For Novak (1997: 17) a concept map is a "technique that can teach students how to learn, because concept maps reveal a visible relationship of cognitive structures consisting of concepts, relationships, hierarchy and cross-links".
- Concept maps can be defined as "an image of main concepts and ideas which help in planning teaching, explaining the relation between concepts, helping pupils in memorizing the information and seeing the relationship between concepts

through their connections and the sequence of all steps" (Martin, 1994: 86).

- **Operational Definition of Concept Maps:**

A method which explains the relationship between concepts of the material taught by the researcher in a hierarchal order, so that the more general concepts are at top of the hierarchy while the less specifies ones are at the bottom.

1.7.3 Achievement:

- Chaplin (1971: 174) states that achievement is "a level of scholastic knowledge or academic work that can be determined by standardized tests to evaluate the student's work.
- Al-Hanafee (1978: 11) states that achievement is "a particular level of competence in studying be it school or university. It is determined by either the standardized achievement test, teacher's estimation or both.
- For Samarra (1989: 16) achievement is "what the learner achieves of the learning aims in a specific school subject due to exposure to learning experiences and situations".
- Abdulstar (1998: 4) states that achievement is "the total average of the students marks in a school subjects".
- **Operational Definition of Achievement:**

Achievement is the result of what the pupils learn after learning English, measured by the scores that pupils get through their answers on the achievement test which the researcher has made after teaching the material assigned during the time of experiment.

1.8 The Theoretical Background:

Concept maps have recently been used by many methodologists as models or strategies for teaching (Neal et al 1987, Novak & Join 1986, Ross 1991) to mention only few among others.

Danyal Neal and a group of his colleagues have invented Concept maps as one of the samples for teaching. They have made use of improving such samples in concepts included in circle learning and direct learn and Concept maps (Cited in Hairder, 1993: 122).

Novak and Join (1989) have made use the theory of ozbel in improving on invented method for teaching humanistic sciences and other subjects by using the method of concept maps.

Ross (1991) has mentioned that the educational process needs principles and approaches to understand the teaching material and the model chosen for this purpose is that of Concept maps.

Using such models have explained the importance of studying the relation between essential maps and those necessary for the purpose of understanding by pupils. It also gives additional pieces of information which pupils need to understand any part of program (Ross, 1991: 11, 12, 23).

1.9 Benefits of Concept Maps:

Concept maps are evaluated as a tool for understanding the nature of science, condensing scientific information, determining the effectiveness of presentations, identifying misconceptions and recognizing different styles (Mason, 1992: 52).

Novak (1990: 943) states that the use of concept mapping and other meta cognitive tools in teacher education programs may play a useful role in two ways:

First, these tools may help prospective or in-service teachers to move their own learning approaches towards more meaningful practices.

Second they will become skillful in the use of meta cognitive tools, including computer-mediated tools and thus hold more confidence in using these tools with their students.

Mason (1992: 52–54) argues that the main aim of using concept maps is to help teachers to recognize that:

1. Concepts can be developed from a variety of perspectives, as long as the relationships among concepts are accurate.
2. Presented information does not necessarily reflect what the students are learning.
3. Concept maps can be used to identify prior knowledge and misconceptions in both teachers and students.
4. Individuals have different learning styles and interests.
5. Without prior instruction, students often cannot gain meaningful information from a textbook.

While Roth (1994: 443) summarizes the benefits of concept maps in the following points:

1. Enlists students, and teachers participation.
2. Serves to represent knowledge constructed through interactions toward a common goal.
3. Permits actors to engage one another through the visual representations.
4. Focuses attention and communication of the participations.
5. Gives various roles for teacher such as coach-facilitator-guide, an evaluator, teacher-centered and teacher-controlled.

1.10 Uses of Concept Maps:

Novak & Gowin (1997: 23) indicated that concept maps can be used to:

1. Determine path ways for organizing meaning.
2. Negotiate meaning with students.
3. Point out misconceptions.
4. Promote higher level of thinking.

Although concept maps are used basically in teaching sciences, yet it is also used in teaching English grammar.

1.11 Previous Work:

The researcher has chosen to depend on previous studies related with concept maps of other materials (e.g. biology, science, mathematics, chemistry) due to the absence of studies dealing with concepts maps of English language directly.

1. German and Paul Study (1989):

The aim of this study is to help high school pupils in some American states to have meaningful learning, develop their critical thinking skills in biology. The two researchers used advanced organizers, learning cycles and (Vee) shapes and concept maps. The sample consisted of (4) experimental groups, each of which used one of the above mentioned methods. The two researchers made a pre-test in critical thinking of the four experimental groups, before applying the experience. After that each of the four was taught according to teaching plans made by the researchers for the four methodologies prescribed for biology. After finishing the procedures, the two researchers made a post-test of critical thinking for the four groups through comparing between groups and making statistical analyses. The results showed statistically significant differences between groups in:

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1. Superiority of the experimental group using circle over the group using advanced organizations.
 2. Superiority of the experimental group using (Vee) figures over the one using concept maps.
 3. Superiority of the experimental group using concept maps over the one using advanced organizations (German & Paul, 1989: 299–306).

2. Weiholtz Study (1996):

The study was initiated in America, aiming to define the efficiency of concept maps as an alternative method of teaching and evaluating in mathematics, science and social science specially in their related methodologies.

The sample consisted of 7th grade of methodology in Connecticut University for a whole semester. Case study was used to create a clear image of the effect of this strategy to define students and how to build this knowledge (no sample number was mentioned). Data were collected using interviews, observations, participants diaries and concept maps for both teachers and students. The results coincide with the previous studies in this aspect, developing concept maps made students active participants in meaningful learning processes, making and building concept maps made some pupils realize their ideas and understand the meaningful links joining the concepts and know their weak points in realizing some concepts. Concept maps presented an efficient method which helped to increase their comprehension of materials and their achievement (Weinholtz, 1996: 4362).

3. Suny Binghamton & Yongjin Lee (2005):

This study focuses on the use of collaborative concept mapping strategy for Korean language learning. The study designs a Korean language writing course module assisted by computer-based concept mapping tool.

The main assumption underlying this research is that collaborative concept mapping tasks engage the Korean language learners in communicative and acculturative interaction.

Based on previous studies presenting positive effect of concept maps as collaboration and communication tools (Freeman & Jessup, 2004; Hughes & Hay, 2001), this study predicts that concept mapping enhance students' communication during collaborative language learning tasks. Collaborative construction of concept maps enables students to compare ideas with one another and reconstruct their own knowledge.

By using concept maps in collaborative settings of the second language learning, students are expected to use new vocabularies to generate concepts, to negotiate meanings of the concepts and their relationships based on the shared ideas among group members, and to become more aware of the target language culture and connotations for real life purposes.

Participants were undergraduates from Korean language courses in a state university in the northeastern United States.

The researchers investigate the students' perception on the collaborative concept mapping strategy for their writing work and their progress in writing and motivation. The treatment group received a concept mapping training, followed by two guided group activities to generate collaborative concept maps.

Based on group concept maps, each student develops individual essays on the topic. The students' language learning performances in writing, and motivation were compared between

treatment and control group. The study provides experimental evidences of the benefits and pitfalls in the use of collaborative concept mapping strategy to facilitate second language learning.

The findings indicate that concept mapping strategy has a potential to promote writing skill and vocabulary learning. But there are practical limitations challenging the use of computer software in Korean writing and the concept mapping training.

The result of students' perception and motivation questionnaires provide practical implication to adoption of collaborative concept mapping as a classroom activity in second language programs (Sunny Binghamton & Yonjin Lee, 2005, 12).

1.12 The Experimental Design:

The experimental design known as co-equivalent group has been adopted due to its appropriateness to the aim of this research. In the present research, the experimental group was taught by using concept maps, and the control group was taught by the traditional method as shown in Figure (1) below:

Groups	Independent Variable	Dependent Variable
Experimental	Concept maps	Achievement test in English
Control	Traditional method	

Figure (1): The Experimental Design

1.13 Population and Sampling:

The population of the present includes fourth year secondary female students in Nineveh Governorate during the second term of the academic year 2007–2008 in (20) schools, each school contains of (3) classes. The researcher excluded (5) schools for containing (4) classes, so the total number of schools was (15). Al-Andulus

preparatory school for girls was intentionally selected for the following reasons.

1. The school administration and English language teacher were ready to cooperate with the researcher in this school.
2. The text book analyzed is book (6) because students have already studied the unit regarded as the starting point of the research. The researcher chose randomly two classes in this school, (A) and (B). The number of the students became (65) as shown in Table (1).

Table (1) Numbers of students in the Experimental Group and Control Group

Group	No. of students under the experiment
A. control	33
B. experimental	32
Total	65

1.14 Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researcher made equivalence depending upon certain information provided by the students or taken from other resources.

1.14.1 Student's Grades in English:

The researcher counted for mid-year exams grades for each pupil in the two groups. The results of the T-test for the two independent samples indicated that there was no statistically significant differences between the two groups at (0.05) level of significance where the calculated t-value was (1.618) which is less than the tabulated t-value which was (1.999) under (63) degrees of freedom as is shown in Table(2).

Table (2): T–test results of student's grades in English

Groups	No.	Mean	S.D	T value	
				Calculated T–value	Tabulated T–value
Control	33	79.8485	12.45271	1.618	1.999
Group	32	74.3750	14.88613		

1.14.2 Father's Educational Background:

The researcher used T–test for two independent samples to measure the difference in level of father's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated t-value was (0.341) which was less than the tabulated t-value which was (1.999) under (63) degrees of freedom as shown in Table (3).

Table (3): T–test results of father's educational background

Groups	No.	Mean	S.D	T value	
				Calculated T–value	Tabulated T–value
Control	33	15.8485	2.91677	0.341	1.999
Group	32	15.5938	3.0990		

1.14.3 Mother's Educational Background:

The researcher used T–test for two independent samples to measure the difference in level of mother's background between the two groups. No statistically significant difference was found between the two groups at (0.05) level of significance where the calculated t-value was (1.449) which was less than the tabulated t-value which was (1.999) under (63) degrees of freedom as shown in Table (4).

Table (4): T–test results of mother's educational background

Groups	No.	Mean	S.D	T value	
				Calculated T–value	Tabulated T–value
Control	33	13.8788	2.52187	1.449	1.999
Group	32	12.7813	14.88613		

1.15 Lesson Planning:

The lesson plan for each unit has been prepared according to the two methods of teaching, i.e. using concepts maps for the experimental group and the traditional method for the control group (see Appendix 1). The two plans have been presented to a jury of specialists in educational psychology and methodology of EFL. The jurors accepted the plans and put-forward some instructions that have been considered by the researcher. The two groups of students have been taught English preposition for a full course of study according to the prepared plans.

1.16 Tools of the Research:

a. Achievement Test:

Because of the lack of ready achievement test in English suitable for the curriculum of fourth secondary grade pupils, the researcher has deigned an achievement test. The items were designed on the basis of multiple–choice items because it can more effectively measure many of the simple learning outcomes measured by the short–answer item. Also, it can measure a variety of the more complex outcomes in the knowledge, understanding and application (Grounland, 1981: 178). In order to verify the validity of the test items regarding their correctness, generalization achievement and the desired cognitive level, the researcher presented the test in its original design (Appendix 2) to a number of

experts adopting a rate agreement of (80%) for the validity of the items.

b. Validity:

It is the degree to which the test actually measures what is intended to measure (Brown, 1980: 212). In the present research, the researcher has used face validity. Hence, the final test of the research was given to a group of experts to check their validity. The experts approved the items of the test and put forward some modifications to improve them.

c. Reliability:

To find out the reliability of the tool, the researcher applied it on a pilot sample consisted of (36) female pupils of fourth secondary classes of the same society randomly chosen. The researcher also applied Kuder–Richardson Formula (21) and the reliability was (85%) which is both good and acceptable, thus the test is approved in its final form.

d. The Scoring Scheme:

After conducting the test, a scoring scheme was made as follows:

1. Giving one grade for the correct answer.
2. Giving zero for the wrong and blank answer.
3. Regarding the answers containing more than one response as false, they indicate that the pupils do not know the correct answers.

1.17 The Statistical Methods:

1. Two samples T–test of the two tailed type for independent sample to test the differences between the two groups for the purpose of equivalence and to test the differences between

arithmetic means of students results in the final test was applied (Glass, 1970: 295).

2. The reliability of the final test was estimated by using Kuder–Richardson' Formula (21) (Ferguson, 1981: 322).

1.18 Results and Discussion:

To verify the null hypothesis of the research, the researcher has found out the mean scores and standard deviation for both groups in their achievement in English and applied T–test for two independent samples as shown in Table (5).

Table (5): Results of T–test for both groups on the achievement test in English

Groups	No.	Mean	S.D	T value	
				Calculated T value	Tabulated T value
Control	33	19.4545	2.30612	2.414	1.999
Group	32	20.7188	1.88773		

It is clear form Table (5) that the calculated t-value is (2.414) which is higher than the tabulated t-value which is (1.999) at (0.05) level of significance and under (63) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups in favour of the experimental group. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

These results may be due to the fact that concept maps have enabled the pupils to learn, to understand the lesson better through the drawing map which explains the topic of the lesson and make it easy to understand.

1.19 Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1. The possibility of applying concept maps to teach English in secondary stage.
2. The use of concept maps increases the achievement of fourth year secondary students in English.
3. Using concept maps makes English lesson easy to understand.

1.20 Recommendations:

In the light of conclusions drawn, the following recommendations are worth mentioning:

1. It is recommended that English language teachers should use concept maps for teaching English activities to their students.
2. The preparation and training units in the Directorate of Education should train teachers of English to use concept maps.
3. New courses are recommended for English Department of the College of Basic Education that include concept maps.

1.21 Suggestions:

The researcher does not claim to have said the final word on concept maps. Therefore, the following suggestions can be recommended for further studies:

1. The efficiency of using concept maps in developing creative thinking for fourth secondary school pupils and their attitudes towards English.
2. Replicating a similar research on the male pupils at the fourth secondary level as well as another and higher levels.

It is also of great importance to carry out a contrastive study between males and females using the technique of concept maps with regard to their performance in English.

Appendix (1)

A Model Daily Lesson Plan for the Control Group

Subject: English

Class: Fourth Year (secondary) A

Topic: Prepositions

Time Allotted: 40 minutes

The Behavioural Objectives:

The pupil will be able to:

1. know the meaning of the word preposition.
2. distinguish between prepositions.
3. know which preposition is used with (season, year, and month).
4. know which preposition is used with (day, date).

Teaching Aids:

1. Textbook.
2. Chalkboard.

The Lesson Procedures:

a. Introduction (5) minutes:

Prepare pupils minds for the new lesson (i.e. prepositions) by giving a brief introduction to join the previous lesson with the new one and give some questions about the previous lesson to motivate pupils' thinking like:

1. What is the question word that is used for place? Give examples.

2. What is the question word that is used for time? Give examples.
3. What is the question word that is used for countable nouns? Give examples.

After receiving pupils' answers, the teacher tells his pupils that the lesson for today is prepositions.

b. Presentation (25) minutes:

Prepare the minds of pupils to the new subject by presenting prepositions and ask some related questions like:

1. What are the most important prepositions?
2. What is the preposition used with years?
3. What is the preposition used with days?
4. Give an example for the preposition (between).

The teacher takes the answers of pupils, reinforce the correct responses and correct the wrong ones and mentions that there is a great number of prepositions, each one of those prepositions has a function of its own that will be mentioned in the next lesson.

Evaluation:

After finishing the lesson, the teacher asks certain questions to ascertain the achievement of the lesson objectives. These questions are:

1. Define prepositions.
2. What is the preposition that is used with years? Give examples.
3. What is the preposition that is used with days? Give examples.

Homework:

Give (10) examples about the prepositions which students have learnt and ask them to do the exercises on page (65).

**A Model Daily Lesson Plan for the Experimental Group
by Concept Maps Technique**

Subject: English

Class: Fourth Year (secondary) B

Topic: Prepositions

Time Allotted: 40 minutes

The Behavioural Objectives:

The pupil will be able to:

1. know the meaning of the word preposition.
2. distinguish between prepositions.
3. know which preposition is used with (season, year, and month).
4. know which preposition is used with (day, date).

Teaching Aids:

1. Textbook.
2. Chalkboard.

The Lesson Procedures:

a. Introduction (5) minutes:

Prepare pupils minds for the new lesson (i.e. prepositions) by giving a brief introduction to join the previous lesson with the new one and give some questions about the previous lesson to motivate pupils thinking like:

1. What is the question word that is used for place? Give examples.
2. What is the question word that is used for time? Give examples.
3. What is the question word that is used for countable nouns? Give examples.

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After receiving pupils answers, the teacher tells his pupils that the lesson for today is prepositions.

b. Presentation (25) minutes:

1. Presenting the main concept (prepositions).
2. Divide prepositions according to their functions.
3. Give examples for each preposition.
4. Draw a map about prepositions, divisions and their use.
5. Give a definition for prepositions.

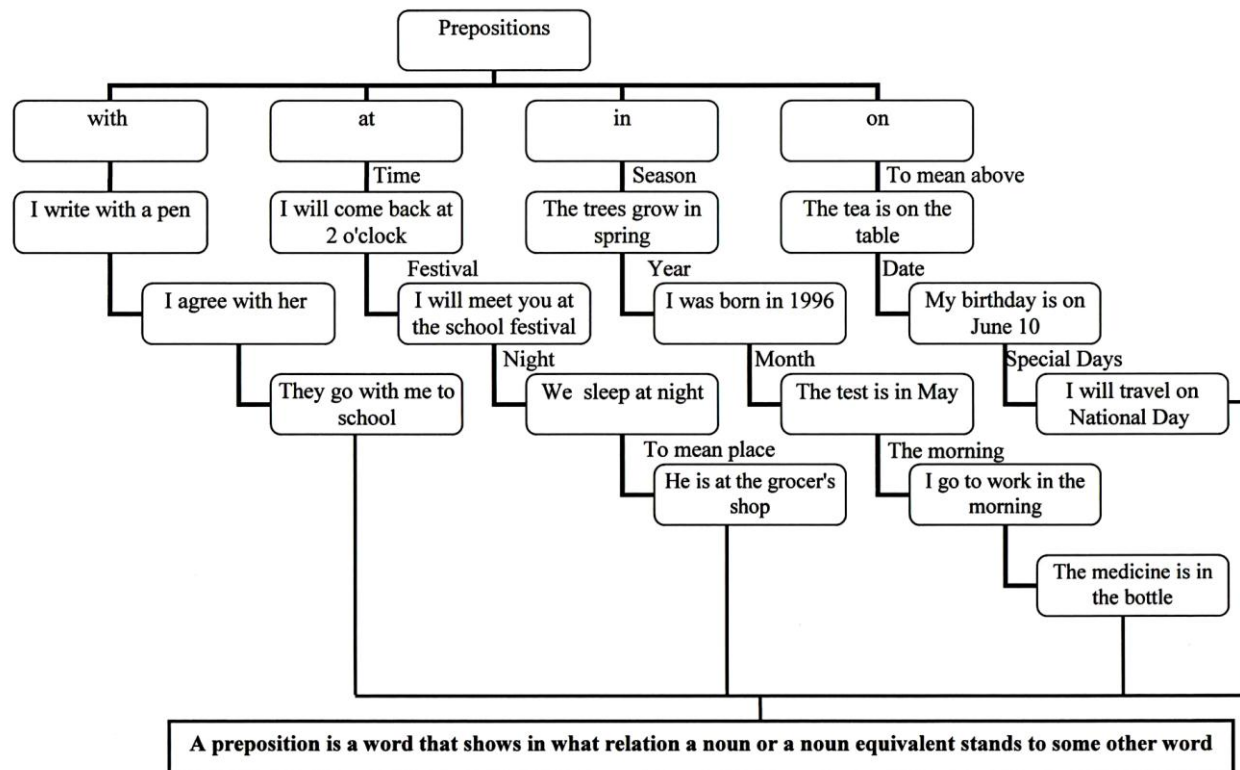
Evaluation:

After finishing the lesson, the teacher asks certain questions to ascertain the achievement of the lesson objectives. These questions are:

1. Define prepositions.
2. What is the preposition that is used with years? Give examples.
3. What is the preposition that is used with days? Give examples.

Homework:

Give (10) examples of the prepositions which students have learnt and ask them to do the exercises on page (65).



Appendix (2)

No.	Item	Fit	Unfit	Notes
	Rewrite these sentences using one of the words given in brackets in the blank:			
1.	I will come back _____ 2 o'clock. (at, on, in)			
2.	Put this book _____ the box. (in, on, at)			
3.	I write _____ a pen. (by, with, for)			
4.	She came _____ foot. (on, at, by)			
5.	The teacher is _____ the class. (in front of, at, with)			
6.	She was angry _____ me. (of, with, by).			
7.	I've been _____ the city. (on, round, under)			
8.	I felt sorry _____ him. (for, at, to)			
9.	They'll be here tomorrow _____ noon. (about, at, to)			
10.	I shall look _____ the matter. (with, into, to)			
11.	Please, listen _____ her. (to, by, in)			

12.	I thought ——— going with her. (about, for, by)			
13.	The teacher is sitting ——— the students. (between, among, round)			
14.	The car is going ——— the window. (round, at, on)			
15.	The ball is going ——— the window. (under, through, by)			
16.	They arrived —— the station. (on, at, by)			
17.	The knife is —— the table. (in, on, of)			
18.	She is —— hospital. (on, in, at)			
19.	Marry is good —— swimming. (in, at, at)			
20.	I agree —— her. (by, with, through)			
21.	Suha is —— bed. (on, in, of)			
22.	I am —— Iraq. (behind, from, with)			
23.	Ali watches football —— TV. (on, in, of)			
24.	We sleep —— night. (in, at, by)			
25.	The paintings are —— the wall. (at, on, in)			

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Name of the Jury Consulted

Name	Academic Status
1. Fahdel Khalil Ibrahim	Prof./ Methodology/ College of Basic Education/ University of Mosul
2. Wayis Jallod Ibrahim	Asst. Prof./ Methodology / College of Basic Education/ University of Mosul
3. Mohammed Hamza Kan'an	Asst. Prof./ Applied Linguistics/ College of Basic Education/ University of Mosul
4. Ahmed Bashir Al-Qattan	Lecturer/ Semantics/ College of Education/ University of Mosul

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تأثير استخدام أسلوب خرائط المفاهيم كطريقة تدريسية على تحصيل طالبات الصف

الرابع الإعدادي في مادة اللغة الانكليزية

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ملخص البحث

يهدف البحث الحالي إلى الكشف عن تأثير استخدام أسلوب خرائط المفاهيم كطريقة تدريسية على تحصيل طالبات الصف الرابع الإعدادي في مادة اللغة الانكليزية تألف مجتمع البحث من طالبات الصف الرابع الإعدادي في إعدادية الأندلس واختارت الباحثة المدرسة بصورة قصديه . شملت عينة البحث (٦٥) طالبة تم اختيارهن بصورة عشوائية من بين طالبات الصف الرابع الإعدادي ووزعت عينة البحث على مجموعتين . أعدت الباحثة اختبار تحصيلي وهو اختبار الاختيار من المتعدد والمتكون من (٢٥) فقرة، تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل البيانات باستخدام الاختبار التائي كشف عن تفوق المجموعة التجريبية على المجموعة الضابطة في التحصيل . وبينت النتائج أن استخدام خرائط المفاهيم ساعد في تحسين تحصيل طالبات الصف الرابع الإعدادي في مادة اللغة الانكليزية . كما ساعدت على فهم المادة بصورة أفضل من الطريقة الاعتيادية .