MEU جامعة الشرق الأوسط للدراسات العليا
MIDDLE EAST UNIVERSITY FOR GRADUATE STUDIES

The Effect of Using the Conceptual Maps on the Achievement of the Intermediate First Class Students for the English Language and Their Attitudes towards It in Mosul-Iraq

أثر استخدام الخرائط المفاهيمية في تحصيل طلبة الصف الأول المتوسط لمادة اللغة الإنجليزية

وتنمية اتجاهاتهم نحو الإنجليزية في الموصل – العراق

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Authorization

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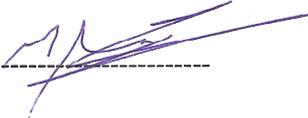
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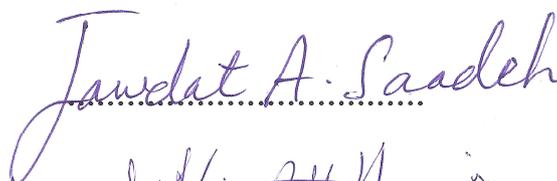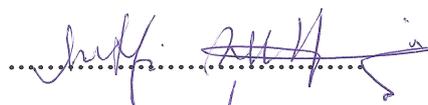
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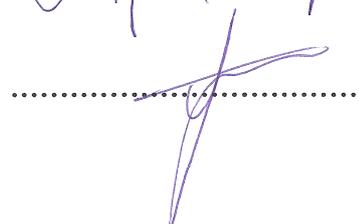
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Dedication

I dedicate this thesis to my father,

To my beloved mother

To my brothers and sisters.

To my friends,

Most of all, I dedicate this work to the only person whose love inspires me to live life to its utmost.

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The Effect of Using the Conceptual Maps on the Achievement of the Intermediate First Class Students for the English Language and Their Attitudes Towards It in Mosul-Iraq

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Abstract

This study aimed at exploring the effect of using the conceptual maps on the achievement of the first intermediate class students for the English language and their attitudes towards English. The study raised the following questions:

First question : What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class students achievement ?

Second question : What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class students' attitudes towards English ?

The researcher constructed an achievement test and an attitudes measure towards English. The study sample consisted of two first intermediate classes in a school chosen as a purposeful sample which was distributed into two groups as follows :

The first group was the experimental group and was taught by using the conceptual maps; this group consisted of (42) male students ; the second group was the control group and when taught by the traditional method consisted of (45) male students .

The achievement test teaching, materials, and the attitudes questionnaire were introduced to seven university professors, and educational supervisors, Modification were made according to their advice

Reliability was computed according to Pearson between the students correlation grades in the first time , and their grades in the second time. Its value was (0.86) which indicated that the test enjoyed the relevant consistent degree. The reliability of the attitudes measurement towards the English language was calculated by using Cronbakch Alpha formula . It was (0.82), which indicated the possibility of depending on the instrument .

The teaching material consisted of six lessons from chapter seven of the first intermediate class English course book . They were taught according to plans prepared by the researcher . The researcher was devoted to ensuring the quality of the forms of these plans by standardization of the teaching objectives and strategies practiced, in addition to the educational aids used in such a manner that the dissimilarity is only in the form of the conceptual maps provision. In order to control variables, equally qualified teachers handled teaching these educational plans.

Data was analyzed using (SPSS) and the univariance analysis by applying (ANCOVA). The results revealed that the using of conceptual maps had positive impact on increasing the students' achievement and developing their attitudes toward the English language.

The study concluded with some recommendations, most important of which are the followings :

1- Iraqi Ministry of Education should depend on the concepts maps in the English language topics that focus on developing the achievements and the students' different thinking skills.

2- Conducting training for English language teachers pograms on preparing the educational programs based on conceptual maps strategy and using them in the teaching -learning process, because of their positive effect on thinking skills in English language learners.

أثر استخدام الخرائط المفاهيمية في تحصيل طلبة الصف الأول المتوسط لمادة اللغة الإنجليزية وتنمية اتجاهاتهم نحو الإنجليزية في الموصل / العراق

إعداد

مثنى مشعل السلطان

إشراف

الدكتورة فاطمة جعفر

ملخص الدراسة

هدفت هذه الدراسة الى تقصي اثر استخدام الخرائط المفاهيمية في تحصيل طلبة الصف الاول المتوسط في مادة اللغة الأنجليزية وتنمية اتجاهاتهم نحوالأنجليزية ، وتمثلت اسئلة الدراسة في الاتي :

السؤال الاول : ما أثر استخدام تطبيق الخرائط المفاهيمية في تدريس اللغة الانجليزية على تحصيل الطلبة ؟

السؤال الثاني : ما أثر استخدام تطبيق الخرائط المفاهيمية في تدريس اللغة الانجليزية على اتجاهات الطلبة ؟

وقد قام الباحث ببناء اختبار تحصيلي ومقياس اتجاهات نحو مبحث اللغة الانجليزية وحساب معامل ثبات الاختبار التحصيلي ، وقد تم عرض فقرات الاختبار ومقياس الاتجاهات نحو مبحث اللغة الانجليزية على سبع من المحكمين من ذوي الاختصاص وأجريت التعديلات حسب تعليماتهم . ومن

ثم تم تطبيق الاختبار على عينة استطلاعية غير عينة الدراسة من اجل حساب معامل ارتباط بيرسون بين علامات الطلبة في المرة الاولى ، وعلاماتهم في المرة الثانية ، فكانت قيمته (0.86) كما تم التاكد من مقياس الاتجاهات عن طريق ايجاد معامل الاتساق الداخلي (كرونباخ الفا) ووجد انه (0.82) وهو معامل ثبات يشير الى امكانية الاعتماد على الاداة .

واقتصرت عينة الدراسة على شعبتين من شعب الصف الاول المتوسط داخل مدرسة حكومية وتم اختيار العينة بطريقة قصدية ، وتم توزيع العينة الى مجموعتين المجموعة التجريبية الاولى وتم تدريسها باستخدام الخرائط المفاهيمية وبلغ عدد طلابها (42) طالباً والمجموعة الثانية وتم تدريسها بالطريقة التقليدية وبلغ عدد طلابها (45)طالباً .

وتمثلت المادة الدراسية في دروس ستة من الوحدة السابعة لمبحث اللغة الانجليزية لطلبة الصف الاول متوسط وتم تدريسها من خلال خطط دراسية اعدها الباحث لهذا الغرض ,بحيث حرص الباحث على تكافؤ صيغتها بتوحيد الاهداف, واستراتيجيات التدريس المتبعة , والوسائل التعليمية المستخدمة , بحيث لايكون اختلاف الا بشكل التزود بالخرائط المفاهيمية . وحرصا على ضبط المتغيرات قام مدرسون متكافؤون في الشهادة العلمية والخبرة التدريسية بتدريس هذه الخطط.

وتم تحليل البيانات باستخدام حزمة التحليل الاحصائي (SPSS) وتحليل التباين الاحادي المصاحب (ANCOVA) وكشفت النتائج عن أن استخدام الخرائط المفاهيمية كان لها أثر ايجابي في زيادة تحصيل الطلبة وتنمية اتجاهاتهم نحو مبحث اللغة الانجليزية ، وقد خلصت الدراسة الى عدد من التوصيات اهمها :

1- ان تعمل وزارة التربية والتعليم العراقية على اعتماد خرائط المفاهيم من اجل استخدامها في العملية التعليمية التعلمية مع الطلبة .

2- تدريب المعلمين على بناء البرامج التعليمية القائمة على خرائط المفاهيم في مبحث اللغة الانجليزية والتي تركز على تنمية التحصيل ، ومهارات التفكير المختلفة لدى الطلبة .

Chapter One

1.0 Introduction

The twenty first century is witnessing an active scientific movement in textbooks development as a result of the information revolution in the different kinds of the scientific knowledge, and in the ways to teach them. This has demanded multiple efforts from the educators to focus on the methods and ways that deliver knowledge to the evolving generations by varying these methods and showing the relationships between these different types of knowledge. This should guarantee the use of the logical systematic approach in order to facilitate forming and organizing the learner's cognitive structure. Based upon this great importance in the thinking processes studies, teaching and acquiring the concepts by the students have become a basic requirement of the teaching process.

Ausbuel theory (meaningful learning) has considered conceptual maps developed by Novac (2006) a way that represents the learner's cognitive structure. Novac looks at the cognitive structure as consisting of a number of concepts to each other by relationships , based on organized principles and hypotheses in a sequenced way. He affirms that the conceptual structure organized in a distinguished way of vertical and horizontal relationships. The learner should be able to express them graphically by a conceptual map and points to the conceptual structure is the first factor that judges if the new material intended to be a learned will be meaningful for learning.

Scholars interested it the conceptual map strategy see that it can be used as a diagnostic tool to evaluate the student's learning as an alternative to the common tests.

White & Gunstone, (1992) find some important advantages for using conceptual maps strategy that are exploring the understanding of the specific aspects from the topic, testing the learners' understanding of the teaching goals, ability to make connections between the concepts, distinguishing the variables perceived by the learners in the relationships between the concepts, exploring the basic concepts, and encouraging the discussion among the learners. The strategy is useful to the teacher, for it increases the teacher's perceptions about the components intended to be taught and provides him with a clear and comprehensive picture about these concepts.

Edwards & Freeze (1987) add that the conceptual maps help the teachers in distinguishing between the students' correct ideas , planning the lessons, explaining the concepts and deciding the students' learning sequence. The conceptual maps help the students understand the complex information and difficult concepts, ordering them in an organized form, distinguishing the good concepts, connecting between them and the previous conceptual structure, determining the relationships between the concepts, retaining the knowledge for longer periods of time.

According to other factors that stand behind the importance of conceptual maps, there is a strong relationship between the cognitive, skillful and moral sides of the learner. The conceptual maps enhance these three sides in the individual, which helps him in acquiring the concepts at a relevant degree. This will increase the possibility of affecting his attitudes, trends and values towards this field. It directly affects the degree of his enthusiasm towards learning the concepts in the English language by the conceptual maps, which might lead the individual to feel more interested in learning English and develop positive attitudes towards English. (William,1991).

1.1 Problem of the Study

Since the concepts are considered as the key and the foundation in the English language, there is a need to focus on the concept maps that support the development of achievement in the English language in Iraq.

Despite the teachers' guide of the first intermediate class in Iraqi Schools focuses on the best teaching techniques, the conceptual maps are not given the suitable weight of importance in actual teaching possess .The researcher, as a teacher of English detected weakness in students' achievement, and decided to develop the conceptual maps technique.

This study aims at investigating the effect of applying the conceptual maps strategy in teaching English on the achievement and attitudes on the first intermediate class of Iraqi schools.

1.2 Questions of the Study

This study tried to answer the following two questions:

1-What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class students' achievement?

2-What is the effect of applying the strategy of conceptual maps on the first intermediate class students' attitudes towards English?

1.3 Study Hypotheses

To answer the two questions the researcher formed the following null hypotheses:

1. There were no statistical significant differences at level ($\alpha \leq 0.05$) between the first intermediate class students in achievement of English language, due to the teaching method (conceptual maps, regular method)?

2. There were no statistical significant differences at level ($\alpha \leq 0.05$) between the first intermediate class students in attitudes toward English language, due to the teaching method (conceptual maps, regular method)?

1.4 Objectives of the Study

This study aims at:

1- Detecting the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class students' achievement.

2- Finding out the effect of applying the strategy of conceptual maps on the first intermediate class students' attitudes towards English.

1.5 Significance of the Study

This study is hoped to be significant in helping the curriculum designers, teachers, and students in the teaching / learning process.

On the other hand, it might add knowledge to the research conducted in this field, specially in Iraq. To the best knowledge of the researcher, research in Iraq about this field is insufficient. Thus, this study might fill a gap in the literature on using conceptual maps in teaching English classes in Iraq.

1.6 Limitation and Delimitations of the Study

- This study was limited to the first intermediate class student in the English language classes in Al-Mosul city for the school year 2013-2014.

- The instruments of the study were developed by the researcher, the results of applying them depending upon their validity and reliability.

1.7 Definitions of Terms

1. Conceptual Maps

- Novak (2006) identifies concept mapping as a tool for representing the inter-relationship among concepts in an integrated, hierarchical manner, and should depict the structure of knowledge in propositional statements that illustrate the relationship among the concepts in a map.

Novak (2006) also sees, that concepts maps are graphical tools for organizing and representing knowledge. They include concepts usually closed in circles or boxes of some types, and the relationship between concepts indicated by connecting or linking two concepts or words on line. The link between the concepts can be one way or non-directional.

The operational definition of the conceptual maps is the map prepared by the researcher for the purpose of teaching simple present tense to the experimental group, based on the chosen lessons from the textbook of the first intermediate grade in Iraq.

2- Achievement

Salvador & Dasi (2001) define achievement as the competence of a person in relation to a domain of knowledge through observing his performance

The operational definition of achievement is the grades that students attain on the achievement test, which developed by the researcher.

3- Attitudes

Attitudes are defined by Morgan (1999) as to refer to feelings people establish according to things or other people; which they imply favorable or unfavorable estimates that are possibly affecting the responses towards the person or the thing under concern.

While Atkinson (1993), sees attitudes as like or dislike, favorable or unfavorable estimates that constitute the different reactions towards people of things, or events.

The operational definition of attitudes in this study is the feeling of the members of the sample of the study towards English after being taught using the conceptual map

strategy, which measure by the grades that students attain on the attitudes test that developed by the researcher.

Summary

The chapter presented details about the problem of the study ,question of the study ,objectives of the study ,hypotheses of the study ,significance of the study ,limitation and delimitations of the study and definition of the terms.

Chapter Two

2.0 Review of Literature

This chapter covers the review of related literature divided in to two parts:

Part one is the theoretical background, and part two is the revision of the related studies on the conceptual maps, students' attitudes, and achievement .

2.1 Part One: Theoretical Background

The researcher in this part addressed the following topics:

1. Conceptual maps, how to build them, their importance, and their educational usages and applications.

2. Ausubel's theory and its relation and using conceptual maps in teaching as meaningful teaching.

Teaching the concepts and acquisition by the students is considered the basic requirement of the educational process because of its importance in formulating the learner's cognitive structure. It is the tool for acquiring knowledge and the experiences that enable the learners to encounter the continuous increase in knowledge. From this point, the educators tended to focus on the strategies that help the learner in acquiring and retaining these concepts, and transferring the effect of this learning to practical life to be useful as a prediction, explanation and classification tool. Among these strategies are the concepts maps that are based on Ausubel's ideas. (Stanley, 1998).

Ausubel's theory is one of the most important cognitive theories in education. that pursue to study the learner's cognitive structure and the higher mental processes, in order to achieve meaningful learning that based on the supposition which the individuals learn through organizing new information in the accredited teaching system. The most important principles that Ausubel's has focused on is the teaching by introducing the cognitive topic in its general lines, the more general ideas should be at first, then the details to the more specific. Stanley (1998) introduces Ausubel's learning theory of thinking skills that emphasizes developing thinking skills in students' needs for specific instruction and practice, and that teachers should address analysis, evaluation and synthesis using organizers that encourage students to operate at the highest possible level. Also the theory emphasises strengthening the cognitive structure that helps students retain information for longer periods of time, in addition to subsumptions that provide students with basic structures on which to build new concepts.

Ausbul's learning theory consists of a set of components including the following:

- Metaphor: Ausubel (1963) sees knowledge as representing an integrated system in which ideas are linked together in an orderly fashion, and the human mind follows logical rules for organizing information into respective categories.

- Cognitive structure: Ausubel affirms that the learner's cognitive structure is in the acquisition of new information, presenting experience that is always fitted into what the learner already knows. The existing cognitive structure that organizing, stabilizing and clarifying knowledge in a particular field any time is the main factor impacting the learning

and retention of meaningful new material. A cognitive structure that is clear and well organized facilitates the learning and retention of new information.

- Subsumption: Ausubel's (1960) learning theory is built around the concept of subsumtion, when a new idea enters consciousness. It is processed and classified under one or more of the inclusive concepts already existing in the learner's cognitive structure, and the new meaningful materials becoming corporated into cognitive structure under relevant existing concepts. Ausubel's (1962) assented that it is reasonable to suppose that anchorage provides new learning and retention, and when cognitive stability is provided by anchoring ideas it helps to explain why meaningful learning is retained longer.

- Organizers: Ausubel (1963) advocated the advanced organizers are abstract ideas presented in advance of the lesson; they represent higher level of abstraction, generality, and inclusiveness than the new material. He claims that organizers can be used to assist learners in assimilating new information; they help in bridging the gap between what is already known and what is to be learned; also organizers are particularly useful when learners do not already possess the relevant concepts needed in order to integrate new information into their cognitive systems. Ausubel's research revealed an interesting aspect of using organizers, that advance organizers are more useful when working with factual material. Organizers facilitate the learning of factual materials more than they do with the learning of abstract material.

- Retention: Ausubel views of retention are linked to his longer theory of subsumption which subsumes that anchoring ideas help to facilitate learning and retention, and retention is impacted by the availability in cognitive structure of relevant subsuming concepts at an

appropriate level of inclusiveness, the stability and clarity of the concepts. Ausubel sees that learners who possess well organized cognitive structures tend to retain information effectively.

Ausubel (1962) makes a distinction between meaningful learning and rote learning which is important for teaching higher order thinking. Role learning occurs when the learner memorizes information in an arbitrary fashion, when the knowledge or information is stored in an isolated compartment and is not integrated into the person's larger cognitive structure.

On the other hand, according to Ausubel's & Robinson (1969), meaningful learning is part and parcel to higher order thinking; this thinking happens when there is a relationship between two or more ideas, old and new, the new information must be fitted into a large pattern, and when the learner possess relevant ideas to which the new idea can be related or anchored. About reception learning , Ausbel (1963) says that the problem stems from the widespread confusion between reception and discovery learning, and between rote and meaningful learning Everything depends on how the knowledge is treated. So, discovery learning, just like reception learning, may be either rote or meaningful, and everything depends upon whether or not the new information is integrated into the learner's cognitive structure. The other side of reception learning is expository teaching; such teaching offers the educators the most direct way for setting the foundation for higher order thinking. Ausubel (1963) thinks that most teachers favor this method of instruction. Expository teaching is an efficient an effective way of organizing classroom

learning, and practice is useful for acquiring many skills and concepts that do not occur frequently and repetitively enough in more natural setting.

The organization of information in an integrated system, according to Ausubel's & Robinson (1969), knowledge is organized in a hierarchical fation, the most general ideas forming the top, and more particular ideas and specific details subsumed under them. Learners who have poorly organized cognitive systems tend to rapidly forget information, Ausubel places prime responsibility on the teacher for directing the course of instruction, and presenting the new material in an organized fashion, checking to make sure the student is subsuming the new information under appropriate organizers Stanley (1998).

Attitudes are considered a set of beliefs that consist of relating assurances explaining that things are limited around specific topic or position being correct or wrong and other things relating to it are desired (Rokeach, 1970,160). Also the attitudes determine the social interaction volume with the group and their efficacy speed; there should be references origins that concern forming the individual's attitude, also, these attitudes characterized by the relative consistency and depend on the person's experiences, his culture level, education and his practice of the rational logical thinking. Form of the motivation system inside the individual determines his social response. Psychologists indicate that the attitudes are composed of three correlated social components that differ in their extent between the individuals, namely (the cognitive component, the emotional component, and the behavior of component, concepts teaching process helps reducing the re-learning and contributes to building the scholastic curriculum and benefits in facilitating the movement of the learning effect, because it is considered one of the important

components of the content that the curriculum planners should take into account the hierarchical level in their generality that corresponds to the students ability to form and acquire these. Also achievement test was used to measure the students' understanding of the reading passages that were studied during the experiment. Also an achievement test was used to measure the student's understanding of the reading passages that were studied during the experiment. The test included information from each of the five reading passages used in the study sessions, and consisted of knowledge, comprehension, and application level items (Bloom, 1956).

2.2 Part two: Related Studies

Park, S. (1995) study has defined learning strategies as the mental activities that people use when they study to help themselves acquire organize, or remember incoming knowledge more effectively, and there are a number of learning strategies that can help students and to achieve in the classroom over the long run, the strategies include meaningful learning , organizing, note taking, identifying important information, and summarizing.

The reviewed theoretical and empirical literature helped the researcher to determine the problem and the instrument of the study. The current study is conducted in a different situation from that of the reviewed empirical studies.

Brain (1998) study entitled "The effect of using the conceptual maps on comprehending the biology subject contents by the public university students aimed to measure the change in the concepts (experimental group) the traditional normal lectures

effectiveness of using the conceptual maps as advanced organizers, the study reached results, the most important organizer had great effect on the conceptual comprehension of the biology textbook contents by the students and had the same effect when used with the students classified according to perceptual development level, gender, age, major, curriculum duration & their cognitive background, the study reached the presence of important relation between the perceptual development level and the conceptual comprehension.

Mcfall (1999) has conducted a study to know the effect of using the conceptual maps or the dialogues on students' perception of the conceptual maps. The subject was taught in English. The study sample consisted of (60) male and female students of the fourth elementary class. Using the science and technology subject for children, specifically the plants growth and development unit, she divided the study sample into three treatment groups, one group who spoke English as a second language, the second group were native speakers of English and the third group were the control group who were speakers of English as native and second language, but were taught by using the traditional methods. The researcher found differences in the two tests scores (the pre and post tests) in the three groups, also she found that the use of the conceptual maps had the great effect on both the students who speak English language as a second language and those who speak it as the mother language.

There were a many studies that aimed to know the effect of the concepts maps in subjects other than the English language.

Al-debai (2000) study aimed to investigate the effect of using the conceptual maps on the second secondary grade students achievement in the chemistry subject in Eden City. The study sample consisted of (314) male and female students randomly distributed into two groups: the experimental group (160) male and females students that studied by using the conceptual maps and the control group (154), male and female students,who studied by the traditional (normal) way. The researcher had prepared a set of conceptual maps for the selected topics, also prepared a post-test for achievement to measure the students' achievement in its three levels (remembering, understanding and application). The hypothesis validity was tested by using the dual analysis (ANOVA-2) ant t-test. The study revealed the following results: the presence of difference with statistical significance between the achievement mean of the experimental group students that studied by using the conceptual maps, and the achievement mean of the control group students that studied by the normal way were in favor of the experimental group that studied by using the conceptual maps. The achievement mean of the control group female students that studied by using the conceptual mean of the female students of the control group that studied by the normal way were in favor of the female students in the first group.

Lawson, & Hershy (2002) pointed that a concept map is a graph structure containing nodes that are interlinked by tool to reflect relationships that exist between concepts that reside within an individual's long-term memory.

Yaseen (2002) had investigated the effect of the conceptual maps on achievement, and the development of the creative thinking in the geography subject in Jordan. Study sample consisted of (48) students distributed into two group Experimental group that studied geography by the conceptual maps, and control group that studied geography by

using the traditional way. The researcher developed a test to measure the achievement and used (Torrance) test to measure the creative thinking. The results showed that they were statistical differences in the students' achievement mean, due to the teaching method ,in favor of the experimental group, And also there were statistical significant differeences in scores' mean of the creative thinking elements is also in favor of the experimental group students.

Leou & Liu (2004) suggested that learning can be enhanced if learning involves interaction, student-centered and engaging activities when learners construct their understanding rather than having more traditional methods of teacher-centered direct instruction in order to make learning organized and manful. So concept maps become more prevalent in educational programmes.

Also, Chularut & Debacker (2004) investigated the effect of concept mapping on academic achievement, self – efficacy and self – regulation of students in English classes as a second language. Study sample individuals were college and high school students who enrolled for English classes. The results of their study showed that a group of students who used concept mapping achieved higher scores in English achievement, self – efficacy and self-regulation in comparisons to the control group students.

Pill (2005) mentioned the main principles of concept maps to include:

Key ideas were presented in a hierocracy, which moves from the most general ideas to the most specific. Key ideas were additionally arranged in domains or clusters which visually define their association and related boundaries. the nature of interrelationships between the

key ideas was identified through the use of relationship lines that clearly indicate the nature of these relationships within the map and between the different domains.

Novak and Canas (2006) study has indicated that concept mapping is a meta-learning strategy that can be used to develop students capacity to learn independently,and it has been used successfully in different disciplines. Many educational applications of concept mapping can be identified, including as:

A scaffold for understanding.

A tool for the consolidation of educational experience.

A tool for improvement of affective conditions for learning.

An aid for an alternative to traditional writing assignments

A tool to teach critical thinking.

An aid to the process of learning by teaching.

In a study entitled "using the conceptual maps to evaluate understanding the sciences subject and the language production of the English language learners" Novak and Canas (2006) have described the use of the conceptual maps in evaluating the science concepts comprehension and producing the scientific language by the elementary stage students who learn the English language. Study sample consisted of (400) male and female students from the elementary stage of the second to the fifth grade from those who learn the English language, their performance was classified according to four categories to evaluate the understanding of the sciences subject and producing the scientific language, number of suggestions, scientific accuracy. The results reached by the researchers showed that it was

possible to use the conceptual maps to evaluate the intellectual growth for comprehension of the elementary stage students who study the English language of the scientific concepts.

Gensen (2007), affirmed that mental maps have a very strong effect especially in helping the students learn the basic concepts or the basic principles in the learning domain, such as those included in the grammar subject and the detailed facts, and parts of the information included inside these concepts. That had a high efficiency as an educational strategy for all the subjects, where the goal is the useful comprehension.

Chiou (2008) studied whether concept mapping can be used to help students to improve their learning achievement and interest .The study sample consisted of (124) students and the experimental data revealed that adopting concept mapping strategy can significantly improve students' learning achievement compared to using the traditional teaching methods, and most of the students were satisfied with using concept mapping, since they indicated that concept mapping helped them understand, integrate and clarify many concepts, and also enhanced their interest in learning. It was indicated that concept mapping can be usefully used in many curriculum area.

Mckee, (2009) indicated that the mental maps are effective tools in learning whether used in teaching the pre- elementary school or the secondary school, or even in teaching the university students. Also it is possible to use the mental maps by the teachers in the brainstorming processes and introducing and simplifying the syntax principles through illustrating them in graphical ,non-linear way and explaining the ambiguous concepts though them, so making it easy to understand by the learners.

Salehi, et. al, (2013)   investigated the influence of concept mapping on (EFL) student's reading comprehension ability, and indicated that concept maps were visual representations of knowledge which could be employed as a learning strategy by the learners to find the relationship between the current knowledge and new information. They allowed the learners to figure out how ideas are connected through representing knowledge in graph. The major goal of the study was to assess the effects of concept mapping on Iranian EFL students reading comprehension at high schools in Iran. The study sample consisted of (80) pre-University students randomly assigned to an experimental (20) males, and (20) females, and control (20 males and 20 females groups. The results indicated that the two groups were homogeneous with regard to their reading comprehension ability, but the students in the experimental group outperformed those in the control group in reading comprehension.

Khajavi & Abbasian (2013) investigated if concept mapping as a cognitive tool could contribute to improving self-regulation of students in reading scores. To fulfill this goal, sixty university students from one of the universities in Iran were randomly assigned to control (traditional method). Results revealed that there was a significant difference between the two groups. The students in the experimental group outperformed those in the control group on self-regulation in reading.

2.3 Similarities between the current study and the previous ones:

Through revision the previous studies, it is clear that there is similarity between the previous studies and the present study, though the interest in knowing the usage of the conceptual maps in the academic achievement.

The present study is distinguished from other studies in regard to the formality of conceptual maps supply, the effect of the different supply on the achievement in English language subject the attitudes towards them. Also The study sample and the environment in which it took place.

The researcher has benefited from the previous studies in issues such as:

- Getting an idea about the theoretical side of these studies.

- Choosing the study method and the procedures used in the application.

- Defining the methodological steps in analyzing the content and the used statistical means.

- Benefited from the recommendations mentioned in those studies, and the researcher's determination on specifying the present study's variables.

summary

This chapter covered the review of related literature divided in to two parts:

Part one is the theoretical background, and part two is the revision of the related studies on the conceptual maps, students' attitudes, and achievement .

Chapter Three

Method and Procedures

3.0 Introduction

This chapter presents the research methodology adopted in this study and gives information about the population, the sample and the instruments, it also describes the validity and reliability of the instruments. It finally describes data collection procedures and gives information about the research design and statistical analysis.

3.1 Methodology

In this study the quasi-experimental method is used. Tt is called quasi experimental because the sample is not randomly chosen.

3.2 Sample and population of the study

The population consists of all the first intermediate grade students in mosul-Iraq schools.The study sample consisted of the first intermediate class students from Iraq consisted of (87) Iraqi male students from the first intermediate class, the sample is selected purposefully because of its relevance to the researcher regarding the procedures used. The study sample was distributed to an experimental group that included (42) students from the first intermediate class, and a control group that included (45) students Ibn-Al Haitham school-Mosul-Iraq. The table below shows that :

Table (1)

Sample of the study

The group	The Numbers
Control	45
Experiments	42

3.3 Study Instruments

Three instruments used in this study were:

3.3.1. The Teaching Material Using Concept Maps, It consist of (6) lessons from the text books (Iraqi Opportunity) of the first intermediate appendix C. Material was prepared as follows:

a- Six lessons(1-6) were chosen for the material from the text book.

b- The rules of simple present tense were chosen and analyzed into concepts.

c- From these concepts general and specific goals were derived focusing on the students' acquisition of the four skills.

d- The concept of simple present was developed into a concept map.

3.3.2. Achievement Test (Appendix A)

A test was prepared to measure the students' achievement in the English language in the four skills according to Blooms Taxonomy (Knowledge, understanding, comprehension, application, analyzing, synthesis, and evaluation), the achievement test included (30) questions, each correct answer was giving one (1) mark with a total of (30) marks, to the whole test the test passed a set of phases:

1- Content analysis of the English language subject taught to the first intermediate grade for the school year 2013-2014 in Iraq.

2- Forming a list of educational goals for the selected concepts.

3- Preparing the achievement test that includes the elements of the basic cognitive content of the key concepts distributed according to Blooms' six levels (knowledge, understanding, comprehension, application, analysis, synthesis and evaluation). The test items were formulated reaching (30) items of multiple choice question.

The student' achievement was determined by the following :

0 – 14 weak.

15 – 20 Average.

21 – 30 Excellent.

3.3.3. Attitudes Questionnaire (Appendix B)

In light of the study questions, an instrument was prepared to measure the attitudes of the first intermediate grade students towards the English language, The instrument was built according to the review of the related studies on attitudes towards the English language. It consisted of (20) items. according to the Likert scale, for each item five marks were assigned: strongly agree (5) agree (4) neutral (3) disagree (2) strongly disagree (1) .

Attitudes toward English were considered as follows:

1- If the students' attitudes percentage is between 71-100, this means that they have positive attitudes.

2- If the students' attitudes percentage is less than 50%, this means that the students' attitudes are negative.

3- If the students' attitudes percentage is between 51-70 this means that they have average.

3.4 The Validity of the Three Instruments

The achievement test teaching, materials, and the attitudes questionnaire were introduced to seven university professors, and educational supervisors, Modification were made according to their advice. Members of jury are attached in (APP.E)

3.5 Reliability of the Three Instruments

- A pilot study was carried out on a chosen sample of student from the first intermediate class other than the sample of the study consisting of 30 students. They were subjected to the lessons, the achievement test, and the attitude questionnaire in order to assure the reliability of the instruments.

- The achievement test revealed a result of (81.9) on Crookback Alpha, the attitudes, questionnaire revealed a level of (80.1) on Crookback Alpha, both are considered acceptable for the current study.

3.6 The Statistical Treatment

To answer the study's two questions and testing the relating two hypotheses, the students mean scores were calculated for each variable in each group: the experimental and the control groups, then the uni-variance analysis by (ANCOVA)was carried out to compare the post means after naturalizing the pre-test effect.

3.7 Procedures of the Study

1- After choosing the topic of the study, the researcher read a number of previous studies on the application of teaching conceptual maps .

2- The researcher indentified the population and selected the samples on which instruments were applied.

3- The researcher then put up the questions of the current study depending on the review of literature, and thus the dimensions of the study were established.

4- The test and the questionnaire were designed.

5- Validity and reliability of the designed questionnaire and questions of the test were verified.

6- Letter of permission was obtained from the Middle East University to facilitate the research and administer the questionnaire and conduct the test.

7- The test was administered after having taught the 6 lessons, and the questionnaire was distributed and collected by the researcher in the second semester, during March 2014.

8- The researcher trained the chosen teachers on the study instruments in the second semester during March, 2014.

9- Results were analyzed and the questions of the study were answered.

10- The researcher presented recommendations and suggestions for future studies.

11- The list of references was written in alphabetical order using the APA style.

summary

This chapter presented the research methodology adopted in this study and gives information about the population, the sample and the instruments, it also describes the validity and reliability of the instruments. It finally describes data collection procedures and gives information about the research design and statistical analysis.

Chapter Four

Findings of the Study

4.0 Introduction

This chapter presents findings of data analysis in order to answer the following two questions.

1- What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class student's achievement ?

2- What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class student's attitudes towards English?

4.1 Question one

What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class students' achievement?

To answer this question, the means and standard deviations were obtained for the performance of the study's two groups (The experimental and the control groups) on the pre and post achievement tests and their scores. Table (2) below explains this.

Table (2)

Means and standard deviations of the study's two groups' results on the

pre and post achievement test

The group	Number	Upper end	Pre- test		Post test	
			Mean	Variance	Mean	Variance
Control	45		13.15	2.99	22.15	3.91
Experimental	42	30	10.20	1.24	28.30	3.70
Total	87		11.68	2.10	25.22	4.88

It is noticed from Table(2) that the mean of the experimental group that was taught by using the conceptual maps in the post test was higher than the mean of the pre-test, since it reached (28.30), while the mean for the control group that was taught by the traditional method reached (22.15). To determine if there was any significant difference between the means of the study's two groups at the level ($\alpha \leq 0.05$)in the achievement test , the researcher applied the uni-variance analysis (ANCOVA).

Table (3) illustrates results of data analysis between the two groups.

Table (3)

Results of (ANCOVA) analysis of the difference between the means of the study's two groups on the post achievement test.

Source	Type III sum of squares	Df	Mean square	F	Sig	Partial Eta squared
Corrected Model	841.098a	2	420.549	28.493	.000	.404
Intercept	2180.334	1	2180.334	147.724	.000	.673
Pretest	13.403	1	13.403	.908	.343	.011
Post test	473.152	1	473.152	32.057	.000	.276
Error	1239.800	84	14.152			
Total	57017.340	87				
Corrected Total	2080.898	86				

The hypothesis was tested as shown in table (3), where the (F) value regarding the strategy reached (32.057) with significance level of (0.000) , which means the presence of differences with statistical significance between the means of the two study groups on the post achievement test in favor of the experiential group , this means rejecting the null hypothesis that states: there are no differences with statistical significance at the level ($\alpha \leq$ 0.05) in the students' achievement in the first intermediate grade in the English language attribute to the used teaching strategy (the concepts maps), the traditional method, the results obtained were in favor of the experimental group.

It is noticed from the above table that the means of the experimental group that was taught by using the concepts maps strategy was higher since it reached (28.18), while the means of the control group that was taught by the traditional way, was lower as it reached (22.27). This indicates that the difference was in favor of the experimental group that learned by using the concepts maps strategy, which means that the use of the concept maps strategy had the effect on the achievement of the first intermediate grade students in the English language subject compared to the traditional method, which is the answer question one.

4.2 Question Two

What is the effect of applying the strategy of conceptual maps on the first intermediate class students' attitudes towards English?

To answers this question, the means and standard deviations of the performance of the study's two groups (the control and the experimental) on the attitudes questionnaire were calculated as shown in Table (4)below :

Table (4)

The means and standard deviations of the performance of the study's two groups on the attitudes questionnaire.

The Group	Number	Upper end	Pre- test		Post test	
			Mean	Variance	Mean	Variance
Control	45		42.15	3.91	68.40	5.50
Experimental	42	100	48.30	3.70	85.30	8.93
Total	87		45.22	4.88	76.85	8.11

It is noticed from the table that the means of the experimental group that was taught by using the concept maps strategy was higher, since it reached (85.30), while the mean for the control group that was taught by the traditional method reached (68.40). To determine whether the differences between the means of the two study's groups is with statistical

significance at level ($\alpha \leq 0.05$), the researcher has applied (ANCOVA) as can be seen in table(5) below.

Table (5)

Results of (ANCOVA) analysis on the difference between the means of the attitudes of the study's two groups on the attitudes questionnaire.

Source	Type III sum of squares	Df	Mean square	F	Sig	Partial Eta squared
Corrected Model	5391.877a	2	2695.939	51.910	.000	.553
Intercept	3651.292	1	3651.292	70.305	.000	.456
Pretest	4.437E-5	1	4.437E-5	.000	.999	.000
Post test	3303.374	1	3303.374	63.606	.000	.431
Error	4362.513	84	51.935			
Total	510929.680	87				
Corrected Total	9754.390	86				

It is seen from the above Table that the (F) Value for the strategy reached (63.606) with significance level ($\alpha \leq 0.05$), which indicates the presence of statistical significant differences between the means of the performance of the study's two groups on the post attitudes questionnaire, this means rejecting the second null hypothesis that states: there are no differences with statistical significance at the level ($\alpha \leq 0.05$) in the students achievement in the first intermediate grade in the English language attributed to the used teaching strategy the concepts maps, the traditional method.

It is noticed from the above table that the modified means of the experimental group that was taught by using the concepts maps strategy was higher since it reached (85.37), while the mean for the control group that learned by the traditional method reached (58.33), which indicates that the difference was in favor of the experimental group that was taught by using the concepts maps. This means that using the concept maps strategy had a positive effect on the attitudes of the first intermediate grade students towards the English language compared to the normal method, which forms the answer to the second question.

summary

This chapter presented findings of data analysis in order to answer the two questions of the study.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter presents a summary and discussion of the findings of the two research questions. It concludes with recommendation and suggestions for future research.

5.1 Discussion of the Findings of Question one

1- What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class student's achievement?

The results showed the presence of differences with statistical significance between the means of the results of the two groups on the post achievement test, and the difference was in favor of the experimental group that were taught using the concepts maps. The strategy had an effect on the achievement of the first intermediate grade students in the English language topic, compared to the normal method. It is possible to explain that there were several factors affecting the use of conceptual maps. The most important effect is that the use of the concepts maps had the interactive advantage on the experimental group students participation for many phases on the learning of the students, in which they started to investigate and determine problems, formulate new guesses about them, then wording the issue in a logical, then specifying the learned concept. These results go in agreement with empirical studies of Macfall (1999),Chei (2008), Brain(1998), Al-debai(2000), Anahita, et al.(2013)),though the interestwas in knowing the usage of the

conceptual maps in the academic achievement . but the results were similar to some other studies in its sample that was limited to the males population.

Using the conceptual maps strategy has contributed in fixating the concept that the experimental group students have arched, enhancing the concept meanings, specifications and levels. Also it helped the student in the achievement process through their rapid progress in learning. This is what the normal learning method lacks, for it totally depends on the teacher, also the concepts maps focus on the importance of the learners' awareness of the skills and the strategies that they learn in the learning, as well as controlling their attempts to use them, made the learning of the experimental group a systematic and strategic learning. Focus of the concepts maps on demonstrating the concept in the form of a problem solving, made the experimental groups students more sensitive to the problem they encounter, and more involved in its solving process, providing new ideas and solutions, that led to achieving high scores. The concepts maps dependence on demonstrating the teaching content relevant to the logical organization of the content, based on the concepts sequence of the process of the experimental students group and the ability to achieve better due to the sequence in demonstrating the concepts and clarifying them enabled them to decode, synthesize, and evaluate, because it depends on the higher thinking processes. Also students participation has led to solving problems though passing a set of basic phases to the concepts adaptation with the students' abilities that helped in increasing their achievement.

Concepts maps have led to the students' possessing the self-control skills, self learning, verbal comprehension and reading, that increased the students' achievement. It helped develop the ability to modify, organize and control comprehension; that also helped

in the appropriate understanding and perceiving the concepts, re-organizing the learning situations in perceptual forms or perceptual models, generalizations or new relations that helped the ability to reach deeper understanding of the concepts with meaning, and more semantics and more applicability in new life situations and problem solving.

Referring to the literature review, it is seen that the current study's results go in agreement with the results of the previous studies .

5.2 **Discussion of the Findings of Question Two**

2- What is the effect of applying the strategy of conceptual maps in teaching English on the first intermediate class student's attitudes towards English

The results revealed the presence of differences with statistical significance between the means of the two groups performance on the post attitudes measure, the difference was in favor of the experimental group that was taught by using the concepts maps strategy.

The use of the concepts maps strategy has the effect on the attitudes of the first intermediate grade's students towards English language, compared to the students taught by the traditional method. It is possible to explain that by a set of factors, of which the most important is that the use of concept maps provided the opportunity for the experimental group to learn freely. It provided a climate of satisfaction, secure feeling, and an educational atmosphere free of anxiety, enhancing the personal responsibility, and pushing them to work more in order to achieve the educational goals for each concept.

The present study is distinguished from other studies in the application from of conceptual maps, and the effect on the achievement in English language subject and the attitudes towards them, also regarding its difference in the study sample and the environment in which it took place.

Concepts maps that are based on interactivity and freedom of learning enabled the experimental group students to participate and answer questions , also provided them with self- confidence, feeling proud of their performance as being able to answer the teachers' questions that formed in them the positive attitudes towards learning English.

Concepts map helped the experimental group students attending learning, and increased their motivation, spreading the freedom and postive atmosphere. This affected positively on the students' attitudes towards the content.

Also, concepts maps that are based on interactivity enhanced the social interaction process that has led to free the students from self-focusing. The teaching of concepts maps provided the students with the educational experiences through imitating the learning ,concepts identification that have led to the formation of students positive attitudes, and creating pleasure in learning these concepts that the normal method lacks in teaching.

5.3 Recommendations

In light of the results that the study has reached, the researcher recommends the following:

- Iraqi Ministry of Education should work on the concepts maps in the English language lessons that focus on developing the achievement, and the students' different thinking skills.

- Conducting training for English language teachers programs on preparing the educational programs based on concepts map strategy, and using them in the teaching- learning process, because of their effect on increasing the students achievement, and developing their thinking skills in the English language.

- Encouraging the researchers to continue in conducting research on the usage of preparing the educational programs based on the concepts maps strategy and its usage in developing the different mental processes in fields other than the English language subject.

- Conducting the experimental and semi-experimental studies to show the effect of the educational teaching programs based on the concepts maps strategy in developing thinking skills through the English language subject.

- Conducting experimental and semi-experimental studies similar to this study to show the effect of meta-cognitive teaching strategy on the students' achievement, and developing the thinking skills in different grades and subjects.

Summary

This chapter presented a summary and discussion of the findings of the two research questions. It concludes with recommendation and suggestions for future research.

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Appendix A

ACHIEVEMENT TEST

A) Choose the best answer that meaningfully complete each of the following sentences:

1. Salma's father is a translator, but he ………………like translation.

A)don't

B)did

C)doesn't

D) isn't

2. One of the following sentences is right:

A)Sami go late to school

B)Sami GOING late to school

C)Sami goes late to school

D) Sami ISgo late to school

3. How often …………you play the guitar?

A)do

B)are

C)does

D) doesn't

4. The underlined letter(s) in the word (make**s**) is pronounced the same as in the word :

A)goe**s**

B)play**s**

C)visit**s**

D) doe**s**

5. My mother and I usually ……………lunch for the family.

A)prepare

B)prepares

C)do prepare

D) doesn't prepare

6. One of the following sentences is correct :

A)I rarely wake up late

B)I wake rarely up late

C)I wake up rarely late

D) I wake up late rarely

7. When I get up in the morning , I usually ………………a shower.

A)have

B)has

C)had

D) having

8. Her hobby is …………… the Internet.

A)watching

B)using

C)reading

D) surfing

9. Rami ……………fishing every weekend.

A)take

B)takes

C)do

D) goes

10. Salma doesn't ……………..in her free time.

A)study

B)studies

C)studied

D) studying

11. Ahmad's mother deals with customers and money. She must be a ……………..

A)doctor

B)teacher

C)businessman

D) businesswoman

12. If you want to study a case about traffic , you need to conduct a …………………….

A)study

B)syrvey

C)hobby

D) job

13. People usually …………….photos to remind them with the events.

A)send

B)takes

C)gives

D) take

14. Ahmad comes late to school …………….he is punished by the teacher.

A)and

B)but

C)then

D) or

15. She goes back home after school……….. , she sleeps.

A)but

B)then

C)after

D) before

16. What ……………do you have ?

A)hooby

B)hopy

C)hoppy

D) hobby

(, , ,).

17. Sami……….juice for his daily breakfast.

A)have

B)has

C)had

D) having

18. What do you do …………..school?

A)then

B)but

C)and

D) before

19. We go shopping …………Thursdays.

A)in

B)on

C)at

D) for

20. I brush my teeth before sleeping.

This sentence means :

A) they sleep then have their supper

B) they have their supper then they sleep

C) they have their supper and sleep

D) they have their supper but they sleep

21. We take five lessons ……… school.

A)in

B)after

C)on

D) at

B) Complete the following text by choosing from options given down the text:

Collect , reads , watch , watches , play , plays , go , goes , talks

(22)My friend like television. On weekends , they ……

(23) American movies but they don't invite me as I like to ……

(24)British movies. One of them ……

(25)the guitar as his old brothers ……

(26)the art. My father want me to be an artist and he…………

(27) many books about art. He………to galleries and asks me to……

(28)with him. We usually…………

(29)things about art. My mother rarely ……

(30)to him about me and my hobbies.

Choose the correct verb in simple present form from the following:

22. (watch , waths , watches , watched)

23. (talk , watchs , wathez , watches)

24. (Playez , plays , playiez, play)

25. (study , studys, studyiez, studyez)

26. (go , goes , goiz , going)

27. (reading , reads , read ,readses)

28. (go , goes , goiz , going)

29. (take , collects , collect , collecting)

30. (tell , tells , talks , talk).

Appendix B

ATTITUDES Questionnaire

No.	Item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	Preferably having English classes more than two lessons a week					
2	I do all homework required by my English teacher					
3	There is an importance of the study of the English language					
4	I would like to join the literary stream for the existence of English classes					
5	Assumed that the teacher uses the English language more than one way to display the lessons					
6	The study of the English language requires me too much effort					
7	The study of English Helps me in many of my daily life problems					
8	I always need someone to help me to learn English so I can succeed in it					
9	I am Not studying the English language because it contains a lot of texts that need keeping by heart					

10	English teacher encourages his students during class to participate in the discussion and express their					
11	I am disturbed at the end of English classes					
12	Each student learns in a special way so I p refer the diversity of styles and material means in English					
13	I like English teacher					
14	English teacher does not connect what we learn in the English					
15	I feel relieved when somebody speaks in front of me other topics related to English					
16	I care for the subject of English					
17	The teacher has to instruct his students from time to time to search					
18	I feel comfortable when talking with an English teacher					
19	I can simplify difficult subjects in English so they can be easy to					
20	It was always easy to succeed in the English language at school					

Appendix C

Lessons

Lesson One

Present Simple: Affirmative

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To use he, she, and it in the present simple form.

Materials

Cards, Data show, worksheet

Time

45 minutes

Methods of teaching

Group work

Direct instruction: (presentation)

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher gives four cards of sentences to each group and asks students to match them with the correct use in the following concept mapping worksheet.

  Four cards of the sentences are:

He **lives** in London.

She **never** plays football.

Light **travels** at almost 300,000 km per second.

The school term **starts** next week.

Sentences concept Mapping worksheet
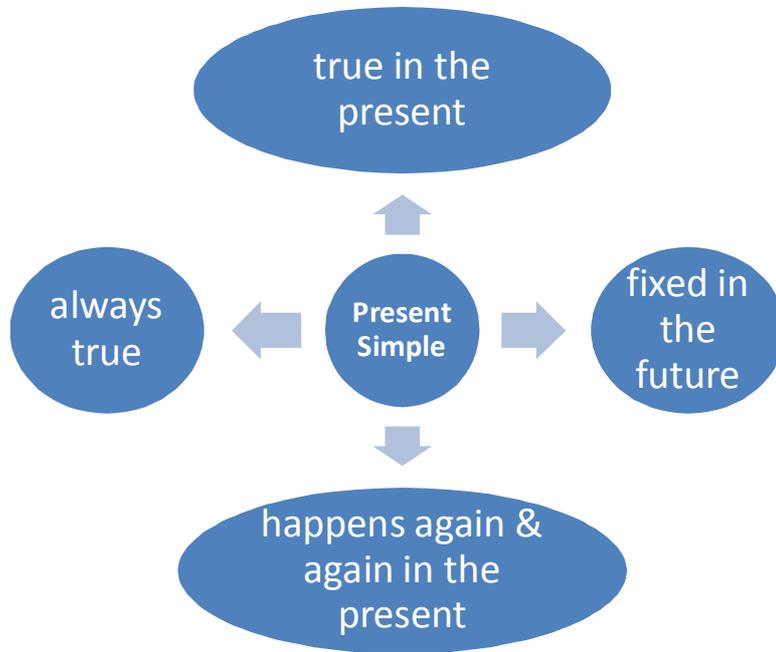
- Teacher displays the sentences related to each use correctly using data show.

- Teacher asks students trying to write their own sentences.

Lesson two

Present Simple: Negative (1)

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To use he, she, and it in the present simple negative form.

Materials

Cards, Data show, worksheet

Time

45 minutes

Methods of teaching

Group work

Direct instruction: (presentation)

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher asks students to write sentences in the Present Simple: affirmative form.

- Teacher asks students to write sentences in the Present Simple: negative using he, she, and it.

- Teacher asks students to match between the sentences and the concept map below.
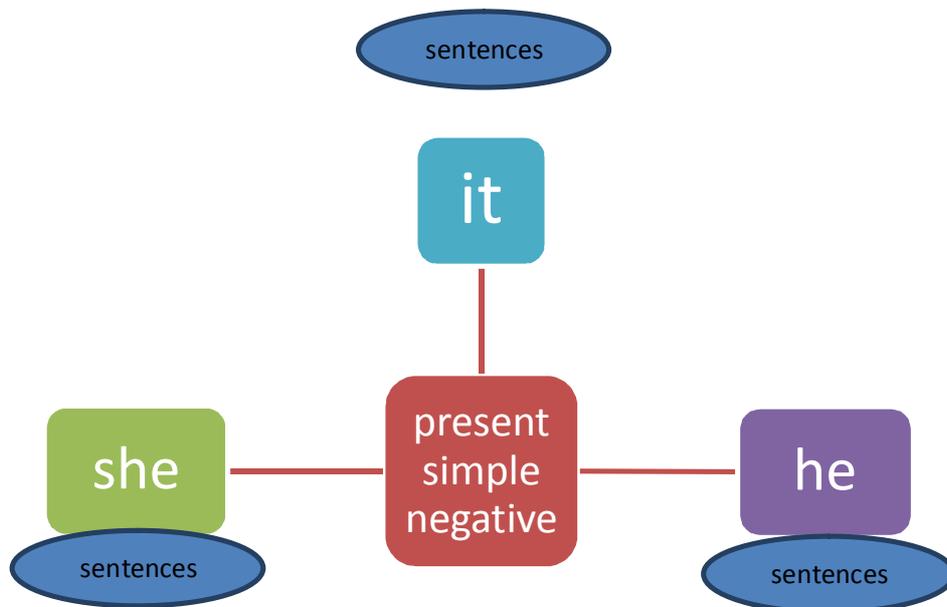
- Teacher asks students to work into groups and discuss the sentences.

- Teacher asks students to present their work.

Lesson three

Writing a paragraph

Present Simple: Negative (2)

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To write a paragraph using present simple: affirmative & negative.

Materials

Computer lab, Data show, notebook, pencil, large white paper, color.

Time

45 minutes

Methods of teaching

Group work

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher gives each group number from 1-4.

- Teacher asks each group to discuss which topic they would like to write about.

- Teacher draws the following concept map on the board and determine topic for each group:
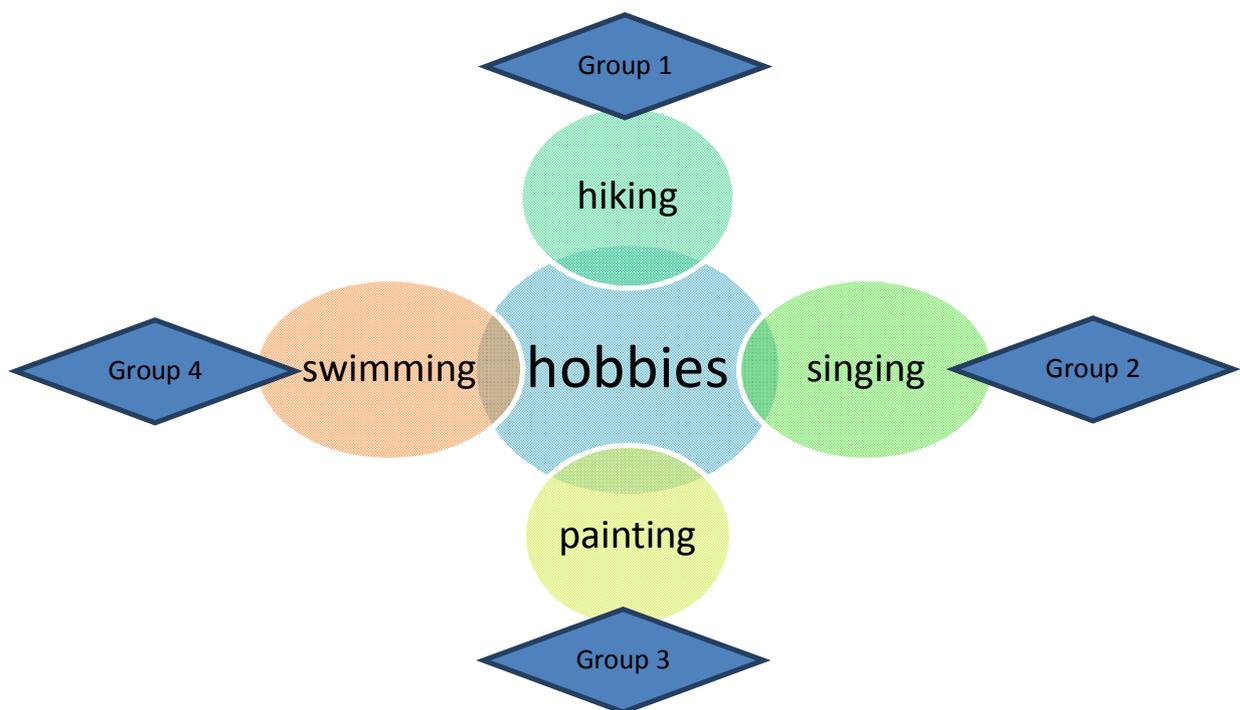
- Teacher asks students to start working into groups and write few sentences using present simple: affirmative and negative.

- Teacher distributes paragraph tips to the students.

- Tips on how to write a good paragraph listed:

o Make sure your paragraph has 3 distinct parts.

1. Topic sentence:

1. This sentence is the first sentence of a paragraph and summarizes the main idea of the paragraph.

2. All of the following sentences will add information that expands upon or supports the idea stated here.

2. Supporting sentences:

1. The second sentence identifies the first major supporting detail.

2. The third sentence brings up a second supporting detail.

3. Similarly, the fourth sentence mentions a third supporting detail.

4. Additional sentences can be added here for additional supporting details or to divide one lengthy supporting detail into separate, easier-to-read sentences.

3. Conclusion:

1. The last sentence of your paragraph is your concluding sentence, which quickly ties your supporting thoughts together.

2. It also might restate your first topic sentence using different terms.

- Teacher asks students to read their paragraphs and take tones in concept mapping form.

- Teacher asks students to discuss their groups about what they have read in the paragraph.

- Teacher asks each group to draw their concept map and collect all information in one map for their topic.

*Teacher gives each group dictionary to use if they need.

- Teacher asks each group to present their new concept mapping.

Lesson Four

Using and, but, and then.

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To use and, but, or then.

Materials

Data show, notebook, pencil, large white paper, color.

Time

45 minutes

Methods of teaching

Group work

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher asks students to read carefully this short paragraph.

  Mustafa's mother gets up early and she makes breakfast. Then she cleans the house. She does the shopping and then works in the afternoon.

- Teacher asks students to find out all the conjunction in the paragraph before.

- Teacher asks students to write other sentences using the same conjunctions.

- Teacher asks students to fill in the blanks with the suitable conjunction in the exercise below, using and, but or then:

  My school day:

  I am from India, on a school day I get up at 7 o'clock, I have a shower. (1 I have breakfast-milk and bread. (2) I clean my teeth, I walk to school. At school, I talk with my friends. (3) the teacher comes (4) we go to our class. In the morning, lessons are 8 o'clock to 1 o'clock. (5) I go to the café with my friends. We eat (6) talk. In the afternoon, there aren't any lessons. We have school on Saturdays (7) we don't have school on Sundays.

  After lunch, I go home (8) I do my homework. (9) I play the piano – that's my hobby. We eat at 8 o'clock. I don't watch TV (10) I watch videos. I go to bed at 10:30 p.m.

- Teacher asks students to use the concept map below to answer the previous exercise.
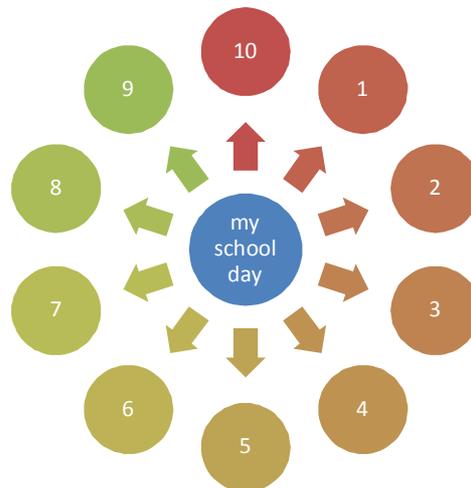
Lesson five

Writing: My school day

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To write three paragraphs using present simple: affirmative & negative.

Materials

Computer lab, Data show, notebook, pencil, large white paper, color.

Time

45 minutes

Methods of teaching

Group work

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher asks students to write about their school day using the tips below:
o Write notes for before, during and after school.
o Write sentences about your school day. Join sentences with <u>and</u>, <u>but</u>, and <u>then</u>.
o Divide your writing into three paragraphs:
  ▪ Before school
  ▪ At school
  ▪ After school
o Check your work for: punctuation, present simple tense, spelling.
- Teacher asks students to put "√" in the shape next to the things they should check in the paragraphs.
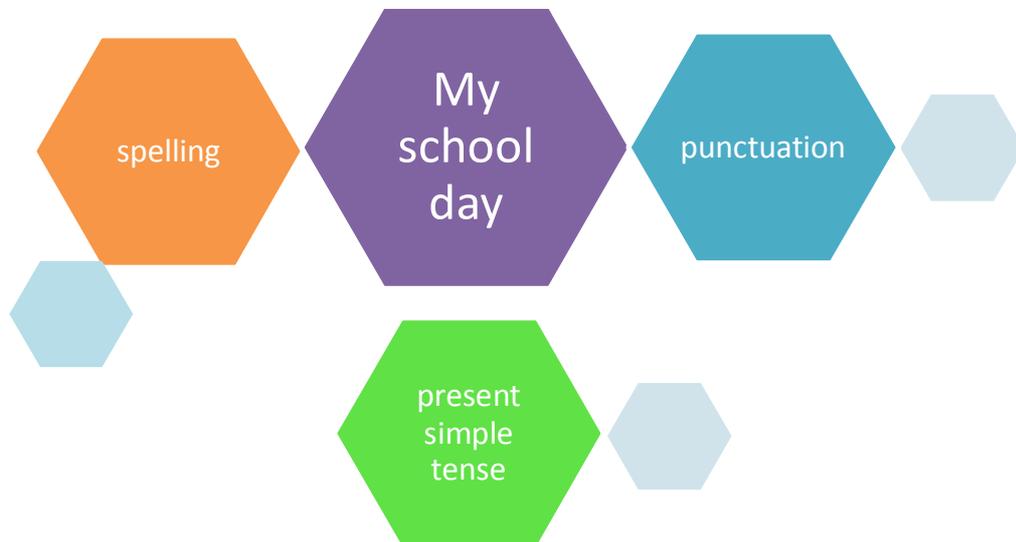
- Teacher asks students to present their work in front of each other.

- Teacher will evaluate the students work.

Lesson six

Speaking: Guess the student

Outcomes:

To use dictionaries to confirm and clarify word meaning.

To use context to guess the meaning of new words.

To write a description about each other.

To speak clearly.

Materials

Data show, notebook, pencil, large white paper, color.

**Time**

45 minutes

Methods of teaching

Group work

Discussion

Assessment

Pencil & paper: (Open ended answer item) *completion items

Instructions

- Teacher asks students to work in groups.
- Teacher asks students to write two things each student does.
- Teacher asks students not to write the names.
- Teacher asks students to take turns to read out sentences, and to let others to guess who it is.
- Teacher asks students to write answers down in a concept map like the one below.
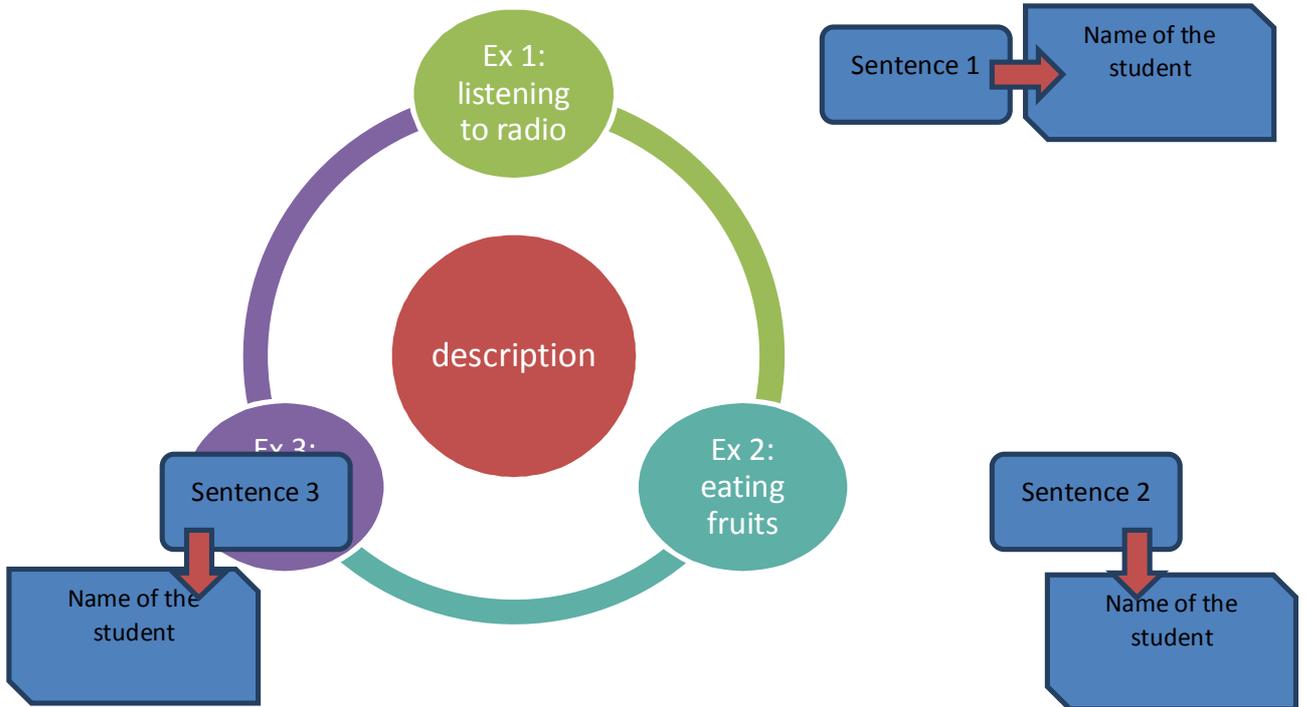
Ex 1: listening to radio

Ex 2: eating fruits

Ex 3:

description

Sentence 1

Name of the student

Sentence 2

Name of the student

Sentence 3

Name of the student

Appendix D

الرقـم: د/ع/32/697

التاريخ: 2014/3/5

معالي وزير التربية والتعليم حفظه الله

الجمهورية العراقية

تحية طيبة، وبعد،

فأرجو أن أنقل إلى معاليكم أن طالب الماجستير في جامعة الشرق الأوسط مثنى مشعل سلطان يقوم حالياً بإجراء دراسة ميدانية بعنوان: **أثر استخدام الخرائط المفاهيمية في تحصيل طلبة الصف الأول متوسط نحو مادة اللغة الانكليزية وتنمية اتجاهاتهم نحوها العراق/ نينوى**، وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في المناهج وطرق التدريس من جامعة الشرق الأوسط.

يرجى التكرّم بالموافقة والإيعاز لمن يلزم بتسهيل مهمة حصول الباحث على المعلومات اللازمة والتطبيق في مدرسة ابن الهيثم التابعة لتربية نينوى/ محافظة الموصل/ العراق على طلبة الصف الأول المتوسط، وذلك من أجل المساهمة في تحقيق أهدافها والوصول إلى نتائج دقيقة تهم التربية والتعليم.

ونحن إذ نشكر معاليكم على كل تعاون واهتمام تقدمونه في هذا الشأن، ونؤكد بأن المعلومات التي ستحصل عليها الباحثة ستبقى سرّية، ولن تُستخدم إلاّ لأغراض البحث العلمي فقط.

وتفضلوا بقبول فائق الاحترام والتقدير

رئيس الجامعة

أ.د. ماهر سليم

Appendix E

قائمة بأسماء لجنة التحكيم للأدوات

الرتبة	الاسم	ت
أستاذ	أ.د. غازي جمال توفيق خليفة	1
أستاذ	أ.د. جودت احمد صالح سعادة	2
أستاذ	أ.د. كمال سليم حنا الدواني	3
أستاذ	أ.د. عبدالجبار توفيق البياتي	4
أستاذ	أ.د. عباس عبد مهدي الشريفي	5
أستاذ مشارك	د. حمزة علي العمري	6
أستاذ مشارك	د. فاطمة جعفر	7