The Effect of Using Computer-Assisted Semantic Mapping on the Achievement of EFL Students in Reading Comprehension at the Second Year in Secondary School in Makkah

A Thesis
Submitted in Partial Fulfillment Of the Requirements for the degree of M.A. In Curriculum & Teaching Methods

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IN THE NAME OF ALLAH, THE GRACIOUS, THE MOST MERCIFUL,
١. Blessed is He who sent down the Criterion to his servant, that it may be an admonition to all creatures;

٢. He to whom belongs the dominion of the heavens and the earth: on son has he begotten, nor has he a partner in his dominion: it is he who created all things; and ordered them in due proportions.
Hazrat Abu Darda (R.A.A) Relates that he heard the Holy Prophet (S.A.W) say: A person who starts his journey to acquire knowledge, Allah eases his passage to paradise, and angels to express their appreciation on his acts, spread their wings and all the creatures that are in the heavens and on the earth, including the fish in the water, ask for forgiveness for an `Aalim (learned person). A learned person is superior to a worshipper as the full moon is superior to all the stars the learned are heirs of the prophet and, the prophets do not leave any inheritance in the shape of dirhams and dinars (wealth), but they do leave knowledge as their legacy. As such a person who acquires knowledge, acquires his Full share.

(Al-Adud and Tirmizi)
Abstract

The Effect of Using Computer-Assisted Semantic Mapping on the Achievement of EFL Students in Reading Comprehension at the Second Year in Secondary School in Makkah

Presented by: Majedah Shakir Siddiqi, Supervised by: Prof. Alia Al-jindi

The Purpose of this study was to examine the effect of using computer-assisted semantic mapping on the achievement of EFL students in reading comprehension at the second year in secondary school in Makkah. The study aimed at:

1. Investigating the effectiveness of using computer-assisted semantic mapping for teaching reading comprehension to EFL students of the second year in secondary school, as compared to traditional methods.
2. Exploring the effectiveness of the use of a new teaching method assisted by the computer for the purpose of enhancing reading comprehension.
3. Providing recommendations for conducting future researches regarding the use of mapping techniques in other fields and units.

Based on the aims of the study, three hypothesis were drawn:

1. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the literal level in the reading comprehension test after controlling the pre-test.
2. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the inferential level in the reading comprehension test after controlling the pre-test.
3. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the total achievement in the reading comprehension test after controlling the pre-test.

To verify the hypothesis of the study, the researcher used a quazi-experimental design. The subjects were EFL students in the second year in the secondary school. They were divided into two groups. The first was the experimental group which was taught using computer-assisted semantic mapping. The second was the controlled group that was taught by the traditional method. The researcher prepared computer-assisted semantic mapping for the two units (The food Which We Eat) and (Saudi Arabia :Yesterday and Today). Then a test was prepared by the researcher to measure the comprehension of the students at the literal level, the inferential level and the total achievement. The instruction experience lasted for weeks.

Results indicated that there was a statistically significant effect of using CASM on the achievement of EFL students at literal level of reading comprehension. There was a positive but not significant effect of using CASM on the achievement of EFL students at the inferential level of reading comprehension. There was a statistically significant effect of using CASM on the achievement of EFL students in the total achievement of reading comprehension.

In light of these results, the main recommendations were:

1. Providing training programmes of semantic mapping and their applications for supervisors, teachers and those concerned with the development of educational fields.
2. Integrating strategic reading into regular reading classes to improve students' comprehension and performance.
3. Encouraging the use of electronic learning programs by providing an electronic educational environment in each school.
أثر استخدام العروض التقديمية لخريجات اللغة الإنجليزية
الثانوية في فهم نصوص اللغة الإنجليزية بمدينة مكة المكرمة

إعداد: ماجدة شاكر صديقي

الحمد لله وحده وصلاة وسلام على نبيه ﷺ وعليه السلام وعمره
هذا الدراسة التي تهدف إلى فهم استخدام العروض التقديمية لخريجات اللغة العربية على تحسين طلاب الصف الثاني الثانوي في فهم نصوص اللغة الإنجليزية بمنطقة مكة المكرمة، واكتساب مهارات اللغة الإنجليزية في مراحل التدريس، ولذا تمكين الباحثة من تحقيق أهداف الدراسة. قام بإعداد ثلاث فروض صفية.

1. لا يوجد فروض ذات دلالة إحصائية في التحصيل البعدي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الحرفي من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

2. لا يوجد فروض ذات دلالة إحصائية في التحصيل البعدي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الاستنتاجي من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

3. لا يوجد فروض ذات دلالة إحصائية في التحصيل البعدي الكلي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

و للتحقق من هذه الفرضيات، اختر الدراسة المنهج التجريبي وتألفت عينة الدراسة من طلاب الصف الثاني الثاني والثاني وتم تقسيم الطلاب إلى مجموعتين، ومتضمنين هما المجموعة التجريبية. ودست تجربة عندما أعدت الدراسة مجموعات من خريجات اللغة الإنجليزية وشريحتين رابعة

1. توجد فروض ذات دلالة إحصائية في التحصيل البعدي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الحرفي من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

2. توجد فروض ذات دلالة إحصائية في التحصيل البعدي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الاستنتاجي من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

3. توجد فروض ذات دلالة إحصائية في التحصيل البعدي الكلي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة من اختيارهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القبلي.

و في ضوء هذه النتائج قد قمت الباحجة عدد من التوصيات كأنها:

1. تدريب طلاب اللغة الإنجليزية كلغة أجنبية بخيارات الاستراتيجيات التي تطور مهارة القراءة على الفهم عند قراءة نصوص اللغة الإنجليزية.

2. ترويب برامج إعداد معالم اللغة الإنجليزية وتطرق المناهج والوسائل والمتعلم، بما في ذلك بناء واسطات و천اع خريجات اللغة. 

3. دعم بعض التطبيقات الإلكترونية لتدريس اللغة الإنجليزية بوصفها لغة أجنبية وتفعيل استخدام التقنيات الحديثة للأرتداء بالمستوى العلمي والمهاري للطلاب.
Dedication

It is my honor to dedicate this thesis to my parents, whom I often take the time to reflect on in time of solitude. Their encouragement, love and patience made this work possible. I was never alone during the study, they stood behind me during all the challenging and critical moments of this study. They supported me with their tears and silent prayers. Through their faith, wisdom, understanding and lifelong commitment to selflessness, I learned valuable lessons that will remain always in my mind and in my heart.
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I can not find words good and strong enough to express my feelings towards my beloved father whose dream was to see this work accomplished but his sudden death while I was working on this thesis has not enabled him to reach that dream to see it come true. His adorable care, truthful love, full of support, heartily virtue shined and lightened the darkest moments in my life. The more I think of what he did for me, the more I feel unable to express my feelings towards him.

Heartfelt thanks are due to my warm-hearted mother whose constant prayers from the very beginning of this thesis helped me to complete this study especially during the challenging, critical moments of this study. Her true love, tender care, continued support and hearty encouragement had truly given me the insistence, the strength and the ambition to achieve my goals.

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Our Lord! Don't Condemn us if we forget or fall into error; Our Lord! Don't lay on us a burden like that which you laid on those before us, a burden greater than we have strength to bear. Blot out our sins. Grant us forgiveness, have mercy on us, you are the protector; grant us victory over the unbelievers. (Al-Baqara: ٦٨٢)
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In the name of Allah, the most Gracious, the most Merciful.

Introduction

Praise is to Allah, the Lord of mankind and peace be upon the Master of the messengers, his family and companions.

The English Language nowadays is considered to be the foremost international language. It is known and spoken by around half of the world’s population (Subahi, ١٩٩٧). English is the language of science, technology and culture. It occupies a distinctive position in our educational system "Furthermore, it dominates the international media, science and modern technologies" (younis, ١٩٩٧). Given the importance of English at both the international and the national levels and the ever–increasing number of learners of English as a Foreign Language (EFL), the educationalists and policy makers should exert great efforts towards the upgrading of standards of teaching and learning in this area.

There is no doubt that reading occupies a distinguished position among the other skills of the language and its importance in teaching/learning is unquestionable. Because of that, learning to read is a fundamental goal of schooling and a major part of curricula and for most students of EFL, efficient reading is the most important skill in language learning. Cross and James (١٩٩٦) have stated that:

Clearly, reading in the foreign language deserves attention and reading passages should not be viewed merely as a springboard for speaking or writing activities. An aim of most language teaching programmes should be to develop the students’ reading competence. P (١٩٩٦)

Good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave school. Through the rich language environment, readers can pleaurably and most effortlessly acquire a large vocabulary and an
implicit command of the limitless language forms. Good writing is probably the product of reading, too. However the biggest advantage of becoming an efficient EFL reader pertains to the fact that the skill of reading, once developed, can be easily maintained and further developed (Rivers. 1981, p. 58).

Convinced by the fact that efficient reading is considered a legitimate goal of ESL curriculum, many researches explored the nature of the process of reading comprehension. Those studies suggested that good teachers use particular strategies to facilitate their teaching and that the teachers can teach effectively if they use correct techniques. Lessard-Clouston (1991) stated that "helping students understand good language learning strategies and training them to develop and use them can be considered to be the appreciated characteristic of a good language teacher" (p. 7). Thus, It is suggested that good language learners use a variety of strategies to assist them in gaining command over new language skills. According to Fedderholdt (1986)" the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way" p.(3).

"Among the numerous reading strategies available, graphic strategies are one of the few approaches that can be applied at the preview stage before reading, during the reading process itself, and at the stage after reading" (Dowhower, 1989, p.576). Graphic strategies provide readers with new approaches to reading that are different from traditional, linear text presentation. Instead, the structure of the whole text and the interrelations between concepts are illustrated with a visual method that gives the readers a clearer, more substantial understanding of what is being read (Chimielewski and Dansereau, 1988, p.41). This present study
explored the effectiveness of using semantic mapping, one of the graphic strategies that are used in teaching.

Semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels. According to (Zaid, 1990, p.1), "Students who use semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development".

The value of mapping for English as a Foreign Language has also been acknowledged. Studies by Crow and Quigley (1982) and Brown and Perry (1991) found that semantic mapping was an effective learning strategy. And a series of studies, principally by Carrell, examined how schema theory and semantic mapping can improve the reading skills of EFL students. In fact, researchers who have assessed a range of mapping techniques suggest that the process may improve reading comprehension (El-Koumy, 1994), increase content-area achievement (Jegede, Alaiyemola, and Okebukola, 1996), enhance recall of material (Berkowitz, 1987), reduce student anxiety about a subject (Jegede, Alaiyemola, and Okebukola, 1996), and helps identify misconceptions allowing teachers to discover initial barriers to learning (Brown, 2002).

Nowadays, computer-related technologies have become essential instructional tools used in the modern educational environment. Multimedia technology is finding a home in classrooms and the interest in CAI materials as essential instructional tools has been growing rapidly through the educational community. Computer assisted strategies and programmes are trends which can not be ignored, nor teachers' responsibilities towards introducing them neglected. For this reason semantic mapping in this study was presented through computer assistance that adds colors and images which create a more exciting and attractive learning environment. Dwyer (1997) indicated that:
"If the instruction materials were designed to provide the learner with more in-depth interaction and practice with embedded maps, performance may have increased significantly. An example of such instructional material would be computer-based, where the programmes are designed to force the learner to integrate and practice with the information to learn it adequately before being allowed to move forward."(P.)

Horney (١٩٩١), added that computer-assisted semantic mapping is becoming such a popular tool for students, teachers and professional writers because computer-assisted semantic mapping in an electronic environment facilitates the visual thinking that underlies this form of knowledge representation by making it more accessible and exciting"

**Background to the Problem:**

There has been a prominent shift within the field of foreign language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching (Hismanoglu, ٢٠٠٢). This shift in foreign language instruction has entailed a shift in the responsibilities of both teachers and students in the foreign language classroom (Abdul-Hay, ٢٠٠٢). The teacher no longer acts as the controller and the director of every aspect of the learning process. Rather, the learners themselves are now sharing the responsibility for successful language acquisition.

In fact, the high school level is the best stage to prepare teens for a future filled with many obstacles. If this is so, then a teaching method must be used to prepare the learner for such a future. A method based on using the learners' intellect, abilities and potential. Also, training the learner to face the challenges of tomorrow positively, instead of easily giving up. We are not in need of students who memorize information only to recite it during exams. We are in need of young adults who will be able to handle
what the Twenty-First century life hands them, depending on themselves to reach their goals.

Keeping this in mind, the teacher is required to use a teaching method in accordance with the aims set for the level taught. Ambusaidi and Al-Shuaily (٢٠٠٢) presented six suggested teaching methods to be used in Secondary stage. One of the strategies they discussed was semantic mapping. They emphasized its importance as a powerful technique for stressing conceptual organization and integration.

Through teaching English courses to students of secondary schools, the researcher has noticed that many second-grade students face difficulties while trying to comprehend texts written in English in the reading lesson. Dyreson (٥٩٩١) has clearly diagnosed the problem of these students:

Many students have great difficulty finding main ideas in informative speech or text, and using these main ideas to organize the information to be learned so that a useful memory is constructed – one that guides flexible recall for answering questions or explaining ideas. (p١)

Often content teachers become comfortable with one or two ways of teaching relevant concepts, thus stifling their abilities and hampering the academic performance of some of their students. Some content educators are not aware of the many types of comprehension strategies that are appropriate for tasks which vary across content areas according to different subjects' areas requiring different types of understanding. In this regard Hill (٤٩٩١) comments, "An educator must be susceptible to change. When one teaching strategy does not produce the desired outcome, the teacher should try another one". (p٧٣).

Students are not taught how to learn; rather the burden of learning is dependent upon the student's own ability in organizing and structuring information into memory. In their book (learning how to learn) Novak and Gowin (٤٨٩١) have claimed from their research and observation that
a majority of learning is performed through rote memorization of information: however, the learning requires one to be able to understand concepts and their interrelationships, and to apply these understandings to new situations. This type of learning is meaningful learning as it requires learners to relate new ideas to their existing conceptual knowledge. Semantic mapping has proven to be an effective learning strategy for promoting meaningful learning.

Olson (1991) adds:

The major purpose of the semantic mapping is to allow students to organize their prior knowledge into these formal relations and thus to provide themselves a basis for understanding what they are about to read and study. Comprehension can be thought of as the elaboration and refinement of prior knowledge. What the semantic maps provide is a graphic structure of that knowledge to be used as the basis for organizing new ideas as they are understood. (p. 73)

The biggest challenge is to help students see how the details are related. When students see how the details are related to each other, they discover that the information is easier to learn. This also helps students respond more meaningfully to the information. They may even discover the relevance of the information to their own lives. Semantic maps can help students face this challenge by developing the strategies to learn and mentally organize the details. Through semantic mapping, students use shapes and lines to show the mental connections between the terms and concepts. Whether the teacher is using semantic maps in her/his instruction or the student is developing her/his own maps, the cognitive processes which the student employs through semantic maps helps them put the pieces together in a meaningful, learnable whole.
Although semantic mapping is a graphic strategy, it has been successfully applied primarily to the learning of scientific subjects (Schmid & Telaro, 1991, p. 18). A limited amount of research has been conducted on its application to the learning of linguistic content. Thus, the first objective in this study is to test the effectiveness of semantic mapping in enhancing text comprehension of a foreign language. In addition, multimedia technology is finding a home in classrooms as has been validated previously. Computer-assisted strategies and programmes are trends which cannot be ignored, nor teachers' responsibilities towards introducing them neglected. For this reason, semantic mapping in this study was presented through computer assistance that adds colors and images that create a more exciting and attractive learning environment.

As the researcher is a high school English teacher and has faith in improving her students' view and handling of the future, she has proposed this research. She prays Allah will bless her with the honor of adding new information to the educational field. She also asks for His Guidance and Acceptance, for she is doing it in His Name only. All gratitude to Allah.

**Problem of the study:**
The problem of this study can be determined in this main question:
What is The Effect of Using Computer-assisted Semantic Mapping for Teaching EFL Reading Comprehension to Second year female students in Secondary School in Makkah?
And this main question can be sub-divided into these three minor questions:

1. What is the effect of using computer-assisted semantic mapping on the achievement of EFL female students in the literal level of reading comprehension?
What is the effect of using computer-assisted semantic mapping on the achievement of EFL female students in the inferential level of reading comprehension?

What is the effect of using computer-assisted semantic mapping on the total achievement of EFL female students in reading comprehension?

**Aims of the study:**

The study aims at:

1. Investigating the effectiveness of using computer-assisted semantic mapping for teaching reading comprehension to EFL students of the second year in secondary school, as compared to traditional methods.
2. Exploring the effectiveness of the use of a new teaching method assisted by the computer in enhancing reading comprehension.
3. Providing recommendations for conducting future researches regarding the use of mapping techniques in other fields and units.

**Significance of the study:**

The significance of this study lies in the following:

1. Providing a clear picture, to those concerned in the academic field, of the effect of using semantic mapping to increase students’ comprehension of the English text.
2. Enlightening the English teacher with the effect of using this strategy on the outcome level of English text comprehension.
3. Providing English teachers with ready-made concept maps of the curricula, as a result of the study.
4. Benefiting educational supervisors by conveying to them the importance of renewal in the education process and the effect of modern methods, such as computer-assisted concept mapping, on the outcome level of students.
5. Helping EFL learners by providing them with a strategy that makes learning more enjoyable and effective.
Raising the students' awareness that using semantic mapping when reading EFL texts is a step for improving their language skills

Contributing ideas to the research field for future studies in modern education methodology, specifically in English.

Benefiting researchers, course designers, curriculum developers and student teachers’ trainers by applying mapping techniques and of forming and using graphic methods.

Hypotheses of the Study:

1. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the literal level in the reading comprehension test after controlling the pre-test.

2. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the inferential level in the reading comprehension test after controlling the pre-test.

3. There are no statistically significant differences between the mean scores of the students of the experimental group and those of the control group in the total achievement in the reading comprehension test after controlling the pre-test.

Limitations of the Study:

This study is limited to the following scopes:

1. Scope of location: 11th grade female students in Makkah area.

2. Scope of time: the first semester of 1433/1434, corresponding to 1402/2014.

3. Scope of grade level: female high school students (second grade).
Definitions of Terms:

I. Semantic mapping

a) "A visual representation of knowledge, a picture of conceptual relationships" (Antonnacci, 1991, p. 471)

b) It is also defined by Horney, (1991) as "a process of drawing pictures to represent the conceptual relationships between and among key ideas in a domain of knowledge" (Horney, 1991, p. 203)

Semantic mapping can be operationally defined as:

"A graphic representation that encourages the search for meaning by displaying words in categories to show how they are related to each other"

Other terms that have been used to describe that semantic mapping strategy are: webbing, semantic webbing, mind maps, knowledge maps, concept maps, mapping, networking, pattern maps, spider maps schematizing, text mapping and concept mapping.

II. Reading Comprehension

a) "A thinking process that is dependent upon the learners' basic cognitive and intellectual skills, upon their background of experience (vocabulary knowledge, conceptual ideas) and upon their language skills (syntax, grammar, etc)." (Dechant, 1980, p. 213).

b) "Extracting the required information from a written text as efficiently as possible" (Grellet, 1990, p. 3).

c) According to schema theory, reading comprehension is "an interactive process between the text and the reader's background knowledge". (Carrell and Eisterhold, 1987, p. 353)

d) "the process of obtaining meaning from print "(Buehl, 1990, p. 8)

The current research adopts this definition since the major principle of semantic mapping strategy is promoting meaningful learning.
6. Computer Assisted Instruction (CAI) or Computer Assisted Learning (CAL)

The International Encyclopedia of Education defines CAI or CAL "It is concerned with the use of computers to mediate in the flows of information in the learning process." It is also defined by Biehler and Snowman (1991) as "the use of computers to present programs or otherwise facilitate or evaluate learning".

In this study, however, it refers to "the use of a computer program (Power Point presentations) to present semantic mapping of the English text being taught".

4. English as a foreign language (EFL):

According to Hassan (1998, p.2), "in countries where the English language does not play any essential role in social life and the average person does not need English for his daily activity or sometimes even for his professional life, English is only taught in schools or institutions ". In this study English as a foreign language is the English taught in the Saudi Arabian girls secondary schools.
الملخص العربي للفصل الأول

الحمد لله و كفى و سلم على عباده الذين اصطفى، و الصلاة و السلام على خير الخلق أفضل من
بشت ربي و اجتبي.

إن التطور العلمي المتسارع و الثورة المعرفية المتجددة بالإضافة إلى متطلبات العصر
و إدراك احتياجات الطلبة التربوية و استشراف احتياجاتهم و تطاعنهم المستقبلية، كل ذلك جعل
المهتمين بالتربية و التعليم يعون أهمية المستند في جعل المعلمين و الطلبة قادرين على استيعاب
تغيرات العصر الذي ينتمي بهم المعلومات و تدفقتها وذلك بإدخال الكثير من البرامج التي تعنى
بتنويطلبلمهارات و الطرق اللازمة للحصول على المعلومات و تعديل الاستفادة منها من
خلال توفير فرص النمو المتكاملا للتعلم في حدود قدراته و إمكاناته.

ومن هنا كان البحث الجاد عن طرق تدريس فعالة مطلب ضروري و حاجة ملحية حيث
أصبح التوجه ليس فقط إلى ماذا يتعلم الطالب، و إنما إلى كيف يتعلم. و مقتاردة اللغة الانجليزية
شأنها شأن كافة المقرارات الدراسية تشكيل أهمية و تتأكد الحاجة إلى الارتقاء بمستوى الطلبة فيها
، علوا على أن اللغة الانجليزية هي لغة العصر ولا بد لطلابنا من أن يتقن الحد الأدنى من اللغة
الانجليزية فيما و استبعادا و تطبيقا و استخداما.

و مهارة القراءة في اللغة الانجليزية تحظى بأهمية كبيرة من بين جميع المهارات الباباية و
لذلك فقد اهتم كثير من الباحثين بدراسة طبيعتها و طرق تدريسها و قد أجمعت الكثير من الدراسات
على أهمية تطوير مختلف استراتيجيات القراءة لنصوص اللغة الإنجليزية بوصفها لغة أجنبية لا
سما و أنه يمكن للطلاب تعلمها و التدريب عليها. و اقترحت تلك الدراسات أن الطالب الذي يتقن
ال استراتيجيات المتنوعة يمكن أن تطوير مهاراته اللغوية بفعالية أكبر و بالتالي يزيد من فهمه و
تحصيله.

و قد لاحظت الباحثة من خلال عملها في تدريس اللغة الإنجليزية بالمرحلة الثانوية أن
الطلاب يواجهون صعوبات تتعلق بفهم النصوص الإنجليزية في حصص القراءة خاصة فيما
 يتعلق بإيجاد الأفكار الرئيسية في النص و كذلك يواجهون صعوبة في استخدام هذه الأفكار الرئيسية
لتكييف المعلومات التي سيتم تعلمها و من ثم تكون ذاكرة مفيدة تساعد على الاسترجاع المرن
 للمعلومات من أجل الإجابة عن الأسئلة أو شرح الأفكار.

و خواص المفاهيم هي استراتيجيتها تعزز التعلم ذي المعنى و الذي يعتمد على إشراك المتعلم
في عملية التعلم بتشجيع المعرفة السابقة لديه و من ثم مساعدته في الربط بين ما يعرفه بالفعل و بين
المعرفة الجديدة. و هي تساعد المتعلم على أن يكونوا متعلمين أكثر استقلالية عن المعلم و على
التمييز بين المكونات الأساسية للهيكل المعرفي و العلاقات بين مفاهيمه و ذلك من خلال رسوم
تخطيطية ثنائية الأبعاد تعمل على ربط المعلومات الجديدة بما سبق تعلمه و توضيح العلاقات المفاهيمية المتسلسلة في المادة الدراسية الواحدة مما يؤدي إلى حفظ المعلومات لمدة أطول و إلى توجه أوثق للمعلومات المنظمة و إلى مزيد من التعلم المنطقي النشط.

و بعد الحساب من أبرز المستجدات التي طورتها التكنولوجيا في القرن الواحد والعشرين و هي تمر بثورة معرفية تعتمد على العلم و التقنية وقد أصبحت بيضة الحاسب الآلي واضحة العالم في جميع ميادين الحياة و ستصدر إلى تطورات أكبر في شتى المجالات و محاولة نشر استخدام الحسابات الآلية في دور التربية و التعليم قائم على محور رئيسي واحد وهو الأمل المعقود في بناء فصول دراسية ملزمة بالتقنية تنشئ بيئة تعليمية نشطة و حيوية تحل محل التعليم اليدوي و ذلك بإضافة عناصر التشويق و حب الاسترداد من العلم و التعليم بمساعدة الحاسب الآلي يرمي إلى الاستعانة بالحاسب الآلي لتقديم المواد التعليمية إلى الطلاب و يتطلب المشاركة الفعالة منهم و لهذا فإن خرائط المفاهيم في هذه الدراسة قدمت بمساعدة الحاسب عبر التقديم التدريبي للمعلومات معززة بالألوان و الحركات.

و قد حددت مشكلة الدراسة في هذا السؤال الرئيسي:

ما أثر استخدام العروض التقديمية لخراطيم المعرفة على تحصيل طالب الصن الثاني الثاني في لهم نصوص اللغة الإنجليزية بمدينة مكة المكرمة؟

ويتفرع من هذا السؤال الرئيسي الأسئلة الفرعية التالية:

1. ما أثر استخدام العروض التقديمية لخراطيم المعرفة على تحصيل طالب الصن الثاني?

2. ما أثر استخدام العروض التقديمية لخراطيم المعرفة على تحصيل طالب الصف الثاني?

3. ما أثر استخدام العروض التقديمية لخراطيم المعرفة على تحصيل طالب الصف الثاني?

أهداف الدراسة:

هدف هذه الدراسة بشكل رئيسي إلى:

1. معرفة أثر استخدام خرائط المعرفة في تدريس نصوص اللغة الإنجليزية لطلاب الصف الثاني مقارنة بالطرق التقليدية.

2. تسلسل الضوء على أهمية التدريب على استراتيجيات القراءة لنصوص اللغة الإنجليزية بوصفها لغة أجنبية.
3. تفعيل التعليم بمساعدة الحاسوب الآلي لإيجاد بيئة كترونية نشطة في تدريس مقررات اللغة الإنجليزية.

فروع الدراسة:

ولكي تتمكن الباحثة من تحقيق أهداف الدراسة قامت بوضع ثلاث فروع صغرية:

1. لا توجد فروق ذات دلالة إحصائية في التحصيل البدني بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الحرفى من اختبار فهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القياسي.

2. لا توجد فروق ذات دلالة إحصائية في التحصيل البدني بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة عند المستوى الاستنتاجي من اختبار فهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القياسي.

3. لا توجد فروق ذات دلالة إحصائية في التحصيل البدني الكلي بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة من اختبار فهم نصوص اللغة الإنجليزية بعد ضبط التحصيل القياسي.
أثر استخدام العروض التقديمية لخرائط المعرفة على تحسين طالبات الصف الثاني الثانوي في فهم نصوص اللغة الإنجليزية بمدينة مكة المكرمة (دراسة شبه تجريبية)

إعداد الطالبة
ماجدة شاكر عبد الله صديقي

إشراف
أ.د. علياء بنت عبدالله الجندی
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الفصل الدراسي الثاني
٦٩٠٢ / ٧٠٠٢ م