

The Effect of Using Conceptual Mapping Strategy on the Achievement of Eight Graders in Arabic Grammar Course in Jordan

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Abstract

This study aimed at investigating the effect of using the conceptual mapping strategy on the achievement of eighth graders in Arabic grammar course as compared with the conventional strategy throughout this question: Are there statistical differences ($\alpha = 0,05$) of students achievement in Arabic grammar course attributed to teaching method, gender and the interaction between method of teaching and students gender? This study tackled the word forms, noun , and verb.

The population of the study consisted of all Eighth graders enrolled in the Directorate of Education at Petra region for the second semester for the scholastic year 2004/2005. The subjects of the study were (123) male and female students who were divided into two groups; the first was a control group which was taught by the Conventional method which consisted of two sections (34) male students and (27) female students, and another experimental group which was taught by the conceptual mapping strategy which consisted of two Sections: (35) male students and (27) female students.

There were two instruments of the study; conceptual maps and an achievement test containing (30) items of multiple choice. The test and the maps were validated by a panel of judges. The reliability of the test was computed by Kuder-Richardson formula (KR 20) which was (0.89). Data were analyzed by (Two –Way ANOVA) to explore the differences between the groups achievement. The findings of the study revealed the following:

- 1- There were significant statistical differences ($\alpha =0, 05$) between the groups of the study in favor of the experimental group.
- 2- There were no statistical differences ($\alpha =0,05$) between the groups of the study due to gender.
- 3- There were no statistical differences ($\alpha =0,05$) between the groups of the study due to the interaction between method and gender.