

The effect of Using Inductive Concept Map Technique of Teaching on Students' Interactional in Class spoken skills of Second Stage College. Students
A Co- Research Paper Submitted

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Introduction

Interactive class is the class which consists of different mutual discussions, dialogues and exchanging ideas, it represents sometimes micro –image for the real life situations which began to form a real challenge. One thing is for certain about English learners is that; they will not become proficient speakers of a language unless they have frequent opportunities to use it. Teaching societies started to complain about the traditional methods of teaching which resulted many failures in teaching experiences for not providing the learners with such speaking skills. Such methods were nothing but a kind of wasted sessions of teaching without achieving the intended learning behavioral objectives which are stated for the sake of this process. Consequently, students started showing undesirable behaviors and indifference during the class period, like having negative personality and quit the spirit of initiation and class participation. Therefore, schools are blamed for this knowledge shortages and raising such negative unsuccessful learners and, theorists started thinking deeply in suggesting new techniques of learning and adapting new learning objectives which are more realistic and authentic to cope with the learners needs and improve their scientific and psychological health. Thus, new trends of teaching have been suggested to concentrate on creative and critical thinking. Among these trends was the focus on the excessive teacher-student class interaction and student-student class interaction as one of the new learner-centered method of teaching which keep the student focus inside the teaching in class. (Alison Mackey, 2007:p53)

1. The Problem of The Study

Most of the students in College of Education –Humanities/University of Salahaddin in Kurdistan are neither interact with each other nor build relationships between the terms and concepts in the passage to create new meanings because they are unaware of the strategies and skills that may help them in reading comprehension (RC) to develop their student-students interactional skills(SIS) .College students need to be equipped with habits for good spoken interactional and communicative skills which make them successful speakers of English.(Nist&Simpson,2012)

It is time to replace the unproductive traditional techniques of teaching with update productive and effective techniques if the language teachers want to gain more progressive linguistic outcomes of the educational system in general and the English language teaching ELT in specific(Zwaal&Otting,2012). On the light of the tremendous interest of the local and global researches, studies and training programs of modern methods of teaching about the use of concept mapping CM, still not fair enough studies about this topic have been conducted in the Iraqi educational environment in general and in the educational environment of Kurdistan region of Iraq in specific. Limited number of researches had been conducted in University of Salahaddin concerning the use of CM technique to develop students’ interactional skills through RC passages in communication course. The study can be considered as a practical study which can be added to the previous studies conducted in Iraq and Kurdistan Region of Iraq. Therefore, and in order to enhance the speaking ability of Kurdish EFL students, the researchers proposed using a teaching technique based on the use of CM to develop students’ reading strategies so as to improving their in-class spoken interaction skills.

This study aimed to investigate the effects of using CM technique on developing the Kurdish EFL students’ SIS in College of Education /University of Salahaddin in Kurdistan .

2. Aims of the study

The study aims at investigating the effect of the CM technique of teaching on developing students ‘spoken interactional skills SIS, namely; *students-*

student negotiation of meanings (negotiation as we saw it in Connection with communicative language teaching –is a process of discussion to reach agreement), *interactional fluency*, *grammatical accuracy* and *students’ interactional vocabulary*.

3.The Hypothesis of the Study

Based on the above mentioned aims, the following null hypotheses are proposed:

1-There is no statistically significant difference at (0.05) level of significance between the mean scores of the experimental group and Control group in enhancing student-student negotiation of meaning.

2-There is no statistically significant difference at (0.05) level of significance between the means scores of the experimental group and Control group in enhancing students’ interactional fluency.

3-There is no statistically significant difference at (0.05) level of significance between the means scores of the experimental group and Control group in enhancing students’ grammatical accuracy.

4-There is no statistically significant difference at (0.05) level of significance between the means scores of the experimental group and Control group in enhancing students’ speaking vocabulary.

5.the Study

The current researchers’ investigation to be undertaken here is limited to:

1- College of Education –Humanities / Department of English / Salahaddin University.

2- Students of Second College Stage During the academic year 2011-2012

3- Kurdish language native students.

4- The study will be limited to (6) reading passages from the course curriculum called New Headway (advanced students’ book) by Liz & John Soars 2003, the curriculum which is used in teaching communication course.

6. Definitions of Operational Terms

Effect

1- Roget (1995) defines effect as “the capacity to create powerful effect or the strong effect exerted by one person or thing on another: force, impression”. (Roget’s II,1995:115)

2- The Free Online Dictionary (2012) defines the word effect as “Something that produces a specific impression or supports a general design or intention”.

The research operational definition of the word effect is that something that causes an influence or produces a change on other persons or situations.

Classroom Interaction

1- Brown (2001), defines interaction as “the heart of communicative competence when a learner interacts with another learner he/she receives input and produces output.” (H. Douglas Brown, 2007:p421)

2-Elli (2004) defines interaction as “the process when the participants of equal status and share similar needs, make an effort to understand each other, if role relationship is asymmetrical and negotiation of meaning is inhibited..” (Ellis, 2004:p76)

The researchers adopted Ellis’s (2004) definition of class interaction as it is best cop with the problem of the research.

2 -Concept Map

1-Joseph D. Novak& Bob Gowin, D (1984) describe Concept Map as “a schematic device for representing a set of concept meanings embedded in a framework of propositions. After a learning task has been completed, concept maps provide a schematic summary of what has been learned” (Novak &Gowin, 1984).

2- Richard C. Sinatra.& David N. Berg (1984) defines Concept Mapping as: “A graphic arrangement showing the major ideas and relationships in the text or among words meanings”. (Sinatra, R.C. & Berg, D.N.1984, pp22-29)

The researchers' operational definition of (CM) is: *a modern graphical learning tool that connects and maps the learners' visual ideas to stimulate the generation of the new ideas and aid students' expressive ability which help them to develop their communication of complex ideas.*

Technique

1-Douglas H.Brown (2007) defines technique as “a specific activity which is applied in the classroom that is consistent with a method and therefore will be in harmony with an approach as well”. (H. Douglas Brown, 2007)

2-Simson&Weiner (1989) define technique as “the manner of performance in any profession” (Simon &Weiner, 1989)

The research operational definition of the word technique is that it is a method, procedure or a way of doing something in certain learning setting.

7.Review of Literature and The Previous Studies

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Education with all its activities of teaching and learning process involves interaction between teacher and students as channels of realizing its Objectives. Interaction occurs every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. (www.wikipedia.com).Scriveener (2005) stated that *“The aim of interactive activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion.” (Scriveener, 2005:152)*

He argued that Interaction is viewed as significant because:

A. Only through interaction, the learner can decompose the text linguistic structures and derive meaning from classroom events.

B. Interaction gives learners the opportunities to incorporate text structures into their own speech (the scaffolding principles).

C. The meaningfulness for learners of classroom events of any kind, whether interactive or not, will depend on the extent to which Communication has been mutually constructed between the teacher and learners.

Moreover, Sita (2010) stated that through classroom Interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process. Furthermore, the teacher should not focus on the best method in the learning process, rather than looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, interaction learner and authors of texts, learner and the community that speak the language. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way. (Sita Nurmasitha, 2010)

The way knowledge is coded in the brain has significant implications for teaching, particularly for helping students to acquire and retain RC skills. The fact that education gives weight to the verbal processing of knowledge means that students are left to generate their own visual representations. As students try to convey what they know and understand in visual ways, they are forced to draw together what they have learned; this helps them to discover how the ideas, information, and concepts are connected with each other in one context, which develops students' higher-order thinking skills (e.g., analytical thinking). Moreover, it organizes their knowledge in a way that makes sense to others. Visual representations also help students remember and recall information more easily. Visual representations can be created and supported by tools such as graphic organizers, physical models, pictographs (i.e., symbolic pictures), and engaging students in esthetic activities, that is, activities that involve physical movement (Ziglar , 2008).

Another effective way to help the learners represent what they know and understand in visual forms, is CMs. With the current emphasis on teaching for understanding and the importance of conceptual knowledge, teachers need techniques that help learners to see patterns and connections (rather than memorize facts) and form mental structures that would help them handle new knowledge and relate it to past knowledge .While webs are mainly a graphic representation of the ideas associated with a topic, concept maps generally illustrate the kind of relationships that exists between information. That is why concept maps, as explained in more detail later, are often organized in a hierarchical way, the topic or the concept under study is usually found in a circle in the middle of a piece of paper, surrounded by ideas, questions, or words, often loosely connected to each other. This visual presentation improves the learner's class interaction as it supports their imagination (Ibid, p: 45) This review of literature covers also studies related to techniques of concept mapping CM such as:

Salam's study (2010) study aimed at investigating the effect of the story-mapping technique on developing 2nd grade students short story writing skills in EFL in faculty of arts, Middle East University for Graduate Studies ,Amman (Jordan). Tools of the study included checklist to identify the short story writing skills needed for theses students as well as pre-post test and its scoring scale. The study was conducted in the first term of the academic year 2009-2010 for three months 45 minutes per-week. A sample of 84 students were randomly chosen from four classes, two groups served as experimental group (42 students) and the other two as controlling group (42 students). The independent variable of the study was the story –mapping technique which was used during the experimental group composition classes .the dependant variable was, performance of the experimental group in story writing post-test. The study used T-Test to measure the difference between mean scores of the experimental groups on the pre-post short story test. Also Etta Square Equation was used to measure the differences between the mean scores of the experimental and the controlling groups on the post-short story writing skills. Results revealed the effect of using the story mapping technique on developing students writing skills (*Salam Saleh,2010*)

Abdulla Abdul Halim's study (2011) identified the effect of concept maps strategy on cognitive acquisition level and teaching skills performance in light of comprehensive quality standards. This study was carried on sample of 100 students in third grade, Faculty of Physical Education, Menoufiya University in 2010/2011. The researcher used the experimental method using the experimental design for two groups: the experimental group used concept maps strategy during teaching 50 students. The traditional group (control group) used the traditional method in teaching 50 students with pre and post tests for both groups. The experimental work was carried out through 12 weeks, twice a week for 90 minutes (unit time). The results of statistical analysis referred that concept maps strategy has more effective and positive influence on learning comparing with the traditional method in teaching. It is recommended to use concept maps strategy during learning or teaching. It has a positive effect on cognitive acquisition level and teaching skills performance under research.

EL-Koumy (1999) compared the effectiveness of three classroom methods of teaching semantic mapping on college – level learners of English as a foreign language .the subject of this study consists of 187 students at Sues Canal University in Egypt, randomly assigned to the treatment groups: teacher- initiated semantic mapping; student-mediated semantic mapping; and teacher – student interactive semantic mapping .treatment was administrated over 5 months in one session per week. Subjects were pre- and post-tested in reading comprehension. While the pre-test indicated no significant differences in the groups, post-tests results revealed that students in the teacher- student interactive semantic mapping group scored significantly higher than the other two groups which had similar results. *(El- Koumy, Abul Salam 1999)*

In conclusion, many studies revealed almost the same findings; they showed that the impact of using the Concept mapping do not only improve the learner's oral spoken class interactions , but also their thinking, brainstorming and writing abilities. However, the researchers noticed few studies of using this technique in teaching English in the province of Kurdistan which makes the present study worth conducted.

8. Research Methodology

Section three of this study deals with:

1-Data collection procedures

2-The population and subjects, design, instruments, validity and reliability of the instruments.

8.1 population and sampling of the Study

The population of this study is limited to the students of 2nd stage department of English /College of Education –humanities /University of Salahaddin –city of Erbil for the academic year 2011-2012. A research sample is “a group of individuals who share the same characteristics as those of the population” (Bluman, 2007:789). The total number of the 2nd stage students is 86 students the research sample is a type of randomly stratified sample which means that the participants will be chosen randomly from each layer. Then the two samples will be equalized according to certain statistical procedures of sample equalization, this included *the age variable* , *intelligent test scores* , *last –year students achievement scores and RC and SIS pre-test scores*, the sample of the research consisted of 40 students which were randomly distributed on two groups 20 students constitutes the experimental group and the other 20 as the controlling group , as shown in table (1) below:

Table (1) Sample of the study

<i>Males</i>	<i>Female</i>	<i>The sample</i>	<i>Section</i>	<i>Group</i>
<i>6</i>	<i>14</i>	<i>20</i>	<i>B</i>	<i>Ex.</i>
<i>7</i>	<i>13</i>	<i>20</i>	<i>A</i>	<i>CG.</i>
<i>17</i>	<i>27</i>	<i>40</i>		<i>Total</i>

The researchers selected randomly 20 students from section (B) to represent the experimental group and 20 students from (A) to represent the control group.

8.2. The Experimental Design

The design of the study is a complete experimental design. It consisted of two groups: The experimental (EG) and the control group (CG) with pre-test and post-test for each group. The teacher will give the two groups the pre-test. The CG will be taught the six RC passages taken from the course book in a traditional way while the EG will be taught the same RC lessons by using the CM technique. Then both groups will be given the post-test to investigate the effects of both strategies and to find out the effect of using CM technique of teaching on developing students interactional skills.

Table (2) The Experimental Design

Post-test	Treatment	Pre-test	Groups
Written Comp.T2 Oral inter.T2	CM .TT	Written comp.T1 Oral inter.T1	Exp.
written comp.T2 oral inter.T2	Traditional .T.T	Written comp.T1 Oral inter.T1	Con.

8.3. The Instrument of the Study

An observation checklist *used as diagnostic pre-test* for both: EG and CG to decide the students' interactional level of performance before starting teaching them by the use of concept maps. It was also used for both groups in the post test to describe the effect of the use of concept maps on the experimental group and to be compared with the controlling group which has been taught by the traditional technique of teaching.

8.4. Procedures of the Study

The study will go to preparing the reading pre-test through the following procedures:

- 1- Preparing the observation checklist form to be used in the pre-test for both groups.

2- Preparing the sample lesson plans, concept maps and activities. Through reading comprehension lesson the researchers observe the students intersectional skills.

4- Establishing the required validity and reliability of the instrument.

5- Dividing the classes to be given for twelve weeks, six teaching hours per week.

6- Planning the traditional way for teaching the control group .In the traditional way, the researcher teaches the control group the reading comprehension lessons in the traditional way which is illustrated in the teacher's book.

7- The traditional way is presenting the topic of the questions, asking students who belong to the control group to read silently and sometimes loudly, and then asking students to answer the questions that follow each reading comprehension lesson.

8.5. Validity and the Reliability of the Instrument

8.5.1. Pre-and Post-test Validity

To determine the validity of this research instrument, both of the checklists of pre and post tests are given to a group of jury members. The jury consists of 11 EL teachers with not less than ten years experience of teaching college stages with MA degree and PhD in English teaching methods from different universities in Iraq . They all suggest some changes in the post-test to be able to investigate the differences. The researcher modifies the post-test accordingly.

8.5.2. The Validity of the Concept Maps

To investigate the validity of the teaching materials and the observation checklist form created by the researchers , the researchers follow some models of concept maps which were done by well-known researchers whose studies are trusted and published in a well-known data base, such as EBSCO and ERIC data bases. They enrich the research materials with some related ideas which in turn will have significant role on the students' reading comprehension.

8.5.3. The Reliability of the test

In order to ensure the reliability of the pre- and post-test of the study, the researchers administer the observational checklist as a test- retest process on an

experimental sample of 10 subjects who are taken from the population as a piloting survey . A statistical formula of Cronbach Alpha is calculated. The result is 88% which is a very high internal contingency coefficient. This is very appropriate for the reliability of the test and for the purpose of the study.

9. Results Analysis and Discussion

The following statistical results have been found concerning each hypothesis:

1-There is no statistically significant difference at 0.05 level of significance between the mean scores of the experimental group and control group in enhancing student-student negotiation of meaning.

To examine the correctness of this hypothesis, mean and standard deviation of students’ pre-post scores have been calculated for both groups, EG and C G and then T-test calculation (TC) has been conducted for the two split samples, the results are found to be as follows(See Table 3) .

Table (3) Mean scores, SD and T-test Values of the Two Groups pre-post test in Student-Student Negotiation of Meaning.

<i>Groups</i>	<i>No.</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>TC</i>	<i>TT</i>
EG	20	Pre	23.20	2.52	4.69	2.093 (0.05)
		Post	25.80	0.83		
CG	20	Pre	23.35	3.34	5.52	
		Post	18.50	2.03		

The findings of the study indicate that there are statistically significant differences between the experimental group and the controlling group in student-student negotiation of meaning. The mean scores of the post-test of student-student negotiation of Meaning in the experimental group are 25.80. While the mean scores achieved by the students in the control group is only 18.50. Therefore, this hypothesis is rejected and the proposed alternative hypothesis is accepted. This means that students try to convey information to one another and reach mutual comprehension of a given set of concepts through restating,

clarifying and confirming information through the use of Concept mapping learning technique. At the beginning of each lecture students were first encouraged to start the debate through some communicative chunks related to the CM under discussion. Discussing the results of the second hypothesis which implies a progress for the benefit of the EG negotiation of meanings in class spoken interactions due to the effect of CM teaching method, against the CG which taught by the traditional technique of teaching RC. The statistical differences due to effective advantages of using concept CM in studying the reading text which help the learners maintaining of the meanings through the interconnections displayed on a CM and in a process where the teacher says too little while the students says too much and at least 25% of class time is devotes at to student talk. Because one of the big advantages of using CM is to generate class discussions and it was so effective for providing genuine communication in most of in –class interactional situations in which the students illustrate their individual ideas using the target language as the ultimate goal of teaching English in Kurdistan is to enable students to communicate .Negotiation of meaning was measured by determining the learners’ number of negotiation active moves during class debates, number of the long and small talks of the participants, the speakers’ use of adjacency pairs of words (i.e. a sequence of two words or related utterances by two speakers) , use of exited changing in voice, number of the students intelligent guess to overtake speaking mistakes and evaluating students’ background knowledge when interacting in class debates.

When dealing with the traditional method of teaching it was found that the students understand the comprehension questions but there is something else that kept them from responding voluntarily in the student-student negotiation of meanings or in overall class dialogue, and sometimes it was difficult for the researcher to develop situation of negotiation of meanings or a debate. This happens because students were taught to listen only not to interact effectively in the negotiation settings such as exchanging ideas, commenting or giving feedback. When teaching through CM technique the activity always starts with writing the general topic in the middle of the whiteboard with colorful marker, students were asked to give ideas about the topic at the beginning of composing each map, students seem confused in finding the appropriate meanings which best describe

the concepts under discussion . After they became familiar with the meanings in the following negotiation setting , they showed more interest and willingness’ to negotiate .During this activity only students were allowed to give their suggestions and responses on the board, after collecting their ideas on the white board, students were asked to negotiate the suitable good ideas and ignore the bad or weak idea. In a scaffold technique of composing these learning maps. Because mapping allows the creative free flow of ideas which helps the students to develop one idea and jump around another much like the brain thinking.

2-There is no statistically significant difference at 0.05 level of significance between the means scores of the experimental group and control group in enhancing students’ interactional fluency.

To examine the correctness of this hypothesis, mean and standard deviation of students’ pre-post scores have been calculated for both groups, EG and CG the results were found to be as follows: (See Table 4)

Table (4) Mean scores, SD and T-test Values of the Two Groups pre-post test in Students’ Interactional Fluency

Groups	No.	Test	Mean	SD	TC	TT
EG	20	Pre	15.10	1.94	16.81	2.093
		post	23.05	1.27		
CG	20	pre	13.75	2.61	6.03	
		post	18.45	1.66		

The results of this statistical calculation indicate that there are statistically significant differences between the EG and CG in Students’ Spoken Interactional Fluency. The mean scores of the post-test of Students’ Spoken Interactional Fluency in the EG are **23.05**. While the mean scores achieved by the students in the control group is only **18.45**. Therefore, this hypothesis is **rejected** and the proposed alternative hypothesis is accepted. When coming to this hypothesis, one can discuss that the reasons behind students’ speaking fluency progress is the effective CM instructional strategies that have achieved such

positive results. Fluency may be defined as the ability to get a communicative intention without too much hesitation and too many pauses to cause barriers or a breakdown in communication (Brown , 2000).

It is taken for granted that maximizing opportunities for interaction is the key factor towards good English speaking fluency. As it was previously discussed, CM technique is a verifying and creative technique of supplying such opportunities which set the students free to talk inside the class and consequently they develop a specific speaking fluency level .Students' speech regardless of the grammatical and pronunciation mistakes they were making. When dealing with this variable students were encouraged to talk in class without paying attention to their speaking errors as if they were trying to overtake the gap they feel towards CM technique. As indicated in Ziglari(2008:59) when she stated that “ *Interaction specialists believe that in some conversational exchanges, sometimes communication errors Creates “pushdown” as it pushes the conversation down rather than makes it to proceed*”. When reviewing the traditional techniques of teaching RC we can obviously understand what limits oral interaction fluency in EFL class where little or sometimes no communication takes place. Moreover, Students' fluency interactional skills were measured depending on the number of the false and reformulated starts and pauses they were making, speaking hesitation, processing negotiation with high self-confidence and risk-taking, and the number of the mispronounced words and phrases they were making in their concept paraphrasing. What was more important in the post-test observation is the researcher focused on students' speaking fluency progress despite the gap in their background knowledge. Because the use of cooperative learning in CM technique of teaching gives the learners the chance to exchange their ideas and mutually think about the suggestions of the right concept definition through student-student negotiation of meanings. This gives the weak student the opportunity to enhance his/her prior knowledge about the topic of the CM . This is one of the great advantageous of this technique because it develops and encourages cooperative and group learning. This interactive environment fills the students' knowledge gap and at the same time enhances their speaking fluency skills.

3-There is no statistically significant difference at 0.05 level of significance between the means scores of the experimental group and control group in enhancing students' grammatical accuracy.

To examine the correctness of this hypothesis, mean and standard deviation of students' pre-post scores have been calculated for both groups, EG and CG and then T-test calculation conducted for the two split samples, the results are found to be as follows: (See Table 5)

Table (5) Mean Scores, SD and T-Test Values of the Two Groups pre-post test In Grammatical Accuracy

<i>Groups</i>	<i>No.</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>TC</i>	<i>TT</i>
EG	20	Pre	12.95	1.94	2.153	2.093 (0.05)
		Post	14.50	1.79		
CG	20	Pre	12.75	2.07	8.312	
		Post	8.75	1.11		

The results of this statistical calculation indicate that there are statistically significant differences between the EG and the CG in interactional accuracy. The mean scores of the post-test of Students' Spoken Interactional Accuracy of EG are 23.05. While the mean scores achieved by the students in the CG is only 18.45. Therefore, this hypothesis is rejected and the proposed alternative hypothesis is accepted

The significant differences between the CM and EG in acquiring interactional grammatical accuracy skills due to the implementation of the CM technique of teaching RC .Grammatical accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (Brown , 2007).it is essential to avoid communicative misunderstanding, skills required for grammatical accuracy include: good grammatical background, alphabetic principles, a large vocabulary matrix of high-frequency synonymous forms and above all these aspects is an accurate use of tenses. Recent studies (Torgesen & Hudson, 2006) show that

knowing how to build and use certain structures makes it possible to communicate certain types of meaning successfully. From among different grammatical accuracy categories which aid communication, *tenses* are of especially great importance because in our Kurdish context the learners were having problem with verb tense accuracy. In most of the studies which focused on foreign language communication and accuracy; as far as the researchers know there has been no research which investigated the effect of CM as a form of pre-task planning on the grammatical accuracy of EFL students' interactional skills.

In the current research students' grammatical accuracy had been investigated through evaluating students' self-corrected grammatical errors, correct usage of verb-subject agreement and the use of other action verbs, code-switching errors when the student grammatical background is inadequate for the ideas they want to convey, the number of grammatical errors made by students in the use of verb tenses, passive voice, conjectures, auxiliaries and so on. When interviewing students outside class period and asking them about their grammatical difficulties they stated that tense perfectness is drawing them crazy because it is always affected by their first language usage of perfectness(L1 interferes L2. Anderson, (1991:60-72) reminded teachers that ***“Whether they agree or disagree, the L1 is always present in the minds of their L2 learners. Furthermore, translation is a frequently cited cognitive strategy in L2 reading L2 readers have been found to rely on translation in the process of comprehending L2 texts and that the degree of such reliance is related to the level of proficiency”***.

With the help of CM technique students tried to draw a map for the English language tenses as homework corrected with the help of the researcher outside class hours. This learning strategy helped them to understand the relations between verb tenses appropriately and led to a more meaningful learning. The results of the study indicated that the students gained positive opinions of the use of CM technique of teaching RC as a means to improve their grammatical accuracy, which helped them to be more self-confidence and motivated.

4-There is no statistically significant difference at 0.05 level of significance between the means scores of the experimental group and control group in enhancing students' speaking vocabulary.

To examine the correctness of this hypothesis, mean and standard deviation of students' pre-post scores have been calculated for both groups EG and EC and then T-test calculation conducted for the two split samples, the results are found to be as follows: (See Table 6)

Table (6) Mean scores, SD and T-test Values of the Two Groups pre-post Test in Interactional Vocabulary

<i>Groups</i>	<i>No.</i>	<i>Test</i>	<i>Mean</i>	<i>SD</i>	<i>TC</i>	<i>TT</i>
EG	20	Pre	12.70	2.08	2.23	2.093 (0.05)
		Post	14.35	1.95		
CG	20	pre	13.55	2.89	9.57	
		Post	7.35	0.58		

The statistical calculation revealed statistically significant differences between the experimental group and the controlling group in Students' Interactional Vocabulary of. The mean scores of the post-test of *Students' Interactional Vocabulary* in the EG is 14.35. While the mean scores achieved by the students in the control group is only (7.35). The experimental group calculated T-test value 2.23 is higher than the controlling group calculated T-test value 9.57 and higher than the tabulated value which is 2.093 at 0.05 level. Therefore, the hypothesis is rejected and the proposed alternative hypothesis is accepted. When investigating the effect of CM technique of teaching on students' interactional *vocabulary*, the results revealed a significant change after the conducting of the research. Without vocabulary, the learner will not be able to use and comprehend the target language because vocabulary knowledge supports reading development. In other words, "vocabulary knowledge is normally the major vehicle for successful linguistic interaction" (Coady & Huckin, 1997). Researchers have found

strong connections between the sizes of learners' vocabularies, how well they comprehend what they read, and how well they perform in learning. This interactional skill was investigated through evaluating students' use of different synonymous forms, compound adjectives, opposite adjectives, phrasal verbs, paraphrasing one main idea in one concept, using self-directed lexical repair for their communicative breakdowns and so on.

During the application of the post-test observation of the experimental group the researcher noticed that the students were able to:

- A- use different vocabularies to introduce the new concept.
- B- say the same thing but in different ways.
- C- describe images to illustrate the content.
- D- write many key words on the white board easily in the pre-task activity.
- E- suggest many synonymous forms for each concept in a map.
- F- exchange, modify and clarify the use of each synonymous formula through cooperative team learning when they are selecting the right formula which best describes each concept in the map.

10. Conclusions

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

1-The CM technique raises students' self-confidence through the group learning or team work which encourages the students' spirit of cooperation or collaborative language learning.

2-The CM technique is considered as effective, beneficial, and appropriate in teaching spoken in-class interactional skills.

3- Using CM in TEFL improves students' speaking skills and learning attitudes towards English language acquisition through developing their vocabulary matrix and conceptual background.

4-Kurdish EFL students usually encounter problems in learning English and only a low percentage of them are able to speak fluently. This might be partially

attributed to the lack of direct exposure to English interactive situations. Using CM can be the solution for this lack of exposure because it gives the students a chance to practice their English by using different activities and in a stress free atmosphere in the classroom setting. Students have more time to discuss the task topic using their personal experiences either with other mates or with the teacher.

5-The CM technique is considered as a helpful pre-reading task which promotes and fosters EFL student self-regulating meaningful learning which is opposite to rote learning.

11. Recommendations of the Study

Based on the results of this study, and as an attempt to improve the process of TEFL, the following pedagogical recommendations are drawn:

1-Adopting meaningful learning strategies, particularly, the use of CM in teaching EFL in most of language courses.

2- Allotting more time for developing student spoken in –class interactional skills in our language teaching setting.

3- Concept mapping should be used to enhance students’ vocabulary building, and to make them analyze their own use of vocabulary through constructing a concept map.

4-more in-services training courses should be arranged to train TEFL teachers of English concerning the use of CM technique of teaching.

12. Suggestions for Further Studies

For further studies the researchers suggest the following:

1-Studying the impact of inductive CM on self-regulating learning of students of English as a second language.

2-Studying the impact of the use of CM teaching technique on other variables such as:

A- Students’ motivational attitudes.

B-Students’ pre-planning task of oral language performance.

C- Developing students' grammatical competence.

D- Developing students' essay writing skills and other linguistic skills at college level.

3- A study can be conducted to investigate the effect of CM technique on institute and secondary schools students' achievement in EFL.

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